



Teacher-Student Interaction: A Strong Foundation for Quality Character Education

Received: 5-4-2024; Revised: 21-10-2024; Accepted: 2-12-2024

Dewi Purnama Sari*)

Institut Agama Islam Negeri Curup,
Bengkulu, Indonesia

E-mail: dewipurnamasari@iaincurup.ac.id

Sutarto

Institut Agama Islam Negeri Curup,
Bengkulu, Indonesia
E-mail: sutarto@iaincurup.ac.id

*) Corresponding Author

Abstract: Character education is critical in developing students' attitudes and personalities. One approach that can be used is through teacher interaction with students. This study aims to reveal teachers' approach to interacting with students to develop good character values. This study is a qualitative study with a phenomenological approach. The research informants were eight teachers who intensively interacted with students for over a year. The data collection technique used in-depth interviews. The data analysis technique used was interpretative phenomenological analysis (AFI), which includes three stages: horizontalization, developing meaning units, and presenting the phenomenon's essence. To obtain valid data, researchers conducted source triangulation. The study results showed that intensive teacher-student interaction, both classically and individually, can provide understanding and foster students' awareness of having good character. Therefore, to build students' character in a better direction, teachers are strongly advised to constantly interact with students intensively, both classically and individually, to foster sensitivity and students' means of having good character..

Abstrak: Pendidikan karakter memiliki peran yang sangat penting dalam mengembangkan sikap dan keperibadian siswa. Salah satu pendekatan yang dapat digunakan adalah melalui interaksi guru dengan siswa. Penelitian ini bertujuan untuk mengungkapkan pendekatan yang digunakan guru dalam berinteraksi siswa untuk mengembangkan nilai-nilai karakter yang baik. Penelitian merupakan penelitian kualitatif dengan pendekatan fenomenologi. Informan penelitian berjumlah 8 orang guru yang secara intensif berinteraksi dengan siswa lebih dari setahun. Teknik pengumpulan data menggunakan in depth interview. Teknik analisis data yang digunakan adalah analisis fenomenologis interpretatif (AFI) yang meliputi 3 tahapan yaitu horizontalisasi, mengembangkan unit makna, serta mempresentasikan esensi dari fenomena. Untuk mendapat data yang valid, peneliti melakukan triangulasi sumber. Hasil penelitian menunjukkan bahwa interaksi guru-siswa yang intensif baik secara klasikal maupun individual dapat memberikan pemahaman dan menumbuhkan kesadaran siswa untuk memiliki

karakter yang baik. Oleh karena itu untuk membangun karakter siswa ke arah yang lebih baik, maka guru sangat disarankan selalu berinteraksi dengan siswa secara intensif, baik secara klasikal maupun individual agar dapat menumbuhkan kepekaan dan kesarana siswa berkarakter baik.

Keywords : Teacher-student interaction; character education; quality.

INTRODUCTION

The character crisis among students is a severe concern in education (Fathoni et al., 2024; Harmanto et al., 2024). Complaints from teachers are often found regarding the decline in students' discipline (Obaid et al., 2024; Pahenra et al., 2022), responsibility (Gunada dkk., 2024; Haryono et al., 2023; Maharsiwi & Sutama, 2024; Sartika et al., 2024), and respect for teachers and fellow students (Hanatingsih et al., 2024; Hermanto et al., 2024). Phenomena such as bullying behaviour (Hikmat et al., 2024; Kollo et al., 2024; Maalikih et al., 2025), lack of empathy (Megawati et al., 2024; Sarkadi et al., 2020), and low social awareness often appear in educational environments (Anggito et al., 2024; Fahmi et al., 2023). The negative influence of social media and technology also worsens the situation (Febrieta et al., 2023; Sakban et al., 2024), encouraging students to spend more time on less productive digital activities than on productive activities that build social interactions in real life (Ali et al., 2024; Mohamad Saleh et al., 2024). In addition, weak supervision (An et al., 2025; Hidaayah et al., 2024) and lack of habituation of moral values both at home and at school (Imaduddin et al., 2022; Puspitarini et al., 2023) are also contributing factors. To overcome this, schools must develop character education activities among students. One of the developments of character education activities that can be carried out in schools is teacher interaction with students.

Teacher-student interaction is a communication process between teachers and students during the educational process at school (Denessen et al., 2020). Interaction is not only limited to exchanging information but

also a process to build understanding, cooperation, meaningful relationships and empathy et al., 2019). The interaction process can occur verbally, through conversation or discussion (Pielmeier et al., 2018), or non-verbally, such as facial expressions, body gestures or specific actions (Perry et al., 2023). In education, interaction plays a vital role in the learning process. Through good interaction, teachers can convey learning materials well, recognize potential, provide motivation, provide feedback appropriately, and create a conducive learning environment to run effectively and efficiently (Roxå & Marquis, 2019). On the other hand, teacher-student interaction is the leading media in character formation. Through positive interactions, teachers can be role models who inspire students (Ma'arif & Rofiq, 2018). In every interaction, teachers can instil values such as independence, honesty (Salim, 2023), responsibility, cooperation, and empathy (Asrial et al., 2023). Teachers' attitudes and behaviours consistently reflecting integrity and discipline will be real examples for students (Sutarto et al., 2020). In addition, teachers also have the opportunity to provide positive reinforcement, such as praise or awards, which encourage students to develop good attitudes and behaviours (Malisi et al., 2023). Through open dialogue, teachers can understand students' emotional needs, help students overcome their problems, and encourage ethical decision-making (Sutarto & Sari, 2020). Therefore, teachers are expected to establish positive interactions with students to create effective learning and develop students' character in a positive direction.

Teachers are considered to have positive interactions with students if they can

communicate clearly and openly (Vandenbroucke et al., 2018). Teachers must be able to listen attentively, provide constructive feedback, and have an empathetic attitude in recognizing students' feelings and needs. Good interactions are also characterized by a personal approach to students, such as attention to students' problems, providing guidance, motivating and building trusting relationships (Henry & Thorsen, 2018). Teachers who can balance their roles as educators and mentors will find it easier to inspire students to develop in academics and character (Cochran-Smith et al., 2020; Ping et al., 2018). These characteristics help create constructive and effective relationships and shape students' character.

Three critical components must be developed in character building: moral knowing, feeling and behaviour (Lickona, 2022; Yuliawati et al., 2021). These three components can be developed through various classical approaches emphasising social interaction, social norms and the learning process (Hafid & Fawaidi, 2024). In this context, character education is built through various collective activities, emphasising shared values and habituation through rules applied in class and school (Akhtar et al., 2019; Wang et al., 2023). In addition, student character development can also be carried out using a personal approach by paying attention to the potential, needs and background of students' psychological conditions, recognising student problems and establishing close relationships with empathy.

