

Teacher Pedagogic Communication for Effective Learning

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Abstract—The primary objective of this research is to find a strategy in building pedagogic communication between teachers and students in North Maluku Senior High Schools for which to improve the effectiveness of learning in the classroom. Pedagogic communication is the communication between teachers and students involving pedagogic elements, which are; guiding, directing, educating, and fostering the students' potential. Sources of the research data were teachers in six schools in North Maluku Province who were selected by purposive sampling technique. Data collection techniques used in this research was in-depth interviews, observation, and documentation. The collected data were analyzed through interactive-inductive data analysis technique of Miles & Huberman model. The results showed that the teachers applied five ways in building pedagogic communication between teachers and students in North Maluku High School, which are: building teachers-students closeness, understanding the basic emotional needs of students, creating challenging learning, treating students according to individual differences, and creating student-centered learning.

Keywords: *teacher, pedagogic communication, learning interaction, senior high school*

I. INTRODUCTION

Communication between teachers and students is the essential aspect in determining the success of teaching and learning. In the two last decades, teachers' communication competence has been one of the most important content of teachers training programs. Teachers' communication skills are seen as a skill that is needed to enhance students learning [1]. The same thing was also expressed by [2]. Their research results suggested that there is a strong positive relationship between the level of communication and the students' achievement in school. Teachers in the classroom need practical communication skills in learning, which then lead to the performance of educational goals and targets in the school [3].

In a learning process, the teachers act as a conveyor to the messages, and then the students as the recipient of the messages. In the learning process, the teachers' job is to convey the message to students in the form of learning materials which are poured in the way of symbols, both

verbal and nonverbal [4]. When communication messages are delivered well, the recipient of the messages (students) will respond well too.

The communication of teachers and students is considered to be successful if students can capture and interpret the message conveyed by the teachers' intention [4]. Communication by the term educational interaction which refers to an interactive communication between parties [5]. It already contains specific intent consciously that is intended to achieve a common sense in order to make learning goals. In this research, the researchers use pedagogic communication as the term referring to the communication between teachers and students for which the communication between teachers and students contains the educational elements which bear the quality of directing, guiding, and developing the potential of learners.

This research places the teachers-students pedagogic communication as a significant factor in the learning process compared to other factors. Several previous studies also support the findings of the pedagogical communication [2], [6] which found out that the more efficient the teachers in communication then the better the students' learning achievement will be. In fact, a positive relationship between teachers and students is one of the main reasons why teachers still have huge dedication to run their profession [7], [8].

The positive relationships of teachers and students individually is an important factor in improving the learning process [9]–[11]. The lack of research on teachers-students pedagogic communication takes many educators to not place pedagogic communication as an important factor in learning. As the result, the teachers prefer to determine the aspects of learning that come from outside, such as; learning media, environment, facilities and infrastructure, and curriculum as a determinant of student's learning effectiveness. Meanwhile, the fact is that the factor coming from within (including pedagogic communication) has more influence on the effectiveness of classroom learning. This article focuses mainly on the characteristics and implementation of pedagogic communication of teachers and students at Senior High Schools (SHS) in North Maluku, Indonesia. SHS in North Maluku, particularly in Ternate and Tidore Island,

were selected as the research location since the area have the distinctive character that differs from other regions.

II. LITERATURE REVIEW

A. The Concept of Pedagogic Communication

Pedagogical skills are all activities and practices that are related to the instructor's communication skills and general pedagogical skills that will be applied to subject or teaching situation [12]. Reardon explained that the communication competence is integrating the two dimensions, the cognitive dimension and behavioral dimension [13], and the dimensions of necessary communication skills (cognitive skills and behavioral skills). Reardon considered the cognitive aspect of communication competence as a broad concept. The cognitive dimension consists of awareness process and the process of cognitive information (interpersonal awareness, social perspective, apprehension, cognitive construction, self-monitoring, empathy, etc.). The behavior dimension shows the manifestations of different communication competencies that include interaction involvement, behavioral flexibility, listening, and communication styles.

B. Elements of Pedagogic Communication

There are six internal factors as the part of communication which is very important for the success of students learning; those are motivation, concentration, reaction, organization, understanding, and repetition [5]. Learning will be better and optimal if the six psychological factors can be utilized. There are differences in some socio-communication skills between the observed groups [14]. In the communication process, as the teacher communication competence increases, specific competencies of social sensitivity, non-violent verbal communication, integrative style of conflict management, interaction involvement also increases. In some studies, the relational communication competence model [15] was applied to explain the teacher's communication competence. It is based on the theoretical principles of relationship which say that they integrate crucial components as dynamic processes and incorporate a large number of variables that exist within the communication context.

