

Teacher-Student Relationship to Emotional Well-Being, Motivational Learning, and Academic Performance

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Abstract: This study explores teacher-student relationships (TSR) and their impact on students' emotional well-being, learning motivation, and academic performance. Through a literature review, this study identified that positive teacher-student relationships, involving empathy, emotional support, and effective communication, play a significant role in creating an inclusive and supportive learning environment. Good emotional connections between teachers and students can reduce emotional distress, increase intrinsic motivation, and promote students' academic success. The results of the analysis showed that TSR contributed to improving emotional well-being, encouraging prosocial behavior, and strengthening students' self-confidence and engagement in learning. The study also highlights the challenges faced in building positive TSR, including less inclusive teaching approaches and differences in student characteristics. As a solution, the study recommends training for teachers in managing emotions and empathy, as well as implementing learning strategies that support active student engagement. By understanding the importance of TSR, it is hoped that educators can create more holistic and inclusive educational policies and practices, which ultimately contribute to better quality education in Indonesia.

Keywords: Teacher-Student Relationship, Students' Emotional Well-being, Learning Motivation, Academic Performance

1. INTRODUCTION

This study aims to explore the relationship between teachers and students, and its impact on the learning process and student development. A positive relationship between teachers and students is recognized as one of the key factors influencing student motivation, engagement, and academic achievement. By understanding the dynamics of this relationship, it is hoped that more effective strategies can be found to improve interactions in the classroom, which in turn can create a more supportive and productive learning environment. This study was conducted using a literature study method, which involved analyzing various literature and previous research on this topic.

In the context of ever-evolving education, it is important for educators to recognize their role not only as teachers, but also as mentors and emotional supporters for students. By reviewing various existing sources, this study aims to identify factors that influence these relationships, as well as provide practical recommendations for teachers to build better relationships with their students. The findings of this study are expected to make a significant contribution to the development of more effective and inclusive educational practices.

This study is designed to increase knowledge about the quality of teacher-student interactions in learning in Indonesia. Research on student-teacher relationships is very important in Indonesia because it can provide better insight into how to improve the quality of education. By understanding the dynamics of these relationships, educators can develop more

effective strategies to create a positive learning environment. In addition, this study can also contribute to better education policies that support the development of healthy relationships between students and teachers.

2. LITERATURE REVIEW

The learning environment plays an important role in maintaining students' interest and engagement, they will be more involved and become active in their own education (Pervin et al., 2021). In the learning process, providing learning conditions and opportunities for students is important in order to achieve the best achievements (Heydaria et al., 2013). In creating a healthy and supportive learning environment, the relationship between teachers and students plays an important role that has a significant impact on the learning process and student development. Research shows that positive relationships between students and teachers can increase learning motivation, student engagement, and academic outcomes (Pianta, 1999; Hamre & Pianta, 2001). By building and maintaining positive relationships between teachers and students, students will become more motivated, feel comfortable, confident and academically engaged (Pervin et al., 2021; Sánchez et al., 2013). The quality of positive teacher-student relationships has been recognized as a fundamental part of good education (Jederlund & Rosen, 2023). Furthermore, positive and supportive interactions between teachers and students can have a significant impact on students' (children and adolescents) development, both academically and socio-emotionally (Pastore & Luder, 2021; Mallik, 2023; Jowett et al., 2023).

One of the main problems faced in student-teacher relationships in Indonesia is the gap in communication and understanding between the two parties. Many students feel uncomfortable interacting with their teachers, which can be caused by cultural factors, social norms, and less inclusive teaching approaches (Sari, 2020; Rahman, 2021). In addition, teachers are often trapped in an authoritarian role that hinders the creation of a supportive learning environment. In Indonesia, education often focuses on academic achievement and exam results, neglecting the emotional and social aspects of learning (Mulyasa, 2013; Supriyadi, 2019). Research shows that good relationships between students and teachers can contribute to the development of students' character and social skills (Wang & Eccles, 2012). Thus, it is important to examine how a more holistic approach to education can be applied to improve these relationships and create a more positive learning environment.