Unfortunately, the picture of the benefits of interaction between teachers and students that can develop students' character in a positive direction is still not optimally implemented in educational institutions in Indonesia. Teachers only focus their attention on improving academic abilities, thus defeating the role of schools in developing students' character values (Akhwan, 2014; Zubaidah, 2019; Zubaidi et al., 2024). Even

character education in schools has become a polemic among experts (Pariama et al., 2023; Sukatin, 2020). The polemic is related to the pros and cons of what character values should be developed in schools (Fadilah et al., 2021; Zubaidah, 2019). This debate ultimately resulted in schools taking a neutral stance on character education. As a result, children with low awareness of character values, such as committing cruel and brutal acts without feeling guilty (Sulaiman, 2019). Some teachers argue that this is caused by problems in the family, lack of attention from parents, and so on. Therefore, schools should actively build character values through teacher interaction with students (Zubaedi, 2013).

Various studies related to teacher-student interactions have been conducted. Some were conducted in various countries, such as China (Lihua, 2009; Zhang & Wu, 2016) and Australia (Liu et al., 2022; Walker & Graham, 2021). On the other hand, several studies have also been conducted in Indonesia (Ngatmini et al., 2019; Nikmah, 2021; Sari & Sutarto, 2021; Sutarto, 2023; Syahabuddin et al., 2020). However, the interaction between teachers and students discussed in previous studies focused on interactions to improve understanding in classroom learning (Koenen et al., 2022; Zeinstra et al., 2023), improve the quality of training (Pielmeier et al., 2018), assess students (Weyns et al., 2021), teacher interactions with students with disabilities (Fu et al., 2022) and knowing the factors that influence teacher interactions with students in the learning process (Yao & Shao, 2024). Research on teacher interactions with students to develop character has never been conducted in line with this information.

There is an interesting phenomenon at the Rabbi Radhiyya Integrated Islamic Elementary School (SDIT), Rejang Lebong Regency, Bengkulu. Based on initial studies, it was found that graduates of this school generally have good character, both in worship and social interactions. This indeed only

happens spontaneously but results from a very long process. One of the processes that plays an important role is the interaction between teachers and students, both classically and individually, during the education period. Research like this is fundamental because it can provide information on how to develop students' characters in a better direction through teacher-student interactions. The results can also be an essential reference for teachers to develop character through student interactions. Therefore, this study explores teachers' approach to interacting with students to develop good character values.

METHOD

This study is qualitative research with a phenomenological approach, namely a research approach about experiences that occur in a person's life. The participants in this research were SDIT Rabbi Radhiyya teachers, Rejang Lebong Regency, Bengkulu. The research participants consisted of 8 teachers and were determined based on criteria. These teachers had experience dealing with student behavior, and there were significant changes in the behavior of these students. The research stages carried out were identifying students who had significant changes in behavior, interviewing students and teachers involved in these changes, and then analyzing with a focus on how teachers interact with students in developing knowledge of good character values so that students are motivated and have full awareness to improve their behavior.

The data collection technique used was in-depth interviews. In Passive participation observer, the researcher observes the research location but is not involved in participant activities. Observations focused on student behavior problems and how teachers handled them. The type of in-depth interview used is an interview protocol equipped with general guidelines (Sugiyono, 2017; Waruwu, 2023). The following questions were developed during the interview process and adapted to

the experiences of the research informants. Documentation relates to data about the school, school rules or regulations, records of handling student behavior, and other information needed for in-depth investigation through observation and interviews.

The interview results were then analyzed using interpretive phenomenological analysis techniques (Creswell, 2015; Kahija, 2017). This analysis aims to detail how participants interpret their social environment and interpret what they do. Interpretation is used to express two aspects: interpretation to understand and interpretation to interpret. Interpretation for consumption is carried out using two interpretive processes: interpreting the participants' understanding of what they do and researchers trying to make sense of what the participants do (Supratiknya, 2022).

The data analysis steps carried out include three stages, namely:

1. Horizontalization, based on data from the first and second research questions, is examined (such as interview transcripts), highlighting various important statements, sentences, or quotes that explain how the participants experience the phenomenon.
2. Develop various groups of meaning from important statements into various themes. These critical statements and themes are used to write descriptions of what participants experience (textural descriptions) and descriptions of the context or setting that influences how participants experience the phenomenon (structural descriptions).
3. A combined description is created from the textural and structural descriptions, which presents the essence of the phenomenon, called the essential invariant structure or essence (Creswell, 2015).

Validation techniques and data reliability measurements are carried out by source triangulation (Creswell, 2015). Source triangulation is carried out by comparing the results of interviews obtained from one source

of information with the informant. The data obtained is valid and reliable if the information obtained from one source with another source supports and strengthens each other (Sugiyono, 2017).

RESULTS AND DISCUSSION

Forming good character in students begins with teaching values so that students know goodness. The aim is not only to provide knowledge and understanding but also to provide an orientation so that students can assess their behavior, whether it is right or wrong, make students think about what they are doing, and raise awareness to do good. Teachers must interact with students well to convey values so that knowledge about goodness can influence acceptance and raise student awareness.

Based on the results of data analysis, several models of teacher interaction with students were found to build an understanding of good character values as outlined below:

Table 1
Teacher Activities in Building Student Character

No.	Teacher Activities in Interacting with Students	Teacher-Student Interaction
1.	Advice every morning	Classical
2.	Evaluate every day	Classical
3.	Story	Classical
4.	Calling personally	Individual
5.	Waiting for his emotions to calm down	Individual
6.	Talking about what students are doing	Individual
7.	Ask the reason why you did the action	Individual
8.	Ask students to judge whether the action they took was right or wrong	Individual
9.	Ask what the consequences of doing the action are	Individual

10.	Explain how to deal with problems	Individual
11.	Explain how to act or behave appropriately	Individual
12.	Gives understanding	Individual

Based on the table above, it can be seen that to build an understanding of good character values, teachers use two interaction models, namely:

Classical Interaction

Teachers use the classical approach to interact with all students in the class. In the classical approach, good character values are understood through advice, evaluations, and stories. Advice is given by teachers in the morning before starting lessons. The advice is reminiscent of obligations towards parents, studying, worshiping, obeying regulations, and rules for interacting with friends. This is in line with the results of the interview as follows:

"In class, I prefer to give a general understanding. Explaining why it cannot be like this, it cannot be like that..." (Ta 64-65).

"Every morning we are given advice, the advice given is flexible, usually related to problems that arise in class, for example not being disciplined, not doing homework, or fighting with friends" (Sm 110-112).

"...Every morning I remind myself of things that should not be done, such as do not litter, speak rudely, disturb friends, and so on." (Ti 64-66).

