

Warm Teachers Make Enthusiastic Students: How Teachers Build Positive Relationships with Students


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ARTICLE INFO	ABSTRACT
Article history Received Feb 01, 2024 Revised April 02, 2024 Accepted June 23, 2024	<p>In addition to their teaching responsibilities, teachers must possess social competence, particularly in interacting effectively with their students. Previous research highlights a significant correlation between the quality of teacher-student relationships and the level of conflict within the classroom. Therefore, teacher competence in fostering positive relationships with students is essential for creating an environment of positive discipline. This research aims to enhance teachers' understanding of the fundamental principles of positive relationships through a training program titled "Warm Teachers Make Enthusiastic Students." The findings demonstrate an improvement in teachers' knowledge concerning the foundational principles of positive relationships, including encouragement, a focus on solutions, and a balanced approach of kindness and firmness. However, there was no observed increase in knowledge about the importance of caring among the teachers. The study also includes a qualitative analysis of teacher behaviors during the training sessions. It provides insights into how teachers applied the principles discussed and their overall engagement with the training material. This analysis underscores the significance of continuous professional development in the social competence of teachers, which is vital for fostering a supportive and productive classroom environment.</p> <p style="text-align: right;">This is an open-access article under the CC-BY license.</p> 
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I. Introduction

Apart from the teacher's ability to teach, the relationship between teachers and students is essential to explore in school. The teacher's competence to have positive relationships with students, which is social competence, is one of the teacher professionalism competencies in Undang-Undang No. 14 Year 2005. Teachers must be able to communicate and interact effectively with students where they present themselves as correct individuals, have noble character, and are role models for students and society (Ulfaun, 2021). A positive relationship between teachers and students has several benefits, namely developing students' prosocial behavior, providing the support students need in adapting to new environments, students' ability to face challenges, academic engagement, socio-emotional well-being, classroom climate, and long-term outcomes. (Eddy et al., 2024; Longobardi et al., 2019; Marengo et al., 2019).

In building positive relationships, teachers need to involve the aspects of warmth, open communication, and providing support from teachers to students so that teachers appear as figures who care, support emotionally, <http://dx.doi.org/10.17977/um048v30i1p60-68>

and are trustful (Thornberg et al., 2022). Teachers who have a positive relationship with their students will minimize classroom conflict. One of the conflicts that may arise is bullying between students, which is positively related to teacher-student conflict. (Longobardi et al., 2022). At the individual level, the quality of the relationship between teachers and students also reduces the possibility of students becoming perpetrators, victims, or bystanders in bullying. (Thornberg et al., 2022).

Two crucial factors in building teacher and student relationships are the teacher's responsiveness and sensitivity. Responsive teachers can provide emotional support and understand students' needs. Teachers also need to be sensitive and supportive of students' needs. These two factors are expected to reduce conflict between teachers and students, increase prosocial behavior, and develop a more positive quality of teacher-student relationships. (Longobardi et al., 2019).

Conflict between teachers and students can affect the quality of relationships related to students' psychological well-being. For example, in the transition from primary

school to secondary school (Longobardi et al., 2019), as well as reducing teachers' ability to manage students and the tendency for bullying to occur (Longobardi et al., 2022). Low conflict and closeness between teachers and students can facilitate students with the space and support needed in the transition process (Longobardi et al., 2019).

Based on a need analysis at "X" Islamic Primary School, we know that one of their missions is "...to improve student's Nobel behavior and emotionally also academically intelligent". School X has a mentoring program, a religion study group, and special activities on Friday to support this. These Islamic activities are the implementation of the Islamic curriculum separated from the National curriculum. Therefore, school X has two curriculums. School X hopes its students will have good manners and morals by implementing this program.

However, neither the foundation nor school X has the same understanding regarding implementing student manners and morals at school. They do not have operational definitions and clear behavioral indicators to assess students' manners and morals, even though these are considered the most important. The mission upheld by the school should be measurable by school administrators to reflect school goals, compare school performance with its mission, and monitor changes in school goals over time. (Stemler et al., 2011). These non-specific standards influence how schools and teachers apply manners and morals to students. Meanwhile, school X prioritizes the implementation of students' etiquette and morals over academic achievement. The school assumes that student achievement will be good if the student's morals are good, but the application of etiquette and morals does not appear to have precise specifications.

