

## **CHAPTER I**

### **INTRODUCTION**

This study aims to find out the lecturer's strategies in building closeness to stimulate student's interest in learning English. To gain a deeper understanding of the lecturer's strategies in building closeness to stimulate student's interest in learning English, this chapter outlined the background and context that form the basis of this research. The following sub-chapter provided a detailed overview of the background underlying this research.

#### **A. Background**

According to Law of the Republic of Indonesia Number 12 of 2012, Chapter I, Article I, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-mastery, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Education has an important role in improving the quality of human resources. Mardhiyah et al. (2021) argue that much special attention is directed at the development and progress of education in order to improve the quality of education. Quality education will produce quality human resources as well. Apart from that, before assessing the quality of student learning outcomes, one of the important things that must be considered is the student learning process, especially the lecturer's strategy for stimulating student understanding when the learning process in class takes place. One of the things that influences the teaching and learning

process is the relationship between lecturer and students at school. The direct relationship that influences the closeness of students and lecturer is communication. Siswati et al. (2020) emphasized that interaction and communication between lecturer and students are the two most influential aspects. Lecturer connectedness is associated with how close or connected students feel with their lecturer.

Establishing a good lecturer-student relationship is very important for the smooth running of teaching activities. This way, it will automatically encourage academic success and help students achieve their desired educational goals. A harmonious lecturer-student relationship will make students more enthusiastic about learning and participate in the learning process as fully as possible. Therefore, the lecturer's strategy of building closeness with students is one of the things that can stimulate students' own interest in learning English. Lecturer strategies for forming closeness with students in the classroom during the learning process can trigger motivation for learning, especially when learning English.

This is in line with what researcher found from observations made on 6th semester students at Universitas Muhammadiyah Parepare. There is a phenomenon that occurs in the sixth semester student class at the Universitas Muhammadiyah Parepare. Based on the results of pre-observation that researcher conducted with several students who were in semester 6, they said that the phenomenon that occurred when they were learning English was that their level of understanding of the material being taught depended on how close they were to the lecturer who was teaching. It cannot be denied that there are some English subjects that are difficult, but they think that if the lecturer is friendly and able to make their awkwardness

disappear, it will be easier for them to understand the material being taught. This then underlies the researchers' efforts to look more deeply into the lecturer's strategies in building closeness to stimulate the student's interest in learning English.

In accordance with the results of the researchers' observations, this is also in line with what was found by Hajovsky et.al. (2020) suggests how teacher influence classroom teaching to build relationships with students taught at school. These findings show how important it is to build good relationships between teachers and students at school. Based on the description above, it can be seen that the relationship between teachers and students is very important in the learning process because it has a lot of influence on the students' learning process itself. What needs to be studied more deeply is that researchers will explore teachers' strategies for building closeness to stimulate students' interest in learning English.

#### **B. Focus of the Research**

This research focuses on lecturer' strategies in building closeness to stimulate students' interest in learning English. The participant in this research was an English lecturer who taught at the Universitas Muhammadiyah Parepare, especially in the English Study Program.

#### **C. Problem Statement**

Based on the background above, the researcher can formulate the problem statement is how the lecturer's strategies in building the closeness to stimulate the students' interest in learning English.

#### **D. Objective of the Research**

In relation with the problem statement, the objective of the researcher can be stated that to find out the lecturer's strategies in building the closeness to stimulate the students' interest in learning English.

#### **E. Significance of the Research**

There are three significances of this research, the following are :

1. By discipline, this research has been limited to the field of Educational Psychology, learning, evaluation, teaching method, lecturer strategy, teaching strategy, learning style, and progress.
2. By content, the research has been focused on how the teacher's strategy in building the closeness to stimulate the students' interest in learning English. In this case the closeness referred to is a positive relationship between lecturer and student so that a good learning process can be formed.
3. By activity, the data have been analyzed from the results of interview and documentation.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a comprehensive review of the literature relevant to the research topic. The review aims to outline key theories, concepts, and significant findings from previous studies related to the research problem. Through this analysis, the chapter will provide a solid theoretical foundation and support the methodological approach used in this study.

#### **A. Some Related Research Findings**

The researcher writes down some previous related research findings found by some researchers which related to the present research. Some of the findings were cited briefly below :

Sainio *et.al.* (2022) stated that the student-teacher relationship is very important for young people who are currently studying to adapt to school. The purpose of this study was to examine the role of teacher closeness in relation to sentiment and academic performance in grade VII adolescents with and without learning disabilities. Researcher found that teacher proximity was associated with increased positive affect and increased literacy in grade VII, while shorter teacher proximity was associated with increased learning-related anger and boredom. The results were similar for students with and without learning difficulties, indicating that junior secondary students generally benefit from close relationships with their teachers.

Freire *et.al.* (2019) stated that the purpose of this study was to examine the relationship between students' externalizing and internalizing behavior, social skills, and academic achievement, as well as lecturers' perceptions of conflict and closeness in relationships with students and students with special needs. The results indicated that lecturers' reports of students' social skills and externalizing problems were the strongest predictors of attachment and conflict. Internalization problems and the status of students with special needs also predict a decrease in closeness; although the effect is smaller, these findings emphasize the importance of professional development opportunities that focus on facilitating teacher relationships with students who display challenging behavior.

Mensah and Koomson (2020) suggest that this study examines the impact of the teacher-student relationship on student academic achievement in Winneba, Ghana. Although positive relationships create an environment that enhances academic achievement, they also threaten relationship that hinder academic achievement. A teacher must deliberately express concern for the academic and non-academic lives of students, as this will make students feel welcome and motivated to improve their academic work.

Jadoon *et.al.* (2020) stated that their research aimed to examine the effect of the teacher-student relationship on prosocial behavior and academic achievement among high school students. This study uses the average, standard deviation, and regression models to analyze the collected data. The results show that the teacher-student relationship positively predicts prosocial behavior. In addition, the teacher-student relationship positively predicts student achievement.