Developing an understanding of good character values is also carried out through evaluation. Evaluations are carried out every morning before starting lessons, but some teachers do evaluations before returning from school. Evaluation discusses daily events, undesirable events, and desired events. Evaluation is more about reminding students about what they should do and what they should not do. The evaluation also conveys to students their hopes for the following days.

"... my morning habit before starting lessons is to evaluate for 5-10 minutes. The morning evaluation is a reminder about yesterday's undesirable events, so do not repeat them today. For example, yesterday someone cried, today no one should cry again. I convey hope today." (Yet 35-38)

Knowledge about good values is also developed through the stories of the Prophet and his friends. The stories of the Prophet and his companions are related to students' attitudes and behavior or problems in the classroom. For example, there is a child who gets angry quickly. Through the story, the teacher conveys that being easily angry is not a good trait. If a child has a character like that, he feels touched and secretly improves his character. Stories more easily touch children. With the story not mentioning his mistake, he felt offended himself.

"Overall, I start the class with a story. The story is intended for all students. "Sometimes students who feel problematic are offended by the story themselves." (Sm 7-9).

"...For example, the story of Abu Bakr walking with the Prophet. There are Jews who are angry. When the Jews became angry, Abu Bakr remained silent with the Messenger of Allah. The Jew continued to make fun of Abu Bakr. When Abu Bakr became angry, the Messenger of Allah left Abu Bakr. Abu Bakr followed Rasulullah and asked why Rasulullah had left him. The Messenger of Allah said that when Abu Bakr was angry, many devils clapped their hands." (SM 10-15).

"...I prefer to convey values through stories because they do not directly offend children, and if the story touches children, they will find their awareness." (Bc 15-16).

Individual Interaction

1. Call students personally

Developing good character values through an individual interaction approach is aimed at students who need exceptional guidance and attention. This unique guidance and attention is given if the attitudes and behavior displayed by students still need to show good character. The individual interaction model is carried out by calling students personally. The summoned students are involved in problems because the teacher saw them directly or received reports from their friends. Teachers always pay attention to students. If there is a student's wrong attitude or behavior, it is not left alone, but the teacher gives special attention to the student. Students are invited to talk and discuss the problems they face privately in a place where no other friends or teachers exist. This kind of treatment makes students feel appreciated, cared for, and not embarrassed in public.

"If there are reports from friends or I see directly that students are angry, I call them at that time. I am not used to cases being left alone. If there is a case, it will be resolved immediately that day. I called him not in front of the class but talked to him elsewhere. If the case is outside of class, I talk to him somewhere, or if the case is in class, I talk to him outside of class. I never handled a case in class or front of his friends." (Ta 48-54).

"If there are children who are fighting, they will be called. In class, children's mistakes are never revealed. Just be reprimanded, then be advised by calling him personally or inviting him to chat in a place where no other students or teachers exist." (Bc 94-97).

"...I invite the child to chat, together, in the office or in another place where there are no other children..." (Nr 33-34).

2. Dealing with emotional students

When dealing with emotional students, teachers do not immediately deal with their behavior but wait for the student to calm down first. After his emotions calmed down, the new

teacher called and asked him to talk. Do not discuss student behavior in class or front of their friends. Discuss his behavior when alone with the teacher. Ask carefully about what he does. Do not corner him. Do not immediately blame him, but listen to his explanation carefully and ask his friends for confirmation if necessary. All problems experienced by students are generally discussed on the same day. However, if this is impossible, discuss it with yourself the next day. Please do not leave it alone.

"If while studying he fights with his friends (I) separate him from his friends. Told to sit near me. He was still told to focus on his work. His angry behavior is not dealt with immediately, but he waits for him to calm down and for his emotions to subside. When it is over, I will ask, why is it such a small matter that you must be angry like that? I still bring it up on the same day, but not when he is emotional." (Yen 39-45).

"He was angry because he was punished, he did not accept it. I let him outside to cool off. The next day, I called and talked to him..." (Yen 79-88).

"I never corner students. But when we were together, I said, the ustazah did not like you like that, why are you like that? When I am busy, I never talk about his behavior." (Yet 41-43).

"I took a personal approach, was called, asked carefully, what happened? What is the problem? Do not immediately scold or accuse him of being guilty..." (Ta 55-56).

"If children are fighting, first ask what the chronology of the incident was. The child who fought with him was also asked about the chronology of the incident. I just concluded. So, I never directly blamed him..." (Ta 57-60).

The teacher calls and invites students to talk, asks why they do what they do, and asks them to evaluate their actions. Teachers do not directly assess student behavior unilaterally.

Teachers do not directly blame students for their actions. The teacher first asks the students why they did this action. The teacher listens to what the students express. After being asked, the average student knows that what he did was wrong. They do this because they are annoyed, hateful, unhappy, bored, want to show that they are great, or want to play around.

"When asked why those words were said, "Because you are annoyed, ustazah." (Ta 25-26).

"...ever asked why you are like that? He said he was bored." (Ta 35)

"Why do you do that? Just play around, ustaz." (Aug 25).

"...(I) ask to judge for yourself whether the actions carried out are right or wrong..." (Ag 27-28).

"...He realized that the words he said were not good. "That is wrong, Ustazah." (Ta 24-25).

"I asked, why did you hit your friend? Is that wrong? Wrong taz," he said." (Sj 24-25).

The teacher asks the students what the consequences of doing this action are. This question encourages students to think that their actions have consequences that harm not only other people but also themselves. The teacher slowly explains the consequences of the student's actions.

"Now the Ustaz asks, is rice for eating or for playing with? Make Ustaz eat. Isn't it a sin to play around with food? Yes, Ustaz. Do you know what your sin is?" (Aug 25-27).

"...try to think about who is the loser? You throw a friend, who is sick?" (Nr 38-39).

The teacher explains how to deal with problems. Students who get into problems usually need to learn or be trained in dealing with problems. He still needs to negotiate between his needs and other people's needs. They react spontaneously or react based on previously learned patterns. In dealing with

student behavior, teachers focus on discussing the wrong behavior they display and how to deal with it if students get into problems. Understand that if a friend is nosy, it does not mean that the friend wants to bother him but wants to be friends with him.

"If you have a problem with a friend, face it yourself first. If you cannot do it, just tell the Ustaz..." (Sj 62-54).

"If you are both students, I advise you that your friends are different in class. If you are accused of doing something, if you don't do it, there is no need to be angry or overly emotional. If you have a problem with a friend, tell the Ustazah." (Ta 66-68).

"I told the students not to get angry like that, if you have a problem with a friend, tell the ustazah, then the ustazah will help." (Yen 36-37).

