

## **Educator and Student Engagement Relations**

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### **Abstract**

The purpose of this research is to describe the attachment relationship between educators and students. This research is a library research. Sources of data from books and electronic scientific articles. Data collection techniques by searching for references online through the Google Scholar database. The results of the study in this study indicate that the attachment relationship between educators and students is very important because a good relationship can affect the achievement of students' abilities in various aspects of their development.

**Keywords:** Educator, Student, Educator and Student Relations



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### **INTRODUCTION**

According to Government Regulation Number 19 of 2005 concerning National Education Standards it states that teachers need to have social skills to interact with students. This interaction will greatly impact the teacher's ability to establish teacher-student relationships, and this relationship provides an opportunity for students to build trust in the teacher. Furthermore, Sabol and Pianta (Margijanto, 2012:184-185) explained that based on the Student-Teacher Relationship Scale, positive relationships are closeness and low conflict or dependency. The process of forming teacher-student relationships involves awareness of each party's characteristics of teachers and students, warm interactions between teachers and students, as well as positive perceptions between the two parties.

Trianingsih (2014:4-5) explains that educators are the people who have the most contact with their students compared to other school personnel. Nearly a third of the time is used to interact with students in the learning process. Good interactions are those that can transfer knowledge, attitudes and skills to students. Lack of good interaction between educators and students will reduce the transfer of knowledge, attitudes, and skills to students. As a result, the impact on student learning achievement is low. Furthermore, Bruney (Amalia, 2012: 244) states that the teaching process will not be effective if the relationship between educators and students is not well established.

### **RESEARCH METHODS**

This research uses a type of qualitative research in the form of literature (library research). Hadi (Harahap, 2014: 68) states that it is called library research because the data or materials needed to complete the research come from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and so on. Relevant data that the authors collected in this study were obtained from books, journals, and scientific articles related to the chosen topic. Data collection techniques in this study were carried out by searching for online references from various database sources. The author uses the primary data source, namely Google Scholar. The articles used relate to the topic being discussed.

## **RESEARCH RESULTS AND DISCUSSION**

### **Definition of Educator**

According to Law no. 20 of 2003 concerning the National Education System educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specialty, and participate in organizing education. A simpler definition of an educator according to Patimah (2016: 152) is a person who imparts knowledge to students, whereas in the view of society, it is a person who carries out education in certain places, not necessarily in formal educational institutions (schools or educational institutions with a curriculum clear and accredited), but can also be in non-formal education institutions (skills education institutions, courses, at mosques, in surau/mushala, at churches, at home, and so on).

Sadulloh et al (Arifin, 2019: 9) say that educators are people who guide children to the maturity stage and to achieve educational success, educators have a decisive role, because it can be said that educators are the main key to educational success. Furthermore Siregar stated that educators are people who provide knowledge, experience, skills, and others both in the family, community and school environment (Ramli, 2015: 63).

According to Rusaman (Khirom, 2017: 73-74) the role of the teacher who is considered dominant can be classified as follows:

1. The teacher as a demonstrator. Through its role as a demonstrator, the teacher should master the material or learning material to be taught and develop it, because this will greatly determine the learning outcomes achieved by students.
2. The teacher as class manager. In his role as class manager (learning managers). The teacher should be able to handle the class, because the class is an environment that needs to be organized.
3. The teacher as a mediator and facilitator. As a mediator, the teacher should have sufficient knowledge and understanding of educational media, because educational media is a communication tool to make the teaching and learning process more effective. Likewise the teacher as a facilitator, the teacher should be able to seek learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers.
4. The teacher as evaluator. The teacher as a good evaluator, the teacher should carry out an assessment to find out whether the objectives that have been formulated have been achieved or not, whether the material taught has been mastered or not by students, and whether the method used is appropriate enough.

### **Definition of Learners**

According to Law no. 20 of 2003 concerning the National Education System, students are members of the community who seek to develop their own potential through a learning process that is available in certain paths, levels and types of education. Furthermore, Sitepu (Hasbi et al, 2021: 214) explains that students in a broad sense are everyone who is related to the process of lifelong education, while in a narrow sense it is every student who studies at school.