C. Pedagogic Communication and Effective Learning

Pedagogic communication between teachers and students aims to create an effective learning. The nature of an effective learning is a learning process which not only focuses on the students' achievement but also the process of learning. The process of learning here is expected to be able to give a good comprehension, chance, and affect the students' behavior which then can be applied to their lives. Some of previous researches found out that there is a correlation between pedagogic communication and effective learning, which means that if a teacher applies the principles of pedagogic communication, the learning process in the classroom will be effective. It is line with [16] who asserted that the functional relationship between teachers and students affects the students' achievement, the students' learning achievement and motivation as well [17], and develops the students' ability in social and emotional adjustment [18].

There are several principles of pedagogic communication between teachers and students which can create an effective learning. There are ten ways for a teacher ensuring an effective communication in the classroom; those are showing enthusiasm or sincere humor, building friendships, making

the learners as the focus, building trust, creating an atmosphere of interdependence, observing learners' intellectual ability at the beginning of the class, making the students feel challenged, teachers must master the teaching material, understanding the students' learning styles, and accommodating and tolerating the students' misconduct [19]. Students' academic achievement increases as teachers are able to create a challenging learning [20].

Moreover, other researches also revealed that creating meaningful learning, student-centered learning, and understanding the basic emotional needs of students are also the important principles in applying the pedagogic communication between teachers and students. A meaningful learning is a process of relating new information to the relevant concepts inside someone's cognitive structure. A meaningful learning is a learning that can associate new information with the understanding that the students already have as the result of previous learning [21]. A meaningful learning will emerge when students try to connect new phenomena into their knowledge structures.

Student-centered learning is a process of learning which was previously centered on the teacher (teacher centered), but then the center was changed into the students (student centered) in purpose that the students will be actively involved in building the knowledge, attitude, and behavior. The application of a student-centered learning can encourage the students to actively participate in the classroom learning, challenge the students' critical thinking, be able to analyze and solve their own problems [22].

Besides those two principles above, understanding the basic emotional needs of students is also an important part of pedagogic communication between teachers and students. There are five basic emotional needs for students, which are the need for being loved, understood, appreciated, valued, and secured. The need to be loved includes the need to give and receive affection, a sense of belonging and meaningful relationship with others, warmth, friendship, and have a place or be recognized in the family, group, and social environment. A sense of worth is the feeling that students are efficient, valuable, and unique. That's why, from childhood, human instinct tends to "seek attention" through various achievements because they want to show that they are special people. The need for this sense of worth is fundamental and indeed has become a part of the emotional needs of human beings from birth, so it is impossible for anyone to claim that he did not need to be respected at all. Being secured is the feeling that students are in a state of non-threatening, in peace to do everything, and feel protected. This need for protection is strongly linked to the natural tendency of humans to always secure themselves, avoiding the things that can hurt them, and ensure that everything works well.

The caring teachers, who are attentive to their students, will make students not hesitate to invite them discussing things [23]. Teachers will also serve as mentors and role models for their students so that students can develop their abilities in dealing with personal problems and in facing of rapidly changing circumstances [23]. Then, Bergin & Bergin's research revealed that a good relationship between teachers and students affects the students' achievement [16]. Davis even stated that good relationship between teachers and students did affect not only achievement but also students' learning motivation [17]. The relationships between

teachers and students which are established with good communication will develop students' ability to make social and emotional adjustments [24].

Teachers will also serve as mentors and role models for their students so that the students can develop their abilities in dealing with personal problems and in encountering the rapidly changing environments [23]. The students and teachers relationship has an impact on students' achievement [25]. Thompson also stated that teachers-students positive relationship is the significant factor in creating learning climate [26]. Moreover, the teachers can reduce communication barriers by improving communication skills through classroom discussions [3]. Teachers and students relationship also make students more disciplined and obedient to the rules [27]. In addition, other studies cited by Iriantara and Syaripuddin from Zehm and Kottler also show the students and teachers relationship make the students listen more to what their teachers say because they feel that their existence is valued and appreciated [28]. The teachers use classroom communication to accomplish three things: gaining relevant knowledge from students, responding to the things that students say, and describing the classroom experiences that they share with the students [29].

