

Teacher Behavior and Classroom Organization that Fosters Confidence in Children's Relations with Teachers

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Abstract

The purpose of this study was to find out how teacher behavior and class organization foster trust in the relationship between children and teachers. This study used qualitative research methods. The research instruments used were observation, interviews, documentation and literacy studies. The results showed that teacher behavior and classroom organization can foster trust in the child-teacher relationship by ensuring continuity of intervention, being consistent and persistent in following up, recognizing teacher observations and insights as valuable, supporting teachers in finding solutions rather than offering instructions, and providing support. emotional and social to change behavior.

Keywords: Teacher Behavior, Class Organization, Trust, Children



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INTRODUCTION

There are several things that can disrupt children's interaction patterns when they work with them to build more positive child-adult relationships (Puspita et al., 2022). To do this, we conducted research on relationship building and practices used in programs whose positive relationships elicited in children from difficult life circumstances demonstrated that school can be different from home, especially for children who do not have positive relationships within their home.

The teacher's role theory according to (Susdarwono & Surahmadi, 2022) argues that the role and competence of the teacher includes as a key person, teacher, mentor, and teacher personality etc.

1. The teacher is the key person. Basically the teacher is the key person in the class. The teacher leads and directs student learning activities (Adillah, 2022). Teachers have the most contact with students compared to other school personnel. The importance of the classroom atmosphere and teacher's actions in influencing the formation of attitudes and feelings of students (Immanuel & Hodi, 2022). The class atmosphere is tense due to the attitudes and actions of the teacher who is authoritarian, likes to criticize and does not want to understand the condition of students which will have a different effect on the teaching and learning process which is warm, democratic, and able to respect the opinions of their students (Muslim, 2022). Mutual respect is unlikely to grow in children if teachers cannot show respect for individual students (Primary, 2022).
2. The teacher as a teacher. One of the tasks that must be carried out by teachers at school is to provide services to students so that they become students who are in harmony with the goals of the school. Through the field of teacher education it influences various aspects of life, both social, cultural and economic (Rachman, Nurgiansah, et al., 2021).
3. The teacher as a guide. Each position will demand a certain pattern of behavior, and that behavior is the hallmark of that position. Due to its role as a supervisor, a teacher must: Collect data about students; Observing student behavior and daily life; Recognize students

who need special assistance; Holding guardian meetings (student parents) both individually and in groups, etc. (Rachman et al., 2022).

4. The influence of the teacher's personality. The teacher's personality has a very large influence on the development of student attitudes (Rachman, Ryan, et al., 2021). An effective teacher has a strong and positive influence on his students, while a weak teacher will cause students' displeasure with school and formal learning. While student behavior reflects teacher behavior in various ways. Mimicking, rejecting roles, and defending against the most prevalent teacher attitudes and actions. What most students imitate may be the way they behave, speak, or their attitude. The characteristics of an effective/good teacher are described as follows:
 - a. A good teacher is a teacher who is professionally alert.
 - b. Convinced of the value or benefits of his work.
 - c. They are not easily offended by the restrictions in relation to personal freedom that some have put forward to describe the teaching profession.
 - d. They have a strong desire to continue to grow (Dewantara & Nurgiansah, 2021).

There are two types of the above criteria, namely good teachers see their goals and they work with full confidence and teachers must provide examples of study habits, pay attention and plan efforts on continuous self-development through learning (Dewantara et al., 2022).

RESEARCH METHODS

This study uses a qualitative approach. The reason for choosing this method is because it can answer how the relationship between teacher behavior and class organization can form trust between children and teachers. The instruments used by researchers in this study included observation, interviews with teachers and other relevant figures, documentation and literacy from various reading sources, both books and scientific journals (Sugiyono, 2018).

RESEARCH RESULTS AND DISCUSSION

Priority of Teachers and Children

Relationship History: What Can Change

Among professional educators, one can hear the expression from a very dictatorial viewpoint; "it's all parents fault. How can we teach these kids when their home life is so messed up, it's unbelievable?" and "Successful adults who are resilient children seek out and attribute their own ability to overcome obstacles to a teacher who believes in them."