Scales *et.al.* (2020) in their research, which aims to examine how the motivation and average grades of high school students are affected by the development of their relationship with the teacher that goes beyond the attention of the teacher in general, for example, showing warmth to students. He found that developmental relationships strongly predicted academic motivation both at the beginning and at the end of the school year. His research results suggest that the importance of demonstrating a strong student-teacher relationship and a strong student-teacher developmental relationship has an important effect on student motivation and achievement in school.

Amaliah and Sudana (2021) said in their research that recognizing and helping students effectively helps lecturer build positive relationships with students. This statement is then supported by findings that state that 1) there is a significant positive correlation between lecturer connectedness and student writing performance; and 2) there is a significant negative relationship between students' anxiety and their writing performance. From the findings described above, it can be concluded that the presence of a positive lecturer-student relationship has a significant correlation with students' writing performance. It is hoped that the results of this research can help English teachers with potential strategies for building positive relationships during learning. According to Margijanto and Purwanti (2021), in their research, they said that lecturer are expected to realize the importance of positive lecturer-student relationships and how to start positive interactions during the pandemic. Not only that, lecturers are also invited to manage expectations regarding positive lecturer-student relationships so that lecturer

continue to provide the best assistance without being personally affected if the student's condition is not easy to reach or approach.

## **B. Some Pertinent Ideas**

### **1. Concept Related to Learning**

#### **a. Definition of Learning**

According to Suharti *et al.* (2020), learning is a process of changing the behavior or personal growth of students in motivated situations. Changes in behavior or personal growth of students involve cognitive changes (knowledge), affective changes (attitudes), and psychomotor changes (skills). So, a student in learning experiences changes in knowledge, becomes knowledgeable or is previously half-knowing, and, after learning, becomes more knowledgeable about something. In addition, someone who is studying also experiences a change in attitude, in the sense that an attitude is formed that is in accordance with his professional classification. Someone who learns will also experience a change in his skills, in the sense that his skills will develop according to his profession.

Suharti *et.al.* (2020) also say that every learning process must meet the following requirements:

1. There is a goal to be achieved.
2. There is material or media that becomes the content of the interaction.
3. There are students who are actively experiencing.
4. There are teachers who do.
5. There are methods used to achieve the goal.
6. There are situations that allow interaction to occur.



7. There is an assessment of the results of these interactions.

Based on the opinion above, it can be concluded that learning is a change that occurs in a person. These changes can be in the form of changes in knowledge, changes in attitudes, and also changes in skills. When someone learns, there will be more or less development in these three aspects.

#### **b. Learning Objectives**

According to Dweck (2022) in his book, learning goals revolve around a mindset that encourages students to view challenges as opportunities for growth. Dweck differentiates between a fixed mindset and a growth mindset, where learning goals should foster a learning attitude that motivates students to overcome obstacles and achieve academic success. Hattie (2021) states that learning goals should involve skill development, including critical and creative thinking skills. Hattie emphasizes that learning goals must be designed to enhance deeper and measurable skills. Meanwhile, Winne (2022) argues that learning goals are not only about academic achievement but also about the formation of students' social and academic identities. Winne views learning goals as part of students' personal journeys in understanding and developing their identities.

Seligman (2023) argues that learning goals should focus on student well-being. Seligman explains that effective learning goals must integrate students' emotional and mental well-being alongside academic achievement. Meanwhile, Mayer (2022) contends that learning goals should serve as facilitators of student engagement and independence. Mayer believes that effective learning goals

encourage students to actively participate in the learning process and develop self-regulated learning skills

Based on the opinions of the experts above, it can be concluded that the purpose of learning is challenges as opportunities for student growth involving skill development, including critical and creative thinking skills for identity formation alongside student achievement. They should also prioritize student well-being and enhance engagement and independence in the learning process. Ultimately, these objectives aim to create a holistic educational experience that supports both personal and academic development.

### **c. Learning Interest**

According to Sunardi (2021), motivation is considered an important factor in learning success. When humans see something that will bring benefits or advantages in the form of satisfaction and enjoyment, then interest arises. This interest will pump up his enthusiasm to achieve satisfaction and enjoyment. Thus, every interest that arises will satisfy some human needs in the form of satisfaction or pleasure itself. The greater a person's needs, the stronger and longer-lasting his interest will be. Likewise, the more often interest is expressed in daily activities, the stronger the interest will be.

According to Reeve (2022), student interest is a motivational component that influences the extent to which students engage and commit to the learning process. Meanwhile, Gentry (2023) states that interest in learning develops through students' active involvement in the learning process and the choices they make about what to study. It is a dynamic and situational phenomenon that affects

motivation and academic success. According to Schunk (2023), motivational factors such as student interest are crucial in determining pathways to academic achievement. Interest acts as a driving force for engagement and effort in learning activities. According to Ames (2022), creating a supportive classroom environment and providing effective teacher support are essential for fostering student interest. These factors help develop students' curiosity and enthusiasm for learning.

Based on these perspectives, it can be concluded that student interest is an important component that can drive students in the classroom and enable them to be actively engaged in the learning process. When students are genuinely interested in a subject, they are more likely to invest time and energy, explore topics in greater depth, and retain knowledge more effectively. Interest in learning can develop when students are actively involved in the classroom, thus creating enthusiasm for the learning process.

## **2. Concept Related to Closeness**

### **a. Teacher-Student Relationship**

In general, people assume that the relationship between teachers and students is the relationship between those who learn, with the teacher being considered someone who knows more and gives care to students who do not know. Actually, the relationship between the two is broader than just in the context of teaching. According to Sudjana (2016), the relationship between teachers and students in carrying out teaching and learning activities can be seen in the following ways:

1. Questions and answers, or dialogue between teachers and students, and students with teachers.
2. Teacher assistance to students who have learning difficulties, both individually and in groups.
3. The teacher is always in a teaching-learning situation as a learning facilitator.
4. There is an opportunity to receive feedback on an ongoing basis from the learning outcomes obtained by students.

It can be concluded that the relationship between teacher and student is one of education because the teacher is considered a more mature person who helps to lead students toward maturity. The teacher-student relationship is not just knowledge; there are several aspects to it, including spirituality, feelings, behavior, and personalities of the teacher and students themselves. The teacher-student relationship is fundamental to the educational process, as it significantly impacts students' academic success and personal development.

