

**EKSPLORASI *TEACHER-STUDENT RELATIONSHIP* PADA
PEMBELAJARAN MATEMATIKA**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan dalam bidang Psikologi Pendidikan



Disusun oleh:
Ajeng Kusumawardani
NIM 2105361

PROGRAM STUDI PSIKOLOGI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA

2025

**EKSPLORASI *TEACHER-STUDENT RELATIONSHIP* PADA
PEMBELAJARAN MATEMATIKA**

Oleh

Ajeng Kusumawardani

S.Pd Universitas Muhammadiyah Prof. DR. HAMKA, 2019

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd) pada Sekolah Pascasarjana
Program Studi Psikologi Pendidikan

© Ajeng Kusumawardani

Universitas Pendidikan Indonesia

Januari 2025

Hak Cipta dilindungi undang-undang,

Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

HALAMAN PENGESAHAN TESIS

AJENG KUSUMAWARDANI
EKSPLORASI *TEACHER-STUDENT RELATIONSHIP* PADA
PEMBELAJARAN MATEMATIKA

Disetujui dan disahkan oleh:

Pembimbing I,



Hani Yulindrasari, S.Psi., M.Gendst., Ph.D.

NIP. 19790714 200212 2 001

Pembimbing II,

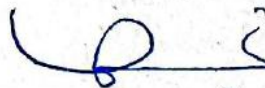


Dr. Tina Havati Dahlan, S.Psi., M.Pd., Psikolog

NIP. 19720419 200912 2 002

Mengetahui,

**Ketua Program Studi Psikologi Pendidikan,
Sekolah Pascasarjana, Universitas Pendidikan Indonesia**



Prof. Dr. Mubiar Agustin, M.Pd.

NIP. 19770828 200312 1 002

Tesis ini telah diuji pada sidang tahap II

Hari/Tanggal : Kamis, 30 Januari 2025

**Tempat : Ruang Sidang 14A, Lantai 2 Gedung SPs
Universitas Pendidikan Indonesia**



**Penguji I : Hani Yulindrasari, S.Psi., M.Gendst., Ph.D.
NIP. 19790714 200212 2 001**



**Penguji II : Dr. Tina Hayati Dahlan, M.Pd., Psikolog.
NIP. 19720419 200912 2 002**

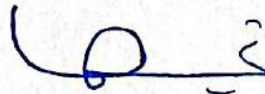


**Penguji III : Prof. Dr. Juntika, M.Pd.
NIP. 19660601 199103 1 005**



**Penguji IV : Dr. Nandang Budiman, M.Si.
NIP. 19710219 199802 1 001**

**Mengetahui,
Ketua Program Studi Psikologi Pendidikan,
Sekolah Pascasarjana Universitas Pendidikan Indonesia**



**Prof. Dr. Mubiar Agustin, M.Pd.
NIP 19770828 200312 1 002**

ABSTRAK

Hubungan antara guru dan siswa berperan penting dalam membentuk motivasi, kemandirian, dan keterlibatan akademik siswa. Penelitian ini bertujuan menganalisis persepsi dan pengalaman siswa dengan guru matematikanya. Pendekatan kualitatif dengan metode fenomenologi digunakan untuk memahami secara mendalam pengalaman siswa mengenai hubungan mereka dengan guru matematika. Data dikumpulkan melalui wawancara mendalam dengan tiga siswa yang dipilih secara purposif dan dianalisis menggunakan teknik tematik. Hasil penelitian menunjukkan bahwa kepercayaan guru terhadap kemampuan siswa berperan penting dalam membangun kemandirian, kepercayaan diri dan keterlibatan akademik siswa. Dalam pembelajaran matematika, interaksi positif antara guru dan siswa tidak hanya memfasilitasi pemahaman konsep, tetapi juga menciptakan suasana kelas yang menyenangkan dan saling mendukung. Selain itu, metode pengajaran yang fleksibel dan santai menciptakan lingkungan belajar yang lebih nyaman. Penelitian ini juga menemukan bahwa interaksi dengan teman sebaya membantu siswa memahami materi sebelum meminta bantuan guru. Penelitian ini memberikan wawasan bagi para pendidik untuk memperkuat kualitas hubungan guru-siswa, khususnya dalam pembelajaran matematika, guna memaksimalkan dukungan guru untuk siswanya dan membangun keterlibatan akademik siswa dalam proses pembelajaran.

