

Harmonization of Teachers and Students in Improving a Conducive Learning Climate

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ABSTRACT

The learning process involves two main elements, teachers and students, who interrelate and influence each other. Harmonization in their relationship is not only a prerequisite for creating a conducive learning atmosphere but also a foundation for character formation and academic achievement. Therefore, the purpose of this study is to describe how teacher-student harmony creates a conducive learning climate. The type of research used in this study is a literature study. Data collection for literature studies involves searching, reading, and recording information from various written sources such as books, journals, articles, and reports to uncover theoretical foundations, develop a framework for thinking, and acquire knowledge relevant to the research problem. The stages of the research process include determining keywords, searching for literature using search engines or catalogs, selecting relevant sources, and analyzing and organizing the data to draw conclusions that address the problem formulation. The results of the study indicate that harmonization describes a condition of a harmonious, balanced, and mutually supportive relationship. For teachers and students, harmonization means establishing beneficial communication, mutual respect, and a shared understanding in carrying out the learning process. Harmonious relationships create a conducive, empathetic learning climate that optimally develops students' potential. A conducive learning climate is a learning environment, both physical and psychological, that supports effective learning. This environment encompasses social interactions between teachers and students, classroom management, classroom cleanliness and comfort, and students' feelings of safety and respect.

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1. INTRODUCTION

Teachers or educators are individuals who have a major role in educating and shaping the character of humanity (Birhan et al., 2021). Teachers to combat troops who determine the outcome of victory or defeat in a battle. Other educational components, such as education bureaucrats, parents, and the community, only function as support in the teacher's duties in the field. These components provide strong support to teachers,

so the teacher's task will be lighter. However, currently there are many problems in the world of education, where many parties, including teachers and parents, only focus on the cognitive aspect, while the affective and psychomotor aspects receive less attention (Harahap et al. 2025). The relationship between teachers and students is a close relationship; therefore, the importance of the teacher's role in building harmonious relationships in the school environment is significant (Luo et al., 2022; Xiang et al., 2022). Teachers are educators who must maintain authority, responsibility, and discipline while also possessing a good personality to serve as role models for students (Subiarto & Wakhudin, 2021; Muhammadiyah et al., 2022; Julvianti et al. 2025). Teachers are both facilitators and educators, role models for students.

Teachers play a crucial and strategic role in shaping the nation's next generation (Darling-Hammond et al., 2017; Schleicher, 2018). The quality of education is considered high if the learning process in educational units is conducted interactively, inspiring, and enjoyably; presents challenges; motivates students to actively achieve; and offers sufficient space for initiative, creativity, and independence based on their talents, interests, and physical and psychological development (Sakdiah & Syahrani, 2022; Badrudin et al., 2024). The principle of interactive, inspiring, fun learning and providing space for student creativity is in accordance with the approach carried by the Independent Curriculum. According to Abdigapbarova and Zhiyenbayeva (2023), student-centered learning requires teachers to adjust their teaching methods based on the talents, interests, and physical and psychological development of their students. Therefore, the role of teachers is crucial in creating a flexible and fun learning atmosphere so that these principles can be applied optimally in the classroom (Niemi, 2021; Mononen et al., 2023). Learning in a classroom requires a comfortable atmosphere. Teacher strategies for building harmonious relationships include open communication forums, collaborative projects between teachers and students, and the implementation of problem-based learning models, as well as various methods, strategies, techniques, styles, and approaches that are centered on students.

An interactive educational relationship is the harmony between a teacher and students in a learning context (Yeh, 2023). This relationship is critical in the educational process because it can affect the effectiveness and efficiency of learning, including interactive educational relationships based on open communication between teachers and students (Zarhasih & Yasin, 2024). Teachers play a role in creating a harmonious environment for students to feel comfortable talking, asking questions, and discussing subject matter. A poor relationship between teachers and students can affect retention behavior; this is because teachers are role models for students (Bardach et al., 2022). Deviant behavior is the result of an incomplete socialization process. Forms of deviant behavior among students with the negative impact of a disruptive era can be seen in the field of education. Today's world exposes many adolescent students to negative effects, which in turn lead to diverse behaviors (Siregar et al. 2024) Deviant behavior occurs among adolescent students due to cultural values and religious teachings. The act of addressing deviant behaviors is significant due to the challenges adolescents face in their daily school life. Students end up playing online games lazily at school and often take

rude behaviors and steps that are contrary to school rules. Students often adopt hairstyles influenced by foreign trends, cultural clothing from other regions, and unique styles.