The lack of explicit references means that students' current condition does not meet the foundation's expectations to improve manners and morals. Students know right and wrong behavior but still display unexpected behavior, which can lead to bullying. Bullying activities appear in verbal forms, such as teasing, and physical forms, such as fighting. (Marengo et al., 2021).

Teachers have the resources to create a school climate where teachers and students respect each other. Students are actively involved in creating this climate by listening to each other, paying attention to each other, and working together to solve problems. Therefore, Dr. Jane Nelsen developed a positive discipline program to teach children in their community to be responsible, respectful, and intelligent (About Positive Discipline, 2021). Positive discipline does not involve excessive or permissive control of students. The teacher creates an authoritative atmosphere where students are interested in making rules, and the teacher supervises, for example, by saying, "You can make choices which also respect others."

In their book, Nelsen and Gfroerer (2017) describe the principles of building positive relationships with students

as the foundation for positive discipline. First is encouragement, which teachers encourage students to find out and have the confidence to learn and correct their mistakes. Second is caring, where the teacher assures the students that the teacher cares about them. Third is focusing on solutions, where the teacher invites students to look for solutions together when there is a problem, not to focus on finding the guilty party. Fourth is kindness and firmness, where teachers must simultaneously be kind and firm to teach students that teachers care and are responsible.

Several studies emphasize the practical implications of preventive and intervention measures to improve the quality of teacher-student relationships. (Longobardi et al., 2019; Marengo et al., 2021). This intervention can foster positive relationships between teachers and students, reduce conflict, and increase classroom interactions. (Marengo et al., 2021), and increase student prosocial behavior (Longobardi et al., 2019). By improving the quality of the relationship between teachers and students, teachers do not treat students like robots that need to be controlled or manipulated for personal gain (Nelsen et al., 2006).

Therefore, we developed an intervention program for teachers to increase their understanding of building positive relationships with students. We use Kolb's experiential learning to design this intervention. Kolb (2015) considers learning to be a process of forming knowledge through transforming experience into knowledge so that individuals need to experience it directly (learning by doing). According to Kolb (2015), the learning process is a cycle consisting of 4 stages, namely: (1) concrete experience, where individuals gain experience through practice or direct activities by carrying out a new task; (2) reflective observation, where the individual reflects on his experience facing the task; (3) abstract conceptualization, where individuals can create theoretical models from their reflections; and (4) active experimentation, where individuals making plans or strategies to deal with new concrete experiences. (Konak et al., 2014).

This intervention is training to increase teachers' understanding of positive relationships, entitled "Warm Teachers Make Enthusiastic Students." This intervention is one of four sessions of the training program entitled "The Art of Understanding Students." After participating in this training, we expected teachers to recognize the foundation principles of building positive relationships, such as encouragement, caring, focusing on solutions, and being kind and firm with students so that they can implement these in their interactions with students

II. Method

As the training facilitator, the researcher makes direct contact to provide treatment to participants. Therefore, the

design used is a one-group quasi-experimental pre-post design. Researchers evaluated participants' knowledge before and after local training to see whether there was an increase in knowledge after training. Fifteen teachers were willing to participate in the program, consisting of four male and eleven female teachers. Based on their positions, participants consisted of four low-level classroom teachers (grades 1-3), five high-level classroom teachers (grades 4-6), three assistant teachers, and three subject teachers.

The "Warm Teachers Make Enthusiastic Students" program is the third session in a series of "The Art of Understanding Students" training sessions. The facilitator carried out the training on the second day. We asked the teacher to complete a 15-minute pre-test and warm-up at the session's opening.

At the concrete experience stage, the facilitator invited teachers to do roleplay. Teachers were divided into five groups of 3 members, each with someone who got the role of a student, a teacher, and an observer. The facilitator showed a situation where a lazy student refused to do assignments. Then, the facilitator asked the teacher role to display their responses when they are in this situation.