The description of the previous researches results shows that excellent communication between teachers and students dramatically affects the success of the learning process in the classroom. These impacts include the improvements in academic achievement of the students, the ease of the students to be more disciplined and orderly, the increase of learning motivation, and the increase of the students' ability in making social and emotional adjustment. Because of those impacts resulted by the pedagogic communication between teachers and students, the effectiveness of learning will be achieved.

III. FINDINGS

The findings of this research are described by the following subthemes which appeared when researchers conducted in-depth interviews, group discussion forums, and observations of the respondents in the schools. The results show that six themes came up as the elements of pedagogic communication of teachers-students in school, which are; building closeness with students, understanding the basic emotional needs of students, making challenging learning, creating meaningful learning, student-centered learning, and treating students individually.

A. Building Closeness of Teachers and Students

The proximity between teachers and students is an essential factor in building educating communication. By the establishment of closeness between teachers and students, the learning can run comfortably and fun. Moreover, a teacher who has proximity to learners then whatever the teacher said, students will undoubtedly notice, hear, and apply it in their daily lives. Students will be more comfortable in receiving lessons because they learn with no fear, anxiety, and timid to ask. Learners will be more courageous in asking and expressing their opinions. AK, One of the teachers of SMA N 2 Ternate stated that:

I always build closeness with the learners in the process of learning in order to have feedback from teachers and students. It also aims to achieve the learning objectives that have been designed in the lesson plan.

The closeness between teachers and students can be built in various ways, for example by exploring the students' background, family conditions, and even the things that students' love. This interaction is expressed by ST, one of the high school teachers of SMA N 2 Ternate: "From the very beginning, it is important to establish good communication with the students by trying to discover the family background, especially the basic ability of the students."

The proximity of teachers and students is done because teachers feel that they are servants for their students at the school. Positioning themselves as a "servant" will prevent teachers from behaving like a person that should be respected and served. A teacher at SMA N 8 Ternate, NA, stated:

Making good approaches to the students is applied in the school since the teachers are considered as servants here. In SMA N 8, the system of "student service" is applied in order to establish the closeness between teachers and students well.

Furthermore, closeness to students can also be established by eliminating the formal distance and barriers. A high school teacher in SMA N 1 Tidore, JA, said:

The learners; we make them as friends or good relations. Creating an approach enabling students to generate familiarity will bring comfort to the students in the learning process so that the students do not feel uncomfortable in conveying the problems they may encounter. We also try to care and share continuously.

To build closeness with students, even a teacher needs to make the students as friends, as expressed by AR, a teacher of SMA Muhammadiyah Ternate: "at the outside of the classroom, teachers consider students as friends. Thus, there is freedom for the students to express what they want in their heart. Hearing and providing solutions, and understanding the opinions of the students are what the teachers need to give to the students".

B. Understanding Students' Basic Emotional Needs

Every human being needs a feeling that he is essential, unique, unusual, desired, and needed. These five basic emotional needs are in fact unknowingly becoming the internal motivation for human beings to act, behave, and decide something. In fact, these emotional needs go far beyond the physical requirements. It makes humans more creative in creating things, doing something new, and seems to be developed all the time, not just for physical necessity, but for the rewards, security, and basic emotional needs.

At SMAs in North Maluku, the concepts emerged by teachers discuss about how they meet the necessary emotional needs of students, including appreciating the students' opinions, listening and heeding the students' wishes, giving appreciation, asking the students news as a form of attention, knowing all the wishes of students, and accommodating all students' complaints. These concepts come in different forms that vary from teacher to teacher. A teacher of SMA N 2 Ternate, LS, stated that:

The teacher should always listen and heed to what the students want. It aims to improve the students' understanding of each learning material that will be taught. At the time of a group discussion, I go around to monitor

and assess the attitudes and abilities of the students, so there I can understand what the students want. The eagerness of students in the learning process is an evidence of the students' activeness.

Every student is happy if their opinion is listened to and heard by others, primarily by their teachers. By being listened and heed, students feel that their existence is recognized by others. The appreciation and attention to the students can also be expressed in other ways, for example by asking students in the class. This way is as done by SU, teacher of SMA N 8 Ternate as follows:

Before starting the learning process, the teacher asks about the students' news and checks the students who are not present. Asking for the reasons of the students absence is also needed to show the teachers' care. If there are students who are sick, the other students will report it to the homeroom teacher, and then the homeroom teacher follows up by visiting the students' houses.

