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Fostering Positive Student-Teacher Relationships: A Literature Study On Positive Relationships and Their Impact on Academic and Social Outcomes

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Abstract

Teacher-student relationships play an important role in improving academic outcomes, student engagement, and emotional well-being. However, building these positive relationships is still a challenge in education. The study identifies best practices, such as consistent support, effective communication, and student character development, as key steps in strengthening the teacher-student relationship. Through the Systematic Literacy Review approach, data analysis shows that open communication and inclusive teaching styles can increase learning motivation, academic achievement, and reduce student behavioral problems. This study emphasizes the importance of developing teacher education and training policies to improve quality interaction. In addition, a holistic and adaptive approach is needed to face challenges, especially in the era of online learning. This research is expected to be a reference for educators and policymakers in creating an inclusive education system that focuses on developing students' character.

Keywords: *Teacher-Student Relationship, Positive Relationship, Academic Outcomes*

Abstrak

Hubungan guru-siswa berperan penting dalam meningkatkan hasil akademis, keterlibatan siswa, dan kesejahteraan emosional. Namun, membangun hubungan positif ini masih menjadi tantangan dalam pendidikan. Penelitian ini mengidentifikasi praktik terbaik, seperti dukungan yang konsisten, komunikasi yang efektif, dan pengembangan karakter siswa, sebagai langkah-langkah utama dalam memperkuat hubungan guru-siswa. Melalui pendekatan Tinjauan Literasi Sistematis, analisis data menunjukkan bahwa komunikasi terbuka dan gaya mengajar yang inklusif dapat meningkatkan motivasi belajar, prestasi akademik, dan mengurangi masalah perilaku siswa. Penelitian ini menekankan pentingnya mengembangkan kebijakan pendidikan dan pelatihan guru untuk meningkatkan interaksi yang berkualitas. Selain itu, pendekatan holistik dan adaptif diperlukan untuk menghadapi tantangan, terutama di era pembelajaran daring. Penelitian ini diharapkan dapat menjadi referensi bagi para pendidik dan pembuat kebijakan dalam menciptakan sistem pendidikan inklusif yang berfokus pada pengembangan karakter siswa.

Kata Kunci: Hubungan Guru-Siswa, Hubungan Positif, Hasil Akademik

INTRODUCTION

The relationship between teachers and students is a fundamental aspect in education that has a significant effect on learning outcomes and student character development. A positive relationship between teachers and students can increase students' motivation to learn and their involvement in the learning process. Students' positive perception of relationships with teachers is essential for fostering students' intrinsic motivation and academic self-regulation (Ramdhani & Swasono, 2019). A strong emotional connection between teachers and students contributes to the creation of a positive and productive learning environment, which is indispensable in today's digital era (Hilda, 2023).

In addition, the role of teachers as role models and motivators is also very important in shaping students' character. Teachers function as dynamists and evaluators in the learning process, which helps students develop good character values (Hulu, 2021). A good teacher-student relationship is key to creating an effective learning environment and supporting the overall development of students. Emotional involvement, academic support, and the role of teachers as role models are essential in building these relationships. Therefore, it is important for educators to continue to develop their interpersonal skills and create a supportive atmosphere for students.

Building positive relationships between teachers and students in diverse educational contexts is essential for creating an effective and inclusive learning environment. This relationship not only focuses on the academic aspect, but also on the development of students' character and social values. Good interaction between teachers and students can

increase mutual respect and tolerance among them, which is an important foundation in multicultural education (Hakiki, 2023). In this context, teachers have a strategic role in fostering religious tolerance and student morals, which can be done through appropriate approaches and the selection of the right strategies (Sya'roni, 2022; Agung, 2021).

Suboptimal relationships between teachers and students can be overcome with training that focuses on fostering positive interactions (Margijanto & Purwanti, 2021). The emotional connection that exists between teachers and students can help students feel safer and motivated to learn, which in turn increases their participation in the learning process (Hilda, 2023). Effective moral development can help students control themselves and behave in accordance with applicable social norms (Masjkur, 2018). Thus, the role of teachers in fostering positive relationships and supporting the development of students' character is very crucial.

