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 adressed: (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 o 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 Sumetera Provine, 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 learnig 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 31- 35 years of age, 5 lecturers (13%) were 36- 40 years of age, 41- 45, 6 lecturers (13%) 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 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 quantitative 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 oline learning were collected, the informent were asked whether the 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. Decriptive 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 harmonious (4.3%)	Harmonious (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 learninfg 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' Realationship.

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	Jjoking, 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 Inviting the students to discuss and encouraging them to study harder	Joking Being open-minded Encouraging
Informant 17	Understanding students' conditions Asking students' conditions and reminding them to keep themselves...	Understanding 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 confortable learning atmosphere, and knowing and calling students' name	Showing care Being facilitative Being friendly
Informant 38	Giving tudents chance to question ....outside of the classrooms; and mentioning the students' name....., offering help	Being tolerant Being helpful Being tolerant
Informant 40	Being patient and having no prejudice Inviting students to share	Being patient and Having positive thinking
Informant.41	Raising students' awareness...; giving	Being open-minded
Informant 42	suggestions to the students'...	Motivating Giving suggestions

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