

The Effects of Teachers' Interpersonal Behaviors On Efl Students' Achievement

Galuh Prameswari Nuswantoro¹, Ramli², Sudirman²

¹Tribun Timur News, Makassar

²Program Studi Studi Bahasa Inggris, Program Pascasarjana, Universitas Bosowa

E-mail: galuhardha04@gmail.com

Diterima: 14 Juli 2020/Disetujui 07 Desember 2020

Abstrak. Penelitian ini bertujuan untuk mengetahui sejauh mana sikap interpersonal guru mempengaruhi pencapaian siswa dan persepsi siswa tentang sikap interpersonal guru di SMA Plus Budi Utomo (Boarding School). Penelitian ini bersifat deskriptif dengan menggunakan pendekatan kuantitatif. Populasi dari penelitian ini adalah seluruh siswa SMA Plus Budi Utomo Makassar. Ukuran sampel sebanyak 124 siswa ditentukan berdasarkan table Isaac dan Newton. Teknik pengambilan sampel adalah *proportionate stratified random sampling*. Data dikumpulkan dengan angket dan dokumentasi. Analisis data dilakukan dengan analisis deskriptif dengan bantuan perangkat lunak SPSS versi 20. Hasil penelitian ini menunjukkan bahwa perilaku interpersonal guru yang positif dapat memberikan efek positif pada hasil belajar siswa baik ranah kognitif maupun ranah afektif. Tiga perilaku itu adalah kepemimpinan, membantu / ramah, dan pengertian. Perilaku kepemimpinan secara dominan berkontribusi pada prestasi siswa. Dalam ranah kognitif, aktivitas dan motivasi belajar siswa tergantung pada perilaku guru di kelas, karena guru adalah stimuli yang diharapkan dapat meningkatkan aktivitas dan motivasi belajar siswa. Peningkatan hasil belajar siswa akan tercapai seiring dengan meningkatnya aktivitas dan motivasi belajar siswa. Dalam ranah afektif, sikap interpersonal guru juga dapat memiliki pengaruh positif. Persepsi siswa yang positif tentang perilaku interpersonal guru akan mengarahkan mereka untuk mencapai kinerja yang baik. Hasil belajar yang baik akan terwujud bersama kinerja yang baik. Dalam penelitian ini, sebagian besar siswa menganggap bahwa guru mereka adalah pemimpin yang baik, hampir setengah dari seluruh sampelsiswa menganggap bahwa guru mereka membantu / ramah, dan pengertian

Kata Kunci: Sikap Interpersonal, Hasil Belajar Siswa, Perspesi

Abstract. The aim of this study was to know to what extent the teachers' interpersonal behaviors on students affected students' achievements and students' perception about teachers' interpersonal behaviors at SMA Plus Budi Utomo (Boarding School). This study was descriptive using quantitative approach. The population was all students of SMA Plus Budi Utomo Makassar. The sample size were 124 students, determined based on the Isaac and Newton tables. The sampling technique was *proportionate stratified random sampling*. Data were collected by means of a questionnaire and documentation. Data analysis was performed using descriptive analysis with the help of SPSS software version 20. The results of this study show that positive teachers' interpersonal behavior can have positive effect on student learning outcomes both cognitive and affective domains. The three behaviors were leadership, helpful/friendly, and understanding. The leadership behavior dominantly contributes to students' achievement. In the cognitive domain, student learning activities and motivation depends on the teachers' behavior in the classroom because the teachers are stimuli who are expected to increase student learning activities and motivation. The increasing of student learning outcomes will be achieved along with the increase in student learning activities and motivation. In the affective domain, the teacher's interpersonal attitude can also have a positive influence. Positive student perceptions of the teacher's interpersonal behavior will lead them to achieve good performance. Good learning result will come along good performance. In this study, majority students perceive that their teachers are good leaders, almost half of the whole sample perceive that their teachers are helpful/friendly, and understanding.