Building upon several sources, it can be concluded that the relationship between teachers and students goes beyond simply transferring knowledge to a partnership that significantly enhances students' psychological safety, allowing them to feel comfortable asking questions, making mistakes, and expressing ideas without judgment. Harmony between teachers and students fosters a conducive learning climate that naturally boosts motivation (Akmar, 2024; Sumar & Mahawati, 2025). The relationship between the two can facilitate in-depth learning, including enabling teachers to understand the learning styles, strengths, and unique challenges of each lesson, making it more meaningful and profound. The development of socio-emotional skills exemplifies communication, empathy, and conflict resolution skills. Therefore, the purpose of this study is to describe how teacher-student harmony creates a conducive learning climate.

2. METHOD

Research methods are used to collect data on teacher-student harmony in creating a conducive learning climate. The type of research employed in this study is library research, which involves collecting data by understanding and studying theories and various literature related to it. This type of research primarily utilizes books or various library sources (Adlini et al., 2022). The following is a library research flowchart in Figure 1.

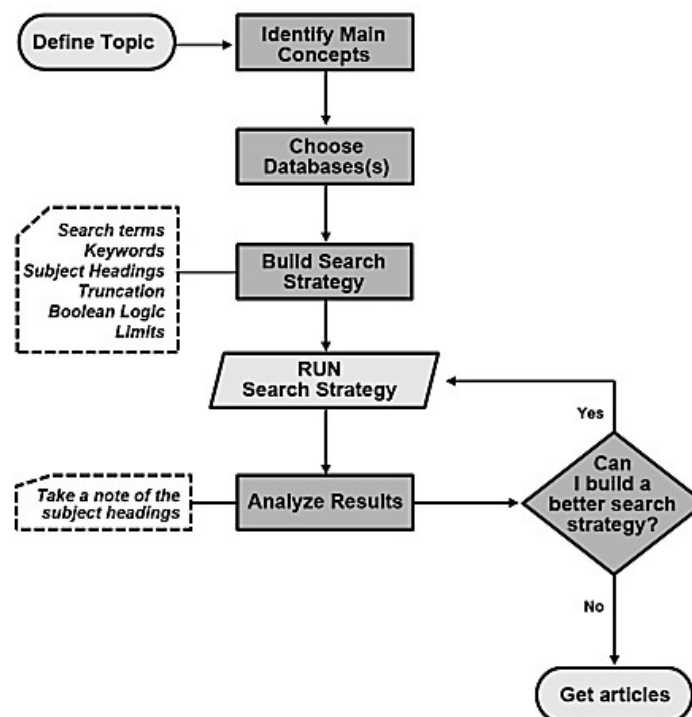


Figure 1. Library Research Flowchart

Library research has four main characteristics that authors need to consider: the author deals directly with data, not directly from the field; the literature study is ready-

to-use, meaning the author does not go into the field but deals directly with sources found in various literature; the literature study originates from secondary sources, meaning the researcher obtains data not directly from the field; and the literature study is not limited by space and time, meaning the researcher deals with data that is fixed and unchanging because it has been stored. Data for this research was collected from literature, including books, articles, and previous studies related to the harmonization of teachers and students in creating a conducive learning climate.