Kata kunci: *teacher-student relationship*, pembelajaran matematika, keterlibatan akademik

ABSTRACT

The relationship between teachers and students plays an important role in shaping students' motivation, independence and academic engagement. This study aims to analyze students' perceptions and experiences with their mathematics teachers. A qualitative approach with phenomenological methods was used to deeply understand students' experiences regarding their relationships with their mathematics teachers. Data were collected through in-depth interviews with three purposively selected students and analyzed using thematic techniques. The results showed that teachers' trust in students' abilities plays an important role in building students' independence, self-confidence and academic engagement. In mathematics learning, positive interactions between teachers and students not only facilitate concept understanding, but also create a fun and supportive classroom atmosphere. In addition, flexible and relaxed teaching methods create a more comfortable learning environment. The study also found that interaction with peers helped students understand the material before asking the teacher for help. This research provides insights for educators to strengthen the quality of teacher-student relationships, especially in mathematics learning, to maximize teacher support for students and build students' academic engagement in the learning process.

Key word: teacher-student relationship, mathematics learning, academic engagement

DAFTAR ISI

HALAMAN PENGESAHAN TESIS	i
PERNYATAAN KEASLIAN.....	iii
UCAPAN TERIMAKASIH.....	iv
KATA PENGANTAR	vi
ABSTRAK	vii
ABSTRACT.....	viii
DAFTAR ISI.....	ix
DAFTAR TABEL	xi
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian.....	1
1.2 Pertanyaan Penelitian.....	6
1.3 Tujuan Penelitian	6
1.4 Manfaat Penelitian	7
BAB II TINJAUAN PUSTAKA.....	8
2.1 Konsep <i>Teacher-Student Relationship</i>	8
2.2 Dampak <i>Teacher-Student Relationship</i> terhadap Pembelajaran.....	14
2.2.1 Dampak pada Keterlibatan Akademik.....	14
2.2.2 Dampak pada Kesejahteraan Emosional Siswa	16
2.2.3 Dampak pada Prestasi Akademik	18
2.3 <i>Teacher-Student Relationship</i> dalam Konteks Pembelajaran Matematika.....	21
BAB III METODE PENELITIAN.....	23
3.1 Desain Penelitian	23
3.2 Tempat Penelitian dan Informan	23
3.3 Fokus Penelitian.....	26
3.4 Teknik Pengumpulan Data	26
3.5 Analisis Data.....	29

3.6 Kredibilitas Penelitian	32
3.6.1 Triangulasi Data Penelitian.....	32
3.6.2 Reflektivitas Peneliti.....	33
3.7 Isu Etik dalam Penelitian	34
BAB IV TEMUAN DAN PEMBAHASAN	36
4.1 <i>Teacher-Student Relationship</i> pada Pembelajaran Matematika	36
4.1.1 Dukungan Guru dalam Menstimulus Kemandirian Belajar Siswa.....	37
4.1.2 Keterlibatan Akademik Siswa	45
4.2 Keterbatasan Penelitian	56
BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI	58
5.1 Simpulan	58
5.2 Implikasi	59
5.3 Rekomendasi.....	60
5.3.1 Bagi Guru.....	60
5.3.2 Bagi Penelitian Selanjutnya	60
DAFTAR PUSTAKA	62
LAMPIRAN-LAMPIRAN.....	69

DAFTAR TABEL

Tabel 3.1 Pedoman wawancara.....	27
Tabel 3.2 Contoh Transkrip Wawancara	29
Tabel 3.3 Contoh <i>Relevant Text</i>	30
Tabel 3.4 Contoh <i>Repeating Ideas</i>	31
Tabel 3.5 Contoh Kategorisasi Kode dan Tema	32