A concrete form of fulfilling the students' emotional needs can also be completed by some effortless actions which still have impact on increasing the students' motivation such as; listening seriously to students' comments and questions, praising students positively, giving reward, giving applause and thumbs-up to the students who answer the teacher's questions correctly.

C. Ability to Create a Challenging Classroom Atmosphere

A challenging class will increase the students' curiosity. That is why teachers should be able to provide challenges that can provoke the students' enthusiasm in learning. A challenging class can be done in the following ways: first, perform a simple evaluation periodically every week. Second, linking the subject matter with various facts in the field. Third, teaching life skills in the learning activities to the learners. It is beneficial for the students' psychomotor aspect, which is a skill for facing all life challenges.

Some teachers at SMA in North Maluku are trying to create a challenging classroom atmosphere. The effort is made by applying various learning methods, applying a direct learning, and conducting a direct practice. One of the teachers of SMA N 1 Tidore, MZ, revealed:

By using the direct learning with the surrounding environment, or direct demonstration and training, the learning process will be easier for the students. The point of learning should be varied, customized to the learning material, prepared for all questions-answers, discussions, also practice of making a creation (experiment).□

D. Treating Students Individually

Each student has a unique individual character that distinguishes one from another. In the context of learning, individual differences of students need to be understood by the teachers and used as a basis for the implementation of learning in the class. Some ways done by teachers in Ternate and Tidore high schools are; giving particular time to the students outside the classroom learning to deepen the learning material and providing evaluation test according to their ability level. Teacher of SMA N 8 Ternate stated: "if there is any learning material which is not understood by the students, they can also ask the concerned teacher outside the

study time." Through the interview, a high school teacher of SMA N 8 Ternate, SS, also said:

The teacher gave the test question to the students adjusted with their learning mastery (students who are low grade are given the test question on a piece of paper to be done at home). Students are also encouraged to learn together with friends who already understand.

Another way to do is to provide the evaluation test under the level of ability of each student, and the students who have not reached the learning mastery are suggested to ask their friends who have attained the learning mastery.

E. Ability to Create A Meaningful Learning

The learning process is not merely memorizing concepts or facts, but it is an activity for connecting ideas to produce a complete understanding so that the thoughts learned will be well understood and not quickly forgotten. Thus, to create a meaningful learning, the teachers should always try to find out and explore the concepts that have been owned by the learners and help them harmoniously combine the mastered knowledge with new knowledge through a learning process.

In SMA N 2 Ternate, to create a meaningful learning, teachers first start apperception activity by asking the question to the students. One of the teachers of SMA N 2 Ternate, BS, stated that:

To create a meaningful learning, at the beginning of the learning process it is needed to always start with the asking process. The purpose is to determine the students' preparation for learning the materials that will be taught next.

Meaningful learning also needs to be supported by significant learning assessments. One of the teachers of SMA Muhammadiyah Ternate, AR, conveyed:

Meaningful learning should be supported by an authentic assessment. Here, evaluations done to the students are the effective, psychomotor, and cognitive assessment. Those aim to measure the students' ability in responding the learning, and analyzing the learning outcomes through the students' background, and students' abilities. Open questions in the learning process can be done by having a session of asking-answering questions between the teachers and students.□

F. Student-Centered Learning

Student-centered learning is a learning that provides space for students to learn according to their interests, personal abilities, and learning styles. Students are naturally different from each other both in their interest to learning material and their intellectual capabilities, as well as to their preferred learning styles. Several ways have been done by teachers in North Maluku High Schools (SMA). One of the Teachers of SMA Muhammadiyah Ternate, AS, stated:

A good learning is student-centered learning; students do more observing, asking, presenting, organizing, and networking. Students are given more opportunities as a group to find and discover their own learning experiences. This type of learning provides a direct lesson that is

addressed to the students by using the system of discussion or group work (cooperative learning).

Even in the other schools, the students are given the opportunity to propose learning settings as long as all of the learning activities are oriented on achieving the learning objectives. A teacher of SMA N 8 Ternate, NK, said:

The students can propose the method that is preferred in learning as long as the learning objectives are achieved. The teacher provides more opportunities for the students to ask questions, and respond to the material discussed within. I always give the students opportunity to ask questions or when they have different answers. The students and I are together re-analyzing the problem.

