

The Influence of Teacher Attachment Quality on Academic Achievement and Social Skills of Muhammadiyah Pahandut Palangka Raya Primary Students**¹Alpian Sapari¹, ²Nurul Hikmah Kartini², ³Fathul Zannah³**¹Department Basic Education Magister Program, Universitas Muhammadiyah Palangkaraya, Indonesia^{2,3}Department Primary Teacher Education, Universitas Muhammadiyah Palangkaraya, Indonesia**Research Article****Citation Information:**Sapari, A., Kartini, N. H., & Zannah, F. (2024). The Influence of Teacher Attachment Quality on Academic Achievement and Social Skills of Muhammadiyah Pahandut Palangka Raya Primary Students. *International Journal of Universal Education*, 2(1), 1–6.<https://doi.org/10.33084/ijue.v2i1.6966>

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ABSTRACT

Background: The background contains the problems or topics studied in this research. *Aim:* This research aims to explore and analyze the influence of the quality of closeness between students and teachers on students' academic achievement and social skills at the Muhammadiyah Pahandut Palangka Raya Elementary School. *Method:* This research uses a quantitative approach by collecting data through questionnaires distributed to students and teachers at the elementary school. *Results and Discussion:* The research results show that the quality of the attachment between students and teachers has a significant impact on students' academic achievement and social skills. There is a strong correlation between a good relationship between students and teachers and student's academic achievement and social abilities. These findings provide a deeper understanding of the importance of positive relationships between teachers and students in improving students' learning achievement and social interaction abilities in the educational environment. *Conclusion:* This research provides a basis for further attention to efforts to develop close relationships between teachers and students as an important factor in improving the quality of education at Elementary School Muhammadiyah Pahandut Palangka Raya.

Keywords: Teacher Attachment, Academic Achievement, and Social Skills.© 2024 Alpian Sapari, Nurul Hikmah Kartini, Fathul Zannah. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).**Corresponding Author:**

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Email: alpiansapari054@gmail.com**INTRODUCTION**

Teachers are expected to be positive role models for their students, both inside and outside the classroom. Rose (2005) in (Ahmad & Sahak, 2009) have examined the role of educators as role models in formal and informal education and emphasized that role models can expose groups to certain attitudes, lifestyles, and views. Children often see teachers as important role models on par with parents (Rose, 2005). According to Carr (2000) in (Ahmad & Sahak, 2009) teachers, regardless of subject, have a moral role in education. A teacher must be socially acceptable by conducting themselves morally, refraining from gambling, abhorring drunkenness and other excesses, and avoiding immoral relationships.

According to (Sava, 2002)(Sava, 2002), teacher actions can have lasting negative effects on students. But in fact, many previous studies have reported that teachers are often overlooked so the potential for teachers to be a source of problems in the classroom tends to go undiscovered. Much of the literature focuses only on positive teacher communication behaviors and little discusses or examines negative teacher communication to students. At the same time, education reforms tend to focus solely on the curriculum, ignoring the importance of effective teacher-student interactions. Teacher support can be conceptualized as similar to social support in schools, which is strongly associated with students' psychological well-being (acceptance, care, encouragement, and approval from others) and can improve students' self-esteem and self-evaluation, (Sava, 2002). On the other hand (Bru et al., 1998) assert that a lack of teacher support will hinder students from developing a positive self-concept.

In psychology, the psychology of students regarding their closeness to teachers at school is called teacher attachment. Teacher attachment is the attachment that exists between students and their teachers at school, (Krstic, 2015). According to (Krstic, 2015) attachment that occurs between students and their teachers at school has 2 (two) relevant functions, namely the first can provide a feeling of security so that students can explore freely. The second function is that the attachment between

students and their teachers at school can be the basis for being able to socialize with each other. In his research (Bretherton, 1985) also explained that teacher attachment is a strong reason for children or students at school to make their teachers as people who can provide protection or security for them in exploring and learning. Similar to the attachment relationship between parents and children, the attachment relationship between students and teachers or teacher attachment has functions related to children's social and emotional development, (Murray & Greenberg, 2000). Therefore, teacher attachment has the potential to positively or negatively influence a child's ability to succeed in school.