In the context of inclusive education, a good relationship between teachers and students also contributes to learning success for all students, including those with special needs. The practice of teacher reflection in the context of inclusive education shows that teachers need to continuously evaluate and improve the way they interact with students to meet their individual needs (Watulingas & Cendana, 2020). With an inclusive and responsive approach, teachers can create a fairer and more equitable learning environment for all students.

Building a positive relationship between teachers and students and this strong relationship not only creates a conducive learning environment, but also increases student motivation and engagement in learning activities. One of the best practices in building positive relationships is to recognize and support students' needs effectively. A significant positive correlation between teacher engagement and student writing performance (Amaliah & Sudana, 2021). When teachers try to understand and help students, positive relationships can be formed, which in turn improves students' academic performance. In addition, a creative and story-based teaching style can also increase students' interests and character (Rohmah, 2024).

In addition, teachers' pedagogical competence also contributes greatly in building positive relationships. Teachers who have a good understanding of educational theory and practice and are positively related to students' motivation to engage in curriculum activities will be better able to organize classes and apply effective learning methods (Dewi, 2023; Micheal, 2023). Thus, improving teacher competence is an important step in creating a positive relationship with students. In addition, effective interpersonal communication between teachers and students is also very important. A good communication strategy can

create an inclusive environment and improve the quality of learning. Open and respectful communication between teachers and students can strengthen this relationship, so students feel more comfortable participating in the learning process (Yeni, 2023).

Building positive relationships between teachers and students is a complex and multifaceted challenge in the context of education. This relationship is very important because it can affect student motivation, engagement, and learning outcomes. A good relationship between teachers and students contributes significantly to students' academic performance. For example, there is a significant positive correlation between teachers' connection and students' writing performance, as well as a negative relationship between students' anxiety and their writing performance (Amaliah & Sudana, 2021). However, the challenges in building this relationship cannot be ignored. For example, the student's anxiety factor can be a barrier in creating positive relationships. The results of the study show that high anxiety can hinder students' academic performance, so it is important for teachers to recognize and help students who experience anxiety (Amaliah & Sudana, 2021).

Building positive relationships between students and teachers in the context of modern education faces a variety of complex challenges. Quality interaction between teachers and students is essential to improve student engagement and learning outcomes. Positive interactions can also be influenced by teachers' confirmatory behaviors, such as showing interest in students' learning experiences and responding to their questions, can increase students' attention and motivation (Novianti, 2023). The importance of the quality of teacher-student interaction in creating a positive classroom climate and supporting student involvement in learning (Rimm - Kaufman et al., 2015).

In this modern era, the importance of fostering a harmonious relationship between teachers and students is increasingly recognized. Research by Wang et al. shows that factors such as interaction strength, interaction time, and interaction content can affect student satisfaction in online courses (Wang et al., 2022). In the context of online learning, teacher-student interaction also has a significant impact. Increasing the level of interaction between teachers and students can improve student learning outcomes, as well as help build a positive learning attitude (Sun et al., 2022). This shows that in the digital age, effective interaction remains a key component in creating a positive learning experience. In addition, teachers' emotions can affect students' learning experiences, where teachers who feel happy in teaching tend to create a more positive classroom atmosphere (Frenzel et al., 2018).

In this study, there is a problem, the lack of consistency in the practice of building relationships between students and teachers is one of the main challenges in the world of education. Until now, there has been no framework for creating positive relationships in

various educational settings. This becomes interesting to explore, as understanding what works in different contexts such as age groups, cultural settings, and socioeconomic backgrounds can provide valuable insights. Thus, efforts to bridge the gap in fostering effective relationships can be based on a more holistic and contextual approach. The novelty in this study is seen from the lack of studies on contextual factors, research that connects teacher-student relationships with cultural, economic, and student anxiety factors is still limited. It is important to understand how an *adaptive approach* can improve the effectiveness of interactions

This research aims to explore various important aspects in building positive relationships between teachers and students. The main objectives of this study include two things. First, identify best practices that teachers can use to foster harmonious and supportive relationships, such as depersonalized communication, active listening, and the application of teaching methods. Second, this paper also aims to examine the impact of the positive relationship on students' academic outcomes. This research is expected to provide valuable insights for education practitioners to improve the quality of teacher-student interaction for optimal academic and social outcomes.

