

Research Article

Classroom Management Strategies for Female Teachers Experiencing Empty-NEST

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Abstract.

Classroom management is an important, and can impact on an individual's entire life. Classroom management can be influenced by psychological conditions, one of which is empty-nest syndrome. This objective aims to understand classroom management strategies for female teachers who experience an empty-nest. The method in this research is a qualitative, involving two participants who are 50 years old and work as teachers. Data collection used was in-depth interview techniques. The research results show that each individual has their own meaning and experience. Some can apply classroom management strategies positively, but there are also those who interpret them negatively. This will have an impact on all learning conditions, class conditions, and also teacher and student communication. Positive meaning will increase a conducive learning environment, accompanied by positive relationship patterns. This research has implications for the urgency of classroom management and empty-nests for female teachers.

Keywords: classroom management strategies, empty-nest, female teacher

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1. INTRODUCTION

Teachers are the most important figures in educational development. Teachers are the main figures in the education system in Indonesia. In order for it to run well, there must be a well-organized process. Aswandi explained that this can be seen from effective classroom management. Effective classroom management provides a strong basis for learning management [1].

Teachers not only have knowledge but teachers are also required to manage the class effectively in the classroom. When teachers are able to manage the class, a classroom atmosphere that is conducive to supporting learning activities will be created effectively and efficiently. This shows that classroom management is an absolute requirement for effective learning. Apart from that, if learning is not effective then the learning process will be disrupted [1]. Aswandi in [1] also explains that it can be seen from the

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functioning of all elements, where students will feel happy, satisfied with the results, bring an impression, adequate facilities or facilities, affordable materials and methods, professional teachers.

Classroom management is the implementation of management functions applied by teachers in the classroom to support the effective achievement of learning objectives. This function can be seen from the teacher's ability to manage the class, including planning and carrying out a series of activities so that they run smoothly, orderly, effectively and productively. Apart from that, class management also maintains, facilitates, maintains and controls class conditions to maintain the effectiveness and productivity of learning activities. Another function is to restore the condition of the class that was disrupted by the disturbance to its original state before the disturbance [2].

Class management is one of the skills that teachers must have in understanding, diagnosing, deciding and the ability to act towards improving a dynamic classroom atmosphere. During the journey, things sometimes don't go well, because of various influencing factors, one of which is the physical environment, social emotional and organizational conditions [3].

Based on the conditions that occur, it is found that when dealing with students in class, teachers tend to use negative verbal language towards students, for example naughty children, stupid children and using the word don't. In fact, Shores in [2] stated that teachers should pay attention to student behavior by using positive verbal expressions. Apart from that, teachers must be able to manage the class and maintain learning conditions so that they remain focused on learning objectives in accordance with the basic competencies that students must master [4].

From the results of the author's interviews with several teachers and students, classroom management is influenced by the teacher's psychological condition. This can be seen in unmarried teachers and teachers who are lonely because their children and partners have left behind. This is in line with Ahmad's opinion [5] that the obstacles to effective classroom management are teacher factors, student factors, family factors and facilities. If this is left unchecked, it will make it difficult for teachers to make individual approaches to students, especially students who have difficulty learning. This is in line with opinion [4] that teachers who find it difficult to suppress acts of deviation will find it difficult to maintain good relationships with students.

One of the psychological phenomena that is interesting to study based on the conditions above is empty nest syndrome, this is a feeling of loneliness experienced by parents because their children are abandoned. Empty nest syndrome refers to feelings

of loss or sadness experienced by parents, especially mother figures. Individuals feel that part of themselves is missing [6].

This phenomenon also occurs when parents have raised their children for years and suddenly separate [7]. This syndrome is indicated by a reduction in the intensity of meetings between parents and Cushman children in [8]. The syndrome will affect all aspects of an individual's life, even health conditions, due to stress and depression (Darmayanthi and Lestari, 2017). This is in line with Nuack's opinion in [7] that anxiety and depression after experiencing this syndrome will be intense.

2. METHOD

The method in this research is qualitative research, using narrative studies. Narrative study is a method that interprets texts in the form of exposure. This research used 2 respondents as research subjects. Subject selection used a purposive sampling technique, the criteria were female teachers, aged 35-55 years, had been abandoned by children for more than 5 years.