Bowlby (Riley, 2010) explains that children can form attachments to adults with significant forms of attachment other than with their parents. Bowlby also added that there are no familiar adults in children's lives or daily lives other than their teachers, (Kesner, 2000). The strong bond felt by students towards their teachers is a bond with other people who are of great importance in their lives, which in turn is also felt by their teachers at school. The mutual attachment between teachers and students is a unique bond in the school environment. Teachers also need students to demonstrate a degree of dependency so that they can establish and maintain a professional identity. In other words, there would be no teachers without students.

Teachers need at least one student to form a working relationship by maintaining the teacher's professional identity. The professional identity carried by the teacher will not exist without the relationships or relationships formed by the teacher himself. It implies that to maintain professional identity, teachers depend on the relationships established with their students at school. Research (Bonnell, 2021) explains that with a learning time duration of 2 (two) hours every day, teachers will have enough time to be able to form relationships with students. Furthermore, (Bonnell, 2021) also explains that teacher attachment will occur when there is a positive relationship built between teachers and students.

Some previous studies have shown that the quality of teacher attachment, especially regarding positive interactions, can affect children's learning, social competence, and adaptation to school, (Howes & Smith, 1995). Positive teacher-student attachment relationships can be a protective factor for children's social and academic development, (Valiente et al., 2008). A positive or secure teacher-student relationship is considered a high teacher attachment. It is characterized by respect and care and the teacher is used by students as a source of security, (Rudasill & Rimm-Kaufman, 2009). According to (Baker, 2006) teacher attachment can predict academic indicators of school success during elementary school. Researchers found that girls experienced more closeness and less conflict with their teachers than boys, and that closeness decreased during the last years of elementary school, (Baker, 2006).

In elementary schools, teacher attachment is characterized by trust, harmonious feelings between teachers and students, and the perception that they (students) feel safe with teachers at school. Students will also seek help from the teacher if they have difficulties and the teacher can comfort the students if the students get sad or have other obstacles. According to (C. Pianta & L. Nimetz, 1991) a teacher attachment has the characteristics that students will continuously seek help or reassurance and will react negatively to their separation from their teacher. From this, it can be understood that teacher attachment greatly affects students' school patterns at school.

Research (Hamre & Pianta, 2001) shows that teacher attachment tends to have an impact on students' growth or development and math and reading skills at school. This can be seen in higher achievement test scores, more positive attitudes towards school, and greater engagement during their time in class. In contrast, students who have teacher-student relationship conflicts tend to like school less, have less self-control, and show lower levels of cooperation in classroom activities. (Bergin & Bergin, 2009) (Bergin & Bergin, 2009) in their research also found that high teacher attachment between teachers and students affects students in the classroom, namely greater student knowledge, higher test scores, and greater academic motivation, than students who have low teacher attachment. (Bergin & Bergin, 2009) (Bergin & Bergin, 2009) also added that the bond or closeness of students with teachers at school can make students feel safe and valued, thus allowing students to be confident in taking challenges related to their intellectual and social to explore new ideas.

Empirical studies conducted by (Schoon & Gutman, 2013) show that students' attachment to school affects students' academic achievement. In addition to academic achievement, the study also mentioned that students who have high teacher attachment show less delinquent (good) behavior at school, participate less in bullying or violence at school, and rarely drop out of school. High teacher attachment in students is considered an important influence on educational outcomes such as cognitive, skills, and other student competencies. Academic results are the same as student academic achievement, where academic achievement means the results achieved due to several factors both from within the child (internal) and from outside (external), (Retnowati et al., 2016). These internal factors include a) psychology, which includes intelligence, learning motivation, attitudes, interests, feelings, and conditions due to social, cultural, and economic conditions; and b) physiology, which includes physical health, biological individuality, mental conditions, and personality development. External factors that affect children's academic achievement include a) the learning process at school, including learning facilities, school discipline, learning curriculum, and student grouping; b) social, including the social status of students, the school system, the interaction of teachers with students and students with students; and c) situational, including the politics of place and time. Academic achievement is an important indicator to measure the success of the teaching and learning process, (Retnowati et al., 2016).

