

Building Teacher-Student Harmonious Relationship in Online Learning during COVID-19 Pandemics

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Abstract. Lecturers and students are two inter-related factors that influence the quality of the process of on-line learning. The better relationship they have the more successful the learning process will take place. Thus, through mixed methods, the teacher-student relationship was explored. The subjects of the research were 47 lecturers. The data were collected through a mixed-questionnaire distributed to lecturers teaching at a state Islamic university in Batusangkar, Indonesia. Descriptive statistics was used to analyse the quantitative data. To analyse qualitative data, Miles and Huberman Interactive Model was used. The research results show that most of the lecturers tried maintain harmonious with their students with different kinds of efforts.

Keywords: Teacher-student harmonious relationship; online learning; COVID 19

1 Introduction

COVID-19 Pandemics is predicted to cause teacher-student interactions become worse. Is it true? In fact, to run an online learning well, the lecturers should have personality and affective qualities suitable to build rapport with their students[1], which in turn can create equality attitudes[2]. Besides, they should possess good characteristics associated with effective lecturers-students relationships [3] which will influence students' engagement [4], learning comfort [5], emotions in the classrooms [6]; satisfaction [7]; anxiety [8]; motivation and achievement (Yunus et al., 2011) [10];[2]; antisocial behaviour [11], as well as overall school adjustment [12]; an increase in their level of student behavioural and instructional engagement [13]; and learning outcomes[14].

There were many studies relevant to this research. A research on kindergarten to the six grade elementary school was conducted [15]; [16] and grade 9 - 11[16] and university which investigated lecturers' perceptions of appropriate emotion display and high quality teacher student relationship [17], [18]. However, too little our knowledge in which this research tries to see the teacher-student relationship during Covid-19 Pandemics. This research, therefore, is intended to describe lecturers' efforts to build good relationships with their students in on-line learning during the time period. Through this article, two questions are addressed: (1) What is lecturers' perception on the relationship harmony between the lecturers and the students during online learning?; and (2) What efforts do the lecturers use to build harmonious relationship with their students?

Trying to answer the two previous questions, it is predicted that online learning will not harm the good relationships that the lecturers and the students have, and to make the teacher-

students interaction better or more harmonious, the lecturers use many ways based on their own perspective.

2 Method

The research was conducted by mixing quantitative and qualitative paradigms. Using the mixed-methods is meant to give more comprehensive pictures of how lecturers tried to build a harmonious relationship with their students. Thus, this study was conducted to lecturers at a state university in Tanah Datar Regency, West Sumatra Province, Indonesia. Choosing lecturers, instead of students, to be researched, in this study is based on two reasons. The first one is that their role was more crucial in the time of pandemics. The second one, knowing their effort through the research will give information on how hard they try to make the online teaching learning process to succeed.

The demography of the respondents was identified. They consisted of 21 male lecturers (44.7%) and 26 female lecturers (55.3%). Their ages were varied: 1 teacher (2.2%) was below 20 years old, 10 lecturers (21.7%) were 26-30 years of age, 11 lecturers (23.9%) were 31-35 years of age, 7 lecturers (15.2%) were 36-40 years of age, 5 lecturers (13%) were 41-45 years of age, 6 lecturers (13%) were 46-50 years of age, 4 lecturers (4.7%) were 51-55 years of age, and 2 lecturers (2.3%) were 61-65 years of age. They also had varied teaching experiences. 25 lecturers (54.3%) had been teaching for 1-5 years. 4 lecturers (8.7%) had been teaching for 6-10 years, 3 lecturers (6.5%) had been teaching for 11-15 years, 6 lecturers (13%) had been teaching for 16-20 years, 6 lecturers (13%) had been teaching for 21-25 years, and 2 lecturers (4.3%) had been teaching for 31-35 years.

To collect the data of the research, a mixed questionnaire in the form of google-form was distributed. Only 47 lecturers filled in the google-form. The closed-ended questions were used to collect quantitative data, while the open-ended questions were used to collect the qualitative data. The descriptive quantitative data were analysed by applying descriptive statistics in which percentage was used, while the qualitative data were analysed by applying interactive model [19].

3 Result and Discussion

As previously mentioned, there were two types of data collected in this study. The first one was descriptive data in the form of percentage. The descriptive data were aimed at finding out lecturers' perception on the relationship harmony between the lecturers and the students during COVID-19. Nevertheless, to answer the questions, several questions were asked to collect the descriptive data. Before the data of online learning were collected, the informant were asked whether they conducted online learning or not. Their response to the question was that all of them conducted online learning. The collected data will be summarized in the Table 1 below:

Table 1. Descriptive Data Related to Online Learning Conducted by thelecturers

| No | Activity | Percentage | | | | |
|----|--|----------------------------|---------------------|--------------------------|-----------------------|---------------------------------|
| 1 | Lecturer's perception on online learning | Very pleasant (6.4%) | Pleasant (21.3%) | Just normal (36.2%) | Unpleasant (36.2%) | Very unpleasant (0.00%) |
| 2 | Lecurer's perception on online learing effectiveness | Very effective (4.3%) | Effective (6.4%) | Effective enough (31.9%) | Ineffective (57.4%) | Very ineffective (0.00%) |
| 3 | Lecturer's perception on students' level of attendance in online learning | Very high (6.4%) | High (19.1%) | Medium (44.7%) | Low (27.7%) | Very low (2.1%) |
| 4 | Lecturer's perception on students' activity or participation in following the lesson | Very high (8.5%) | High (8.5%) | Medium (38.3%) | Low (44.7%) | Very low (0.00%) |
| 5 | Lecturer's perception on the level of relationship harmony between the lecturers and the students during online learning | Stongly harmonio us (4.3%) | Harmonio us (51.1%) | Moderate (40.4%) | Dis-harmonious (4.3%) | Strongly dis-harmonious (0.00%) |