The teacher also explains how to behave or behave appropriately. Students who have yet to develop good character because they need to learn how to act and behave appropriately. For example, some students are involved in conflicts with friends because they cannot control their emotions; they immediately hit or invite their friends to fight. The teacher explains how to behave towards friends, such as saying that a pious child does not hate friends and does not hit friends. Students who are nosy and like to bother their friends are explained that their friends should love them, help them, not bother them. For spoiled boys, the teacher explains that boys are not whiny; every time there is a problem, they report it to their parents. For tomboyish girls, it is explained that the girls play with girls; the way they walk and talk is like a girl, graceful and soft. For children who like to throw tantrums, the teacher teaches them that every time they are provoked by anger, they should read Istighfar. Not only does he teach, but when the child gets angry, the teacher sits next to him and invites him to read istighfar.

"I said that he was an SDIT child. SDIT children are characterized by being pious. Nobody hates friends. Nobody hits friends. The parents did not fight. Yes... that is the story about it; the language is easy for him to understand." (Sj30-32).

"...if you want to go to heaven with a friend, you have to love him, even help him, do not bother him. I asked if I wanted to be in heaven with my parents later. I want Taz, he answered..." (Aug 29-30).

"I called, explained that you are a princess, princesses play with princesses." (Sj 45-46).

"My students say, you are a boy. Boys should not be crybabies. Just call mom a little bit." (Sj 61-64).

"...if he gets angry, I teach him to be forgiving. I sat near him, taught him how to read istighfar..." (Ti 45-46).

Teachers show understanding to students so that good character is formed in them. Some cases of providing understanding carried out by teachers include students who are not confident, feel they are not as good as their older siblings and are given the understanding that everyone is different and has advantages and disadvantages. Students who do not do homework are given the understanding that doing homework is for them because it can help them understand lessons at school. Students who are emotional about their friend's treatment are given the understanding that their friend's behavior is not to annoy them but to be friends with them. This understanding can make students more capable of understanding and controlling themselves.

"I told him that everyone is different, has advantages and disadvantages." (Yet 93-95).

"I said, if you do homework, understand all the lessons, that is all for anyone, not for the Ustazah." (Yen 101-102).

"Slowly it was explained... if friends take his toys, it does not mean that friends

want to steal his toys, friends want to play with him." (Ti 27-29).

Developing knowledge about good character values is obtained through advice, evaluation, and stories (Sj 72-74). Giving advice and evaluation is carried out before lessons begin, involving dialogue with students, called class meetings or morning meetings (Ag 69-70). Stories about the success of good people and stories about people who make the world a better place can develop a child's moral identity (Ti 55-56). Through stories, children can develop optimism and hope when faced with moral confusion (Ta 45-46). Parents and teachers must develop children's moral identity, namely who they want to be, after committing a moral deviation and deciding to do their best at the next opportunity (Fatima et al., 2022; Krettenauer, 2020). A positive moral identity is easier to maintain if there is sufficient optimism and hope to do things better (Kaftanski, 2024; Sulistiyo et al., 2020).

Research findings show that to develop good character values in students, teachers interact with students both individually and classically. Individually, this is done by calling students personally. If a student is emotional, the teacher does not immediately deal with his behavior but waits for the student to calm down first. When calling and inviting students to talk, the teacher asks the reason for doing it and asks them to evaluate their actions. Teachers do not directly assess student behavior unilaterally. Apart from asking the reasons for doing it and asking students to judge for themselves what they did, the teacher also asks what the consequences of doing the action were. When calling students, the teacher explains how to deal with problems, how to act or behave appropriately, and gives understanding to students.

When students get into trouble, students are called out privately. If a student's attitude or behavior is wrong, do not just let it go. Students are called and discussed on the same

day. In class, students' mistakes are never revealed but are called out and discussed privately in a place where there are no other friends or teachers. This kind of treatment prevents students from being embarrassed in public. Teacher treatment like this sets an example for students (Indawati et al., 2022; Nurhuda & Putri, 2023). Students are encouraged to do good to emulate people they admire (Clark, 2022; Kaftanski, 2022; Kotsonis, 2023). This process is called identification with a moral role model (Čehajić-Clancy & Olsson, 2024; Gawronski, 2022). This identification process with moral role models occurs if children are treated warmly and sensitively, the rules are explained clearly, and corrections are provided when wrong, but physical punishment is not provided (Van Der Storm et al., 2022).

Inviting students to talk about what they did, asking why they did the action, and providing understanding are teachers' efforts to educate students' motives (Filgona et al., 2020; Wardani et al., 2020). Through dialogue, teachers try to provide understanding to channel these motives through their potential constructively and productively (Code, 2020). Asking students to judge for themselves whether the action they are doing is right or wrong and asking what the consequences of doing an action are is the teacher's effort to develop students' moral principles. Moral principles or personal standards are generally held rules of behavior (Asghari, 2023). For example, the rule "treat others as you would like them to treat you" (do unto others as you would have them do unto you). These rules, if adopted, can influence a person's behavior in various situations. According to the rules, children are invited to dialogue about whether what they do is right or wrong. Dialogue like this is called developing intrinsic sensitivity (Hidayah, 2021; Sulistiyo et al., 2020).

Explaining how to deal with problems and how to act or behave appropriately is an effort to shape students' character, which is done

through direct teaching. Direct teaching includes explaining why some things are right and others are wrong, instructing children directly on what they should do, and teaching children positive alternatives to improve their behavior (Lickona, 2016). Explaining how to deal with problems and how to behave or act appropriately is the teacher's effort to change and form a new student attitude (Verplanken & Orbell, 2022). In this case, the teacher discusses with students their views, feelings, and tendencies to act toward a social object (Waters et al., 2022). If students' views, feelings, and tendencies to act toward an object are inappropriate, then the teacher can clarify it (Lavy, 2020). In explaining, teachers can also help students choose a good community so that the social interactions within the group that students experience positively influence the formation of their attitude (Xie & Derakhshan, 2021). Apart from that, teachers can also give consideration and input to students in choosing external influences that are good for them. Teachers can also help students determine their interests and attention to process external influences that are beneficial for them (Afjar & Syukri, 2020; Bolkan, 2021).

Classically, this is done through advice, evaluation, and stories. Providing advice and evaluation before lessons begin involves dialogue with students called a class meeting (morning meeting). Several research results show that class meetings in the morning can encourage social skills and build community in the classroom (Day et al., 2020; Kriete, 2003), positively impact students' social relationships and behavior (Gardner, 2012), and improve skills. Social relations among students (Grant & H. Davis, 2021). Through morning meetings, teachers can be models to facilitate the development of students' social skills, both in class and outside the classroom; students can practice and learn the skills needed for their success in career life and social relationships in the future, such as working

collaboratively, critical thinking, solve problems, and give purpose to their work (Huges, 2013). Dialogue can also stimulate children to think about their moral identity. Dialogue can be carried out by asking questions about "what is a good life?" Searching for answers through dialogue, reading, and personal reflection can stimulate children to think about their moral identity (Bajovic & Rizzo, 2021; Everett et al., 2022).