Based on the results of the researcher's initial study at Muhammadiyah Pahandut Palangka Raya Elementary School, namely by conducting brief interviews based on the teacher attachment measurement tool, the researcher found that 14 out of 20

students had low teacher attachment. However, the researcher also found that 17 of the 20 students had high academic results. This certainly contradicts the theory of teacher attachment previously described which explains that students who have a high level of teacher attachment will also have high academic achievement results. Conversely, students who have a low level of teacher attachment will have low academic achievement results. In teacher attachment theory, it is also stated that the lack of a relational approach will have an impact on the emotional relationship between teachers and students, which is in the aspect of the psychosocial environment used in the teaching and learning process. Psychosocial is a person's psychological condition related to the dynamic relationship between psychological and social aspects. Psychosocial is a person's social skills such as their ability to display behavior in social situations related to the environment, academics, peers, and those related to themselves.

Social skills are an important part of human life skills. Without having social skills, humans cannot interact with other people in their environment because social skills are needed in social life. Social skills are the skill of maintaining relationships by building networks based on the ability to find common ground and build good relationships. Social skills are skills that enable people to communicate, learn, ask questions, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop healthy interpersonal relationships, protect themselves, and generally be able to interact with anyone and everyone they meet on their life journey. Social skills are the ability to interact with others in a social context in specific ways that are acceptable to the environment and at the same time can benefit the individual, or are mutually beneficial. In this case, social skills are a set of behaviors that are not constant but can vary according to the social context and specific situational demands. These skills can also be seen as the result of positive consequences for the individual, but acceptable within social norms and responses to others. Social skills are also used as a very complex way of interpersonal relationships.

Social Skill has 4 (four) aspects in the development of individual social behavior, namely a. environmental Behavior (Behavior towards the Environment), which is a form of behavior that shows the social behavior of individuals in knowing and treating their environment such as caring for the environment, handling emergencies; b. interpersonal Behavior (Interpersonal Behavior), is a form of behavior that shows individual social behavior in knowing and establishing relationships with other individuals (peers or adults); c. self-related Behavior (Behavior Related to the Environment) interpersonal Behavior, is a form of behavior that shows individual social behavior in getting to know and establishing relationships with other individuals (peers or adults); c. self-related Behavior, which is a form of behavior that shows individual social behavior towards himself; and d. Task-related behavior is a form of behavior or individual response to several academic tasks.

From the description of social skills above, it can be understood that there is one indicator of social skills that is also related to student academics, namely in the fourth point.

In the fourth point, it is stated that individual behavior, namely students, has a response to several academic tasks. This response will also be studied further by researchers because it is also related to teacher attachment theory and children's academic achievement. Some of the findings from the researcher's initial study above, this research will examine the effect of the quality of teacher attachment (closeness of students and teachers) on the academic achievement and social skills of Muhammadiyah Pahandut Palangka Elementary School students.

METHOD

In this study, a quantitative approach with an ex post facto model was used. Ex-post facto research takes data from existing variables without providing treatment. This research examines independent variables that have occurred when the researcher begins observing the dependent variable. The focus is on the effect of attachment quality between teachers and students on students' academic achievement and social skills at school.

This study used an explanatory research design which is a correlational design between variables. Researchers collected data from students of Muhammadiyah Pahandut Palangka Raya Elementary School with this design, correlating the variables to be studied at one time and analyzing all participants as a single group. The population of this study were all students of Muhammadiyah Pahandut Palangka Raya Elementary School in the 2023/2024 school year, totaling 310 students. The sample was taken from as many as 221 students using a purposive sampling technique, which was then proportionalized at each grade level.