DAFTAR PUSTAKA

- A'yun, Q., Hanurawan, F., Rahmawati, H., & Hitipiew, I. (2024). Contribution of Teacher – Student Relationship and Self Regulation as a Mediator to Student's Risk Behavior. *Bulletin of Counseling and Psychotherapy*, 6(2). <https://doi.org/10.51214/00202406937000>
- Afzal, A., Rafiq, S., & Kanwal, A. (2023). The Influence Of Teacher-Student Relationships On Students' Academic Achievement At University Level. *Gomal University Journal of Research*, 39(01), 55–68. <https://doi.org/10.51380/gujr-39-01-06>
- Ainsworth, M. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709–716. <https://doi.org/10.1037//0003-066x.44.4.709>
- Alrajeh, T. S., & Shindel, B. W. (2020). Student Engagement And Math Teachers Support. *Journal on Mathematic Education* 11(2), 167–180.
- Amaliah, R. F., & Sudana, D. (2021). Menyelidiki Hubungan Guru-Siswa dan Bagaimana Korelasinya dengan Performa Menulis Siswa selama Pembelajaran Online. *Jurnal Penelitian Pendidikan*, 21(2), 142–155. <https://doi.org/10.17509/jpp.v21i2.37412>
- Appiah, J. B., Arthur, Y. D., Boateng, F. O., & Akweitley, E. (2023). Teacher-Student Relationship And Students' Mathematics Achievement: Mediating Roles Of Students' Perception Of Mathematics, Students' Self-Efficacy, And Cooperative Learning Strategies. *Journal of Mathematics and Science Teacher*, 3(2). <https://doi.org/10.29333/mathsciteacher/13193>
- Artola Bonanno, A., Briesch, A. M., Lifter, K., & Kemerer, P. (2024). Measuring Teacher-Student Relationships In Adolescence: A Systematic, Cross-Cultural Review. *International Journal of School and Educational Psychology*, 12(2), 96–108. <https://doi.org/10.1080/21683603.2024.2328834>
- Ashsiddiqi, M. H. (2012). Kompetensi Sosial Guru Dalam Pembelajaran dan Pengembangannya. *TA'DIB XVII*(14), 61–67.
- Bahri, S., Sakdiyah, H., & Basri Tanjung, H. (2024). Relasi guru dengan murid dalam perspektif pendidikan Islam. *Jurnal Pendidikan Islam*, 17(2), 473–494. <https://doi.org/10.32832/tawazun.v17i2.16731>
- Bailey, T. H., & Phillips, L. J. (2016). The Influence Of Motivation And Adaptation On Students' Subjective Well-Being, Meaning In Life And Academic Performance. *Higher Education Research and Development*, 35(2), 201–216. <https://doi.org/10.1080/07294360.2015.1087474>

- Bjereld, Y., Thornberg, R., & Hong, J. S. (2024). Why Don't All Victims Tell Teachers About Being Bullied? A Mixed Methods Study On How Direct And Indirect Bullying And Student-Teacher Relationship Quality Are Linked With Bullying Disclosure. *Teaching and Teacher Education*, 148. <https://doi.org/10.1016/j.tate.2024.104664>
- Claessens, L. C. A., dkk. (2017). Positive Teacher–Student Relationships Go Beyond The Classroom, Problematic Ones Stay Inside. *Journal of Educational Research*, 110(5), 478–493. <https://doi.org/10.1080/00220671.2015.1129595>
- O'Connor, E. O., & McCartney, K. (2007). Examining Teacher-Child Relationship and Achievement as Part of an Ecological Model of Development. *American Educational Research Journal* 44(2), 340–369. <https://doi.org/10.3102/0002831207302172>
- Dahal, N., Luitel, B. C., & Pant, B. P. (2019). Teacher-Student Relationship and Its Potential Impact On Mathematics Learning. *Mathematics Education Forum Chitwan*.
- Davadas, S. D., & Lay, Y. F. (2018). Factors Affecting Students' Attitude Toward Mathematics: A Structural Equation Modeling Approach. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(1), 517–529. <https://doi.org/10.12973/ejmste/80356>
- Digamon, J. S., & De La Pena, J. (2022). *Student-Teacher Interaction, Self-Efficacy, and Academic Performance among Bachelor of Physical Education Students*. <https://orcid.org/0000-0003-1739-4395>
- Efendy, M., Murwani, D., Hitipeuw, I., & Rahmawati, H. (2021). Motivasi Berprestasi Siswa Di Sekolah, Bagaimana Peran Relasi Guru Dan Siswa?. *Jurnal Psikologi Konseling*.
- Francis, D. C., Eker, A., Liu, J., Lloyd, K., & Bharaj, P. (2019). Teachers' Perceptions Of Teacher-Student Relationships And Their Importance For Students' Mathematical Success. In *Conference Papers--Psychology of Mathematics & Education of North America* (pp. 536-541).
- Hajovsky, D. B., Chesnut, S. R., & Jensen, K. M. (2020). The Role Of Teachers' Self-Efficacy Beliefs In The Development Of Teacher-Student Relationships. *Journal of School Psychology*, 82, 141–158. <https://doi.org/10.1016/j.jsp.2020.09.001>
- Hamre, B. K., & Pianta, R. C. (2001). Early Teacher-Child Relationships And The Trajectory Of Children's School Outcomes Through Eighth Grade. *Child Development*, 72(2), 625–638. <https://doi.org/10.1111/1467-8624.00301>
- Hariyanto, N. B., & Ansyah, H. (2024). Hubungan Antara Relasi Guru Siswa dengan Motivasi Belajar pada Siswa SMP Muhammadiyah 5 Tulangan. *Univeritas Muhammadiyah Sidoarjo*.