Keywords: Interpersonal Behavior, Students' Achievement, Perception

Introduction

Globally, teachers were noted as the most important resources in any school systems and interaction between them and their students had been perceived to be a vital component in teaching and learning process (Bashir, et al, 2017). To support their work, teachers should be multi-talented, as professional teachers are not only transferring knowledge, but also preparing and planning the lessons that would be presented in class to obtain optimal result (Ribahan, 2018). In addition, Omar, et al (2014) stated that an important component considered to be closely related to the quality of education was teachers' interpersonal behaviors.

Teacher interpersonal behavior took an important part in decreasing the effect of a learning environment, other competence-based or less competence based on students' intrinsic motivation (Misbah, et al, 2015) and had direct impact on students. It was the crucial factors for the success of learning both experience and outcomes as explained by Aldhafiri (2015) in his research that teachers who could manage a good relationship with their students had unmediated impact and could

improve students' learning achievement. Teachers-students interpersonal behaviors could be shaped from persistent transaction.

Classroom condition is very influential in learning process. The capability of controlling classroom properly and to form positive interpersonal relationship with students could thus be considered as important factors as teacher emotional wellbeing in the job (Haganauer, et al, 2015). Interactions and classroom observations played a dominant role in teaching and learning process in school (Bashir, et al, 2017). Social bonding between teachers and students took an important part to develop a positive ambience (Hashim, et al, 2014). Hence, according to Cetin, et al (2014) to control student behavior and to direct students' activities in the classroom, authoritative teachers were needed.

Indonesian government is intensively programming a variety of ways to improve the quality of teachers. Keurios and Evripidou (2013) argued that a successful English teachers should have a sense of humor, be enthusiastic and creative, open-minded, patient, kindhearted, realistic, flexible, optimistic, enthusiastic, having good behavior toward new ideas. Not all students in our country consider English was easy and fun. Therefore, Ozturk and Ok (2014) said that teachers must be able to motivate students to reduce students' anxiety and prejudice toward English such as providing humor and positive jokes.

Education experts and practitioners believe that the teacher is an important element that could not be separated in terms of improving the quality and student learning outcomes. Being a successful teacher was no longer had to a dictatorial in the classroom, but recognizing each individual and student, language anxiety, ability and interest in order to plan an appropriate learning environment (Keurios and Evripidou, 2013), and Dincer, et al (2013) added that the popularity of a language teacher both inside and outside the classroom could affect student learning outcomes as well.

English teachers should attempt to meet the criteria of English teachers. According to Ribahan (2018), a very important factor in improving the quality of teaching English was the teacher who met the criteria. That statement was supported by Dincer et al, (2003) and Arbon et al (2018) that teachers had to pay attention to students' needs in studying English and created a supportive studying atmosphere and made them comfortable in class in order for students to be motivated to study.

The demand in educating EFL students was teacher competency in teaching and teachers' good personalities to ensure students could learn effectively. These good personalities according to Hasyim et al (2014) included caring, fair and respectful, having a positive attitude towards the teaching profession, engaging in social interactions with students, being sincere, and practicing reflective teaching, so when students are asked about their best teachers, they would describe how the teacher looked like before mentioning how much they learned. According to Arbon, et al (2018), an effective English teacher was the one who could teach students much about the English language and the one who made them comfortable in class.

Caring, good relationships and attachment created by the teachers affected not only school grades, but also influenced the development of positive attitudes towards school (Cetin, et al, 2014; Krstic, 2015). Some teachers used various ways to communicate while they were teaching by being friendly to students, but some did not applied this method as they kept their distance from students. Misbah (2015) said that various forms of relationships between teachers and students were created by different teachers implementing dissimilar strategies. One of the characteristics of teacher practice affecting student performance and quality as well as relationships with teachers was teaching support (Krstic, 2015). Next, according to Jahedizadeh, et al. (2016), teachers were in charge for recognizing student interests and modifying methodologies, materials, and learning environments based on students' needs and preferences that lead to positive perceptions of class activities which affected student orientation and academic achievement.