Previous studies have shown that good relationships can help reduce aggressive behavior and improve students' emotional well-being (Roorda et al., 2011). Good relationships with teachers can improve students' emotional well-being, which is especially important in the often demanding educational context (Klemencic et al., 2020). In this regard, Hamre and Pianta (2005) identified two important aspects of positive teacher-student interactions: teaching-related support and emotional support. Students' emotional well-being is often the element that is directly affected by the dynamics of these relationships. Positive teacher-student relationships not only facilitate academic success, but also help students manage emotional distress and improve the overall learning experience (Bjereld et al., 2023; Pervin et al., 2021). Healthy interactions between the two contribute to the creation of an inclusive and supportive learning environment. This is especially important in the context of the modern education system that faces challenges such as academic pressure, student anxiety, and low student engagement in learning. By understanding and addressing existing problems, it is hoped that student-teacher relationships can be improved, which in turn will have a positive impact on the learning experiences and academic outcomes of students in Indonesia (Baker, 2006; Wentzel, 2010).

According to Brown (2001) the relationship between teachers and students (teacher-student relationship) is defined as an interaction that occurs in the learning process that does not only focus on delivering academic material, but also includes emotional and social dimensions. Brown also defines teacher-student relationship as a relationship built by teachers with their students based on trust and respect. While Pianta et al., (2003) defines teacher-student relationship as a dynamic and reciprocal system that influences child development. According to Pianta (2006) student interaction and subsequent relationships with teachers are very important for regulating emotions, attention, problem solving, and subsequently their academic achievement. Teacher-student relationship is defined by Wubbels, Brok, Tartwijk & Levy (2012) as the attachment of teachers and students in interacting with each other.

In his book, Brown (2001) emphasizes the importance of building positive relationships between teachers and students to create a conducive learning environment. Here are the main points of the proposed theory, including:

Empathy and Sensitivity. Teachers must be able to understand the needs, emotions, and challenges faced by students. Empathy allows teachers to provide relevant support, so that students feel heard and valued.

Creating a Positive Atmosphere. A positive learning environment includes a sense of emotional and physical safety. Teachers have a responsibility to ensure that the classroom is an inclusive place and free from negative pressures.

Feedback and Encouragement. Providing constructive feedback is one of the key elements in building healthy relationships. Feedback given in a supportive manner can increase student motivation.

Respect and Mutual Trust. Good relationships must be built on mutual respect and trust. Brown suggests that teachers value students' opinions and involve them in decision-making processes relevant to learning.

Teacher as a Facilitator. Teachers not only act as sources of information but also as facilitators who help students reach their full potential. This role involves mentoring, supporting, and empowering students.

Affective Factors in Learning. Brown emphasizes that affective factors such as self-confidence, anxiety, and motivation are greatly influenced by teacher-student interactions. Therefore, teachers must maintain relationships that can minimize anxiety and maximize motivation.

3. METHODS

Literature review is the main method in this research. The author uses a literature review to collect data and information from several literatures, then analyzes and synthesizes the information to gain a deeper understanding and be able to answer the research questions. The researcher identified relevant research sources using the keyword phrase "teacher-student relationship". The research stages include data collection, data analysis, and drawing conclusions. The sources used include relevant scientific research journals and meet the inclusion criteria that are included in the analysis stage. The main focus of this study is to analyze the correlation between teacher-student relationships and three main aspects: emotional well-being, learning motivation, and academic performance.

4. RESULTS

The findings presented in the table show that teacher-student relationships have a significant influence on a number of educational variables, such as student anxiety, learning motivation, academic performance, prosocial behavior, and the learning process. The majority of studies used a quantitative approach, with correlational methods and statistical analysis to test the extent to which teacher-student relationships contribute to student learning outcomes and psychological development. Several studies also revealed mediating factors that strengthen

or weaken the relationship, such as self-regulation and pedagogical competence. Thus, these results emphasize the importance of building positive relationships between teachers and students in creating a conducive learning environment and supporting the holistic development of students.