- Hilda, E. M. (2023). Membangun Koneksi Emosional: Pentingnya Hubungan Guru-Murid dalam Proses Pembelajaran. *Jurnal Inovasi Pembelajaran Di Sekolah*, 4(2), 241–245. <https://doi.org/10.51874/jips.v4i2.100>
- Huan, V. S., Choon, G., Quek, L., Yeo, L. S., & Rebecca, P. (2010). How Teacher-Student Relationship Influenced Student Attitude Towards Teachers and School. *The Asia-Pacific Education Researcher* 21, 151–159.
- Hughes, J. N., Cavell, T. A., & Willson, V. (2001). Further Support for the Developmental Significance of the Quality of the Teacher – Student Relationship. *Journal of School Psychology*, 39(4), 289–301.
- Jederlund, U., & von Rosen, T. (2023). Teacher–Student Relationships And Students’ Self-Efficacy Beliefs. Rationale, Validation And Further Potential Of Two Instruments. *Education Inquiry*, 14(4), 529–553. <https://doi.org/10.1080/20004508.2022.2073053>
- Jowett, S., Warburton, V. E., Beaumont, L. C., & Felton, L. (2023). Teacher–Student Relationship Quality As A Barometer Of Teaching And Learning Effectiveness: Conceptualization And Measurement. *British Journal of Educational Psychology*, 93(3), 842–861. <https://doi.org/10.1111/bjep.12600>
- Koomen, H. M. Y., Verschueren, K., van Schooten, E., Jak, S., & Pianta, R. C. (2012). Validating The Student-Teacher Relationship Scale: Testing Factor Structure And Measurement Invariance Across Child Gender And Age In A Dutch Sample. *Journal of School Psychology*, 50(2), 215–234. <https://doi.org/10.1016/j.jsp.2011.09.001>
- Lestari, P., Afrida, T., & Ratnasari, D. T. (2023). Analisis Hubungan Siswa Dengan Guru Dalam Menciptakan Situasi Lingkungan Belajar Yang Kondusif Kelas 1 Di Sdn 1 Ciparasi. *Jurnal Pendidikan Dasar Setia Budhi (JPDS)*, 7(1), 16-22.
- Li, Y., Hughes, J. N., Kwok, O., & Hsu, H.-Y. (2012). Evidence of Convergent and Discriminant Validity of Child, Teacher, and Peer Reports of Teacher-Student Support. *Bone*, 23(1), 1–7. <https://doi.org/10.1037/a0024481>.Evidence
- Lin, W., Yin, H., Han, J., & Han, J. (2020). Teacher–Student Interaction And Chinese Students’ Mathematics Learning Outcomes: The Mediation Of Mathematics Achievement Emotions. *International Journal of Environmental Research and Public Health*, 17(13), 1–17. <https://doi.org/10.3390/ijerph17134742>
- Liu, X., Mearns, T., & Admiraal, W. (2023). Teacher-Student Relationship As A Lens To Explore Teacher Identity In An Intercultural Context. *Teaching and Teacher Education*, 136. <https://doi.org/10.1016/j.tate.2023.104379>
- Mallik, B. (2023). Teacher-Student Relationship and Its Influence on College Student Engagement and Academic Achievement. *Anatolian Journal of Education*, 8(1), 93–112. <https://doi.org/10.29333/aje.2023.817a>

