

Teachers' Workloads and Teachers-Students Interpersonal Relationship, is There any Connection?

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Abstract

Penelitian ini bertujuan untuk meningkatkan basis pengetahuan tentang hubungan antara beban kerja guru dan hubungan interpersonal antara guru-siswa di sebuah pesantren, Musthafawiyah, Purba Baru, Mandailing Natal, Sumatera Utara. Ini juga akan meningkatkan pemahaman kita tentang implikasi dari beban kerja profesional guru untuk kinerja mereka dalam melibatkan secara interpersonal dengan siswa mereka. Penelitian ini adalah penelitian korelasional non-eksperimental yang memeriksa 394 sampel. Data dianalisis dengan menggunakan analisis regresi linier sederhana di mana nilai koefisien regresi menunjukkan bahwa beban kerja guru terkait dengan hubungan interpersonal siswa dan guru dalam arah positif. Kesimpulannya menunjukkan bahwa meningkatnya beban kerja guru akan mempengaruhi hubungan interpersonal mereka dengan siswa juga secara positif

Kata kunci: *Beban Kerja Guru; Hubungan Interpersonal Guru-Siswa; Pondok Pesantren.*

Introduction

In Indonesia, the majority of teachers have to rationalize their work and curtail their professional engagement. However, rationalizing workloads, often times, can mean less dedication or less engagement which eventually affect their teaching performance and outcomes as well. Since teachers have to deal with various daily responsibilities, they are sometimes left with no chance to engage with their students. While having a certain amount of workloads does not necessarily mean a problem, having an excessive or less workloads than what is required can be a significant issue both for teachers and students. In line with that, the objective of this study is to explore each possibility and investigate its toll on the interpersonal relationship of both parties at Mustafawiyah Purba Baru islamic boarding school. Furthermore, despite the overwhelmingly huge impact teachers workloads has on teachers working performances, little is currently known about how it might affect teachers-students interpersonal relationship and how it might influence students learning outcomes. Although some past studies can be used as literature supports for this study, they are mostly international research which makes them not very relevant to Indonesian settings.

This is where the needs for this study present. While there has been a lot of studies about classroom interventions conducted in Indonesia, there is a very limited number of research that examines the correlation between teachers' day-to-day professional responsibilities and their connections with teachers-students interpersonal relationships in Indonesian academic institutions. Furthermore, upon examining the literature on Indonesian teachers-students interpersonal relationship, it is established that the empirical research-generated data on this topic is still very

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limited. Although there have been a few studies on this topic conducted in Indonesia, more relevant studies need to be undertaken to fill out the gap and void in the current literature, as well as to extend past research and investigate the topic more thoroughly in different settings and contexts, such as in traditional Islamic boarding school like Pesantren Mustafawiyah Purba Baru.

According to the law stipulated in the law No. 14 of 2005, teachers teaching responsibilities include, but not limited to, the evaluation and assesment of the learning process and outcomes as well as improving and developing their own qualifications and advancing competencies with the development of science, technology and art, particularly the ones that are of direct classroom usages. These responsibilities will result in what is popularly better known as a workload. Thus, teachers' workloads can operationally defined as any in-class and out of class act that is part of teachers academic burden that can happen on a daily or weekly basis such as planning or preparing lessons and materials, marking students' works, contacting parents if necessary, supervising students' activities, disciplining pupils, attending staff meetings, organizing learning resources prior to the meetings, and many more (Juran & A. Blanton, 1998; Farrant, 2005). Although some of these responsibilities are not very commonly practiced in the real life teaching routines here in Indonesia, they can lead to enourmous physical and motional sacrifices, especially to the ones who actively play several roles in their professional lives.

However, these workloads may vary from one teacher to another, depending on several factors. For one, the number of teachers with the same qualifications available in the same school can significantly reduce or increase their workloads. For example, if the number of teachers with science qualifications available are more compared to English teachers, for instance, it is more likely that the daily and weekly teaching responsibilities of the English teachers exceed the science teachers. Secondly, the course credit can also reduce or increase teaching workloads. For a lesson that is only taught once a week, the teachers' workloads is likely less than those who teach a lesson twice or more per week. These two factors can create a disproportionate wokloads distribution among teachers in the same school.