At the reflective observation stage, the facilitator asked teachers who got the student role, "When you were a student, how did you feel about the teacher's response? What kind of teacher response do you expect, sir/ma'am?" The facilitator invites teachers to put themselves in students' shoes to make it easier to imagine what students expect from teachers.

The abstract conceptualization and active experimentation stages were carried out in parallel. The facilitator delivered material regarding Nelsen's foundation principles of building positive relationships: encouragement, caring, focus on solutions, and kindness and firmness. Every time the facilitator finished discussing one principle, teachers were asked to write down examples of sentences or strategies they would use when interacting with students. The teacher again practices the students' expected responses while the facilitator provides feedback. The training activity ended with a post-test.

Researchers conducted three levels of evaluation from Kirkpatrick and Kirkpatrick (2006). The first level is reaction evaluation, where we measured teacher satisfaction from the training through questionnaires. The program can be said to be effective if the teacher feels satisfied when participating in the program. Reaction evaluation consists of 14 items with a 6-point Likert scale (1=strongly disagree, 6=strongly agree). The aspects evaluated are materials, facilitators, methods, and facilities. The examples were, "The material suits my needs as a teacher," "The facilitator master's the training material," "The duration of implementation is effective for understanding the material," and "The tools (logbooks, slides, etc.) help me understand the material."

The second level is learning evaluation, where we gave pre-tests and post-tests to teachers to measure the level of teacher knowledge before and after local training. The reason is that the learning process must be successful for teachers to change their behavior. Learning evaluation consists of 4 multiple-choice items. This evaluation involves the cognitive domain, so the teacher gets one score if they choose the correct answer and 0 if they choose the wrong answer.

The third level is behavioral evaluation two weeks after training. We will measure teachers' satisfaction with the training from behavioral evaluation. The program can be effective if participants want to apply the principles when interacting with students. We gave teachers a questionnaire and interviewed some of them. The behavioral evaluation questionnaire consists of 9 items, of which 7 are statements with a 6-point Likert scale (1=very poor, 6=very good) and two open questions. We interviewed the foundation and the school principal as the superior, who assessed the teacher's performance, and three teachers participated in the training.

The analytical techniques used are quantitative and qualitative. We used quantitative data analysis at each evaluation stage. For reaction and behavior evaluation from the questionnaire, we used descriptive statistics. Learning evaluation will be analyzed using the paired sample t-test if the data is normally distributed or the Wilcoxon test if the data is not normally distributed. We reprocessed the result of the comparative analysis to see the effect size of the training on the teacher's ability to recognize the foundation of positive relationships with students. Qualitative analysis was conducted to evaluate reactions and behavior based on teachers' responses to open questions regarding teachers' impressions and suggestions regarding the training. In learning evaluation, we analyzed behavioral evidence observed during local training. Meanwhile, in the behavioral evaluation, we analyzed responses to open questions on the questionnaire and the results of interviews with the foundation, school principals, and teachers.

III. Results and Discussion

A. Evaluation Reaction

Based on the results of the reaction evaluation, we found that the distribution of scores tended to be uneven. Although six answer choices were available, participants only gave scores of 4 to 6. Therefore, we used the median to interpret the results. The median score serves as a guide for interpretation regarding participant satisfaction with local training activities. Table 1 shows the median results for each aspect.

Table 1. Reaction Evaluation Result

Aspect	Median
Material	5.75
Facilitator	5.75
Method	5.75
Facilities	5.5
Whole Program	6

The material aspect obtained a score of 5.75. Teachers were satisfied with the material received in the local training program. This aspect includes timeliness, suitability of material to needs, material that is easy to understand, and attractive presentation of material. The facilitator aspect obtained a score of 5.75. Teachers were satisfied with the facilitator's performance during training. This aspect includes the facilitator's mastery of the material, mastery of the learning media, precise delivery of the material, and class atmosphere.