RESEARCH METHODS

This study uses a type of qualitative research with a library research approach (library research) related to theoretical studies and several references that will not be separated from scientific literature (Sugiyono, 2012). This study uses Systematic Literature Review, namely by carrying out the process of identifying, reviewing, and evaluating all previous research, data sources in this study include national and international accredited scientific journals, books related to education and educational psychology, research articles from seminar proceedings, as well as online databases such as Google Scholar, ERIC, PubMed, DOAJ, ResearchGate, Springer, and Garuda Portal for journals Indonesia.

The data collection technique used in this study is to find data on variables in the form of notes, books, papers or articles, journals and others that are relevant (Zed, 2004). In this study, the research instrument used is a checklist of classification of research materials based on the focus of the study, the scheme/map of writing, and the format of the research record. The data analysis technique used in this is the content analysis method (Arikunto at tal., 2010). The process of searching for articles is carried out with systematic steps. First, the keywords used in the search were arranged based on the focus of the research, such as "teacher-student relationship", "positive teacher-student interaction", "student engagement", "student character development", "effective teacher communication", and

"the impact of teacher relationship on academic outcomes". Furthermore, the articles obtained are filtered based on inclusion and exclusion criteria. The selected articles are articles that are relevant to the research topic, and come from accredited or reputable journals. Therefore, in this study, 55 journals and 3 books were taken in accordance with the topic discussed.

RESULTS AND DISCUSSION

1. Practice of Building Positive Relationships Between Teachers and Students

Building positive relationships between teachers and students is an important aspect of education that can affect student engagement and academic achievement. These best practices in creating relationships involve a variety of strategies that focus on support, communication, and the development of an inclusive learning environment.

a. Consistent teacher support for students

Consistent support from teachers to students is one of the key factors in improving academic success and student well-being. Teacher support not only contributes to students' self-regulation, but also plays an important role in meeting their basic psychological needs. For example, teacher support contributes 4.6% to student self-regulation in elementary school, and psychological capital variables have been proven to mediate this relationship significantly (Lestari, 2023). In addition, social support from teachers also affects the maturity of students' careers, where the higher the support provided, the higher the maturity of students' careers (Ndari & Sawitri, 2022).

One of the best practices is to provide consistent support to students, teacher support not only increases students' internal motivation but also improves their concentration in the learning process, leading to higher academic engagement (Pan & Yao, 2023). Additionally, supportive behaviors from teachers, such as creating a fair and cooperative environment, contribute positively to student engagement in learning (Brandisauskiene et al., 2023). By building supportive relationships, teachers can reduce unwanted student behavior problems.

Teacher support also plays a role in increasing student involvement in the learning process. Social support from teachers has a positive influence on student engagement, which includes cognitive, affective, and behavioral aspects (Sari, 2023). In the context of distance learning, despite the challenges, teachers can still provide meaningful support, which helps students stay engaged in learning (Zariayufa et al., 2021). Furthermore, teachers' attention to students' psychological needs is also very important, teachers' attention in providing social and emotional support contributes to the welfare of students

at school (Rahma et al., 2020). This support includes not only academic aspects, but also social and emotional aspects, all of which contribute to a positive learning experience for students (Astuti, 2023).

b. Effective Communication

Effective communication between teachers and students is a crucial element in a successful learning process, teachers' instructional communication skills greatly affect student learning outcomes, good instructional communication can increase the effectiveness of learning in the classroom, which in turn contributes to improving student learning outcomes (Susanto et al., 2021). In addition, the importance of mutual understanding between teachers, students, and all school personnel regarding effective communication, which can improve interaction in the context of learning and counseling guidance (Yanti, 2019).