- Mitev, A. Z., Tóth, R., & Vaszkun, B. (2024). Role Transition Of Higher Education Teachers Due To Disruptive Technological Change: Identity Reconstruction For A Better Teacher-Student Relationship. *International Journal of Management Education*, 22(2). <https://doi.org/10.1016/j.ijme.2024.100978>
- Morin, S., & Herman, T. (2022). Systematic Literature Review : Keberagaman Cara Berpikir Siswa Dalam Pemecahan Masalah. *Jurnal Pembelajaran Matematika Inovatif*, 5(1), 271–286. <https://doi.org/10.22460/jpmi.v5i1.271-286>
- Mulyati, T. U., Pramuditya, S. A., & Rosita, C. D. (2023). Hubungan Antara Kecemasan terhadap Matematika dan Prestasi Matematika pada Siswa MAN 1 Kuningan. *Intellectual Mathematics Education*, 1(1), 23–32.
- Mustary, M. (2020). The Impact of Teacher-Student Relationships in Public Schools, Private Schools, and Madrasahs in Bangladesh. *Educational Reforms Worldwide*.
- Pastore, G., & Luder, R. (2021). Teacher-Student-Relationship Quality in Inclusive Secondary Schools: Theory and Measurement of Emotional Aspects of Teaching. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.643617>
- Patac, L. P., Patac, A. J. V., & Gales, S. (2022). Influence of Teacher-Student Relationships on Mathematics Problem-Solving. *International Journal on Emerging Mathematics Education*, 6(1), 41. <https://doi.org/10.12928/ijeme.v6i1.20186>
- Pervin, M. M., Ferdowsh, N., & Munni, I. J. (2021). Teacher-Student Interactions And Academic Performance Of Students. *Dhaka University Journal of Biological Sciences*, 30(1), 87–93. <https://doi.org/10.3329/dujbs.v30i1.51812>
- Pianta, R. C. (1999). *Enhancing Relationship Between Children and Teachers*. New York: American Psychological Association.
- Pianta, R. C. (2001). Student–Teacher Relationship Scale–Short Form. *Lutz, FL: Psychological Assessment Resources, Inc.*, 2001.
- Pianta, R. C., Hamre, B. K., & Stuhlman, M. (2003). Relationships between teachers and physicians. *Readaptation*, No. 254, 32–34.
- Pratama, M. R. (2023). Oktober 2023 Peran Teacher Quality Dalam Memediasi Pedagogical Competence, dan Teacher-Student Relationship Terhadap Teacher Perform Pada Guru Bahasa Inggris SMP Swasta dan MTS Swasta Kota Serang. *Cendekia: Jurnal Pendidikan dan Pembelajaran*, 17(2), 272–286. <https://doi.org/10.30957/cendekia.v17i2.871>
- Prewett, S. L., Bergin, D. A., & Huang, F. L. (2018). Student And Teacher Perceptions On Relationship Quality : A Middle School Perspective. *School Psychology International*. <https://doi.org/10.1177/0143034318807743>
- Prihastyanti, I., & Sawitri, D. R. (2020). Dukungan Guru dan Efikasi Diri Akademik

- Pada Siswa SMA Semester Semarang. *Jurnal Empati*, 9(1), 36–39.
<https://doi.org/10.22219/cognicia.v9i1.14138>
- Purnawanto, A. T. (2023). Pembelajaran berdiferensiasi. *Jurnal Pedagogy*, 16(1), 34–54.
- Rajagukguk, W., & Hazrati, K. (2021). Analisis Self-Efficacy Siswa dalam Penelitian Pembelajaran Matematika dengan Pendekatan Matematika Realistik dan Inkuiri. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(2), 2077–2089.
<https://doi.org/10.31004/cendekia.v5i2.761>
- Ramadhani, A. N., Suroso, & Arifiana, I. Y. (2023). Perilaku prososial siswa reguler di sekolah inklusi: Bagaimana peranan relasi guru-siswa? *INNER: Journal of Psychological Research*, 2(4), 616–625.
- Rasuli, M. H., Makhdoomzada, F. M., & Haidari, S. A. (2023). Effects of Teacher and Student Relationships to Enhance the Learning Process. *American Journal of Multidisciplinary Research and Innovation*, 2(5), 65–69.
<https://doi.org/10.54536/ajmri.v2i5.1988>
- Rimm-kaufman, S. E., Baroody, A. E., Larsen, R. A. A., & Curby, T. W. (2015). To What Extent Do Teacher-Student Interaction Quality and Student Gender Contribute to Fifth Graders ' Engagement in Mathematics Learning ?. *Journal of Educational Psychology*, 107(1), 170–185.
- Roorda, D. L., & Koomen, H. M. Y. (2011). The Influence of Affective Teacher – Student Relationships on Students ' School Engagement and Achievement : A Meta-Analytic Approach. *Review of Educational Research*, 81(4), 493–529.
<https://doi.org/10.3102/0034654311421793>
- Roorda, D. L., & Koomen, H. M. Y. (2021). Student–Teacher Relationships and Students' Externalizing and Internalizing Behaviors: A Cross-Lagged Study in Secondary Education. *Child Development*, 92(1), 174–188.
<https://doi.org/10.1111/cdev.13394>
- Roza, J. M. G., Frenzel, A. C., & Klassen, R. M. (2022). The Teacher-Class Relationship: A Mixed-Methods Approach To Validating A New Scale. *Zeitschrift Fur Padagogische Psychologie*, 36(1–2), 115–132.
<https://doi.org/10.1024/1010-0652/a000328>
- Rozi, F. (2021). The Role Of Patience Disposition On The Effect Of Self-Efficacy On Academic Cheating. *Jurnal Psikologi Islami*, 7(1), 20–30.
- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment and Human Development*, 14(3), 213–231.
<https://doi.org/10.1080/14616734.2012.672262>
- Sahidin, L. (2013). Pengaruh motivasi berprestasi dan persepsi siswa tentang cara guru