The method aspect obtained a score of 5.67. The teachers were satisfied with the methods used during local training. This aspect includes the implementation of the method, the effectiveness of the method for understanding the material, and the effectiveness of the duration. The facilities aspect obtained a score of 5.5. This aspect includes the available facilities and the tools provided during the activity. Finally, overall, teachers felt confident applying training materials in classroom learning activities.

The facilitator collected teachers' impressions and suggestions from the training. Regarding their impressions after participating in the activity, most teachers felt that this activity added insight into understanding students and answered the necessary solutions to student problems. Several other responses related to the ease of applying the material to students and interactive and fun activities make this activity a moment of solidarity and reflection on things that have not been implemented.

Meanwhile, regarding suggestions for implementing local training, most teachers felt that the activity time was too long and needed a coffee break in the middle of the session. Apart from that, the participants hope this program can be held again and involve all teachers at the school. Some suggestions include the hope of implementing local training for parents.

Participants also suggested using image and video media to be more attractive, while facilitators used more presentation media. Using videos based on theories taught to participants has benefits for cognitive load and technology use. (Azman & Johari, 2022). In the learning process, we need to focus on increasing cognitive processes that contribute to learning (germane load) and reducing information that does not contribute to extraneous load. (Costley et al., 2021). Likewise, using image and video media can increase germane load for teachers. This aligns with Costley et al. (2021), who states

that video learning can overcome the extraneous load. This possibility also causes no significant influence of training on teachers' knowledge in caring aspect.

B. Learning Evaluation

Based on the normality test, the data is not normally distributed. Therefore, we conducted a Wilcoxon test to see the influence of training on the teacher's learning process. We ran the test in two stages: (1) we compared the overall evaluation score before and after training (see Table 2); (2) we compared the scores of each item before and after training (see Table 3).

Based on the results of the first Wilcoxon tests, the Asymp.Sig (2-tailed) value $<.05$ was obtained, so training influences teachers' knowledge of recognizing all the foundation principles of positive relationships with students. In addition, we discovered that 11 teachers experienced increased knowledge regarding the foundation principles of positive relationships with students. Meanwhile, the other four teachers experienced neither an increase nor a decrease.

In encouragement behavior, the Asymp. Sig. $<.05$ value was obtained. We can say training influences teachers' knowledge in encouragement. From the distribution, we can see that five teachers experienced increased knowledge. Meanwhile, the other ten teachers experienced neither an increase nor a decrease in knowledge. In caring behavior, the Asymp. Sig. $>.05$ value was obtained. Training activities do not influence teachers' knowledge in caring for the students. From the distribution, two teachers experienced a decrease in knowledge. Meanwhile, the other 13 teachers experienced neither an increase nor a decrease in knowledge. Teachers' Encouragement can boost students' motivation, self-esteem, and willingness to participate in learning activities. (T. Li et al., 2024).

The focus is on solution behavior, the Asymp. Sig. $<.05$ value was obtained. Training influences teachers' knowledge in focusing on solutions to student problems. Four teachers experienced an increase in knowledge. Meanwhile, the other 11 teachers experienced neither an increase nor a decrease in knowledge. Ødegård & Solberg (2024) Suggest teachers use collective strategies if there is disruptive behavior in class, such as asking reflective questions like, "What makes you uncomfortable? What kind of class do you enjoy?" Questions like these allow teachers and students to reflect on each other.

In kind and firm behavior, the Asymp. Sig. $<.05$ value was obtained. The training influences teacher knowledge in terms of kindness and firmness towards students. Eleven teachers experienced an increase in knowledge. Meanwhile, the other four teachers experienced neither an increase nor a decrease in knowledge.

After that, we analyzed the effect size of the influence of the training (r) by dividing the Z value by the root of the

number of samples (n) (Tomczak & Tomczak, 2014). The calculation results in Table 4 show that the "Warm Teachers Make Enthusiastic Students" training strongly influences teachers' knowledge of recognizing behavior that encourages, focuses on solutions, and is kind and firm.