Effective communication is also key in building positive relationships. Ramzan noted that understanding between teachers and students regarding relationships in the classroom can increase students' positive attitudes towards learning (Ramzan, 2023). By implementing a student-centered approach and using authentic materials, teachers can create a fun learning environment and increase student engagement. The importance of a good relationship between teachers and students in the context of language learning, where this relationship contributes to student involvement in the learning process (Shakki, 2022). Effective communication is not only limited to direct interaction between teachers and students, but also includes a good relationship between teachers and students' parents, good communication between teachers, students, and parents can ensure optimal interaction in teaching and learning activities (Triwardhani et al., 2020). The importance of communication between teachers and parents in forming good habits in children (Elkhaira & Wirman, 2021).

In the context of classroom management, effective communication is the key to creating a conducive classroom atmosphere. Teachers need to build good relationships with students and facilitate positive communication between students (Juniarti, 2023). Good communication between teachers and students can increase students' motivation to learn, which is very important in achieving educational goals (Nadia & Delliana, 2020). Furthermore, the importance of training for teachers in interpersonal communication skills was also expressed by Yeni, who stated that teachers need to be trained to communicate effectively in order to create an inclusive and supportive learning environment (Yeni, 2023).

c. Character Development

The development of students' character is an important aspect of education that focuses not only on academic achievement, but also on the formation of moral and ethical values, collaboration between parents and schools is essential in this process. The roles of parents and schools must synergize to build students' character through value investment and consistent teaching (Syahroni, 2017). In addition, character development and student resilience can also be affected by a positive relationship with teachers. Good interaction between teachers and students can increase student motivation and participation in the classroom (Lu, 2022). This shows that teachers who are able to build strong relationships with students can encourage them to be more committed to their learning. From a psychological perspective, a good relationship between teachers and students can increase students' self-efficacy. A strong relationship between teachers and students plays an important role in improving students' academic efficacy, which in turn contributes to their involvement in learning (Chen et al., 2021). By creating a supportive environment, teachers can help students feel more confident in their academic abilities.

In the context of schools, teachers have a very vital role in the development of students' character, teachers function as educators, role models, and motivators, all of which contribute to the formation of students' character (Ajmain & Marzuki, 2019). Teachers who are able to provide examples of good behavior and encourage students to follow the norms that apply in society will be more effective in forming positive characters. In addition, the importance of using character education-oriented learning methods, such as guided discovery, to improve student learning outcomes and character (Ziliwu, 2021). Character development can also be done through extracurricular activities. Activities such as scouting can increase students' religiosity, which is part of the expected character (Bakhri & Fibrianto, 2018). This activity not only provides practical experience, but also builds social values and cooperation among students. In addition, the Problem Based Learning (PBL) approach in learning can develop critical thinking skills while instilling character values (Sahjat, 2023).

Furthermore, character education must also be integrated into the curriculum. Oktaviani said that the development of educational modules that support the strengthening of students' character is very important to improve teachers' knowledge and skills in implementing character education in the classroom (Oktaviani, 2023). Furthermore, the importance of literacy programs in schools can help shape students' character through the introduction of ethical concepts and the development of social skills (Syamsuriyanti, 2023). Thus, literacy not only serves to improve academic ability, but also to build good character.