Data collection uses interview techniques, using semi-structured interview techniques with eight main questions, namely: (a). What do you do in class when students do not meet your expectations?; (b) What reinforcements do you give to students who do not comply with class rules; (c) As a teacher, how do you build attachment between individuals in the class?; (d). So that the learning and teaching process in the classroom is conducive, accompanied by group cohesion among students, what do you do?; (e). What is your attitude to increasing self-esteem and self-confidence in students, especially those who experience learning difficulties; (f). How do you solve problems? Is it done in class meetings?; and (g) How do you organize the class so that it can run according to expectations.

This research was analyzed using data analysis by Miles and Huberman [9], where data analysis starts from data collection. Data collection itself is an integral part of data analysis activities. Followed by data reduction, as an effort to conclude the data, then sorting the data into certain concept units, certain categories and certain themes. From data reduction, the results are processed to make them appear more complete. The results of the analysis can be in the form of a sketch, synopsis, matrix, and other forms; This is very necessary to facilitate the explanation and confirmation of conclusions. The data collection process through interviews was carried out in January 2024. To start the entire process, researchers provided informed consent to ensure participants were willing to be involved in this research.

3. RESULT

The results show that there are 4 main themes in this research, namely focus on teachers, focus on student behavior, social-emotional development and the relationship between teachers and students. With seven subordinate themes, namely mobilizing teachers in the classroom, organizing the class, providing reinforcement to students, applying consequences to behavior, maintaining norms within the group, accepting students as individuals and solving problems (Table 1).

TABLE 1: Tema.

Main Theme	Subordinat Theme
Focus on the Teacher	Teacher movement in class Class rules include posting class rules
Focus on Student Behavior	Maintaining norms within the group, Applying consequences to behavior
Social-Emotional Development of Teachers and Students	Providing reinforcement to students, Acceptance of students as individuals
Teacher and Student Relationships	Solution to problem

3.1. Key Theme 1: Focus on Teachers

AR participants are unable to manage the entire learning process in the classroom. AR perceives that teachers are expected to have dominance to manage the class well. This will affect the teacher's overall movement in the classroom. Teachers can also arrange all seating positions and even post class rules properly. This is so that students can comply with school rules. AR feels angry if students don't comply with everything he wants, because AR feels that AR is the most important part in the entire class process.

'Beta dikelas memilih par atur ruang kelas sendiri, seng boleh ada intervensi siswa. Siswa seng boleh atur-atur. Kalau menurut beta itu baik, maka harapannya itu baik juga untuk siswa. Beta juga mengawali kelas, beta su biking aturan kelas. Jadi nanti akang tapampang dimuka kelas par orang lia akang. Beta paleng emosi e kalau akang seng sesuai dengan beta mau, beta maraj-marah donk saja. Lah beta jadi guru ini par donk.'

(AR, Female)

LK, who is an AR student, also revealed that AR always does things according to his standards. AR doesn't care about his students, even LK feels that AR is very selfish and behaves arbitrarily with LK and his other friends. If AR is angry, no other behavior should be carried out by students. If so, AR will get angry. If there is something that must be

done, AR will point it out and it becomes mandatory for LK and his friends to do it. This is like an obligation for them to do.

This is different from BC which chooses to organize the class together with the students, right down to the decision to choose a seat. BC also chooses not to move around too much in class, allowing students to do whatever they like independently as long as it is positive. Apart from that, BC also involves students in setting class rules. This makes students happier.

‘Beta seng suka sandiri, beta lebe suka kasih libat siswa. Lagian beta biking bagitu jua supaya beta rasa rindu par Nona di Jakarta terpuaskan. Beta seng mau ana-ana tertekan dengan kondisi ini. Dikelas pas buka taong ajaran, katong selalu bikin aturan supaya donk belajar disiplin. Tapi samua jua dari donk lah par donk lai. Donk bisa biking apa saja, asal akang positif’ (BC, female)

This is in accordance with what MM said that BC is a good teacher figure. BC always involves students in all class activities. BC is often used as a parent other than a parent at school. When making important decisions, BC never uses his rights as a teacher, but BC tends to give freedom to MM and his friends to carry out activities while they are positive.

3.2. Key Theme 2: Focus on Student behavior

Students in AR’s class are involved in many problems, AR himself is unable to organize his class. Many students are unable to socialize and even form groups in class. They tend to be individual, because AR itself is not able to direct according to its needs. Every behavior caused by students is never resolved properly. AR tends to tell students to solve problems. This is because AR doesn’t want to be bothered with solving individual problems. Students tend to self-regulate, do not want to be controlled by AR, and the class structure does not work well. This is because the control function of AR on student behavior does not exist. In contrast, if it does not go according to wishes, then AR will apply punishment to students, in the form of pinching, hitting with rattan, throwing chalk at the student’s face.