Some previous research focuses on the relationship between students' motivation and EFL teachers' behavior, the relationship between teachers' behavior toward students' outcomes at vocational high school and primary school but this research is about the effect of teachers' interpersonal behavior toward EFL students' affective and cognitive achievement in learning at Islamic boarding school seemed rarely to be studied. Thus, I analyzed to what extent teachers' interpersonal behaviors affected EFL students' achievement and what were students' perceptions toward teachers' interpersonal behavior.

Research Method

The type of the research used by the researcher was a descriptive quantitative research. The descriptive problem formulation was a problem statement relating to the question of the independent variable, either only on one or more variables. So in this study, the researcher would not make a comparison of that variable in another sample, and looked for the relationship of that variable with another variable. This research took place at Budi Utomo Senior High School (Boarding School). It is located on Jl. Berua Raya 1A, Paccerakkang, Biringkanaya, Makassar, South Sulawesi. The population of this research was all social and science students of Budi Utomo Senior High School from grade X, XI, and XII.

The sampling technique used by the researcher was proportionate stratified random sampling. The size of the sample in this study was determined using the Isaac and Michael tables at the error level of 10%. The population was 245 students, obtained a sample size of 124 students. The research instruments used in this research were questionnaire, test, and teachers' daily journal. A closed questionnaire called QTI was used because the respondent chose the answer and it was expected that the respondent chose the answer that matched the actual situation. To know the result students' cognitive achievement, the researcher used achievement test. In this case, the achievement test was summative test that held at the end of the semester. Teachers' journal were journal of teaching and learning activities at school. The journal was filled every time the teacher taught at the class. The teachers could create and save their daily journal both in the application and by handwriting so that it makes easier to remember the teaching and learning activities undertaken. It was used to get data about students' daily assessment and then formulated as students' affective achievement.

Kinds and sources of the data in this research were obtained from the result of QTI, students' English score, and the summary of teachers' daily journal. The technique of data collection was started by distributing the QTI based on their

schedule of teaching English for each class. It took the last 15 minutes before the class ended. The result of summative test and teachers' daily journal were collected from each teacher when the summative test was done by the students. To analyze the data obtained from the respondents, the researcher used the help of computer software namely SPSS 20.0 for windows. The data obtained was described by descriptive statistical calculations.

The validity of this study was through expert judgment. Before the instrument was sent to the expert, first it was translated by the researcher into Bahasa Indonesia. The results of this expert judgment still found several words that needed to be revised because of the inaccurate choice of words in translating, so that they needed to be replaced by words that easier to understand. Next, he suggested that when translating the items of questionnaire, the researcher should consider the background of the expected respondents. Used the common term and avoid the multiple interpretations would be helpful. This would make respondents willing to participate and respond the questionnaire easier. The expert judgment results then corrected according to those suggested by the expert well.

Result dan Discussion

All teachers' behaviors were measured through a questionnaire 6 statements using Likert scale with a score 0 to 4. The data analysis for each behavior can be seen on the table as follows:

Table 1. Data Analysis of teachers' Interpersonal Behavior

Behavior	Mean	Mode	St. Deviation	Range	Min. score	Max. score
Leadership	20.01	20	2.444	12	16	28
Helping/Friendly	9.84	7	2.667	12	5	17
Understanding	10.86	10	2.670	20	4	24
Student Resp/Freedom	6.94	8	1.840	8	3	11
Uncertain	8.27	7	2.961	14	4	18
Dissatisfied	8.38	10	3.342	19	0	19
Admonishing	9.36	13	3.980	19	0	19
Strict	8.04	8	2.311	14	2	16

The research came with a finding that there was a significant and positive effect of teachers' interpersonal behavior on the students' achievement. According to the research conducted by Wubbels et al (2006) and Wei et al (2009) that Leadership, Helpful/Friendly and Understanding behavior were positively related to student outcomes. The result of this research was clear, based on the percentage of the obtained data; three of eight teachers' interpersonal behavior had positive contribution on students' achievement. They were Leadership, Helping/Friendly, and Understanding behavior.