3. RESULTS AND DISCUSSION

Results

The goal of integrating environmental values into the Islamic education curriculum suggests that environmental education in Islam should be incorporated into various subjects, from religious education to civics. Therefore, education about nature and natural resource management is not limited to specific subjects but is implemented through an interdisciplinary approach that integrates values ([Hakkarainen et al. 2022](#)). Positive relationships with Islamic Religious Education teachers improve the quality of children's social interactions with their peers. Students view teachers' positive behavior, including friendliness, fairness, and communication, as examples for building social bonds ([Xie & Derakhshan, 2021](#)). Because teachers provide direct examples, students perceive it as easier to apply the Islamic ideals taught in Islamic Religious Education lessons in real life. A harmonious relationship between teachers and students is central to a conducive learning environment ([Soran, 2025](#)). Teachers play a crucial role in fostering positive relationships; examples of harmonious teachers include attentive listeners who understand the feelings and perspectives behind words.

Based on data collected from 15 relevant articles, this study focuses on the importance of effective communication in building positive relationships between teachers and students. The articles analyzed covered various aspects, such as the role of communication in increasing student learning motivation, effective communication strategies in learning, and the relationship between teacher communication and student character development. This study also included an analysis of the influence of communication ethics, teacher professionalism, and social interaction on the success of the learning process ([Hidayat & Eliasa 2024](#)). Interpersonal communication, whether effective or ineffective, influences young people's responses to crime. Interviews with students can reduce openness without realizing that communication is poor. Injustice and negative moods in teachers affect the quality and trust of teacher-student communication ([Ehrhardt-Madapathi et al., 2018](#); [Jiang et al., 2019](#); [Lin et al., 2025](#)). This influences the decline in efficacy in preventing and eliminating crime among young people. Conversely, interpersonal communication works well with an open and fair approach to increase student trust and help them become highly valued ([Banks & Smyth, 2021](#)). The text emphasizes that open communication and fair assessments of crime outcomes will enhance teacher-student relationships and support youth in their efforts to prevent crime.

Based on interviews, the school does not yet have a formal policy regarding inclusive education. However, teachers strive to facilitate diverse learning in the classroom. This study demonstrates the existence of inclusive practices, despite the lack of written policy support (Page et al., 2021; Leijen et al., 2021; Woodcock et al., 2022). The successful implementation of inclusive education is greatly influenced by the role of teachers and the support of school policies, as teachers play a crucial role in creating a classroom atmosphere that accommodates diverse student characteristics (Kamran et al., 2023). According to Syaipudin and Luthfi (2024), the current class progress guarantees a seamless learning process and a positive classroom atmosphere. For students with different needs, teachers differentiate learning by recognizing their learning abilities and providing additional learning as needed. This strategy is implemented in conjunction with the principles of integrated education, emphasizing how to best serve each student.

Interviews revealed that teachers strive to build a culture of mutual respect. Every student's voice is recognized and valued, creating an atmosphere where students feel comfortable expressing their opinions. This not only strengthens the relationship between students and teachers but also increases students' confidence in actively participating in learning (Anuli and Djafri 2025). Research shows that schools with a positive learning climate tend to produce students with better academic abilities and more positive social development (Azmi et al., 2024). In this regard, creating a conducive learning climate is an important step in improving the quality of education in elementary schools. With a positive climate, students can learn more effectively and feel more satisfied with their educational experience. Conversely, a poor learning climate can cause students to feel alienated and less enthusiastic about participating in the learning process, which can negatively impact their academic outcomes (Juntunen et al., 2022). A conducive learning climate is likened to an ecosystem where knowledge can flourish, creativity can develop, and curiosity can be nurtured.

Building upon the data obtained above, it can be concluded that teachers play a central role in building harmony between students so that teachers and students are open and willing to learn, accept ideas, and are willing to be active in the learning process and provide honest and constructive feedback about what is successful and what needs to be improved. This helps teachers to adjust and perfect the learning approach. Students who have harmonious relationships are able to improve a conducive learning climate; for example, students play an active role in class, participate in discussions, do assignments seriously, take part in group activities, show commitment to the learning process, and contribute to positive dynamics.

Discussion

Harmony between teachers and students, through open communication, empathy, and building positive relationships, is key to creating a conducive learning climate (Cao, 2025). This involves active student involvement, the implementation of clear and fair classroom rules, and the use of engaging and supportive learning methods so students feel valued and motivated to learn.