‘Seng tau beta seng talalu suka anak-anak tuh dalam kelompok, beta selalu bikin donk biar saja sandiri-sandiri. Dikelas kalau ada masalah, beta suruh donk atasi sandiri. Beta seng mau repot par urus donk. Barang donk sapa, masalah dirumah saja su biking pusing apalagi mo pi urus alus-alus ini. Iko donk suka sa, tapi jang labe. Beta kapala otak saki, beta pukul jua. Dikelas, kalo donk malawang-malawang maka beta tangang

yang barmaeng, langsung beta cubi, pukul deng rotang kaseng lempar donk muka dengan kapor.

This was also explained by AR student with the initials LK, according to him AR has a very temperament. If there is wrong behavior, AR does not hesitate to give them punishment that seems cruel. AR doesn't care about what is wrong and right, AR will act that everything is wrong and AR will give punishment. LK and his friends no longer feel afraid or appreciate AR, they actually challenge AR.

In contrast to AR, BC itself always solves problems based on student behavior. Students will receive consequences for every behavior they carry out, for example when someone fights in class, BC gives them the opportunity to resolve it themselves, then gives positive punishment in the hope that there will be a change in individual behavior. BC also provides many opportunities for students to socialize through group learning activities. They are expected to be able to respect each other, empathize and tolerate each other. This is done considering the differences within individuals. These differences make BC increasingly emphasize the importance of norms in groups. These norms are expected to help direct individuals to act appropriately.

'Ibu e, beta nie toh kalo ada anak-anak masalah beta selalu pangge donk. Beta kasih hukuman sesuai deng donk perbuatan, tapi bukan yang berupa pukul-pukul. Hukuman itu positif saja misalnya beta bilang donk par literasi lah tentukan pesan moral. Bagitu saja ibu e, mo bagaimana lai. Ini ana-ana remaja katong jua jadi orang tua. Biar kata beta ana nie toh ibu e su jauh, akhirnya beta kasih sayang par ana-anak ini jua. Supaya jang ada masalah-masalah dikelas, aktivitas bisa katong bikin per kelompok supaya donk bisa sosialisasi. Laeng deng laeng baku kanal, jang sampe ada yang seng baku kanal kio ibu. Ana-ana ini ibu e donk paleng bae paskali e ibu. Donk ada di kelompok lai supaya bisa baku-baku mangarti, belajar hargai orang lain, empati dengan toleransi karena akang kelas ni seng samua sama. Dar itu beta bikin akang rambu-rambu biar donk bajalang iko akang, jang kaluar jalur.

MM, who is a BC student, also revealed that BC is a parental figure who is able to direct their behavior. BC creates many class activities, which are expected to help students to be able to work in groups. Apart from that, BC in each class, if there is a problem in class, BC will try to help solve it and give punishment according to what the student has done. This makes students tend to be embarrassed if they have to repeat themselves.

3.3. Main Theme 3: Social-Emotional Development of Teachers and Students

AR participants revealed that they were very unconstrained in expressing emotions. AR always expresses angry emotions at students if they don't obey. Emotions will peak when AR's children who live in Surabaya don't contact them, when AR goes to school, AR's mood declines. This condition means that AR often vents his frustration at students in class. Students in the class are also perceived to have similar attitudes, however there are some who choose to remain silent when scolded and some are even afraid that they will get sick. AR revealed that if there is a task that forces students to work together, if it is not completed then AR will be angry. Some children, if you look closely, are so scared that they don't move. This is considered to be a good thing for AR. AR feels that good students are those who remain calm under any circumstances. If students can make him happy, then AR will pay attention to him. It is not uncommon for many students in this class to engage in aggressive behavior such as hitting their friends or making inappropriate remarks such as cursing.

In class there are several students who have problems such as broken homes, AR feels that they are overly behaving or can be said to be looking for attention (caper). They wanted to pamper themselves several times but AR found it difficult to give them a good response. AR is not happy with this attitude, AR wants them to become tough and strong individuals. AR reveals he doesn't hate them, it's just that deep down AR wants to learn to be better. AR finds it difficult to accept them and wants to be what AR wants. Even if there are students who have problems, it is difficult for AR to provide reinforcement or motivation to them. AR feels that it is not part of his duties but rather the parents or families of the students. AR's job is only to provide knowledge as a provision for future life.