Leadership behavior was dominantly contributed on students' achievement. It was located in the dimension called Dominance. Dominance measured the level to which the teacher exercises affect the students (Passini, et al, 2015). Goh (2009) explained that Leadership behavior was notice what's happening, lead, organize, give orders, set tasks, determine, procedure, structure the classroom situation, explain, hold the attention. Based on Goh's explanation, we could safely assume that students became more obedient if their teacher had leadership behavior. Students perceived that the teachers were the one they could rely on. The teachers could handle the class well so that the students paid more attention in their class.

That was contrary with the research result conducted by Suryaratri and Putra (2018) that there was significant effect between leadership, understanding, and admonishing behavior simultaneously on student learning interests and the effect was negative. It meant that the higher teachers' interpersonal behavior on the dimensions of leadership, understanding, and admonishing simultaneously, the lower the students' interest in learning. Strict behavior which located in Dominance dimension as well did not get high percentage. Teachers with strict behavior were not preferred by students because students thought that their class was too bored because they kept reins tight, checked, judged, got class silent, maintained silence, be strict, exact norms and set rules (Goh,2009)

Helping/Friendly and Understanding behavior were located in Cooperation dimension, cooperation evaluated the level to which teachers were able to build students' relational bonds in term of cooperation (affection) (Passini, et al, 2015). In this case, the teachers who had Helping/friendly and Understanding behavior were highly needed by students who lived apart from their parents. According to Goh (2009), Helping / friendly behavior was assist, show interest, join behave in a friendly or concurrent manner, be able to make a joke, inspire confidence and trust while Understanding behavior was listen with interest, empathize, show confidence and understanding, accept apologies, look for ways to settle, be patient, be open to students.

For the boarding students, teachers played a role to substitute the existence of their parents. Their communication did not happen not only at school, but also in the boarding house. Students asked and consulted everything popped up in their mind to their teachers. If the teachers could develop a Helping/Friendly and Understanding behavior, then there would be closeness between teachers and students. If bonding and closeness had been formed, it could be expected to be able to increase students' motivation. The increasing of student learning outcomes will be achieved along with increased student learning activities and motivation.

In the cognitive domain, student learning activities and motivation influence on the teachers' behavior in the classroom, because the teachers were stimuli who are expected to increase student learning activities and motivation. The increasing of student learning outcomes will be achieved along with increased student learning activities and motivation. The relationship exists between students and teachers shows social relationships that help in achieving learning goals.

This was in line with the research result conducted by Muflichah (2016) and Fathurrohman (2018) that the higher teachers' interpersonal behavior and communication, the higher students' learning achievement, and vice versa. Student learning activities and motivation depends on the teachers' behavior in the classroom, because the teachers were stimuli who were expected to increase student learning activities and motivation. Aldhafiri (2015) also assumed that a positive teacher-student interpersonal relationship between teachers and EFL students would improve the learning experience, and learning outcomes.

Those statements above were proven by students' achievement that majority students scored as very high category and pass the minimum passing grade that had been set by education authority. The affective score was also showed a pleasant result. More than a hundred students were categorized in B category or in the other word they had good attitude. These results were the summary from teachers' daily journal which was written since the first day of the semester was begun.

Other five teachers' interpersonal behaviors did not give significant effect on students' achievement. Students Responsibility/Freedom and Uncertain behavior were located in the dimension called Submission while Dissatisfied and Admonishing behavior were located in the Opposition dimension. According to Passini et al (2015), Submission was the contrary of the Dominance where the teachers were passively influenced by students and Opposition was when the teachers tend to conflict when interacting with students.

The researcher also found a new finding about students' responsibility/freedom behavior, this behavior obtained the lowest percentage. It means that students' perception on teachers related to this behavior was low. Its effect influences to the learning process. The students often skip the class and tend to leave just for avoiding the teacher they do not expect. One of the reasons is because the school environment or classroom situation does not provide comfort for students. Providing freedom for students becomes one solution in solving the problem of truancy of students. If students have a place and role in the educational process, this can spur them to be loyal to stay in school because they have to participate in their own educational process. The freedom given does not mean the real freedom, but freedom that gives space for students to learn, express themselves according to what they know, and have a relationship with lessons at school.