#### **b. A Positive Relationship Between Teachers and Students**

According to Iriantara (2013), the characteristics of a positive interaction between teachers and students include:

1. Encourage students to actively participate in learning.
2. A good relationship between teachers and students.
3. Be able to ask questions that encourage students to explore their own learning material.
4. Use questions that encourage higher-order reasoning.
5. Be able to facilitate a variety of student questions and comments.

6. The teacher acts as a guide and companion for students.
7. Skilled in various interaction techniques to prevent boredom.
8. Teachers are able to solve conflicts and other forms of personal problems that may arise.

Based on the theory above, it can be concluded that teacher-student interaction is a reciprocal relationship or a two-way relationship between teachers and students, where both influence each other and have a specific purpose, namely to achieve educational goals. A positive relationship between teachers and students is crucial for creating an effective learning environment. When teachers build strong, empathetic connections with their students, it enhances motivation, encourages active participation, and improves overall academic performance.

### **c. Teacher-Student Closeness**

Fostering positive relationships between teachers and students is an optimal condition for the provision of education. This is also in accordance with teacher competency according to Government Regulation Number 19 of 2005 concerning National Education Standards. Teachers need to have social skills to interact with students. This interaction will have a big impact on the teacher's ability to build teacher-student relationships, and the existence of this relationship provides an opportunity for students to build a sense of trust in the teacher. According to Vallerand (2023), stated that teacher-student closeness is a crucial factor in fostering a motivational climate that supports students' academic engagement and psychological well-being. It is characterized by emotional support, trust, and mutual respect.

Furthermore, good student-teacher relationships have been found to have a positive impact on both teachers and students. Brown (2023), stated that Teacher-student closeness involves creating a supportive and empathetic relationship that positively impacts students' academic success and social adjustment. It fosters a classroom environment where students feel valued and understood. Meanwhile, according to Dweck (2023), teacher-student closeness enhances the learning environment by fostering a growth mindset where students are encouraged to see challenges as opportunities for development and learning. Martin (2022), stated that teacher-student closeness contributes to a positive classroom atmosphere that promotes motivation and achievement by fostering a strong, supportive connection between teachers and students. Meanwhile according to Yeager (2022) effective teacher-student relationships are fundamental to supporting student learning and resilience. Closeness in these relationships helps build trust and encourages students to persist in the face of academic challenges.

It can be concluded that teacher-student closeness is the establishment of a positive relationship between the teacher or the lecturer and the students that creates a positive learning environment, which in turn can encourage students to develop and learn. Teacher-student closeness refers to the emotional and relational bond that develops between educators and their students. This positive connection not only contributes to academic success but also supports students' emotional development and creates a more effective and enjoyable learning experience.

### **3. Concept Related to Teaching Strategies**

Lecturer is one of main components in learning process. Lecturer is seen as a role model for student. Hattie (2023), in his book said that teaching strategies are evidence-based methods used to engage students in their learning process. Effective teaching strategies include clear learning objectives, formative feedback, and methods that cater to different learning styles and needs. Meanwhile according to Tomlinson (2022), teaching strategies involve designing learning experiences that cater to the diverse needs of students, including differentiating instruction to accommodate varying levels of readiness, interests, and learning profiles.

According to Marzano (2023), effective teaching strategies are those that incorporate clear goals, structured feedback, and methods that promote student engagement and cognitive development. Strategies should be adaptable to meet the needs of diverse learners. Meanwhile according to Pang and Lien (2022), stated that teaching strategies should be grounded in research and focused on creating effective learning environments that enhance student learning outcomes. This includes using a variety of instructional methods and adapting strategies based on student feedback.

According to the opinions above, it can be concluded that teaching strategies are methods used to engage students in the learning process to enhance their learning outcomes. Effective teaching strategies involve a variety of techniques, such as active learning, differentiated instruction, and formative assessment, tailored to meet the diverse needs of students. By employing these strategies,

teachers can engage students, promote deeper understanding, and adapt instruction to accommodate different learning styles and abilities.

#### 4. Conceptual Framework

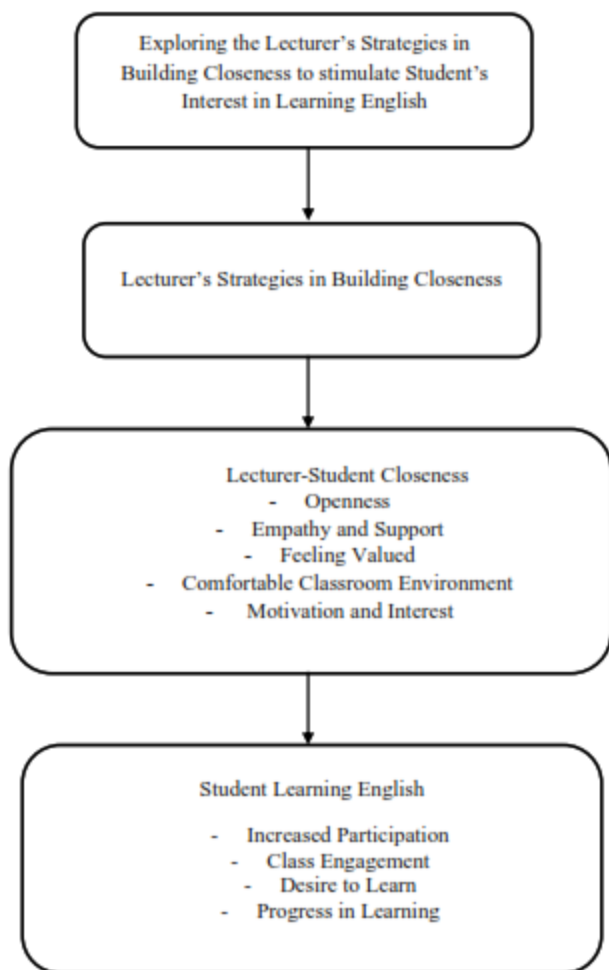


Figure 1. Conceptual Framework



The research title is “Exploring the Lecturer’s Strategies in Building Closeness to Stimulate Student’s Interest in Learning English.” This research is influenced by the lecturer’s strategies in building closeness to develop a good relationship with students through open communication and emotional support, where lecturers need to employ a personal approach so that closeness between the lecturer and students can be established. The result of this lecturer-student closeness will make students more open and comfortable communicating with the lecturer. This also help create a positive learning environment that fosters students' involvement in the learning process. When a good learning environment is formed due to the closeness between the lecturer and students, it will affect students' learning interest, helping them to be more interested in learning English and supporting their development in the learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter outlined the research methods employed in this study. This chapter focuses on the research design, location and participants, as well as the data collection procedures. Additionally, it discussed the data analysis techniques used to achieve valid and comprehensive results.