Danim (Hidayat & Abdillah, 2019: 91) explained that students are also defined as immature people and have a number of basic potentials that still need to be developed. The potential referred to generally consists of three categories, namely cognitive, affective, and psychomotor. The Indonesian University of Education (UPI) team of lecturers is of the opinion that students as learners are one of the inputs that help ensure the success of the learning process. Without students, there will be no teaching process (Hasbi et al, 2021: 214).

Danim (Hidayat & Abdillah, 2019:91) also added that there are essential things about the nature of students, namely:

1. Learners are human beings who have different basic cognitive or intellectual, affective, and psychomotor potentials.
2. Learners are human beings who have different periods of development and growth, even though they have relatively the same pattern.
3. Students have their own imagination, perception, and world, not just miniature adults.
4. Learners are human beings who have different needs that must be met, both physically and spiritually, although in certain respects they have many similarities.
5. Learners are human beings who are responsible for the personal learning process and become true learners, in accordance with the insights of lifelong education.
6. Students have adaptability in groups while developing their individuality dimensions as unique human beings.
7. Students need guidance and development individually and in groups, and expect humane treatment from adults including their teachers.
8. Students are visionary and proactive in facing their environment.
9. Students actually behave well and it is the environment that is most dominant to make it better or worse.
10. Learners are God's creatures who have various advantages, but it is not possible to do or be forced to do something beyond their capacity.

### **Relationship of Educator and Student Engagement**

Bowlby (Kristic, 2015: 168) argues that attachment is a system of behavior aimed at building and maintaining closeness and contact with an adult who is reasonable and responsive to children's needs. Bowlby also adds that when significant adults provide emotional support and a predictable, consistent and safe environment, children become more independent and able to take risks as they explore and learn because they know that adults will be there to help them.

Kristic (2015: 168) says that all children will form an attachment relationship with adults who care for them, both parents and educators. Furthermore, Fitri et al (2020: 253) explained that the attachment relationship between educators and students is an interaction between teachers and children that occurs in the school environment. The interaction between teachers and children is important because it can affect the achievement of children's abilities in various aspects of development.

According to Fitri, et al (Salihah, 2022: 22) said that the relationship between educators and students can be special because educators and students meet almost every day in the school environment for quite a long time. In the relationship that occurs between educators and students is often characterized by attachment and conflict. Attachment is a condition when students feel they have a good relationship with educators, and students feel that they are loved and cared for by educators. Meanwhile, conflict is related to bad behavior and disputes between educators and students. This conflict can include anger and disagreement between the two. The attachment and conflict between educators and students depends on how the relationship between educators and students is in the school environment.

According to Kristiyani (Shalihah, 2022: 44) a positive relationship between educators and students is needed to support effective teaching and a more optimal learning process. Positive teacher-student relationships are characterized by mutual acceptance, understanding, giving warmth, closeness, trust, respect, mutual care, and mutual cooperation in achieving learning goals. So that the relationship between educators and students can also encourage positive attitudes and student motivation.

According to Djamarah (Wiyarton, 2019: 2) with a good teacher-student relationship, students' liking for their educators will arise, so that without realizing it, students' interest in the subjects given by the educator will also arise. Interest in the subject is what makes students learn the lesson as well as possible. Conversely, educators who do not interact with students intimately, cause the teaching and learning process to run less than optimally so that students feel that there is a long distance between themselves and their educators so that students do not participate actively in learning. Thus, educators should be able to arouse their students' learning interest through educative interactions in the learning process.

## **CONCLUSION**

Attachment is a condition when students feel they have a good relationship with educators and students because they feel loved and cared for by educators. The attachment between educators and students depends on how the relationship between educators and students is in the school environment. The relationship between educators and students can be special because educators and students meet almost every day in the school environment for quite a long time. A good relationship between teacher and child can affect the achievement of children's abilities in various aspects of development.

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