Author, Title, Journal	The Purpose of Research	Method	Result
Wicaksono, D. B., & Tiatri, S. (2023). The Role Of Teacher-Student Relationship Towards Anxiety Level Among High School Students Grade XII In Mathematics Lessons. <i>International Journal of Application on Social Science and Humanities</i> , 1(2), 1448-1454.	This analysis aimed to examine the effect of teacher-student relationships on anxiety levels in mathematics among Grade XII students.	Quantitative Correlational	The results indicated an influence of the teacher-student relationship variable on the mathematics anxiety variable, with a contribution of 9.8%.
A'yun, Q., Hanurawan, F., Rahmawati, H., & Hitipiew, I. (2024). Contribution of Teacher-Student Relationship and Self Regulation as a Mediator to Student's Risk Behavior. <i>Bulletin of Counseling and Psychotherapy</i> , 6(2).	This study aimed to examine whether the theoretical model of adolescent risk behavior aligns with empirical conditions in society.	Quantitative Correlational	The study found that environmental factors, particularly teacher-student relationships, significantly affect adolescent risk behavior and self-regulation. However, self-regulation does not significantly influence adolescent risk behavior, and teacher-student relationships have no significant indirect effect through self-regulation.
Amaliah, R. F., & Sudana, D. (2021). Menyelidiki Hubungan Guru-Siswa dan Bagaimana Korelasinya dengan Performa Menulis Siswa selama Pembelajaran Online Investigating Rapport and How It Correlates with Students' Writing Performance during Online Learning. <i>Jurnal Penelitian Pendidikan</i> , 37412.	This study aimed to investigate teacher strategies in building rapport with students and how these strategies correlate with students' writing performance.	Mixed Method	The quantitative findings revealed: 1) a significant positive correlation between teacher-student rapport and students' writing performance, and 2) a significant negative relationship between student anxiety and writing performance. These findings conclude that positive teacher-student rapport significantly correlates with improved writing performance.
Ramadhani, A. N., & Arifiana, I. Y. (2023). Perilaku prososial siswa reguler di sekolah inklusi: Bagaimana peranan relasi guru-siswa?. <i>INNER: Journal of Psychological Research</i> , 2(4), 616-625.	This study aimed to explore the relationship between teacher-student relations and the prosocial behavior of regular students at inclusive schools.	Quantitative Corelational	The results showed a significant positive relationship between teacher-student relationships and prosocial behavior. The stronger the teacher-student relationship, the higher the prosocial behavior exhibited.
Efendy, M., Murwani, D., Hitipeuw, I., & Rahmawati, H. (2021). Motivasi berprestasi siswa di sekolah, bagaimana peran relasi guru dan siswa. <i>Jurnal Psikologi Konseling Vol</i> , 19(2).	This study aimed to determine the relationship between teacher-student relationships and student motivation at school.	Quantitative Approach	The study found a positive and significant relationship between teacher-student relationships and achievement motivation, indicating that stronger relationships enhance student motivation and academic success.
Syahabuddin, K., Fhonna, R., & Maghfirah, U. (2020). Teacher-student relationships: An influence on the English teaching-learning process. <i>Studies in English Language and Education</i> , 7(2), 393-406.	This study aimed to investigate the teacher-student relationship and its correlation with the English teaching-learning process in two public junior high schools in Aceh, Indonesia.	Quantitative Approach	A significant correlation was found between teacher-student relationships and the teaching-learning process in the first school, but no significant correlation was observed in the second school.
Suparman, D., Sahrani, R., & Patmonodewo, S. (2019). Motivasi Belajar Bahasa Mandarin Remaja Awal: Peran Self-Efficacy, Parental Involvement, dan Teacher Student Relationship. <i>Jurnal Muara Ilmu Sosial, Humaniora, dan Seni</i> , 3(1), 259-268.	The study aimed to examine the roles of self-efficacy, parental involvement, and teacher-student relationships in motivating early adolescents to learn Mandarin.	Quantitative Non-Experimental	Self-efficacy, parental involvement, and teacher-student relationships contributed 57.7% to motivation, with self-efficacy playing the largest role (55.02%), followed by parental involvement (1.95%) and teacher-student relationships (0.74%).
Ayuwanti, I., & Siswoyo, D. (2021). Teacher-student interaction in mathematics learning. <i>International Journal of Evaluation and Research in Education</i> , 10(2), 660-667.	This study aimed to analyze teacher-student interaction in mathematics learning that affects students' mathematical understanding.	Kualitatif Phenomenology	The results revealed that teacher-student interactions influence mathematical understanding through: 1) teacher material transfer, 2) question-answer activities, 3) engaging teaching strategies, and 4) awarding recognition to students.
Pratama, M.R. (2023). Peran Teacher Quality Dalam Memediasi Pedagogical Competence, dan Teacher -Student Relationship Terhadap Teacher Perform Pada Guru Bahasa Inggris SMP Swasta	T This study aimed to analyze the effects of pedagogical competence and teacher-student relationships on teacher performance, both	Quantitative, SEM, Smart PLS	The results showed significant positive effects between all interconnected variables: pedagogical competence, teacher-student relationships, teacher quality, and teacher performance.