2. The Impact of Positive Relationships Between Teachers and Students

a. Improved Academic Performance

Positive relationships between teachers and students play a crucial role in improving academic performance, and a strong emotional connection between teachers and students can create a more productive and supportive learning environment. This good relationship not only increases student motivation, but also creates an atmosphere conducive to effective learning (Hilda, 2023). In this context, teachers' motivation and work discipline also contribute significantly to their performance, which in turn has a positive impact on student learning outcomes (Oktaviani & Putra, 2021; Putra & Negara, 2021). In addition, student involvement in the learning process is also an important factor that should not be ignored. Students' learning support and active involvement play a big role in their academic achievement. In other words, when students feel engaged and supported by teachers, they tend to show better academic performance (Azman a tal., 2018). A harmonious relationship between teachers and students can improve learning motivation and overall student well-being (Sari, 2023).

b. Reducing Behavioral Problems

Positive relationships between teachers and students have a significant impact in reducing behavioral problems in schools, when there is good interaction between teachers and students, students tend to exhibit better behavior and reduce aggressive actions or other deviant behaviors. note that a positive organizational culture in inclusive schools contributes to the prosocial behavior of teachers and staff, which in turn creates a supportive environment for students to behave good. When teachers show a prosocial attitude and concern for students, this can reduce the incidence of negative behavior in the classroom. (Dharma, 2020). Furthermore, strengthening social skills through training can help children overcome aggressiveness and interpersonal conflict. When teachers play an active role in teaching social skills, students become more able to interact positively with their peers, and good social skills are closely related to a reduction in aggressive behavior among children (Mardiana, 2023).

A two-way relationship between teachers, parents, and students can help achieve educational goals and reduce behavioral problems. When parents are involved in their child's education and collaborate with teachers, students feel more supported and tend to behave better in school (Bariah, 2020). In addition, the attention and support provided by teachers can reduce deviant behavior. When students feel cared for and appreciated by teachers, they are more likely to behave well and follow the rules in school. This shows that the positive relationship between teachers and students not only improves academic performance, but also contributes to the reduction of behavioral problems in schools (Utami, 2019).

c. Improved Emotional Well-Being

Positive relationships between teachers and students have a significant impact on emotional well-being, both for students and teachers themselves, strong emotional connections between teachers and students contribute to the creation of a positive and productive learning environment. emphasizing that these meaningful relationships not only increase student motivation, but also facilitate the achievement of better educational outcomes. In this context, teachers who are able to build a good emotional connection with students can create a more supportive classroom atmosphere, which in turn improves students' emotional well-being (Hilda (2023).

Furthermore, teachers' emotional intelligence plays an important role in shaping students' perceptions of their relationship with teachers (Saleh, 2023). Teachers who have the ability to express and regulate their emotions tend to create a warmer and safer atmosphere, which supports students' emotional development. The positive emotions experienced by students in the classroom are greatly influenced by the interpersonal relationship with the teacher. When teachers adapt their teaching approach to meet students' emotional needs, it can improve students' academic achievement and emotional well-being. (Mainhard et al., 2018).

In addition, teachers' goals and emotions in dealing with students' unwanted behavior can affect their emotional well-being. Teachers who feel connected to students and have high confidence in their ability to teach show better performance in supervising and noticing signs of academic and emotional problems in students (Forster et al. 2022). In a broader context, highlighting the importance of meeting relationship needs for teachers. Connectivity with students can increase teacher motivation, which in turn has a positive impact on classroom interactions. Thus, the positive relationship between teachers and students serves as a key factor in improving the emotional well-being of both parties, creating a better learning environment, and supporting higher academic achievement (Klassen et al. 2012).

CONCLUSION

Positive teacher-student relationships play an important role in improving student engagement, academic achievement, and emotional well-being. Effective communication, consistent support, and an inclusive teaching approach can create a conducive learning environment and improve student learning outcomes. In addition, harmonious teacher-student relationships also contribute to the development of students' character, including improving their moral values, tolerance, and social skills. Teachers who are able to pay

attention to students' academic and emotional needs create strong emotional connections, which positively impact student motivation and participation.

However, there are challenges faced in building these positive relationships, such as the lack of interpersonal training for teachers and the influence of contextual factors such as culture and economics. To address these challenges, a holistic approach is needed that includes teacher training, evaluation of educational practices, and integration of character values into the curriculum. As such, this research provides important insights for educators and policymakers to create an education system that is inclusive, focuses on character development, and supports students' academic success.

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