'Orang kalo liat beta muka pasti orang su tau beta, tapi asal donk tau saja beta nie memang paleng susah e par bilang beta perasaan. Par beta ini bukan hal yang penting, karena seng perlu orang tau katong rasa. Beta juga mudah marah, apalai kalo orang seng biking yang beta mau. Labe marah lai kalo beta anak yang diSurabaya seng ada kabar, atau beta telepon lah seng angka. Jujur sa paleng marah, akang tabawa-bawa sampe denga ana-ana nie. Beta emosi lai nie ibu par ana-ana yang orang tua su cere. Tuangampong ana-ana tuh paleng cari perhatian. Ada saja yang dorang bikin, lah beta musti par urus donk. Sudah jua ibu e. Beta nie bukung pung tugas par urusan donk, karena beta bukan orang tua. Beta nie cuman tugas par jadi guru saja kasih donk

pengetahuan. Dar itu lai ibu e, kalo ada yang bermasalah susah lai par beta mo kasih kuat atau apa dia istilah motivasi donk. Yang ada beta pukol kapa.

BC has the opposite behavior, BC tends to welcome these students. BC's greeting begins when entering class, then ends when the teaching and learning process ends in class. BC always gives a warm welcome to its students. BC also provides reinforcement to problematic students, for example children who have broken homes and students with learning difficulties. BC tries to help improve student grades by providing external motivation for students.

The reinforcement provided by BC is in the form of accompanying the learning process in class. BC also provides tips or advice that are considered capable of increasing students' enthusiasm for learning. Apart from that, BC also does not differentiate between one student and another. BC considers all students to be the same, there are no differences between students. BC sees students as their own children, and treats all longing for children who live far apart.

'Beta selalu melihat ana-ana ini sebagai beta ana sendiri. Beta seng bisa membedakan satu dengan yang lain. Beta berusaha menjadi orang tua par donk, beta memberikan sambutan hangat kepada siswa. Di beta kelas, ada anak-anak broken home tetapi juga ada yang kesulitan belajar. Beta selalu berusaha ada par ana-anak nie, karena untuk mengobati beta perasaan rindu par beta anak. Jika donk ada masalah, beta berusaha untuk kas kuat donk hati, beta percaya ana-ana nie kuat.

3.4. Main Theme 4: Teacher and Student Relationships

AR in the whole process together is quite difficult to build a close relationship. This is because AR finds it difficult to express comfortable emotions. AR will very easily display uncomfortable emotions such as anger, annoyance which can lead to aggressive behavior. If there is a problem in class, AR does not help students to solve it or solve the problem together. AR tends to direct students to be quiet and not express emotions such as crying. Right or wrong, you will still be punished.

'Beta paleng susah ibu par bangun hubungan bae dengan ana-ana nie. Beta lia donk, beta cuman bisa marah-marah, jengkel labe-labe beta pukol donk. Kalo ada masalah dikelas, beta bilang dia par stop. Kalo ada yang manangis, beta bilang jang coba-coba manangis. Par beta mo dia salah kah, batul kah tetap dapa hukuman'

In contrast to AR participants, BC was better at problem solving. BC will guide students to think well. BC also always provides opportunities for students to think about other things they might be able to do to solve problems. BC also always prepares time to

communicate with students. This makes them more confident and confident in their abilities. BC believes that this positive communication will create conducive classroom conditions. They will trust and accept each other. This class is different, with a number of characters. Therefore, as homeroom teacher, BC will try to guide them so that they can run well.

‘Beta selalu bantu siswa nie ibu par supaya donk pikir lebe dewasa. Beta juga kasih donk kesempatan par kasih selesai donk masalah sandiri. Beta juga selalu kasih waktu par katong bicara dari hati kah hati. Beta percaya hal ini bikin donk percaya diri deng percaya par donk kemampuan sendiri. Beta rasa ini bentuk komunikasi yang bae, yang nanti akang bikin kelas jadi kondusif. Beta percaya, hal ini jua bkin ana-ana saling terima satu deng laeng. Ibu e , kelas ini beda. Donk ada banyak karakter. Beta sebagai wali kelas pung tugas supaya bimbing donk’