Moreover, this research implied that good teachers' interpersonal behavior was needed in teaching and learning process. Considering the research finding drawn above, it implied that the use of teachers' interpersonal behavior was capable of helping students to get good and high achievement. It was expected that teachers were highly recommended to improve and manage their interpersonal behavior.

In term of students' perception toward teachers' interpersonal behavior, the result was generally positive. There were 83,4 % students perceived that their teachers were good leader, and over 40% students believed that their teachers were very helpful/friendly and understanding. More than 30% students stated that their teachers were uncertain, dissatisfied, admonishing, and strict. It was surprised that less than 30% students believed that their teachers had student responsibility/freedom behavior. They perceived that their teachers did not give opportunity for independent work, wait for class to let off steam, give freedom a responsibility to them (Goh, 2009).

A research conducted by Ahmad et al (2017) to pre-university students in Malaysia showed that there was no significant relationship between students' perception towards the Mathematics lecturers' teaching and learning with their achievement in Mathematics. It was contrary with the research result conducted by Effendie et al (2019), they implied that if students had positive perception on their teacher, then they had positive result in learning.

Conclusions

As stated in the formulation of the problems in the previous chapter, this study aims at finding out students' perception about teachers' interpersonal behavior and to what extent it can affect on students' achievement. Based on the research findings and the discussion in the previous chapter, the researcher proposes some conclusions in the following paragraph.

Positive teachers' interpersonal behavior gives positive and significant effect on students' achievement. The three behaviors were leadership, helpful/friendly, and understanding. The leadership behavior dominantly contributes on students' achievement. The students tend to be obedient to the teachers who have those three behaviors. The final score of students' cognitive achievement shows that almost all of the sample students scored above passing grade criteria and categorized in very high category. Positive teachers' interpersonal behaviors also give positive and significant effect on students' affective achievement.

Most of the students perceive that their teachers are good leader and over forty percents students believe that their teachers are very helpful/friendly and understanding. More than thirty percents students state that their teachers are uncertain, dissatisfied, admonishing, and strict. The surprising result is less than thirty percents students believe that their teachers have student responsibility/freedom behavior who give them freedom and responsibility. This causes some problems in the classroom; one of them is the fact that students tend to leave the class in order to avoid the teachers they do not expect.

References

- Ahmad, N., A, Azizan, F., L, Jaya, N., H, Shaipullah, N., M, Siaw, EE., S. (2019). Relationship between Students' Perception toward the Teaching and Learning Methods of Mathematics' Lecturer and Their Achievement in Pre-University. *International Education Studies* Vol. 10, No. 11. doi:10.5539/ies.v10n11p129
- Aldhafiri, N. (2015). The Role of Interpersonal EFL Teacher Behavior in Enhancing Saudi Students' Learning. *International Journal of Language Teaching*, Vol.2, no. 1, p.47- 55.
DOI: <https://doi.org/10.5430/ijelt.v2n1p47>