#### **A. Research Design**

This research is qualitative and conducted with a phenomenological approach. Smith (2023) said that this approach aims to explore and understand how individuals experience and assign meaning to certain events or situations in their lives. Phenomenological research has a goal, namely to interpret and explain the experiences experienced by someone in this life, including experiences when interacting with other people and the surrounding environment.

#### **B. Research Site**

The location of this research is located at Universitas Muhammadiyah Parepare especially in the English Education Study Program, Faculty of Teacher Training and Education. Researcher examined an English lecturer who taught in the English Education Study Program and two students in the sixth semester in English Department.

### **C. Research Participant**

The subject of this research was an English lecturer who taught at Universitas Muhammadiyah Parepare. The sample for this research were an English lecturer and the sixth semester students in Universitas Muhammadiyah Parepare especially English Education Students.

### **D. Procedure of Collecting Data**

#### **1. Interview**

According to Kriyantono (2020), interviews in qualitative research can also be called in-depth interviews or intensive interviews and are mostly unstructured. Interviews in qualitative research are conducted with the aim of obtaining in-depth qualitative data. According to Lincoln and Guba (2023), interviews can be structured, semi-structured, or unstructured, depending on the research objectives and the nature of data being collected. Interviews was conducted by researcher for the reason that researcher was able to ask questions directly to participants face to face. By using interview techniques, participants are also more able to convey information directly so that researcher are able to get more detailed answers to the questions asked by researcher to participants. The outline of the interview that the researcher asked to the respondent was about what strategies he used when teaching so that he could build closeness with students which was able to arouse students' interest in learning English.

## **2. Documentation**

According to Fuad and Sapto (2023), documentation is any form of recorded information, whether text, images, or sound, that can be used as a reference and evidence in the research and evaluation process. Researchers use documentation techniques in data collection on the grounds that the documents and data required will be easier to obtain from the research site, and information through interviews will be more clearly proven in document form.

## **E. Technique of Data Analysis**

### **1. Data Reduction**

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming data that emerges from written notes in the field. In this research, the researcher collected data from various interviews with research sources.

### **2. Data Presentation**

Data presentation can also be interpreted as a process of making reports regarding the results of the data and information that have been found by researchers. In this research, the researcher tries to present data related to the results of the researcher's interviews with research sources regarding what is considered to be a problem in the research.

### **3. Draw a Conclusion**

In this research, researcher draw conclusions from data obtained from interviews, observations, and documentation. Conclusions were also verified during the research. The verification may be as brief as a second thought that passes through the analyst's mind while he is writing a review of field notes.

### **F. Research Validity**

After data from observation, interview, and documentation has been collected and analyzed, the next step is data validation. In data validation, researcher used data triangulation techniques. Sugiyono (2017) defines data collection techniques as combining various existing data collection techniques and data sources. Researchers use data triangulation because it is appropriate to collect data using a minimum of three or more techniques. In this research, the techniques used were observation, interviews, and documentation.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in line with the problem statements outlined in introduction part. In the discussion section, argument and further interpretation of the findings are given.

#### **A. Findings**

In this chapter, the researcher presents the research findings. Data was taken from interview and documentation. The interview was conducted with an English lecturer and two students in the sixth semester by providing semi-structured interview questions. In this section, the researcher has set up several questions related to the research. In addition, the interview process showed varied answers from respondents. Researcher collected data by recording the interview process using a smartphone.

In this section, the researcher tried to explore the lecturer's strategies in building closeness to stimulate student's interest in learning English. The researcher conducted interview in Bahasa Indonesia so that communication could run well and effectively. The results of the interview are divided into two, the first being an interview with the lecturer and the second being an interview with the student.

## 1. Interview with Lecturer

After the data was collected, the researcher found that there were several strategies used by the lecturer in building closeness to stimulate student's interest in learning English, as follows :

### a. Transfer Knowledge and Sharing Experience

In this strategy, the lecturer positions himself as a lecturer who used the transfer knowledge and also shares experience with the student in the process of the approach that he takes so that he can stimulate the interest of students in learning English. So, the experience that he is been through that correspond to the subject he passed on to the students helped awaken a good relationship between the lecturer and the student. In this strategy, the lecturer used a group discussion method, which is able to get the students to share their tips and tricks for learning English according to their experience. These group discussions are said to able to make them share learning strategies.

This is evidenced by the lecturer's response to an interview on Saturday, May 18, 2024.

*R : Bagaimana strategi Anda dalam membangun kedekatan Anda dengan siswa sehingga terbentuk hubungan yang baik antara Anda dengan siswa?*

*R : What is your strategy for building closeness with students so that a good relationship is formed between you and the students?*

*L : "Saya eee menggunakan eee menyandingkan antara eee fungsi sebagai eee pengajar yakni tranfer knowledge transfer pengetahuan dan juga eee menyandingkan dengan eee apa yah eee sharing eee apa yah, ya sharing experience jadi berbagi pengalaman jadi eee tentu yang berkaitan dengan pada topik pembelajaran. Sebagai contoh seperti eee melakukan pendekatan yang mana menggabungkan eee transfer knowledge dan sharing experience yang tentu sangat efektif dalam mempelajari Bahasa Inggris itu seperti misalnya eee kita membuat diskusi kelompok, nah, diskusi kelompok inilah eee biasanya setiap orang itu kan eee dia membagikan tipsnya eee maupun trik yang mana mereka pelajari dari pengalaman mereka sendiri, ya. Dikarenakan eee dikarenakan*