To find out the essence of the teacher's experience in developing good character values, an interpretive analysis of the teacher's activities or treatment of students must be carried out. The results of the interpretive analysis can be seen in the following table:

Table 2
Interpretative Analysis of Teacher Interactions with Students in Developing Good Character Values

No.	Teacher Activities in Interaction with Students	Meaning
1	Advice	Provide time for dialogue about values and morals.
2	Evaluation	
3	Story	
4	Waiting for his emotions to calm down	Be a moral role model for students by treating students warmly and sensitively.
5	Invite to talk about what students are doing	
6	Ask the reason for doing the action	
7	Call students personally	Do not embarrass students in public.
8	Asking what the consequences of doing an action are	Develop intrinsic sensitivity
9	Ask to judge for yourself whether the action taken is right or wrong	Correct if wrong
10	Explain how to solve	Provide

	the problem	direct teaching
11	Explain how to act or behave appropriately	Teach positive alternatives to correct behavior
12	Gives understanding	Directing students' motives in a constructive and productive direction



An approach that facilitates the development of student's character identities

Based on the table above, you can understand that the teacher's interaction model with students in developing knowledge about good character values is an interaction model that facilitates the development of student's character identity by (1) Providing time for dialogue about values and morals, (2) Be a moral role model for students by treating students warmly and sensitively, (3) Not embarrassing students in public, (4) Developing intrinsic sensitivity, (5) Correcting when wrong, (6) Providing direct instruction, (7) Teaching positive alternatives to improve their behavior, as well as (8) Directing students' motives in a constructive and productive direction.

CONCLUSIONS

The results of the study indicate that intensive teacher-student interactions, both classically and individually, can provide understanding and foster students' awareness of having good character. Some ways that teachers can develop students' identity are by providing time for dialogue about character values, being a role model, not embarrassing students, developing intrinsic sensitivity, providing correction when wrong, providing

direct learning, teaching positive alternatives to improve their behavior, and directing students' motives in a constructive and productive direction. A series of teacher-student interactions, both classically and individually, can develop intrinsic sensitivity, provide correction when wrong, provide direct learning, and guide students to behave constructively and productively. Based on the findings obtained from this study, intensive teacher-student interactions, both classically and individually, are highly recommended so that students have sensitivity, awareness, and good character habits.

REFERENCES

Afjar, A. M., & Syukri, M. (2020). Attention, relevance, confidence, satisfaction (ARCS) model on students' motivation and learning outcomes in learning physics. *Journal of Physics: Conference Series*, 1460(1), 012119. [https://iopscience.iop.org/article/10.1088/1742-6596/1460/1/012119](https://iopscience.iop.org/article/10.1088/1742-6596/1460/1/012119/meta) <https://doi.org/10.1088/1742-6596/1460/1/012119>

Akhtar, S., Hussain, M., Afzal, M., & Gilani, S. A. (2019). The impact of teacher-student interaction on student motivation and achievement. *European Academic Research*, 7(2), 1201–1222.

Ali, M., Semma, A. B., Suwardi, Ahmadiansah, R., & Hermawan, A. (2024). *The bright and dark sides of social media and its countermeasures*. 2952(1). Scopus. <https://doi.org/10.1063/5.0212272>

An, A. N., Amir, A. M., Husain, M. Z. B., Ismail, F. H., Sahimi, M. S. B., Fansuri, F., Amri, M., Arfan, F., & Rhain, A. (2025). Millennial era Islamic parenting studies: A bibliometric analysis utilizing the Scopus database. *Multidisciplinary Reviews*, 8(1). Scopus. <https://doi.org/10.31893/multirev.2025002>

Anggito, A., Purwanta, E., & Saptono, B. (2024). An Investigation of Social Care

in Elementary School Students. *Human Research in Rehabilitation*, 14(1), 114–121. Scopus. <https://doi.org/10.21554/hrr.042411>

Asghari, S. (2023). On the Necessity of Moral Judgment Requiring Moral Principles. *Philosophical Meditations*, 13(30), 239–270.

Asrial, A., Syahrial, S., Kurniawan, D. A., & Fadillah, P. (2023). Study Analysis of Character Values in the Thematic Book for Grade III Elementary School Students. *Ta'dib*, 26(2), 267–280. <https://doi.org/10.31958/it.v26i2.9400>

Bajovic, M., & Rizzo, K. (2021). Meta-moral cognition: Bridging the gap among adolescents' moral thinking, moral emotions and moral actions. *International Journal of Adolescence and Youth*, 26(1), 1–11. <https://doi.org/10.1080/02673843.2020.1867206>

Bolkan, S. (2021). Storytelling in the Classroom: Facilitating Cognitive Interest by Promoting Attention, Structure, and Meaningfulness. *Communication Reports*, 34(1), 1–13. <https://doi.org/10.1080/08934215.2020.1856901>

Čehajić-Clancy, S., & Olsson, A. (2024). Threaten and affirm: The role of ingroup moral exemplars for promoting prosocial intergroup behavior through affirming moral identity. *Group Processes & Intergroup Relations*, 27(1), 99–117. <https://doi.org/10.1177/13684302221148397>

Clark, I. L. (2022). Why Imitation? Dalam *Writing, Imitation, and Performance* (hlm. 1–8). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003196815-1/imitation-irene-clark>. <https://doi.org/10.4324/9781003196815-1>

Cochran-Smith, M., Grudnoff, L., Orland-Barak, L., & Smith, K. (2020). Educating Teacher Educators: International Perspectives. *The New Educator*, 16(1), 5–24. <https://doi.org/10.1080/1547688X.2019.1670309>

Code, J. (2020). Agency for learning: Intention, motivation, self-efficacy and self-regulation. *Frontiers in Genetics*, 5, 19. <https://doi.org/10.3389/fgene.2020.00019>

Creswell, J. W. (2015). Penelitian Kualitatif & Desain Riset memilih di antara Lima Pendekatan Edisi Bahasan Indonesia dari buku". *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*.