Table 2. Wilcoxon Tests Result for Learning Evaluation

		<i>N</i>	<i>Z</i>	Asym. Sig. (2-tailed)
Post-Pre	Negative ranks	0	-	.002*
	Positive ranks	11	.3.025	
	Ties	4		
	Total	15		

^a Asym. Sig. (t2-tailed) < .05

Table 3. Wilcoxon Tests Result for Each Item

Aspect	<i>N</i>	<i>Z</i>	Asym. Sig. (2-tailed)
Encouragement			.025*
Negative ranks	0	-2.236	
Positive ranks	5		
Ties	10		
Caring			1.57
Negative ranks	2	-1.414	
Positive ranks	0		
Ties	13		
Focus on Solution			.046*
Negative ranks	0	-2.000	
Positive ranks	4		
Ties	11		
Kind and Firm			.001*
Negative ranks	0	-3.317	
Positive ranks	11		
Ties	4		
Total	15		

^b Asym. Sig. (t2-tailed) < .05

Table 4. Training's Effect Size

Aspect	<i>Z</i>	<i>N</i>	<i>r</i>	Description
Encouragement	2.236	15	.57**	Strong effect
Focus on Solution	2.000		.51**	Strong effect
Kind and Firm	3.317		.85**	Strong effect

^c *r*=effect size. The *r* values vary from 0 to close to 1 and are classified into three levels, which are strong effect (***r* > .50), moderate effect (.30 < **r* < 0.5), and poor effect (.10 < *r* < .30).

Based on qualitative analysis, training objectives are achieved if teachers display the expected behavior during the training. When a teacher appears to play a role, other teachers pay attention and react. All teachers showed active participation by playing the specified roles. The facilitator involved many teachers in question-and-answer sessions. A teacher asked how to find solutions when dealing with difficult parents. The facilitator returned the question to the other teachers. The other teacher said he had a similar experience and told the teacher what solution he had to overcome the problem. For example, in holding parents' trust in their children's learning progress at school,

teachers have portfolio evidence and documentation of their children's learning so that parents can see and assess their children's abilities for themselves. This questioning and asking method is effective for actively involving teachers in participation. For example, when a teacher presented their work in the active experimentation phase, other teachers provided feedback by reminding other teachers about the essence of the foundation principles of positive relationships.

Meanwhile, the facilitator found several participant behaviors that hampered the activity. For example, one of the teachers left the room when the facilitator was delivering material about caring. The teachers only returned when the facilitator wanted to give an individual assignment. Some teachers also seemed focused on using their phones during the training. Evidence of teachers' behavior is shown in Table 5.

A. Behavior Evaluation

Based on behavioral evaluation, The distribution of scores tended to be uneven, so researchers used the median score to interpret teacher behavior after local training. Table 6 shows the median results for each aspect. In the encouragement aspect, the results show a median score of 4. Teachers felt better about encouraging the student's learning process in class. The caring aspect obtained a score of 4. Teachers felt better about caring for students by discussing with teachers, taking notes, and implementing the necessary strategies.

In the focus on the solution aspect, the results show a median score of 4. Teachers feel better at focusing on solutions when there is a problem in class. This behavior is demonstrated by inviting students to identify problems that occur and discuss solutions to these problems. The results show a median score of 4.25 in kind and firm aspects. Teachers feel better about behaving kindly and firmly towards students, which is indicated by the teacher's efforts to validate students' feelings and remind students to be responsible.

We also analyzed teachers' responses to open questions. Most teachers approach students personally. For example, teachers invited students to chat and listened to students' wishes. They put effort into validating students' feelings, such as providing understanding and advice and asking about students' conditions, especially if there are students who look gloomy. Teachers also mentioned several ways: encouraging students, better communication, making the class atmosphere enjoyable, and involving students in learning activities.

On the other hand, teachers found obstacles in building positive relationships with students. First, most teachers stated that student characteristics were the reason. For example, several students have mood swings, so teachers had to be more careful when reminding them of the presence of students with special needs in the class and the idea that the teacher could not treat all students the same

way. Second, a nonoptimal learning process is considered an obstacle to building positive relationships, such as students who are not focused, cannot follow the lesson, and do not understand the material. Some of the other obstacles mentioned were that teachers had not found a suitable time to approach students personally, home environmental factors where it was difficult for parents to work together, and previous class conditions that provided rewards in the form of material so that students did not understand when given verbal support.