In our discussion we will argue that teachers can make a difference, they can change the pattern of children's relationships. This can occur when teachers are willing to pay attention to the influence of children's affection history and to act in ways that negate the negative behaviors associated with that history. We begin by describing how previous relationships affect the current child-teacher.

The historical influence of Previous Relationships

Children come to school with attachment organizations that function as working models of adult-child relationships using their working models as maps or blueprints for ways to deal with new adult caregivers, and when children meet new adults as teachers, they tend to act towards it in a cooperative way with their previous relationship history, their working model. This behavior has worked in the past, but especially in a school environment will not lead to positive relationships. For example, a history of maladaptive previous attachments can make the teacher replicate an insecure relationship that does not trust (Nurgiansah et al., 2022).

Child-Teacher Relationship Development

The child-teacher relationship takes time to develop. First the teacher needs to form a relationship, after the relationship is formed maintain it.

Forming Relationships

How teachers and children build attachments Mother and child begin to build attachment relationships from the moment a child's birth, and attachment relationships develop intimately with children's social interactive behavioral repertoire of capacities for cognitive representation. Most children develop their teacher relationships after they have developed patterns of interaction that already have internal representations of relationships. In forming teacher-child relationships at school, a teacher needs to pay extra attention to children. When a teacher has a relationship or problem outside of school it doesn't necessarily bring it to the school environment. The personality of a teacher greatly influences the relationship and trust between teacher and child, if the personality of a good teacher will certainly have a good effect on children.

Teachers As Organizers and Then Partners

In asserting that school can be different from home, we say that children can have both unsafe home attachment organizations and school attachment organizations. In older school-aged children, adults may organize the child in a less proximal fashion. Children want to know that the teacher can get their work done, will answer their questions, and will help solve problems. For children who are not yet able to consistently predict or respond to the responses of the adults in their lives, positive and consistent tests serve as organizers, guiding them toward self-regulation. Following teacher's narrative as organizer, assuring children that she can be trusted to pay attention and respond positively and helping children to rejoin class activities.

Narration

Jayne's grade 1 teacher noticed that during a group project in "our neighborhood", Jayne had stopped working in her group and she was crying. Without stopping the activity in progress, the teacher stopped by Jayne's desk, touched her shoulder and said. "I can see that you are crying. I'm going to class so we can talk during recess. Right now you should be able to make a project." Jayne remained silent, but managed to control herself to follow the other kids' suggestions about the project.

As the group project progressed, Max started talking loudly to his seatmate. The teacher caught her eye, moved so she was beside him and said in a strong but calm voice, "Max I will sit beside you and if because of the group you can't finish your assignment then you scream and push." With the teacher sitting beside him, max was able to control the sound and suggested that the children draw a market in one of the streets because grandma let him walk to the market to get milk.

Note that the teacher needs to use different behaviors to run the organizers for these two different children. Jayne tends to be quiet. "He's withdrawn from teachers and other kids, acting wary. It is important for the teacher to communicate with Jayne about her emotions. This type of interaction moves Jayne toward a more secure child-teacher attachment relationship. At the same time, the teacher needs to not let Jayne's distress interfere with the learning of the whole group. Jayne cried frequently, and her teacher found it better to talk to her later than to respond to incidents as they occurred.

Max fits the description of a happy boy. It would be easy for Max and his teacher to develop a conflictual relationship. As a result of the teacher's gentle but firm defense and later remaining as the closest physical organizer of Max's behavior, Max does not interfere with the learning of his and other children's.

CONCLUSION

The organization of previous children's insecure attachments is a challenging demand of the teacher's hard work over a long period of time. Other than that there are no "Quick fixes" and magic solutions for this job. Reflective mentoring and supervision may be especially important for relationship-based interventions with teachers because attachment theory is the concept that all of us adults participate in developing new relationships and are able to learn from others based on an internal working model of relationships. To be effective, advertising relationship-based interventions work on their strategy of connecting with other people. Research on relationship-based interventions suggests, as noted earlier, that interventions are most effective when the caregiver has a strong, positive relationship with the intervening agent. Positive interventions on relationships have the following components: Ensure continuity of intervention; Be consistent and persistent in following up; Acknowledge teachers' observations and insights as valuable; Support teachers in finding solutions rather than offering instructions; Provide emotional and social support to change behavior.

CONCLUSION

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