*karena dengan diskusi kelompok misalnya mereka itu eee dapat berbagi strategi. Contoh misalnya salah satu siswa itu memberikan tips eee cara mengatasi eee kesulitan misalnya dalam eee membaca atau memahami sebuah aksen ya, aksen, atau spelling, ya. Juga eee misalnya juga mereka berbagi eee sumber ya sumber belajar yang eee itu dapat membantu mereka dalam belajar Bahasa Inggris seperti penggunaan eee aplikasi duolingo atau eee misalnya ketika menggunakan aplikasi canvas e canva atau juga seperti misalnya dengan menggunakan quizziz, yah."*

L : "I'm comparing the function of a lecturer to the transfer of knowledge and also comparing it to sharing experience, so sharing experiences related to the subject of learning. For example, an approach that combines the transfer of knowledge and sharing of experiences that are very effective in learning English is like, for example, we have group discussions. This group discussion is usually where each person shares his or her tips or tricks that they learn from their own experience. Because of group discussions, for example, they can share strategies. For example, one of the students gave on how to cope with difficulties such as reading or understanding an accent or spelling. Also, for example, they share learning resources that can help them learn English, like using the Duolingo app or, for example, the Canva app, or also using Quizziz."

From the interview, it was confirmed that the lecturer used transfer of knowledge method and also sharing experience to build closeness to stimulate the student's interest in learning English. The lecturer shared experiences related to the learning topic. The lecturer conducted knowledge transfer and sharing experiences through group discussions, making the learning process effective. In these group discussions, they shared tips and learning resources such as the use of Canva, Duolingo, and Quizziz, which can help them learn English.

#### **b. Giving Motivation**

In this strategy, at the beginning of learning, at the middle of learning, or even at the end of learning, the lecturer does not forget to motivate the student so that it can arouse their interest in learning English. The lecturer emphasizes to the student how important it is to master English in today is global world. The motivation the he gave can be considered by the student to continue to learn about English more deeply. Motivation, such as the importance of the fluency in English



for the future career, becomes something that can stimulate student's interest in learning English.

This is confirmed by the answer to the interview on Saturday, 18 May, 2024.

*R : "Apakah ketika mengajar ada beberapa motivasi yang Anda sampaikan kepada siswa?"*

*R : "When teaching, are there any motivations that you convey to students?"*

*L : "Ya ... Saya biasa memberikan eee beberapa motivasi eee yang penting untuk disampaikan kepada mahasiswa. Biasanya sebelum pembelajaran dimulai atau di sela-sela pembelajaran atau bahkan biasa di akhir pembelajaran saya eee tetap eee menekankan bahwa pentingnya menguasai Bahasa Inggris eee khususnya dalam eee dunia global saat ini yang eee menjadi bahan pertimbangan mereka untuk tetap belajar Bahasa Inggris lebih mendalam lagi seperti misalnya eee ... membuka peluang bagi karir mahasiswa untuk mendapatkan pekerjaan yang bagus karena dengan fasih Bahasa Inggris eee itu menjadi salah satu persyaratan yang biasanya diajukan atau yang diprioritaskan pada sebuah perusahaan dalam eee merekrut para pencari kerja apalagi khususnya misalnya pada perusahaan multinasional atau perusahaan eee yang bergerak eee di kancah internasional."*

*L : "Yes, I used to give some important motivations to pass on to the students. Usually, before learning begins, in the middle of learning, or even at the end of learning, I still emphasize that the importance of mastering English, especially in today is global world, is the subject of their consideration to keep learning English even more deeply, such as, for example, opening opportunities for students' careers to get a good job because fluent English is one of the requirements that is usually put forward or that is given priority to a company in recruiting job seekers, not least multinational companies or companies that move internationally."*

The results of interview confirmed that giving motivation to student can help stimulate the student's interest in learning English. To build closeness to stimulate student's interest in learning English, the lecturer provides important motivation to the students. In the motivation, the lecturer emphasizes the importance of mastering English as it can open up career opportunities for the students in the future, thus motivating them to learn English.

### c. Giving Support

In this strategy, the lecturer explained that the strategy he is going to use next is to giving support. When the student has an obstacle, the lecturer provided a solution to the student's obstacle so that it can revive the interest of the student in learning. In addition to arousing student interest in learning, it is also able to build close relationship between lecturer and students so that the learning process goes well. When the student answer a question and the student's answer is incorrect, instead of bragging, the lecturer acknowledges it and gave some compliments so that the student feels appreciated and that the student's interest in learning English remains.

This is confirmed by the answer to the interview on Saturday, 18 May, 2024.

*R : Bagaimana Anda membangkitkan minat belajar siswa Anda dalam belajar Bahasa Inggris?*

*R : How do you arouse your students' interest in learning English?*

*L : "Ya tentu eee ini adalah upaya kita masing-masing eee mempunyai ciri khas dalam eee memberikan eee bagaimana membungkus sebuah eee cerita atau dengan melalui cerita atau dengan memberikan beberapa eee menjelaskan beberapa hal yang sifatnya mungkin pernah menjadi kendala mereka ketika belajar Bahasa Inggris. Selain memberikan solusi atas pertanyaan yah eee juga jangan lupa agar mereka eee bisa tetap bersemangat dalam eee membangkitkan kembali minat belajar mereka yaitu senantiasa memberikan support misalnya ketika eee mereka telah menjawab soal dan eee terjadi seperti eee ada sedikit kesalahan kata maka kita maklumi atau tetap dalam memberikan kata bahwa tetap memberikan ucapan yang eee Anda telah membaca dengan bagus sehingga mereka eee merasa dihargai ketika memberikan misalnya sebuah pendapat atau pandangan pada sebuah soal. Seperti kita tetap menggunakan kalimat, "Very good! Your English is nice" atau yang lainnya, "Excellent, very good, nice, and except lah."*

*L : "Yes, of course, it's our own efforts that have characteristics in giving as well as how to wrap a story or through the story or by giving some and explaining some things whose nature may have been their barrier when learning English. In addition to providing solutions to questions, do not forget to keep them excited about reviving their interest in learning by always giving support. For example, when they have answered questions and it happens that there is a little word error, we know or still give words like, "You have read well," so they feel appreciated*

when giving, for example, an opinion or view on a question. Like, we keep using the sentence, "Very good! Your English is nice" or the other, "Excellent, very good, nice, and except that."