The variables studied were Teacher Attachment (X), Academic Achievement (Y1), and Social Skill (Y2). Teacher Attachment is the attachment relationship between teachers and students at school, while Academic Achievement involves learning outcomes assessed by teachers as well as report cards, and Social Skill is the social ability to interact that is important in social life.

The data collection method uses scales and inventories distributed to respondents to collect data related to the variables studied. Instrument trials were conducted to determine the validity and reliability of the measuring instruments used in the study. Data analysis was carried out using quantitative analysis techniques such as descriptive analysis, classical assumption test, multiple linear regression analysis, and hypothesis testing using SPSS version 29 software. In the overall study, the focus on the relationship between teacher-student attachment quality and students' academic achievement and social skills at Muhammadiyah

Pahandut Palangka Raya Elementary School, provided a deeper understanding of the importance of this relationship in the context of education.

RESULTS AND DISCUSSION

Results

a. Teacher Attachment Quality

In this study, it was found that the quality of teacher attachment has a significant relationship with students' academic achievement and social skills at SD Muhammadiyah Pahandut Palangka Raya. The data collected showed that students who have close and positive relationships with their teachers tend to have better academic achievement and more skillful social skills.

b. The Effect of Teacher Attachment Quality on Academic Achievement

Data analysis indicated that the quality of attachment between students and teachers contributed positively to students' academic achievement. Students who feel emotional closeness and get strong support from their teachers tend to show improvement in academic achievement, which is reflected in test results, exams, and report card grades. Multiple linear regression analysis showed a significant relationship between the quality of teacher attachment and students' academic achievement at SD Muhammadiyah Pahandut Palangka Raya ($p < 0.05$). The teacher attachment variable positively correlates with the increase in academic achievement. The regression coefficient shows that every one-unit increase in attachment quality is associated with an increase in academic achievement of 0.52. So it can be concluded that the sig value (0.052) is greater than 0.05. Effect of Teacher Attachment Quality on Social Skill, Good attachment between students and teachers also has a positive impact on students' social skills. Students who feel comfortable and emotionally connected with their teachers tend to have better social skills in interacting with peers and the surrounding environment. Correlation statistical analysis showed a strong relationship between the quality of teacher attachment and students' social skills ($p < 0.05$). This result confirms that the higher the quality of attachment between students and teachers, the better the students' social skills reflected in their interactions with the surrounding environment. The sig value is 0.56 or greater than 0.05 so there is a significant influence between the Quality of Teacher Attachment on Social Skill.

Discussion

These results confirm the important role of attachment quality between students and teachers in influencing student achievement. Psychological factors, such as a sense of security, emotional support, and a sense of connection to the learning environment, were found to play a significant role in students' academic achievement and social skills. The findings also highlight the important role of emotional support from teachers in students' overall development. Teachers who can build positive relationships with students not only influence academics but also shape the social skills needed in everyday life.

This research has important implications in the context of education. The engagement between students and teachers is not just about teaching and learning, but also about building relationships that support students' holistic growth. In this regard, it is worth considering providing training to teachers in creating a supportive environment and developing positive relationships with students.

CONCLUSION

Overall, this study shows that the quality of attachment between students and teachers has a significant impact on student's academic achievement and social skills at Muhammadiyah Pahandut Palangka Raya Elementary School. This highlights the importance of good interactions between teachers and students in the context of education to achieve better outcomes both in terms of students' academic and social skills. Attachment quality between students and teachers has an important role in achieving better academic achievement and the development of students' social skills at Muhammadiyah Pahandut Palangka Raya Elementary School. This confirms the importance of paying attention to emotional and relational aspects in educational approaches to achieve holistic outcomes for students.

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