Day, C., Sammons, P., & Gorgen, K. (2020). Successful School Leadership. *Education development trust*. <https://eric.ed.gov/?id=ED614324>

Denessen, E., Keller, A., Van Den Bergh, L., & Van Den Broek, P. (2020). Do Teachers Treat Their Students Differently? An Observational Study on Teacher-Student Interactions as a Function of Teacher Expectations and Student Achievement. *Education Research International*, 2020, 1–8. <https://doi.org/10.1155/2020/2471956>

Everett, J., Skorburg, J. A., & Livingston, J. (2022). *Me, my (moral) self, and I*. <https://kar.kent.ac.uk/83701/>. <https://doi.org/10.7551/mitpress/12611.003.0008>

Fahmi, M., Sarilita, E., & Wilar, G. (2023). Building Resilient Communities: Rapid Response to a Crisis through Nusantara Module's Character Education and Social Contribution Initiative. *Sustainability (Switzerland)*, 15(18). Scopus. <https://doi.org/10.3390/su151813300>

Fathoni, A. M., Sulaeman, M., Azizah, E. A. N., Styawati, Y., & Ramadhan, M. U. C. (2024). The New Direction of Indonesian Character Education: Bullying, Moral Decadence, and Juvenile Delinquency. *Jurnal pendidikan agama Islam*, 21(1), 22–39. <https://doi.org/10.14421/jpai.v21i1.7759>

Fatima, S., Dawood, S., & Munir, M. (2022). Parenting styles, moral identity and prosocial behaviors in adolescents. *Current Psychology*, 41(2), 902–910. <https://doi.org/10.1007/s12144-020-00609-3>

Febrieta, D., Rohmawati, X., & Aulia, S. (2023). Character education for adolescents as a predictor of social sensitivity in the digital era. Dalam *Family in Islamic Psychology Perspective: Challenges and Solutions* (hlm. 113–121). Scopus.

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and social studies*, 10(4), 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>

Fu, W., Liang, J., Wang, L., Xu, R., & Xiao, F. (2022). Teacher-student interaction in a special school for students with developmental disabilities in Chinese context. *International Journal of Developmental Disabilities*, 68(2), 168–181. Scopus. <https://doi.org/10.1080/20473869.2020.1729018>

Gardner, C. (2012). Morning meeting and science a winning combination. *Science & Children*, 50(1), 60–64.

Gawronski, B. (2022). Moral impressions and presumed moral choices: Perceptions of how moral exemplars resolve moral dilemmas. *Journal of Experimental Social Psychology*, 99, 104265. <https://doi.org/10.1016/j.iesp.2021.104265>

Grant, K., & H. Davis, B. (2021). Gathering around. *Kappa Delta Pi Record*, 48(3), 129–133. <https://doi.org/10.1080/00228958.2012.707505>

Gunada, I. W. A., Agung, A. A. G., Jampel, I. N., & Werang, B. R. (2024). “Panca Sthiti Dharmaning Prabu” – the Concept of Educational Leadership – and Its Relationship to Character Strengthening: A Phenomenological Study in Hindu-Based Schools. *International Journal of Learning, Teaching and Educational Research*, 23(8), 624–642. Scopus. <https://doi.org/10.26803/ijter.23.8.32>

Hafid, B. F., & Fawaidi, B. U. (2024). *Cooperative Learning Klasikal dalam Pembelajaran Kitab Kuning: Studi pada Pondok Pesantren Miftahul Ulum Lumajang*. <https://journal.iainlhokseumawe.ac.id/index.php/itqan/article/download/2013/1156>. <https://doi.org/10.47766/itqan.v15i1.2013>

Hananingsih, W., Isnaini, L. M. Y., & Irmansyah, J. (2024). The Role of Traditional Sports in Establishing Student Character through Physical Education, Sports, and Health Learning. *International Journal of Human Movement and Sports Sciences*, 12(3), 538–545. Scopus. <https://doi.org/10.13189/saj.2024.120310>

Harmanto, Setyawan, H., Hamsyah, K., Umar, F., Safrudin, Bahriyanto, A., Yeni, M., Ginting, A., Novita, Nurkadri, Darmawan, A., Gusliana, H. B., Pranoto, N. W., & Pavlovic, R. (2024). Integrating citizenship education into secondary school physical education lessons in Indonesia: An approach to reducing character degradation. *Retos*, 60, 865–876. Scopus. <https://doi.org/10.47197/retos.v60.108758>

Haryono, M., Danim, S., Sumarsih, Putra, D. A., & Pura, D. N. (2023). *Early Childhood Character Education During Covid-19 Pandemic*. 2736(1). Scopus. <https://doi.org/10.1063/5.0174486>

Henry, A., & Thorsen, C. (2018). Teacher-Student Relationships and L2 Motivation. *The Modern Language Journal*, 102(1), 218–241. <https://doi.org/10.1111/modl.12446>

Hermanto, Japar, M., Riyadi, Sumantri, M. S., & Heldy, R. P. P. (2024). Analysis of Character Education Values: School-Based Character in Indonesia.

Educational Administration: Theory and Practice, 30(1), 334–347. Scopus. <https://doi.org/10.52152/kuey.v30i1.665>

Hidaayah, N., Yunitasari, E., Nihayati, H. E., Khamida, K., & Sari, R. Y. (2024). Parenting strategies: Applying basic psychological needs to children at risk of Internet Gaming Disorder in Indonesia. *Healthcare in Low-Resource Settings*, 12(3). Scopus. <https://doi.org/10.4081/hls.2024.11972>

Hidayah, R. (2021). Students' self-adjustment, self-control, and morality. *Journal of social studies education research*, 12(1), 174–193.

Hikmat, R., Suryani, S., Yosep, I., & Jeharsae, R. (2024). KiVa anti-bullying program: Preventing bullying and reducing Bulling Behavior among students – a scoping review. *BMC Public Health*, 24(1). Scopus. <https://doi.org/10.1186/s12889-024-20086-8>

Huges, L. A. (2013). *The social benefits of the morning meeting: Creating a space for social and character education in the classroom*. School of Education and Counseling Psychology Dominican University of California.

Imaduddin, Sodikin, & Abidin, Z. (2022). The Strategy of Islamic Religious Teachers in the Development of Akhlakul Karimah in Integrated Islamic Elementary School Students. *Munaddhomah*, 3(4), 425–432. Scopus. <https://doi.org/10.31538/munaddhomah.v3i4.437>

Indawati, N., Kartiko, A., Suyitno Suyitno, A. S., & Fuad, Z. (2022). Improving The Religious Character of Educators Through Exemplary of Principles. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(3), 789–801. <https://doi.org/10.33650/al-tanzim.v6i3.3691>

Kaftanski, W. (2022). Admiration, Affectivity, and Value: Critical Remarks on Exemplarity. *The Journal of Value Inquiry*. <https://doi.org/10.1007/s10790-021-09875-1>

Kaftanski, W. (2024). Mental images and imagination in moral education. *Journal of Moral Education*, 53(1), 119–138. <https://doi.org/10.1080/03057240.2023.2236801>

Kahija, Y. L. (2017). *Penelitian Fenomenologis Jalan Memahami Pengalaman Hidup*. Kanisius.