Creating an effective psychological climate for students is crucial for ensuring they feel comfortable participating in learning activities, thereby achieving planned learning objectives (Cayubit, 2022). Research has revealed that each teacher has different approaches to creating an effective psychological climate for students. These include making learning activities enjoyable, arranging seating in a neat and orderly manner, and creating a classroom atmosphere that fosters respect and sharing. Furthermore, teachers should avoid scolding students without clear reason, convey messages about the value of school lessons, allow students the freedom to design their classrooms, and create an atmosphere that encourages cooperation (McCray, 2022).

Teachers who appropriately incorporate and utilize humor can create a pleasant learning environment for students. To help teachers create learning conditions and an interactive atmosphere that invites and challenges students to actively engage with their creativity (Richardson & Mishra, 2018), conducive and enjoyable learning means that the material presented by the teacher is understood by students, and students will be more deeply interested in the material. Religion also suggests that teachers should gently impart knowledge. The quality of student learning closely correlates with a conducive school learning environment (Li & Xue, 2023). It is acknowledged that a conducive classroom can protect students from boredom, fatigue, and psychological exhaustion, while also fostering interest, motivation, and learning resilience.

The learning process requires teachers to be able to create a conducive and comfortable classroom atmosphere or climate to support the quality of the learning process (Hasnanto, 2024). Therefore, teachers must be able to develop and create creative strategies to create teaching materials (cognitive, affective, or psychomotor), methodologies (which vary according to the teacher's abilities), facilities, administrative support, infrastructure, and other resources, as well as create a conducive atmosphere. The role of teachers in fostering a conducive learning atmosphere is intended to make the implementation of teaching and learning activities more meaningful and complete and can make students feel comfortable participating in learning activities so that the planned learning objectives can be achieved (Maba, 2022).

Interactive educative relationships demonstrate a positive and significant correlation between teacher-teacher interactions and student learning outcomes (Zheng et al., 2025). These findings are expected to provide input for teachers to explore different ways to motivate students to be more enthusiastic and active in learning and to determine appropriate solutions to these problems to improve student learning outcomes. Furthermore, educational interactions are carried out in teacher-led learning activities, incorporating several principles such as learning materials, learning objectives, learning methods, learning activities, learning resources, media, and learning evaluation (Zarhasih & Yasin, 2024). This study focuses on the reciprocal relationships among students, specifically emphasizing the sub-focus of creating a conducive learning climate.

Efforts to build a harmonious relationship between teachers and parents foster positive synergy between the home and school. Both parties can support and complement each other in improving the quality of students' education. Teachers who

collaborate with parents are generally more open to parental input. This can help teachers continually improve the quality of their teaching, thereby providing meaningful feedback. The difference with previous research is the harmonious relationship between teachers and parents, while this study examines the harmony between teachers and students.

4. CONCLUSION

Harmonization of teachers and students in the school environment aims to create a conducive learning climate. Building harmony between teachers and students requires successful interaction and smooth and effective communication, and there are several strategies for building harmony between teachers and students. Efforts to maintain harmony include effective communication, namely coordinating teaching, discussions, and decision-making; secondly, supporting collaboration in learning development; and thirdly, supporting each other emotionally and professionally. Creating a positive school climate makes students comfortable and motivated to learn. In addition, a harmonious relationship between teachers and parents can also improve communication and cooperation between both parties so that the positive impact is effective learning in the classroom, active and innovative results, and output as expected by teachers. Creating an environment that supports students comfortably and safely. Students will be valued and accepted in the school community. A useful learning environment that features active teachers and a friendly classroom atmosphere contributes to student participation. This observation shows that students are actively involved in class discussions and special curriculum activities that help improve the development and speed of social skills.

As a suggestion, teachers can implement harmonization strategies in learning to improve a conducive learning climate. Students can be encouraged to be more involved in the learning process by building harmonious relationships with their teachers. Further research can be conducted to test the effectiveness of harmonization strategies in improving a conducive learning climate through empirical studies. Furthermore, further research can be conducted to develop more effective harmonization measurement tools to measure the level of harmonization in learning.

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