From interview, it confirmed that give support to the students except can build a closeness between teacher and student, it also can stimulate student's interest in learning English. In this strategy, the lecturer explains the challenges he faced while learning English and describes the solutions to those challenges. When students make mistakes in their learning, the lecturer consistently provides support in the form of praise to ensure the students feel their efforts are valued.

#### **d. Exploring Learning Topics**

In this strategy, before a lecturer teaches in a classroom, the lecturer first explores the learning topics that will be discussed in the classroom. This strategy is used as a method for building closeness with the student. So, the lecturer will raise a case related to the learning topic and explain how to solve the issue. This triggered a discussion, which can help the teacher build closeness with the students so that the learning process can go well.

This has been confirmed in an interview on Saturday, May 18, 2024.

*R : Metode-metode apa saja yang Anda gunakan sehingga terbentuk kedekatan antara Anda dan siswa sehingga mampu membantu proses pembelajaran di kelas lebih baik"*

*R : What methods do you use to create closeness between you and your students so that they can help improve the learning process in class?*

*L : "Saya biasanya mengeksplorasi terlebih dahulu eee terkait dengan eee topik-topik pembelajaran apa yang akan kami diskusikan dan eee bagaimana e mereka berpendapat dengan beberapa topik eee khususnya dalam pembelajaran misalnya pada satu topik tertentu saya akan mengangkat beberapa contoh kasus yang biasa dihadapi dan bagaimana menyelesaikan sebuah persoalan yang nantinya itu akan menjadi sebuah petunjuk dalam menyelesaikan beberapa pertanyaan ..."*

L : "I usually explore first related to the learning topics what we are going to discuss and how they argue with some topics in particular in learning for example on one particular topic I will raise some examples of cases that are commonly faced and how to solve a question which later it will be a clue in solving some questions..."

From the results of the interview, exploring the learning topics that will be studied later can trigger discussion so that it is able to build closeness between the lecturer and the student so that the learning process goes well. In this strategy, the lecturer forms discussion groups explored learning topics. The lecturer presented case examples commonly encountered and explain how to resolve these cases. This served as guidance for addressing the questions faced by the students.

#### **e. Meeting Student's Needs in the Learning Process.**

In this strategy, to build closeness with students so that it can stimulate students' interest in learning English. Apart from the existing learning design, the lecturer also combines what students want and what students need apart from the things listed in the learning plan in order to fulfill these requirements, what students need to learn English. So, the lecturer don't just focus on learning design, lecturer also ask what students need or students want so that the learning process can run smoothly.

This was confirmed in the interview answers conducted on Saturday, May 18, 2024.

R : *Bagaimana cara Anda atau tahapan Anda dalam membuat strategi mengajar yang mampu membangun kedekatan Anda dengan siswa di kelas?*

R : What are your methods or strategies in creating teaching strategies that can build closeness with students in class?

*L : “Eee strategi mengajar yang mampu untuk membangun kedekatan pengajar dengan siswa selain daripada eee rancangan pembelajaran juga perlu kita eee meng—apa namanya, mengkombinasikan antara apa yang mereka inginkan apa yang mereka butuhkan dalam eee pembelajaran terus kemudian apa juga yang mereka eee nantinya dapatkan setelah pembelajaran selesai tentu tetap juga guru atau pengajar itu melihat mengevaluasi eee selama proses pembelajaran berlangsung. Cara yang pertama adalah tentu kita akan mengobservasi, mengamati siswa selama pembelajaran termasuk gaya belajarnya, minatnya, atau kesulitan yang mereka lakukan itu kita bisa survey. Setelah itu kita bisa menyesuaikan tujuan pembelajaran ya untuk eee pada saat memberikan pembelajaran tentu kita coba buat untuk bagaimana membuat pembelajaran lebih menarik misalnya kita menggunakan video, animasi. Itu tentu lebih mudah dipahami sesuai dengan kebutuhan pembelajaran. Misalnya kita juga bisa memberikan beberapa pilihan tugas misalnya siswa dapat memilih tugas sesuai dengan pilihan minat mereka selama dalam eee siswa mengerjakan tugas tentu kita bisa melihat dan bahkan kita mampu mengevaluasi apakah mereka sudah dapat menguasai suatu topik pembelajaran. Bahkan kita bisa minta siswa itu memberikan feedback atau umpan balik terhadap aktivitas atau materi yang digunakan. Semuanya itu bisa dikombinasikan, jadi kita bisa mengintegrasikan teknologi dalam pembelajaran. Terus kemudian kita misalnya menanyakan bagaimana siswa itu menggunakan teknologi pembelajaran dihubungkan dengan tugas mereka sehingga terciptalah sebuah aktivitas pembelajaran yang tentu lebih bersemangat dan tidak membosankan khususnya selama pada proses pembelajaran. Intinya siswa itu senantiasa lebih bersemangat ketika ada aktivitas pembelajaran yang dilakukan oleh guru sesuai dengan minat mereka.”*

*L : “Teaching strategies that are able to build closeness between lecturer and students, apart from the learning design, also need to combine what they want, what they need in learning, and then what they will get after the learning is finished. Of course, the teacher or lecturer also sees and evaluates during the learning process. The first way is, of course, that we will observe students during learning, including their learning styles, interests, or difficulties they are experiencing. After that, we can adjust the learning objectives when providing learning, of course. We try to make learning more interesting; for example, we use videos and animations. That is, of course, easier to understand according to learning needs. For example, we can also provide several assignment choices. For example, students can choose assignments according to their interests as long as students do our assignments, and we can even evaluate whether they have mastered a learning topic. We can even ask students to provide feedback on the activities or materials used. All of this can be combined, so we can integrate technology into learning. Then, for example, we ask how students use learning technology in connection with their assignments so that a learning activity is created that is certainly more enthusiastic and not boring, especially during the learning process. “ The point is that students are always more enthusiastic when there are learning activities carried out by the teacher that match their interests.”*

From interview, meeting the needs of students is able to help students in the learning process so that the student's interest in learning continues and their relationship with lecturer can be close due to good communication between lecturer and student. The lecturer observed and assessed students' learning styles, interest, or difficulties encountered during the learning process. After that, the lecturer adjusted the learning objectives to align with students' needs, creating engaging learning materials.