Some teachers have implemented the foundation principle, for example, by having fun learning methods and making agreements with students. For first-grade students, teachers have a notebook for recording students' characteristics and needs. Most teachers hope to continue applying the material taught in their class activities.

To establish positive relationships, the majority of the teachers experience changes in behavior. For example, teachers show care by paying attention to students' learning progress by walking around the class to see whether students understand the material. In first grade, the teacher gave star rewards to students who completed their assignments and said, "Thank you for completing them on time and very precisely." Teachers have also tried to make joint learning agreements with students, but not all focus on solutions. Some teachers are still thinking about how to get students to follow the teacher's wishes.

What motivates teachers to apply the principles of positive relationships is their need to be able to master the classroom so they can implement the knowledge taught. They hope for a pleasant classroom atmosphere, to be role models for students, to be liked by students, and to be in line with the demands of teachers in the Merdeka curriculum. On the other hand, teachers also experience obstacles. For example, students in first grade tend to get bored quickly. Therefore, teachers asked students to do an ice-breaking session so that students were enthusiastic again.

This is in line with previous literature. Teachers with positive relationships with students will be more likely to engage in higher-quality teaching methods. This condition will lead to improvement in student's performance and academic achievement. (Li et al., 2022). Even teachers who maintain their classroom engagement can help reduce externalizing behaviors in students, leading to fewer conflicts and more positive engagement. (Hasty et al., 2023). Maintaining a good relationship with students also helps low-achieving students by fostering support, encouragement, and a sense of security, like caring for students to enhance their motivation and willingness to participate in learning activities. (Li et al., 2024). By doing this, schools can achieve their mission of educating students on good behavior.

On the other hand, some teachers are still adapting to students in new classes. Sometimes, teachers are annoyed

when students do not obey, so they tend to be strict. Even though parents advise teachers not to be harsh, some teachers feel that sometimes children need to be taught harshly. This caused some teachers to be considered unable to establish positive relationships with students. What is suspected is the teacher's enthusiasm for teaching. Enthusiasm is an essential characteristic of effective teachers. (Kunter et al., 2011). Enthusiastic teachers can convey enthusiasm for teaching, shown by the teacher's expression when meeting students (Keller et al., 2013). Enthusiastic teachers can teach passionately to students, inspire students to learn, and create a positive learning environment (Falcon et al., 2023). Teacher enthusiasm can also predict student emotion and enjoyment across degrees. (Bieg et al., 2022). If the teacher is not enthusiastic, the learning activities will not improve. Therefore, teachers' ability to regulate their emotions in the classroom, such as reappraisal, is essential to maintaining positive relationships with students. (Burić & Wang, 2024).

In the future, most teachers want to apply the knowledge they have learned because it will follow the current needs of students. Starting with how students feel comfortable in class, the suitability of the method to the students, and the application of good consequences. The planned efforts are for the teacher to continue establishing positive relationships with students by involving themselves more in the students' play and, for example, inviting female students to chat during Friday prayer time. In small classes, teachers plan to balance kind and strict behavior. Currently, first-grade students are still adjusting from their previous school.

Table 5. Evidence of Teachers' Behavior During Training

Training Objectives	Evidence	Conclusion
The teacher recognizes encouraging behavior in the student	Teachers explained the difference between giving praise and encouraging. The teachers' answers were:	Achieved
	Teachers praise students when they have achieved something, while in encouragement they encourage students while they do the task.	
	Encouragement shows more affection to students.	
	Teachers encourage students because there is a reason to do so, a cause-and-effect response based on something the student does.	
Examples of encouragement statements:		Achieved
"Come on, you can do it. Cheer up, whatever the result, I will always be proud of you."		
"Thank you for helping. I am proud of you."		