IV. DISCUSSION AND CONCLUSION

The primary objective of this research is to reveal the strategies for building pedagogic communication between teachers and students in SMAs North Maluku. The research results show there are six essential concepts in establishing pedagogic communication between teachers and students in schools which are; building closeness between teachers and students, paying attention to the fundamental emotional needs of students, creating challenging classes, creating meaningful learning, student-centered learning, and treating students individually.

There are ten ways for a teacher to ensure an effective communication in the classroom [19]. From the ten ways presented in the Johnson's findings, there are four ways of pedagogical communication which are relevant as what have been found out in North Maluku High School; those are building friendships, elaborating learners' intellectual ability at the beginning of the class, making students feel challenged, and making students as the main subject in learning. Although it is different from the concept that researchers offer, but the Johnson's research results are relevant to the detail indicators of the pedagogic concept of communication that researchers found.

Building friendships is an indicator of a teacher closeness with students. In North Maluku High Schools, this is done by understanding the students' backgrounds, eliminating the range of formalities by considering the students as friends, positioning the teachers as servants for the students, being open, greeting, shaking hands and saying hello, making activities that are carried out together by the teachers and students, and building the teachers' attitudes of care and share towards the students. The importance of closer relationships between teachers and students has been demonstrated by previous studies. The level of students' communication is directly proportional to the academic achievement in school [2]. There are a good relationship between students and teachers impacts on the students' achievement [25]. Other researchers [16], [17], [26], [27] also stated that both teachers and students are a significant factor in creating a learning climate. Meanwhile, other opinion [18] showed that good communication between teachers and students could develop the students' ability in making social and emotional adjustments. A close relationship between teachers and students makes students feel no threat which then will impact on the students' academic achievement and success [30]. To build closeness between teachers and students, teachers need to take

advantage of the interactions that take place outside of the classroom because informal interactions are more powerful in shaping the proximity [31], [32]

Inspecting the first ability of learners at the beginning of learning is a critical indicator of creating a meaningful learning. Meaningful learning in North Maluku High Schools is not only done by examining the students' initial ability, but also through; linking learning with the students' understanding of the previous learning outcomes, linking learning to real-world contexts, and performing authentic assessments. In this case, the researchers' findings are also relevant to the theory that meaningful learning is learning that can associate new information with the understanding that the students already have as a result of the previous learning [21]. A meaningful learning will be formed if students try to connect new phenomena to their knowledge structures. Therefore, the lessons must be related to the concepts that the students already have, so that the new ideas are easily absorbed by them. Thus, the emotional, intellectual factors of the students are involved in the learning activities.

A meaningful learning is closely related to the theory of constructivism which stated that students construct knowledge or create meaning as a result of thinking and interacting in a social context. The relationship between teacher and student is a very important factor for the students' academic and social development, for personal and professional development of teachers, and can support a good learning environment [33]. The importance of challenging learning situations also proves the previous findings. Students' academic achievement increases as teachers are able to create challenging learning [20].

The concept making learners as the main subject of learning matches to the student-centered learning concepts. In North Maluku High Schools, the effort made by the teachers is by giving the students more opportunities to observe, ask, propose, organize and form a network. In creating a student-centered learning, the results of this research also corroborate the findings of [3] which stated that the opportunities of discussion between teachers and students could reduce the communication barrier between teachers and students in the class.

Besides it is line to Johnson's results [19], this research also offers a new concept; which asserts that the teachers' understanding of fulfillment of the students' basic emotional needs is an important aspect along with other aspects of communication. This explanation matches to the findings of Cooper and Wubbels which explained that the teachers' emotional support for students is essential to improve the quality of learning [34], [35]. Fulfilling the basic emotional needs of students in North Maluku High Schools is completed through respecting the students' opinions, listening and heeding to the students' wishes, giving appreciation, asking the news of the students as a form of attention, knowing all the students' wishes, and showing empathy against all of the students' complaints.

The research of Zehm and Kottler also showed that the ability of teachers in building closeness with students will lead the students to listen more to what the teacher said as they feel that their existence is valued and appreciated [28]. The feel of being valued and appreciated is part of the basic emotional needs of the students that the teachers need to be

aware of in the classroom. Likewise, the students will appreciate the teachers more if the teachers are willing to listen actively to the students' opinions, along with encouraging and supporting them [36].

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