## **2. Interview with Student**

To validate the findings from the research results of the lecturer, researcher delve deeper into the matter and conduct interview with students. From the interview with students, the students confirm that the strategies used by the lecturer in class are indeed true, and according to the students, all of the lecturer's strategies help them feel closer to the lecturer and can help stimulate student's interest in learning English.

According to the students, the method of transfer knowledge and sharing experience by the lecturer helped them build closeness with their lecturer. This is evident from the interview results conducted on May 28, 2024.

S (1) : "Yes. The method used by that lecturer can build closeness with students, but not too close."

S (2) : "E... For me I think so... because as long as we... maybe about two courses that the lecturer has ever taught, he is always using the same method and I think if the method can build closeness between the lecturer and the students, for me it can. Because the lecturer is also one of the lecturer whose way of communicating with the student is so relaxed that we also feel relaxed, relaxed and free to talk to him. So, I think so."

Based on the interview results above, the method of transfer knowledge and sharing experience is considered capable of building closeness between lecturer and students. The first student said that the method does help build closeness with students, but not too closely. Meanwhile, the second student agreed that the lecturer's strategy can build closeness with students because the lecturer is one of those who communicates casually with them, making students feel relaxed and free to talk to the lecturer.

The next strategy from the lecturer is to giving motivation. According to the interview results from students, they stated that the lecturer almost gives motivation to the students in every meeting. According to them, the lecturer's strategy is capable of motivating them to continue learning English. This is evident from the interview results conducted on May 28, 2024.

S (1) : "Eh yes obviously. Being one of the motivator to keep learning English and sure we keep finding out about it."

S (2) : "For me, yes."

Based on the interview results from the students, the method of giving motivation by the lecturer is considered to motivating them to learn about English. Both agreed that the lecturer's strategy of providing motivation helps them stay motivated in learning English. They mentioned that when the lecturer motivated them, they continue to feel encouraged.

The next strategy employed by the lecturer in building closeness to stimulate student's interest in learning English is giving support. According to the interview results with students, instead of getting angry, but rather providing solutions to student's challenges is considered highly effective in boosting students' learning



enthusiasm. This is evidenced by the interview results with students on May 28, 2024.

S (1) : "It's... it's very exciting to learn, but depending on the student, each student, differently, not everyone can accept it."

S (2) : "I think yes. It helps, it helps to arouse the interest of learning because we are not afraid to ask him, for example, there is something that is not understood, unlike the lecturer who, e... some lecturers are impatient or often, often rise his emotions if one of his students does not understand."

Based on the interview results above, the method of giving support is considered capable of building closeness between lecturer and student and it can stimulating their interest in learning English. They said that when the lecturer provides support to students, it helps increase their interest in learning because they no longer fear asking questions. However, they also mentioned that it depends on the student, as some students may receive support but still fail to arouse their interest in learning.

The next strategy that the lecturer used is to raise case example that are appropriate to the learning topic and then discuss them in class to find solutions to the case problems. According to the two students who were interviewed, they said that this method really helped them to build closeness with the lecturer who taught. Because according to them, exchanging ideas triggers the building of closeness between lecturer and students. This is evidenced by the interview results with students on May 28, 2024.

S (1) : "Yes, for me I think it is helpful."

S (2) : "For me it helps build closeness also because one of the examples of building close here is he often, exchanging thoughts with us his students from there also awakened close little-for a little."



Based on the interview results above, it can be concluded that discussions for exchanging ideas can help foster closeness between students and lecturer. Both of them agreed that exploring learning topics helps build closeness between the lecturer and students. They said that the closeness between students and the lecturer gradually develops as the lecturer frequently engages in discussion with the students.

The last method that the lecturer used in building closeness to stimulate student's interest in learning English is to meet student's needs and desires in learning. According to students from the results of interview that have been conducted on May 28, 2024, they feel that this strategy is able to increase their closeness to the lecturer and can also increase their interest in learning English.

S (1) : "For me I think what the lecturer does is not very helpful in the process of closeness with the teaching lecturer but when it comes to the interest of learning ah obviously it is very helpful student interest in learning English."

S (2) : "Yes. Very helpful."

From the interview with students above, the strategies employed by the lecturer can help building closeness with the students and garner recognition. From the students themselves the strategies used by the lecturer are capable of increasing their interest in learning English. The first student said that the strategy was less effective in building closeness with the lecturer but was very helpful in making students interested in learning. Meanwhile, the second student felt that the strategy was very helpful.

The documentation of the students' English Learning Process can be accessed via barcode below :



You can access the documentation through this link :  
<https://drive.google.com/drive/folders/1llw-UszN04V562x9qkyyYMriVNGN1JFS>

Figure 2. Documentation

## **B. Discussion**

In this part, the researcher discussed the research findings. The aspect proposed in this study is that of discussing lecturer's strategies in building closeness to stimulate student's interest in learning English. The results of the research findings will be discussed as follows :

According to the results of an interview with an English lecturer, strategies are important in learning as a way or method that makes it easier for students to learn. According to Budio (2019), this strategy is a tool for achieving a goal. There are several strategies used by lecturers in building closeness to stimulate students'

interest in learning English. Some of the strategies used by the lecturer are as follows:

The first strategy used by one of the English lecturer at Universitas Muhammadiyah Parepare is the transfer of knowledge and sharing experience. In this strategy, the lecturer forms a group discussion and then makes it an effort in which the lecturer will act as a transfer of knowledge and also a sharing experience between the lecturer and the student. So, the lecturer used his experience and also the student's own experience as an opportunity to build his closeness with the student because sharing experiences means forming communication between students and also lecturer. This is what helps the closeness between the two be awakened. This is in line with the theory of Siswati *et.al.* (2020), which emphasizes that the interaction and communication between teachers and students are the two most influential aspects. The teacher's relationship is related to how close or connected the student's feelings are to the teacher. Building a good teacher-student relationship is essential for the smoothness of teaching activities. In this way, it will automatically drive academic success and the desired educational goals. This is also in line with Sainio *et.al.* (2022) stated that the student-teacher relationship is very important for young people.