Koenen, A.-K., Spilt, J. L., & Kelchtermans, G. (2022). Understanding teachers' experiences of classroom relationships. *Teaching and Teacher Education*, 109. Scopus. <https://doi.org/10.1016/j.tate.2021.103573>

Kollo, F. L., Zulkarnain, Mahfud, T., & Matang. (2024). Beware of cyberbullying! Evidence from high school students in Indonesia. *International Journal of Evaluation and Research in Education*, 13(3), 1465–1473. Scopus. <https://doi.org/10.11591/ijere.v13i3.26686>

Kotsonis, A. (2023). Moral Exemplarism as a Powerful Indoctrinating Tool. *The Journal of Value Inquiry*, 57(4), 593–605. <https://doi.org/10.1007/s10790-021-09844-8>

Krettenauer, T. (2020). Moral identity as a goal of moral action: A Self-Determination Theory perspective. *Journal of Moral Education*, 49(3), 330–345. <https://doi.org/10.1080/03057240.2019.1698414>

Kriete, R. (2003). Start the day with community. *Educational Leadership*, 61(1), 68–71.

Lavy, S. (2020). A Review of Character Strengths Interventions in Twenty-First-Century Schools: Their Importance and How they can be Fostered. *Applied Research in Quality of Life*, 15(2), 573–596. <https://doi.org/10.1007/s11482-018-9700-6>

Lickona, T. (2016). *Character Matters*. Bumi Aksara.

Lickona, T. (2022). *Character matters (Persoalan karakter): Bagaimana membantu anak mengembangkan penilaian yang baik, integritas, dan kebijakan penting lainnya*. Bumi Aksara.

Lihua, L. (2009). The effects of teacher-student interaction on the development of girl students' personality. Dalam *Chinese Women and the Teaching Profession* (hlm. 103–107). Scopus.

Liu, Y., Storch, N., & Morton, J. (2022). It takes two to tango: Investigating teacher-student interactions related to written corrective feedback with Activity Theory. *Assessing Writing*, 53. Scopus. <https://doi.org/10.1016/j.asw.2022.100647>

Maalikih, M. D., Sumarwati, & Rakhmawati, A. (2025). Forms and effects of verbal bullying: Perceptions of junior high school students in Indonesia. *Multidisciplinary Reviews*, 8(2). Scopus. <https://doi.org/10.31893/multirev.2025066>

Ma'arif, M. A., & Rofiq, M. H. (2018). The model of character teacher: Phenomenology at Daruttaqwa Gresik Islamic Boarding School. *Attarbiyah: Journal of Islamic Culture and Education*, 3(2), 131–152. <https://doi.org/10.18326/attarbiyah.v3i2.131-152>

Maharsiwi, D. M. & Sutama. (2024). *Responsibility habits in elementary school learning*. 3116(1). Scopus. <https://doi.org/10.1063/5.0215705>

Malisi, M. A. S., Sardimi, S., Surawan, S., & Aldianoor, A. (2023). Contribution of PAI Teacher Personality Competence to Student Motivation in School Exams. *Ta'dib*, 26(2), 291–302. <https://doi.org/10.31958/jt.v26i2.8437>

Megawati, H., Ernawati, Hamdani, Z., Fanindita, F., Hrp, G. S. C., & Palupi, P. (2024). *The moderating role of empathic concern and perspective-taking in breaking the cycle of psychological violence to realize Sustainable Good Well-being*. 568. Scopus. <https://doi.org/10.1051/e3sconf/202456804009>

Mohamad Saleh, M. S., Mehellou, A., Huang, M., & Briandana, R. (2024). Social media impact on sustainable intention and behaviour: A comparative study between university students in Malaysia and Indonesia. *Journal of Applied Research in Higher Education*. Scopus. <https://doi.org/10.1108/JARHE-10-2023-0479>

Ngatmini, Rustono, Subyantoro, & Mulyani, M. (2019). *Exploring the Practice of Teacher-Students' Classroom Interaction in Speaking Subject at Higher Education*. 1339(1). Scopus. <https://doi.org/10.1088/1742-6596/1339/1/012068>

Nikmah, A. K. (2021). *Pola Interaksi Guru dan Siswa dalam Menciptakan Suasana Belajar yang Efektif di Sekolah Dasar Negeri Klampok 02 Singosari*.

Nurhuda, A., & Putri, Y. (2023). The Urgence of Teacher's Example for Student Education in School. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 250–257. <https://doi.org/10.54012/jcell.v2i3.128>

Obaid, Y., Abidin, A., Samsuddin, Kadir, St. F., & Baharuddin, A. (2024). Revealing Identity to Form Student Character: Application of the Hidden Curriculum in Islamic Legal Education. *Samarah*, 8(3), 1782–1799. Scopus. <https://doi.org/10.22373/sjhk.v8i3.24061>

Pahenra, P., Hermanto, H., Amalia, W. S., Idhayani, N., & Salma, S. (2022). Establishment of Childhood's Discipline Characters in a Clean and Healthy Life Behavior in The Pandemic Covid-19. *JPI (Jurnal Pendidikan Indonesia)*, 11(2). <https://doi.org/10.23887/jpiundiksha.v11i2.34667>

Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2023). Investigating Teacher—Student Interactions That Foster Self-Regulated Learning. Dalam *Using Qualitative Methods To Enrich Understandings of Self-regulated Learning* (hlm. 5–15). Routledge. <https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi&identifierValue=10.4324/9781410608529-2&type=chapterpdf>. <https://doi.org/10.4324/9781410608529-2>

Pielmeier, M., Huber, S., & Seidel, T. (2018). Is teacher judgment accuracy of students' characteristics beneficial for verbal teacher-student interactions in classroom? *Teaching and Teacher Education*, 76, 255–266. Scopus. <https://doi.org/10.1016/j.tate.2018.01.002>

Ping, C., Schellings, G., & Beijaard, D. (2018). Teacher educators' professional learning: A literature review. *Teaching and teacher education*, 75, 93–104. <https://doi.org/10.1016/j.tate.2018.06.003>

Puspitarini, D., Degeng, I. N. S., Praherdhiono, H., & Suryati, N. (2023). Humanistic Pesantren: Systematic Literature Review and Bibliometric Visualization Analysis on Character, Moral, and Ethical Values. *Pertanika Journal of Social Sciences and Humanities*, 31(2). Scopus. <https://doi.org/10.47836/pjssh.31.2.01>

Roxå, T., & Marquis, E. (2019). Teachers interacting with students: An important (and potentially overlooked) domain for academic development during times of impact. *International Journal for Academic Development*, 24(4), 342–353. <https://doi.org/10.1080/1360144X.2019.1607743>

Sakban, A., Maemunah, M., Hafsa, H., Andini, M., & Murtini, M. (2024). Analysis of Generation Z Characters in Using Social Media Applications on the Internet. 3098(1). Scopus. <https://doi.org/10.1063/5.0223834>

Salim, A. (2023). Islamic religious education (PAI) learning based on the independent curriculum of elementary school at Yogyakarta. *Ta'dib*, 26(1), 199–212. <https://doi.org/10.31958/it.v26i1.9026>