An interpersonal relationship refers to the bonds developed between people, personals or groups. It can be seen in various settings or life settings such as workplace, marriage or or groups in various contexts as well (Knapp, 1983; Duck, 2007; Wickens; 2008).

Talking about teachers and students interpersonal relationships are impossible without mentioning the importance of the teaching profession itself. Culturally speaking, the teaching career is mainly treated as a highly respected occupation in Indonesian, despite the overwhelming responsibilities that come along with the profession. Teachers are often considered and treated as the elite of the community which, in turn, give them status and access privilege in the society. This is mainly due to the high power distance of the Indonesian society where the power distribution is usually unequal, leading to an unbalance power distance (Hofstede, 1986).

In school settings, this power distance gap is also visible. For instance, teachers are often considered as the high-class group of the institution. This can be seen from the teachers-students interaction patterns (Huang, Lewis, Cohen, Prewett, & Herman, 2018). Students normally follow teachers instructions, even if the instructions are uneducated or against their wills. Any form of rejection, critic, suggestion or disagreement on teachers opinions, policies, teaching methods can

easily be interpreted or considered impolite which further hinder an interactive learning methods in classes.

In terms of teaching methods, the majority of teachers used the traditional ways that are more of directing-following in nature. This method is very teacher-centered, meaning that the teachers usually take full control over the learning process. Interactive discussions barely exist. This method is also especially salient in traditional academic institutions where the teachers are often looked at as the majesty of the classrooms, especially in traditional Islamic boarding schools where the teachers-students interpersonal relationships are much more rigid compared to the governmentally-managed- schools. While there are some benefits to this method, its negative sides can be detrimental to the overall quality of the teaching and learning processes as well.

Classroom settings, a smaller unit of the society and a ground point of such condition, can be investigated to explore this phenomenon. In the field of educational psychology, this issue falls into the category of the psychosocial aspect of the learning environment (Zandvliet, Brok, Mainhard, & Tartwijk, 2014)

Numerous research conducted worldwide has revealed the significant influence of the role of the psychosocial aspects of students learning processes and outcomes. Diverse topics have emerged and explored in a pursuit of extensive investigation of the consequence of this aspect. One of the most immensely discussed topics under it is the teacher-students interpersonal relationship (Cozby & Bates, 2012; McMillan, & Schumacher, 2010).

Similarly, for the last three decades, there has been a significantly growing interest in the investigation of the interpersonal factor of the student learning. Many international scholars have written extensive reports on studies about teachers-students interpersonal relationships, interactions, or involvements and how they might affect students learning and outcomes. Mostly, these scholars have come to an agreement that teachers-students interpersonal relationships play significant roles in enhancing students learning and academic outcomes (Maulana, Marie-Christine, den Brok, & Roel, 2011).

However, most of these studies were mostly conducted in western countries by western scholars (Brok & J, 2005). Unfortunately, Indonesian educational systems or environments are different from those in the US, Australia, and The Netherlands where this topic is extensively studied. This makes these studies not very generalizable to Indonesian settings. Similar and relevant studies need to be conducted to examine whether similar conclusions about the patterns or trends of the relationship are yielded.

Guided by the concerns mentioned above, the central question that needs to be answered in this study is "is there any connection between teachers' workloads and teachers-students interpersonal relationship? This study thus aims to examine the relationship between teachers workloads and their interpersonal relationships with students.