From the Table 1, several conclusions may be drawn. **First**, some of the lecturers consider that online learning is normal and some of them consider it as unpleasant. Only a few consider it as very pleasant and few consider it as pleasant. **Second**, most of them perceive online learning as ineffective. Some consider it as effective enough. A few of them consider it as very effective and effective. **Third**, most of them perceive that the students' level of attendance for on line learning is medium. Few of them consider it as high. Few of them consider it as low. A few consider it as very high, and also a few consider it as very low. **Fourth**, almost a half of them perceive that the students' participation as low, and some of them percive it as medium. A few of them percive it as very high and high, and none of them lecturers percive it as very low. **Fifth**, different from the previous data, most of them perceive that they have harmonious relationship with their students and almost a half of them perceive it as moderate.

Based on the data, a conclusioan about it may be drawn. A few of the lecturers perceive that they have very harmonious relationship with their students, and few of them have disharmonious relationship. Whatever their perceptions are, in fact, in general the lecturers try to build good relationship with their students (87.2%) and only a few who do not try to do it (12.8%).

There are several responses given when they were asked about the efforts that they used to maintain good relationship with their students during online learning, as seen in the Table 2 below:

Table 2. Teacher's Effort to Build Good Teacher-students' Relationship.

| Informant | Descriptive Explanation | Coding |
|--------------|--|--|
| Informant 1 | By always providing direction and feedback... and greeting them... | Leading Showing care |
| Informant 2 | Building intensive interaction and communication, building trust in the students, and asking their conditions | Communicating well Building trust Showing care |
| Informant 3 | By greeting, joking, freeing them to call anytime they like | Joking, and being flexible |
| Informant 4 | By asking some questions... during the lessons and giving them quizzes | Encouraging through questions |
| Informant 5 | Shortening meeting time... to prepare themselves | Being tolerant |
| Informant 6 | Providing tolerance...providing special guidance when the students do not understand the lessons. | Being tolerant Being helpful |
| Informant 7 | Appreciating students' opinion and encouraging the students | Being appreciative Encouraging |
| Informant 8 | Delivering a lecture contract at the and reminding them to be disciplined | Facilitating Giving advice |
| Informant 9 | Coordinating and sharing each other by means of intense online communication and not discriminating students | Coordinating Sharing Being just |
| Informant 10 | Asking the students' conditions... and responding to them with fun... | Showing care Being responsive |
| Informant 11 | Increasing students' enthusiasm... | Encouraging |
| Informant 14 | Occasionally joking with them | Joking |
| | Inviting the students to discuss and encouraging them to study harder | Being open-minded Encouraging |
| Informant 17 | Understanding students' conditions | Understanding |
| | Asking students' conditions and reminding them to keep themselves... | Showing care |
| Informant 18 | Communicating intensively... | Communicating |
| Informant 20 | Facilitating the students | Being facilitative |
| Informant 23 | Listening to their ideas and opinion.... | Being open-minded |
| Informant 24 | Making good lesson plans, dividing groups proportionally, and serving the students wholeheartedly | Having good preparation, being just n showing love |
| Informant 27 | Motivating the students and giving suggestions | Motivating and giving advice |
| Informant 30 | Paying attention, creating comfortable learning atmosphere, and knowing and calling students' name | Showing care Being facilitative Being friendly |
| Informant 38 | Giving tudents chance to questionoutside of the classrooms; and mentioning the students' name....., offering help | Being tolerant Being helpful Being tolerant |
| Informant 40 | Being patient and having no prejudice | Being patient and |
| | Inviting students to share | Having positive thinking |
| Informant.41 | Raising students' awareness...; giving suggestions to the students'... | Being open-minded |
| Informant 42 | | Motivating Giving suggestions |

| | | |
|--------------|--|---------------------------|
| Informant 43 | Choosing interesting materials, setting possible target to be achieved, and assigning easy tasks | Choosing good materials |
| Informant 44 | Guiding, assisting, and directing students in understanding teaching materials well. | Being tolerant Leading |

From the qualitative data collected, it was found that the lecturers try to build proximity towards their students which can make their students' learning outcomes improve [20]. The efforts that were used by the lecturers will support to high quality relationship which are in line with Prewett, Bergin, and Huang[2].

4 Conclusion

The findings of the study show that most of the lecturers perceive that they are successful in building rapport with their students and tried to use many efforts to get proximity with their students. Based on the conducted study, a recommendation may be proposed. The students should be trained to be self-dependent by making them realize the importance of self-disciplined and learning strategies in following online learning to be higher achievers. Moreover, this study certainly has some limitations: the data were just collected through a questionnaire, without in-depth interview. Then, a more focused observation should be conducted.

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