- Arabai, F.(2016). Factors Underlying Low Achievement of Saudi EFL Learners. *International Journal of English Linguistics*, Vol. 6, No. 3. DOI:10.5539/ijel.v6n3p21
- Arbon, A., M., Esteron, J., J., Kankan, Z. (2018). Exploring Learners' Perceptions of an Effective EFL Teacher: Insights and Implications. *The Journal of Asia TEFL*, Vol. 15, No. 4, p. 1103-1113. DOI: 10.18823 / asiatefl.2018.15.4.14.1103
- Asrul, Ananda, R., Rosnita. (2014). *Evaluasi Pembelajaran*. Bandung: Ciptapustaka Media.
- Bashir, H., Alias, M., Saleh, K., M., Halizah, A. (2017). Students' Perceptions of their Teachers' Performance in Teaching Engineering Drawing in Nigerian Tertiary Institution. *Path of Science*, Vol. 3, no. 10, p.3001-3012. DOI: 10.22178 / pos.27-4
- Cetin, S., Dogan, S., Ellidokuzoglu, H. (2014), Teacher-Student Relationship Across Teaching Career of Turkish EFL Teachers. *Educational Research and Review*, Vol. 9, no. 20, p 1037-1045. DOI: 10.5897 / ERR2014.1840
- Dimiyati dan Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- Dincer, A., Goksu, A., Takkac, A., Yazici, M. (2013). Common Characteristics of an Effective English Language Teacher. *The International Journals of Educational Research*, Vol. 4, no. 3, p. 1-8. Retrieved from: ijer.penpublishing.net
- Effendie, I, Amri, S, Yeni, M. (2019). A Correlation between Students' Perception on Teachers' Performance in Teaching English and Their Achievement. *J- Shelves of Indragiri* vo. 1 no. 1.
- Fathurrohman, I. (2018). Pengaruh Komunikasi Interpersonal Guru dengan Siswa terhadap Perilaku Belajar Siswa dalam Mewujudkan Prestasi Belajar Siswa. *Khazanah Akademia*, vol. 2 no. 2
- Goh, S., C. (2009). Introducing a Model of Interpersonal Teacher Behavior. *Teaching and Learning*, 15(1),30-40. Retrieved from: <https://repository.nie.edu.sg/bitstream/10497/442/1/TL-15-1-30.pdf>
- Hagenauer, G., Hascher, T., Volet, S. (2015), Teacher Emotions in the Classroom: Associations with Students' Engagement, Classroom Discipline and the Interpersonal Teacher-Student Relationship. *Article in European Journal of Psychology of Education* ·DOI: 10.1007/s10212-015-0250-0
- Hashim, N., M., Alam, S., S., Yusoff, N., M. (2014). Relationship Between Teacher's Personality, Monitoring, Learning Environment, and Students' EFL Performance. *Journal of Language Studies*, Vol. 14, no.1, p. 101-116. DOI: 10.17576/GEMA- 2014-1401-07
- Jahedizadeh, S., Ghanizadeh, A., Ghonsooly, B. (2016). The role of EFL Learners' Demotivation, Perceptions of Classroom Activities, and Mastery Goal in Predicting their Language Achievement and Burnout. *Asian-Pacific Journal of Second and Foreign Language Education*, 1:16. DOI: 10.1186/s40862-016- 0021-81
- Karwono, Mularsih, H. (2018). *Belajar dan Pembelajaran serta Pemanfaatan Sumber Belajar*. Depok: Raja Grafindo Persada
- Kourieos, S., Evripidou, D. (2013). Students' Perceptions of Effective EFL Teachers in University Setting in Cyprus. *English Language Teaching*, Vol. 6, no. 11, p. 1-16. DOI:10.5539/elt.v6n11p1
- Krstic, K. (2015). Attachment in the Student-teacher Relationship as Factor of School Achievement. *Teaching Innovations*, Vol. 28, no. 3, p. 167-188. DOI:10.5937/inovacije1503167K
- Leary, T. (1957). *Interpersonal diagnosis of personality*. Resource Publications. Retrieved from: http://www.ebooksread.com/dl2.shtml?id=35197&ext=tst&f=interpersonaldia_00learrich&a_id=13935
- Mast, S., M. (2010). Interpersonal Behaviour and Social Perception in a Hierarchy: The interpersonal power and behaviour model. *European Review of Social Psychology*. University of Lausanne. DOI: 10.1080/10463283.2010.486942
- Maulana, R., Opendakker, M., C., Pj, den Brok, Bosker, R. (2012). Teacher-Student Interpersonal Relationships in Indonesian LowerSecondary Education: Teacher and Student Perceptions. *Article in Learning Environments Research*. DOI: 10.1007/s10984-012-9113-7
- Misbah, Z., Gulikers, J., Maulana, R., Mulder, M. (2015). Teacher Interpersonal Behavior and Student Motivation in Competence-based Vocational Education: Evidence from Indonesia. *Teaching and Teachers Education*, no.50, p. 79-89. DOI: <https://doi.org/10.1016/j.tate.2015.04.007>
- Muflichah, I. (2016). Hubungan Kemampuan Komunikasi Interpersonal Guru Dengan Prestasi Belajar Siswa Pada Mata Pelajaran Fikih Di MIN Kabupaten Sleman. *Jurnal Pendidikan Madrasah*, vol. 1 no.1
- Omar, N., A., Matarsat, S., R., Azmin, N., H., Wei, V., C., A., Nasir, M., M., Sahari, M., Mundia, L. (2014). The Ideal Psychology Teacher: Qualitative Analysis of Views from Brunei GCE A-Level Students and Trainee Psychology Teachers. *Asian Social Science*, Vol. 10, no. 12, p.184-194. DOI:10.5539 / ass.v10n12p184
- Oxford. (2011). *Oxford Pocket Learner's Dictionary*. New York: Oxford University Press.
- Öztürk, E., Ö. & Ok, S. (2014). Motivational Behaviors of Teachers in Turkish EFL Classes: Perception of students. *Journal of Language and Linguistic Studies*, 10(2), 120-133. Retrieved from: www.jlls.org
- Passini, S., Molinari, L., Speltini, G. (2015). A validation of the Questionnaire on Teacher Interaction in Italian Secondary School Students: The Effect of Positive Relation on Motivation and Academic Achievement. *Social Psychology of Education*.DOI: 10.1007/s11218-015-9300-3
- Ribahan. (2018). Students' Perceptions of the Characteristics of Effective English Teachers at Mataram State Institute of Islamic Studies Lombok. *Asian EFL Journals*, Vol.20, no. 11, p. 16-28. Retrieved from: <https://www.asian-efl-journal.com/tag/volume-20-issue-11-2018/>