While most studies about teachers and students interpersonal relationships are conducted based on the teachers' viewpoints. This study, is investigating the issue from students' standpoints. This is especially important considering that students' opinions about their teachers in Indonesia are often unheard due to the issue with the unequal power distance as mentioned above. In addition to that, the majority of

research on interpersonal relationship in Indonesia is mostly conducted in public academic institution such as universities or senior high schools (Fraser, Barry, & Soerjaningsih, 2010; Maulana, et.all, 2011). Islamic boarding school institutions are obviously different when it comes to both learning and teaching settings and systems both due to its learning arrangement and teaching systems (Ibrahim, 1996; Yacoeb, 1985). The present study will therefore investigate the topic in a one-of a-kind background that has never been selected as a setting of such a research before.

Method

The study is a non experimental correlational research examining 394 samples. The data is analyzed by using a simple linier regresssion analysis . The two variables examined are teachers workloads as the independent variable and teachers-students interpersonal relationships as the dependent variable. The target population that were studied is all students in Islamic boarding school in Mandailing Natal. My accessible population, however, would be all students in Musthafawiyah, Purba Baru, Mandailing Natal, North Sumatra, Indonesia.

Two instruments that were specifically designed for the purpose of this study were used:

1. Teachers Workload Questionanire
2. Teacher-students Interpersonal Relationship Questionnaires

Results and Discussion

Tabel 1 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.452	2.887		12.282	.000
	Teachers Workload	.356	.052	.356	6.809	.000

Findings

There are several interpretations obtained from the above table:

1. Is a constant number of unstandardized coefficients. In this case the value is 35,452. This figure is a constant number which means that if there is no teachers' workloads (X) then the consistent value of students and teacher interpersonal relationships (Y) is 35,452.
2. Is the regression coefficient number. The value is 0.356. This means that each 1% increase in the level of teachers' workloads (X), the interpersonal relationship between students and teachers (Y) will increase by 0.356.
3. The value of the regression coefficient is 0.990. Thus, it can be said that the workloads of the teachers (X) are positively related to the interpersonal relationship of students and teacher (Y). Thus, the regression equation is $Y = 35.452 + 0.356X$.

4. Based on the table above, it is known that the calculated t value is 6.809. This value is then compared with t table with the results of 1.9674. Because the value of t arithmetic > from t table, it can be concluded that there is a relationship between students' interpersonal and teacher's teacher workload.

The effect of variable X on variable Y is shown in the following table:

Tabel 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.790	.789	.37323

Predictors: (Constant), teachers' workload

From the table above obtained R square value of 0.790. This value implies that the teachers' workload (X) is 79% while the remaining 21% is influenced by other variables not examined. From the table above, it is also obtained that the R square value is 0.790. This value implies that the relationship of teacher workload (X) is 79% while the remaining 21% is influenced by other extraneous variables. This positive effect means that the more workloads the teachers have, the more the effects are on the interpersonal relationship of the teachers and students.

Conclusion

According to the data collected from the questionnaires, there are several conclusions:

1. There is a relationship between teachers' workloads and teachers-students interpersonal relationship
2. Teachers workloads are positively related to teachers and students interpersonal relationships
3. Every 1% increase in the level of teachers' workloads will lead to an increase of the interpersonal relationship of teachers and students by 0.356.

Teacher workloads have a positive effect on students' interpersonal relationships by 79%. This positive effect means that the increasing workload of the teachers will affect their interpersonal relationship with the students.

Suggestions

The findings of this study can be used as a foundation to better manage teacher workloads every semester to allow a more positive interpersonal teachers-students relationships which in turn might affect other aspects of the teaching and learning processes as well. In addition, teachers should also be given more manageable works to help increase the quality of the teaching and learning outcomes in general.

Theoretically speaking, this study will enhance the knowledge base of the link between teachers workloads and their interpersonal relationships with students in Indonesia. It will also enhance our understanding of the implications of teachers' professional workloads for their performances in getting interpersonally involved with their students according to students perspectives.

Physically speaking, this study will be especially contributive to diverse educational stakeholders such as future researchers, practitioners, policymakers or special populations like parents and students. While the findings of this study is generated from students perspectives, the outcomes of this study can be used to help the above mentioned parties establish better informed or reformed teaching policies or practices for the sake of students academic learning successes.

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