- mengajar terhadap hasil belajar matematika. *Jurnal Pendidikan Matematika*, 4(2), 212-223.
- Santoso, G., Rahmawati, P., Murod, M., & Setyaningsih, D. (2023). Hubungan Lingkungan Sekolah dengan Karakter Sopan Santun Siswa. *Jurnal Pendidikan Transformatif (Jupetra)*. 02(01), 91–99.
- Saxer, K., Schnell, J., Mori, J., & Hascher, T. (2024). The role of teacher–student relationships and student–student relationships for secondary school students’ well-being in Switzerland. *International Journal of Educational Research Open*, 6. <https://doi.org/10.1016/j.ijedro.2023.100318>
- Shinta, L. G. B., Febriani, A., & Widiati, U. (2022). Teacher-Student Relationships At A Kindergarten School As Viewed From Classroom Management Principles. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 611-621.
- Suciyanti, Tahir, M., & Khair, B. N. (2023). Analisis Gaya Mengajar Guru Kaitan Dengan Motivasi Belajar Siswa. *Journal of Classroom Action Research*, 5(1), 202-209.
- Suhartono, S., Marlina, M., Suwandi, S., & Permana, D. (2024). Analisis Faktor Lingkungan Keluarga dalam Membentuk Kemandirian Belajar Siswa. *Al-I'tibar: Jurnal Pendidikan Islam*, 11(3), 232-241.
- Verschueren, K. (2015). Middle Childhood Teacher-Child Relationships: Insights From an Attachment Perspective and Remaining Challenges. *New Directions for Child and Adolescent Development*, 2015(148), 77–91. <https://doi.org/10.1002/cad.20097>
- Virumbrales, M., Elorduy, M., Graell, M., Mezquita, P., Brotons, P., & Balaguer, A. (2022). COVID-19: Making the Best out of a Forced Transition to Online Medical Teaching—a Mixed Methods Study. *Medical Science Educator*, 32(2), 337–347. <https://doi.org/10.1007/s40670-022-01518-9>
- Vitasari, W. (2021). Komunikasi Guru dengan Siswa Membangun Motivasi Belajar Siswa.
- Wang, C., Xu, Q., & Fei, W. Q. (2024). The Effect Of Student-Perceived Teacher Support On Math Anxiety: Chain Mediation Of Teacher–Student Relationship And Math Self-Efficacy. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2024.1333012>
- Wati, M. L. K., Subyantoro, S., & Wagiran, W. (2024). Peranan Guru dalam Manajemen Peserta Didik Untuk Meningkatkan Kualitas Peserta Didik. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(1), 1073-1090.
- Wicaksono, D. B., & Tiatri, S. (2023). The Role Of Teacher-Student Relationship Towards Anxiety Level Among High School Students Grade XII In Mathematics

- Lessons. *International Journal of Application on Social Science and Humanities*, 1(2), 1448–1454. <https://doi.org/10.24912/ijassh.v1i2.26396>
- Wubbels, T., & Brekelmans, M. (2005). Two Decades Of Research On Teacher-Student Relationships In Class. *International Journal of Educational Research*, 43(1–2), 6–24. <https://doi.org/10.1016/j.ijer.2006.03.003>
- Xu, Z. Z., & Qi, C. (2019). The Relationship Between Teacher-Student Relationship And Academic Achievement: The Mediating Role Of Self-Efficacy. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(10). <https://doi.org/10.29333/ejmste/105610>
- Yunus, M., Safuraa, W., Osman, W., & Mohd, N. (2011). Teacher-Student Relationship Factor Affecting Motivation And Academic Achievement In ESL Classroom. *Procedia - Social and Behavioral Sciences*, 15, 2637–2641. <https://doi.org/10.1016/j.sbspro.2011.04.161>
- Zheng, F. (2022). Fostering Students' Well-Being: The Mediating Role of Teacher Interpersonal Behavior and Student-Teacher Relationships. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.796728>