Sari, D. P., & Sutarto, S. (2021). Interaksi Pembelajaran Berbasis Rahmah, Optimalisasi Fungsi Otak untuk Belajar. *JOEAI (Journal of Education and Instruction)*, 4(2), 607–622. <https://doi.org/10.31539/joeai.v4i2.2924>

Sarkadi, Casmana, A. R., Cahyana, U., & Paristiowati, M. (2020). The Application of Mobile Learning for University Students in the Pancasila Education Modul in Developing Character of Students' Empathy. *Universal Journal of Educational Research*, 8(9), 3825–3833. Scopus. <https://doi.org/10.13189/ujer.2020.080905>

Sartika, R., Maftuh, B., Nurdin, E. S., & Budimansyah, D. (2024). Strengthening Students' Responsible Character through Civic Education Learning: An Action Research in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 23(3), 428–447. Scopus. <https://doi.org/10.26803/ijlter.23.3.21>

Sugiyono. (2017). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Sulistyo, U., Supiani, S., Kailani, A., & Lestariyana, R. P. D. (2020). Infusing moral content into primary school English textbooks: A critical discourse analysis. *Indonesian Journal of Applied Linguistics*, 10(1), 251–260. <https://doi.org/10.17509/ijal.v10i1.25067>

Supratiknya, A. (2022). *Metodologi penelitian kuantitatif & kualitatif dalam psikologi*. universitas Sanata Dharma. <https://books.google.co.uk/books?hl=id&lr=&id=Hul4EAAAQBAJ&oi=fnd&pg=PA25&dq=Psikologi+Kualitatif&ots=L5N8vNmF49&sig=QtnGPxRzXT8zrchIhxFRo0bi-M>

Sutarto, S. (2023). Pola Interaksi Guru dengan Siswa Berbasis al Rahmah: Telaah terhadap Q.S Ali Imran: 159 dan al Kahf: 60-82. *AL QUDS: Jurnal Studi Alquran dan Hadis*, 7(1), Article 1. <https://doi.org/10.29240/alquds.v7i1.5687>

Sutarto, S., & Sari, D. P. (2020). Characteristics Of Professional Teacher: A Psychological Review Of The Personality Of Prophet Muhammad Saw. *Psikis : Jurnal Psikologi Islami*, 6(2), Article 2. <https://doi.org/10.19109/psikis.v6i2.4014>

Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling dan Pendidikan (JKP)*, 8(3), 129–137. <https://doi.org/10.29210/147800>

Syahabuddin, K., Phonna, R., & Maghfirah, U. (2020). Teacher-student relationships: An influence on the english teaching-learning process. *Studies in English Language and Education*, 7(2), 393–406. Scopus. <https://doi.org/10.24815/siele.v7i2.16922>

Tan, Y. J., Quek, C. L. G., & Fulmer, G. (2019). Validation of Classroom Teacher Interaction Skills Scale. *The Asia-Pacific Education Researcher*, 28(5), 429–446. <https://doi.org/10.1007/s40299-019-00444-6>

Van Der Storm, L., Van Lissa, C. J., Lucassen, N., Helmerhorst, K. O. W., & Keizer, R. (2022). Maternal and Paternal Parenting and Child Prosocial Behavior: A Meta-Analysis Using a Structural Equation Modeling Design. *Marriage & Family Review*, 58(1), 1–37. <https://doi.org/10.1080/01494929.2021.1927931>

Vandenbroucke, L., Spilt, J., Verschueren, K., Piccinin, C., & Baeyens, D. (2018). The Classroom as a Developmental Context for Cognitive Development: A Meta-Analysis on the Importance of Teacher-Student Interactions for Children's Executive Functions. *Review of Educational Research*, 88(1), 125–164. <https://doi.org/10.3102/0034654317743200>

Verplanken, B., & Orbell, S. (2022). Attitudes, Habits, and Behavior Change. *Annual Review of Psychology*, 73(1), 327–352. <https://doi.org/10.1146/annurev-psych-020821-011744>

Walker, S., & Graham, L. (2021). At risk students and teacher-student relationships: Student characteristics, attitudes to school and classroom climate. *International Journal of Inclusive Education*, 25(8), 896–913. Scopus. <https://doi.org/10.1080/13603116.2019.1588925>

Wang, H., Huang, T., Zhao, Y., & Hu, S. (2023). The impact of dashboard feedback type on learning effectiveness, focusing on learner differences. *Sustainability*, 15(5), 4474. <https://doi.org/10.3390/su15054474>

Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., & Handayani, L. (2020). Student learning motivation: A conceptual paper. *2nd Early Childhood and Primary Childhood Education (ECPE 2020)*, 275–278. <https://www.atlantis-press.com/proceedings/ecpe-20/125946089>. <https://doi.org/10.2991/assehr.k.201112.049>

Waruwu, M. (2023). Pendekatan penelitian pendidikan: Metode penelitian kualitatif, metode penelitian kuantitatif dan metode penelitian kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.

Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., Moskowitz, J. T., Neff, K., Niemiec, R., Pury, C., & Steger, M. (2022). Positive psychology in a pandemic: Buffering,

bolstering, and building mental health. *The Journal of Positive Psychology*, 17(3), 303–323. <https://doi.org/10.1080/17439760.2021.1871945>

Weyns, T., Preckel, F., & Verschueren, K. (2021). Teachers-in-training perceptions of gifted Children's characteristics and teacher-child interactions: An experimental study. *Teaching and Teacher Education*, 97. Scopus. <https://doi.org/10.1016/j.tate.2020.103215>

Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in psychology*, 12, 708490. <https://doi.org/10.3389/fpsyg.2021.708490>

Yao, C., & Shao, S. (2024). Factors affecting teacher-student interactions in a foreign language teaching class: A language socialisation theory perspective. *Humanities and Social Sciences Communications*, 11(1). Scopus.

<https://doi.org/10.1057/s41599-024-03900-x>

Yuliawati, L., Virlia, S., Sandjaja, M., Sari, T. P., Dorkas, M. A., & Wulansari, O. D. (2021). *Character, meaning in life, and well-being of students from teachers' perspective*. <https://doi.org/10.18844/cjes.v16i6.6497>

Zeinstra, L., Kupers, E., Loopers, J., & de Boer, A. (2023). Real-time teacher-student interactions: The dynamic interplay between need supportive teaching and student engagement over the course of one school year. *Teaching and Teacher Education*, 121. Scopus. <https://doi.org/10.1016/j.tate.2022.103906>

Zhang, Q., & Wu, F. (2016). Study on teacher-student interaction in flipped classroom based on video annotation learning platform. *Lecture Notes in Educational Technology*, 9789812878663, 257–261. Scopus. https://doi.org/10.1007/978-981-287-868-7_29