- Slameto. (2010). Belajar dan Faktor-Faktor yang Mempengaruhinya. Jakarta: Rineka Cipta
- Suryabrata, S., (2006). Psikologi Pendidikan. Jakarta: Raja Grafindo
- Suryaratri, R., D., Putra, H. (2018). Pengaruh Perilaku Interpersonal Guru terhadap Minat Belajar Matematika Siswa Kelas X SMA Angkasa 1 Jakarta. Jurnal Penelitian dan Pengukuran Psikologi., vol. 7 no. 1. DOI: 10.21009/JPPP
- Syah, M. (2006). Psikologi Pendidikan dengan Pendekatan Baru. Bandung: Remaja Rosdakarya
- Trianingsih, L. (2014). Hubungan Interpersonal Guru-Siswa dengan Prestasi Belajar Siswa Kelas XII Paket Keahlian Teknik Gambar Bangunan di SMK Negeri 2 Yogyakarta, Skripsi, Universitas Negeri Yogyakarta. Retrieved from: <http://eprints.uny.ac.id/20542/1/Lilis%20Trianingsih%2010505244037.pdf>
- Van Uden, J., M, Ritzen, H., Pieters, J., M. (2014). Engaging Students: The Role of Teacher Beliefs and Interpersonal Teacher Behavior in Fostering Student Engagement in Vocational Education. Teaching and Teachers Educaion, 37, p. 21-32. Retrieved from: <https://doi.org/10.1016/j.tate.2013.08.005>
- Wei, M., den Brok, P., Zhou, Y. (2009). Teacher Interpersonal Behavior and Student Achievement in English as a Foreign Language Classrooms in China, Learning Environ Res 12:157–174. Retrieved from: <https://link.springer.com/article/10.1007/s10984-009-9059-6>
- Wubbels, T., Brekelmans, M. (2005). Two Decades of Research on Teacher Student Relationships in Class. International Journal of Educational Research, no. 43 p. 6–24. Retrieved from: <https://doi.org/10.1016/j.ijer.2006.03.003>
- Zijlstra, H., Brekelmans, M., Wubbels, T., K., H., M., Y. (2013). Child Perceptions of Teacher Interpersonal Behavior and Associations with Mathematics Achievements in Dutch Early Grade Classrooms. Elementary School Journal, Vol. 113, no. 4, p. 517-540. DOI: 10.1086 / 669618