Pratama, M.R. (2023). Peran Teacher Quality Dalam Memediasi Pedagogical Competence, dan Teacher -Student Relationship Terhadap Teacher Perform Pada Guru Bahasa Inggris SMP Swasta dan Mts Swasta Kota Serang. <i>Cendekia</i> , 17(2): 272-286.	T This study aimed to analyze the effects of pedagogical competence and teacher-student relationships on teacher performance, both directly and through teacher quality.	Quantitative, SEM, Smart PLS	The results showed significant positive effects between all interconnected variables: pedagogical competence, teacher-student relationships, teacher quality, and teacher performance.
Maulana, R., Opendakker, M. C., den Brok, P., & Bosker, R. (2011). Teacher-student interpersonal relationships in Indonesia: profiles and importance to student motivation. <i>Asia Pacific Journal of Education</i> , 31(01), 33-49.	This study investigated interpersonal profiles of teacher-student relationships and their associations with student motivation.	Quantitative	The study revealed that teacher interpersonal behavior had a stronger relationship with Influence rather than Proximity.
Hilda, E. M. (2023). Membangun Koneksi Emosional: Pentingnya Hubungan Guru-Murid dalam Proses Pembelajaran. <i>Jurnal Inovasi Pembelajaran di Sekolah</i> , 4(2), 241-245.	This article explores why building strong emotional connections between teachers and students is crucial to achieving optimal educational outcomes.	Qualitative	First, the research shows that strong emotional connections between teachers and students contribute to a positive and inclusive learning environment. Students feel more comfortable and happy in the classroom when they feel emotionally connected to their teachers. Strong emotional connections between teachers and students help develop students' social and emotional skills. Moreover, positive teacher-student relationships influence students' satisfaction with school.
Lestari, P., Afrida, T., & Ratnasari, D. T. (2023). Analisis Hubungan Siswa Dengan Guru Dalam Menciptakan Situasi Lingkungan Belajar Yang Kondusif Kelas 1 di SDN 1 Ciparasi. <i>Jurnal Pendidikan Dasar Setiabudhi</i> , 7(1), 16-22.	This research aims to create an atmosphere that fosters learning enthusiasm, improves student academic performance, and enables teachers to provide better guidance to students through proper classroom management.	Descriptive Qualitative	Teachers in school learning act as educators, motivators, and facilitators. Thus, a conducive learning environment is formed by facilitating students both inside and outside the classroom. Teachers also instill awareness in students about the benefits of learning so that students are well-motivated. Building teacher-student relationships to create a conducive learning environment includes providing the best service to each child.
Shinta, L. G. B., Febriani, A., & Widiati, U. (2022). Teacher-Student Relationships at a Kindergarten School as Viewed from Classroom Management Principles. <i>Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini</i> , 6(2), 611-621.	This study aims to describe the relationship between teachers and early-age students at a kindergarten in Malang City and discuss the aspects of teacher-student relationships in classroom management principles.	Descriptive Qualitative	After conducting qualitative research using one-week classroom observations and a literature study, this research found that almost all aspects of teacher-student relationships have been fulfilled, such as engaging in informal conversations, paying attention to student activities, using gestures and movements, applying positive interaction strategies, providing affirmative responses to incorrect answers, and demonstrating assertive relationships. The aspect overlooked by teachers is recognizing students' varying characteristics.

5. DISCUSSION

Healthy teacher-student relationships are not only the foundation for academic success, but also play a key role in improving students' emotional well-being. Interpersonal approaches involving empathy, caring, and effective communication from teachers can reduce emotional distress and increase students' satisfaction with their learning experience.

In addition, a good relationship between teachers and students can encourage the creation of a more inclusive learning environment, where students feel valued and supported. In the context of difficult subjects such as mathematics or foreign languages, emotional attention from teachers can help students feel more confident and motivated to learn.