Training Objectives	Evidence	Conclusion
	<p>"I am sure you can finish this problem."</p> <p>"You have tried to pay attention to my explanation. I am sure you can do the job."</p> <p>"It is OK. What is important is that you do the assignment. Do not worry if you cannot do it on time."</p>	
The teacher recognizes the caring behavior of the student	<p>Efforts that teachers have made to care for students:</p> <p>When a student does not talk all day, the teacher asks, "Why are you so quiet?". Have a conversation with the student to understand their behavior.</p> <p>In the Tahfidz subject, the teacher asked students to memorize the verse together so they would not feel alone.</p> <p>The teachers gave me a star as a reward. If students do not feel enthusiastic, the teacher asks them to sing together.</p> <p>If there is a difficult student, the teacher approaches them and converses with them to find the cause. The teacher could help to find a solution.</p>	Achieved
	<p>New strategy from the teacher:</p> <p>Display students' artwork in the classroom without judgment.</p> <p>Pay attention to student stationery. If they do not have the necessary tools, the teacher could help by lending it to them.</p> <p>Arrange the classroom's layout so students feel their teacher cares about them and enjoys teaching in the class.</p> <p>Ask how the student has been and ask about absent students. Also, teachers need to be mindful when they come to school.</p> <p>Teachers could give a reward for students to improve their confidence.</p> <p>Facilitate their unmet needs. For example, the teacher shares food with students who do not bring their lunch.</p>	Achieved
The teacher focuses on a solution for the student's problem	<p>Efforts that teachers have made to find a solution for a problem:</p> <p>A teacher has faced a student whom their classmate bullied. He came to the teacher, and the teacher listened carefully and encouraged him.</p> <p>Some students only want to sit next to their friends. So, the teacher randomized the seating arrangement, followed by mutual agreement with the students.</p> <p>Students already in early adulthood usually show more need to be cared for and listened to. The teacher tried to make time for each student. If there is a conflict</p>	Achieved

Training Objectives	Evidence	Conclusion
	<p>between students, the teacher mediates between the two parties and helps find the cause of the problem.</p> <p>When a special needs student is needed, the teacher helps guide them.</p> <p>Teachers with special needs students need to gain information from their previous teacher. Teachers also have conversations with their parents and school principals about a helper.</p>	
	<p>A teacher shared his experience of dealing with difficult parents. He explained that the school system was complicated, where supervisors did not defend teachers if parents had problems with the teacher. Therefore, teachers need a daily record, as in an anecdote record. These notes will be helpful as evidence if parents are dissatisfied with the student's report. This strategy proved successful, and parents trusted the teacher's assessment.</p>	Achieved
The teacher recognizes the kind and firm behavior of the student	<p>Kind and firm statement made by teachers:</p> <p>"Alhamdulillah, you can do the assignment but must finish it. Otherwise, you will come home late."</p> <p>"You came late to school and did not join our morning prayer. Since you did not pray together, please come forward and pray alone."</p> <p>"I understand you do not feel confident, and I believe you will get good results."</p> <p>"I will give you 10 seconds to chat, but we must be quiet afterward."</p> <p>"If you want to enjoy your snack time, you must finish the task I gave you."</p> <p>"I feel sad that you do not pay attention. So please pay attention now, OK?"</p>	Achieved

Table 6. Behavior Evaluation Result

Aspect	Median
Encouragement	4
Caring	4
Focus on Solution	4
Kind and Firm	4.25

IV. Conclusion

The "Warm Teachers Make Enthusiastic Students" session within "The Art of Understanding" training program successfully introduced teachers to building positive student relationships. Teachers reported satisfaction with the program and demonstrated significant gains in understanding principles such as encouragement, focusing on solutions, and balancing kindness with firmness. However, knowledge about caring did not

increase. Observations showed behavioral changes, with teachers displaying more significant concern and varying teaching methods to engage students. Teachers were willing to apply these principles, recognizing their alignment with school needs. Recommendations for enhancing teacher competence include understanding workload limitations to create caring activities and improving enthusiasm through positive affection and expressive behaviors. Future training could be more effective by setting target percentages for training objectives and incorporating videos to maintain engagement.

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