4. DISCUSSION

This research found that AR and BC have different classroom management strategies even though they experience an empty-nest. They have quite big differences in terms of understanding of classroom management. AR has a class management strategy, where the teacher does not give freedom to students to be creative, which means not giving students the opportunity to be able to provide opportunities in terms of class rules. When individuals are not given opportunities, this also has an impact on individual motivation and achievement [10]

In line with BC which involves students in determining various activities in class. This involvement includes choosing a sitting position, who you sit with and determining the rules that apply in class. If this continues to be practiced, students will optimize their entire classroom experience well and positively. Another thing is that students can respect themselves and their abilities, because teachers respect students’ experiences and abilities independently [11]. Under these conditions, the teacher is the class manager so it is important to apply clear rules by involving students who are part of the class so that it will make the class conducive [5].

This research also found that AR was unable to meet children’s psychological needs, and did not always rely on student behavior. AR expresses more what the emotions are than what the students express. The behavior caused by students cannot be resolved properly. This is because students don’t want to be bothered. AR’s self-control is also low, which is shown by giving punishment which leads to aggressive behavior. If this is left unchecked, it will have an impact on students, where they will be in an uncomfortable

condition and result in an unwillingness to study well in class [12]. Teachers who show emotions negatively mean they have an inability to manage emotions [13].

For BC participants, individuals can solve student-focused problems. BC provides consequences appropriate to student behavior. BC also provides positive punishment so that students can show positive behavior such as respect, empathy and tolerance. Apart from that, it establishes norms within the group, so that students are able to socialize well in the classroom. This is in line with opinion [14]. Teachers who are able to apply positive things will create good emotional regulation and can be good listeners for students [15]

Another thing found in this research was the inability to express emotions appropriately. AR will feel like he is in a bad mood if his child doesn't contact him. This made AR annoyed and took it out on the students. This also unknowingly becomes an example for them, so that aggressive behavior is also visible in class. The positive thing, AR wants them to study well, it's just that psychological conditions make individuals easily emotional. If there are students who have problems, then AR feels it is not his job so the individual will ignore them. Students who have problems are considered to have excessive behavior. This is reinforced by the explanation from Denham [16], namely that if this condition is left, the child will not be able to manage and express emotions appropriately.

At BC, it is more about providing a warm welcome to students. It includes reinforcements, especially for students who have problems to increase external motivation in the individual. BC also respects existing differences. This is in line with [16] that teaching effectively will improve social-emotional learning. Lynch and Cicchetti [16] also explained that children with positive stimulation accompanied by a comfortable classroom will improve their social-emotional development as well as being a place to learn emotional management skills.

Another thing is that AR finds it difficult to build close relationships with students in class, AR very easily expresses negative emotions. This makes it difficult for AR to solve student problems in class. National Research Council [16] states that social competence will be built through social interaction. When you are unable to build, you will experience difficulties in emotional and communication skills. Teachers who are not able to communicate well in learning will have an impact on the entire learning process [17]. Teachers who are unable to communicate with students will have an impact on student behavior such as parental indifference which ultimately distances students from teachers and there is no openness in relationships [18]

BC is very good at problem solving, because of BC's ability to encourage students to think logically and rationally. BC always prepares time to communicate with students in a positive way. This makes BC confident and accepting of each other. This is a good thing because it is very important for teachers to take a special approach, especially for students who have negative behavior. Teachers must not get bored of providing encouragement as well as cooperation or approaches with students [19]. Apart from that, De Vito [20] revealed that openness and a positive attitude will also increase positive attitudes in interactions with other people and provide positive stimuli in responding to many things. [21] also stated that teachers with positive communication qualities will build a pleasant learning atmosphere and have an impact on positive relationships between teachers and students.

5. CONCLUSION AND RECOMMENDATIONS

Each individual who experiences an empty-nest has their own different classroom management strategy. There were participants who interpreted the relationship negatively by implementing negative behavior such as hitting, cursing and maintaining the closeness of the relationship. Participants also try not to build excessive communication, especially with students who are experiencing problems. Other participants saw classroom management strategies more positively, through good communication patterns with students, providing mentoring and providing positive punishment. This shows that each individual has their own different meaning and experience, which has an impact on the entire class management.

This research is recommended for teachers, in order to implement positive transfer to students as well as individuals themselves. This will increase positive control within the individual. Apart from that, it is also recommended for the school environment. All school parties provide positive control over the school environment, especially teachers, to provide opportunities to develop themselves to be better.

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