The second strategy is to giving motivation. In this strategy, either before learning, in the middle of learning, or even at the end of learning, the lecturer will motivate the student so that it can arouse the student's interest in learning English. The motivation that the instructor gives can be a consideration for the students so that they are more enthusiastic about studying English further. This is in line with

Rahman's theory (2021) that motivation is one of the factors that influence student success. A person will get the desired results in learning when there is a desire to learn. Motivation can serve as a driving force for achieving good results. Someone's going to do something because there's motivation in him. Having high motivation for learning will yield optimal results. This is also in line with Scales et.al theory (2020) that the importance of demonstrating a strong student-teacher relationship and a strong student-teacher developmental relationship has an important effect on student motivation and achievement in school.

The third strategy is to giving support. In this strategy, the lecturer gives his support to the student, which is to confess the student's mistakes in learning. When a student has an obstacle, the lecturer will find a solution to the obstacle so that the student's interest in learning remains. In addition to being able to arouse the interest of students in learning, it is also able to help the lecturer build proximity with the student because, instead of bullying the student, the lecturer tends to give compliments and solutions that are obstacles to the student. It's able to build a good relationship between the lecturer and his pupil. It is also in line with Hajovsky et al.'s (2020) theory that teachers can influence classroom teaching to build relationships with students taught in schools. These findings show how important it is to build good relationships between teachers and students in schools.

The fourth strategy is to exploring learning topics. In this strategy, the lecturer will explore the learning themes that will be discussed in class later. In the strategy, he will raise a case that matches the learning topic and then explain how to solve the problem. This is used as his method for building closeness with the

student due to the case selection. This will trigger a discussion so that it can be a way to awaken the closeness between him and the student so that it can stimulate the interest of the student in learning English. This is in line with the theory of Margijanto and Purwanti (2021). In their study, they say that teachers are expected to be aware of the importance of positive teacher-student relationships and how to initiate positive interactions. Not only that, teachers are also asked to manage expectations of a positive teacher-student relationship so that teachers continue to provide their best help without personal impact if the student's condition is not easily reached or approached.

The last strategy is to meeting the needs of students in the learning process. In this strategy, in order to build proximity to stimulate students' interest in learning English, the lecturer finds out what the student needs and wants so that, apart from a learning plan, the faculty will organize what becomes the student's needs so that the interest of the student continues to exist. The lecturer meets the students' needs, so this is the reason that the student remains interested in studying English because of what they need and want fulfilled by the lecturers. This is in line with the theory of Amaliah and Sudan (2021), who said in their research that recognizing and helping students effectively helps teachers build positive relationships with students.

This is in line with the research by Suharti et al. which states that every learning process must meet the following requirements :

1. There is a goal to be achieved.
2. There is material or media that becomes the content of the interaction.
3. There are students who are actively experience.
4. There are teachers who do.
5. There are methods used to achieve the goal.
6. There are situations that allow interaction to occur.
7. There is an assements of the results of these interactions.

This study also reveals how a learning process should lead to the activation of both lecturer and students in the learning process. These findings support Sudajana's (2016) research, which states that the relationship between teacher and students in carrying out teaching and learning activites can be seen in the following ways :

1. Questions and answers, or dialogue between teachers and students, and students with teachers.
2. Teacher assistance to students who have learning difficulties, both individually and in groups.
3. The teacher is always in a teaching-learning situation as a learning facilitatot.
4. There is an oppurtunity to recieve feedback on an going basis from the learning outcomes obtained by students.

Based on the previous explanation, the conclusion that can be drawn is that lecturer or teacher who teach must be able to communicate well with their students. Because the impact of a good relationship between lecturer and students is improved academic achievement for students. A positive relationship between students and lecturer or teacher will influence the learning process. This support previous research from Sainio *et.al.* (2022), Freire *et.al.* (2019), Mensah and Koomson (2020), and Jadoon *et.al.* (2020), that lecturer must build positive relationship between themselves and students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consist of two sections. The first section is conclusion, which is based on the research findings. The second is suggestions based on the conclusion.

#### **A. Conclusion**

Based on research findings and discussions on the strategy of lecturer in building closeness to stimulate student's interest in learning English at Universitas Muhammadiyah Parepare, the researcher concluded that there are various strategies that lecturer used to build closeness while stimulating students' interest in learning English. These include: 1) Transfer of knowledge and sharing of experience; 2) Giving motivation; 3) Giving support; 4) Exploring learning topics; and 5) Meeting the needs of students in the learning process. Furthermore, from the analysis that has been done, the researcher can conclude that some of the lecturer' strategies in building closeness to stimulate students' interest in learning English are rated to be very helpful in the process of learning English where English. With such strategy, it can help students develop their learning spirit as well as their interest in learning English. It can make it easier for students to achieve their learning goals.

#### **B. Suggestion**

Based on the conclusion about, the researcher suggested establishing such teaching strategies in the learning process. The first suggestion is for future researcher to explore further other strategies from the lecturer to add to the strategies that they have learned from this research. The second suggestion for



lecturers is to further enhance their strategy of building closeness with students so that the student remains interested in learning English. This is very necessary because learning strategies are very important in the classroom. And lastly, for the students, if the way the lecturer teaches is monotonous and does not help you develop, please give advice to the relevant lecturer so that his teaching strategy is replaced by teaching strategies that would be able to bring the relationship between lecturer and student closer so that your interest in learning English does not disappear. The obstacle faced by researcher while conducting this research is the difficulty of finding a revised title that does not cause errors in interpreting the meaning of the title of this research. Then, the researcher's way of dealing with this problem was by increasing communication with the two supervisors and asking for help to get a better title. So, for future researcher, whatever the obstacles to the research being researched, increase communication with your supervisor.

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