The Influence of Teacher-Student Relationships on Emotional Well-Being

Students' emotional well-being is often a determinant of educational success. Research shows that healthy interpersonal relationships between teachers and students help create a supportive learning environment. Academic pressure is often one of the main factors that affect student well-being. Research by Wicaksono and Tiatri (2023) found that positive interpersonal relationships reduced students' anxiety levels by 9.8% in difficult subjects. Teachers who show empathy and concern can help students feel more comfortable facing learning challenges. When students feel emotionally supported, they are more confident in participating in learning activities. Ramadhani and Arifiana (2023) emphasized that good relationships between teachers and students encourage prosocial behavior, such as cooperation and helping each other, which ultimately increases students' self-confidence. Hilda (2023) highlighted the importance of emotional connections in building a happy learning environment. Students who feel valued by their teachers tend to have better relationships with their peers and are more satisfied with their learning experiences.

Emotional Connection as a Supporting Factor for Student Happiness

One of the main outcomes of a positive teacher-student relationship is student happiness. This happiness plays a significant role in supporting student engagement and reducing the risk of dropping out. Hilda (2023) showed that happy students tend to have higher motivation to learn. Teachers who show individual attention to students create a sense of comfort that motivates students to face learning challenges. Emotional connections not only impact students individually but also encourage the development of social skills. Students who have good relationships with their teachers tend to work more easily with their peers. Research by Shinta et al. (2022) showed that the implementation of positive interaction strategies such as informal conversations and providing affirmative feedback improves the emotional connection between teachers and students.

Teacher-Student Relationship and Learning Motivation

Learning motivation is one aspect that is often associated with academic success. A positive teacher-student relationship plays an important role in creating sustainable learning motivation. Efendy et al. (2021) found that a harmonious teacher-student relationship directly affects students' achievement motivation. When students feel supported by their teachers, they tend to have the ambition to achieve better learning outcomes. Teachers who show respect and appreciation to students create an environment that encourages intrinsic motivation. Teachers can play a role as a motivator in create environment conducive

learning with to plant to student awareness How the importance benefit in learning , also plays a role in motivate to move up a class (Lestari et al., 2023). However, there are obstacles in building learning motivation. Differences in student characteristics are often a challenge. Teachers need to understand students' individual needs to optimize their motivation.

The Impact of Emotional Connection on Academic Performance

Academic performance is often a major indicator of student success in formal education. Research by Ayuwanti and Siswoyo (2021) shows that good interpersonal relationships between teachers and students improve students' conceptual understanding, especially in mathematics learning. This suggests that emotional connections can strengthen learning outcomes. Pratama (2023) found that teachers' pedagogical competence and good teacher-student relationships significantly improve the quality of learning. Good teacher quality acts as an intermediary between interpersonal relationships and student learning outcomes. Teachers can implement various strategies to improve student academic performance, including providing constructive feedback, creating an inclusive classroom atmosphere, and appreciating student achievement. Aspects of academic performance such as student writing performance are also related to TSR, students who have good connections with their teachers also have good writing performance, TSR has a positive and significant correlation between teacher connection and student writing performance (Amaliah & Sudanam 2021).

6. CONCLUSION

Positive teacher-student relationships have a significant impact on students' emotional well-being, motivation to learn, and academic performance. Teachers who demonstrate empathy, provide emotional support, and create an inclusive learning environment can help students manage academic stress and feel valued in the learning process. These healthy interpersonal relationships increase students' happiness, which has a positive impact on their engagement in learning.

In addition, a strong emotional connection between teachers and students encourages continued learning motivation. Students who feel appreciated by their teachers tend to be more confident, motivated, and show ambition to achieve optimal learning outcomes. In the long run, a harmonious teacher-student relationship also contributes to improving the quality of learning by strengthening conceptual understanding and academic performance.

LIMITATION

This study has several limitations that should be acknowledged. First, the research relies primarily on literature review and secondary data sources, which may limit the ability to capture nuanced, context-specific dynamics of teacher-student relationships in real-world classrooms. As such, the findings may not fully reflect the diverse experiences of teachers and students across different educational levels, regions, or cultural contexts.

Second, the scope of this study is constrained to the impacts of teacher-student relationships on emotional well-being, learning motivation, and academic performance. Other potential influencing factors, such as socioeconomic status, institutional policies, and parental involvement, were not explored in depth and may interact with teacher-student relationships in complex ways.

Lastly, the generalizability of the study's findings may be limited due to the reliance on studies primarily conducted in specific geographic or institutional settings. Future research should consider broader, cross-cultural comparisons to provide more comprehensive insights into the significance of teacher-student relationships in diverse educational systems.

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