



The Relationship Between Teacher-Student Relationship and School Adjustment in Cilandak South Jakarta

Delia Ananda Sugeng Soebardjo¹, Fidrayani²

UIN Syarif Hidayatullah Jakarta^{1,2}

delia.ananda520@mhs.uinjkt.ac.id¹, fidrayani7276@uinjkt.ac.id²

Abstract

The relationship between teachers and children plays an important role in determining children's adjustment to school, especially in early childhood education environments. A positive relationship between teachers and children is believed to help children overcome challenges in the adaptation process, thus contributing to their success in the school environment. The purpose of this study was to investigate the relationship between teachers and students with school adjustment in Kindergarten A students. Using a quantitative methodology, this study gathered data from 70 respondents who filled out questionnaires. With a correlation value of 0.604, the study discovered a positive and significant link between school adjustment and the relationship between teachers and students. According to this study, students' school adjustment is positively correlated with the strength of their interaction with their teachers. Furthermore, teacher-student relationships contribute 36.5% to school adjustment, while the remaining 63.5% is influenced by other factors such as family support, social environment, and individual student characteristics. This study emphasizes the importance of teachers' roles in fostering positive relationships with students to support optimal school adjustment processes.

Keywords: Early Childhood Education, School Adjustment, Teacher-Student Relationship.

Introduction

Children's school adjustments, including their talents, skills, adjustment traits, and interpersonal environment. "Behavioral engagement includes doing work and following rules; emotional engagement includes interests, values, and emotions; and cognitive engagement includes motivation, effort, and the ability to use strategies," for instance, are the three elements that define student involvement in school. School adjustment is a critical aspect in determining children's performance in a formal school setting. A child's ability to adapt to the school environment includes academic and behavioral aspects, which reflects the extent to which they can develop optimally within it. School adjustment indicators include various aspects, such as academic achievement, standardized test scores, disciplinary behavior, study habits, social skills, and academic self-motivation and efficacy (Baker, 2006). In addition, satisfaction with the school environment and expectations of success also play a role in determining the extent to which a child can adjust and achieve success in education. By understanding these different dimensions of school adjustment, this study seeks to dig deeper into the factors that affect children's ability to adapt in school and their impact on their development.

Early school adaptation refers to a child's ability to adapt to the school environment and function effectively during the early phases of formal education (Dwi Anisa Faqumala & Yuli Kurniawati Sugiyo Pranoto, 2020). Children who transition effectively are more likely to actively participate in the learning process, have positive relations with their peers

and instructors, and behave appropriately in the classroom (Okpako, 2020). This adjustment is an important foundation for long-term academic success and overall child well-being. The early stages of adjustment in school, which cover preschool to the beginning of primary education, are crucial periods in a child's development, where significant changes occur in cognitive, emotional, and social aspects (Hurlock, 2003). School changes have a substantial positive influence on children's development (Karaman, 2022). One of the positive impacts is that it can increase the level of adjustment of children's schools. When children feel welcome and supported in the school environment, they are more likely to have school adjustments in exploring different activities and facing new challenges. The positive impacts of early school adjustment include improved academic performance, positive social relationships with peers and teachers, and overall well-being in the school environment (Azpiazu et al., 2024). Understanding these several characteristics of school adjustment allows this study to look deeper into the elements that influence children's capacity to adapt in school and their impact on their development (Lakhani et al., 2017). Self-adjustment in school is one of the topics that is considered important by many behavioral science-related disciplines around the world, because self-adjustment in schools is essential in raising healthy individuals (Demirtaş-Zorbaz & Ergene, 2019).

Problems of self-adjustment in school cause a fixed and stacked effect, problems that arise at the beginning of a child's school career often become persistent problems due to socio-psychological factors and worsen the situation when difficulties begin to appear and hinder subsequent development (Marjan & Hilmi, 2020). Self-adjustment and independence play a very important role in the emotional development of students, which is to form an authoritative and capable person in their environment. Adjustments in school for children can have a number of negative impacts, especially because the transition from a familiar environment to a new environment may be challenging for them. One of the negative impacts that often appears is the anxiety or stress experienced by children when facing environmental changes (Susanti & Widuri, 2013). Children may feel anxious or scared when entering a new school environment with different rules and dynamics. Adjustment in school refers to how well students adapt to the demands of school life, including forming positive relationships, following school rules, and maintaining a sense of belonging (Ibrahim et al., 2024). The factors that affect school adjustment are, family environment, pre-school experience, emotional and social maturity, quality of relationship with teachers, school characteristics, cognitive and language skills, and individual differences.

The negative effects of poor school adjustment can include difficulty in forming positive relationships with peers and teachers, challenges in engaging in learning, and exhibiting inappropriate behavior in the classroom. Children who have difficulty adjusting to school early may also experience academic difficulties and overall well-being issues, which can impact their academic success and social development in the long run (Marjan & Hilmi, 2020). Another negative impact is the difficulty of social adaptation. Children may have difficulty building relationships with peers or interacting with others in a new environment, preschoolers have already begun interacting with others and adjusting to their peers (Andarbeni & Christiana, 2013). This can be an obstacle in their adjustment process and can affect their comfort in the school environment.

According to the observation results, some preschool children must be able to adjust to other individuals in different situations, such as home, school, and peers, but they are extremely different in reality. In observation, it can be seen that many children have not been

left behind by their parents even though the lessons have been going on and some of their friends have been able to adjust and make new friends. Usually, schools only provide an orientation period and a parental period to be able to separate from their children for two weeks only. Various behavioral indicators that show that new students are not able to adjust to the new school environment include: asking the mother to always be nearby, crying if the mother is far away or not seen, refusing to participate in learning activities if the mother is not accompanied, refusing to play with friends at all, or being able to join group games only if the mother waits. During learning, some of them ran away from the classroom to look for and approach their parents, especially for children whose parents were still waiting outside the classroom, even among those who cried while chasing their parents until they came out of the school gate during school hours. As for children who feel afraid and embarrassed when interacting with their teachers, so children prefer to be silent and alone in the classroom.

Lack of school adjustment can cause various negative impacts on children, both emotionally and socially. Children who have difficulty adjusting to the school environment often feel anxious, scared, or uncomfortable when interacting with their teachers and classmates (Mantzicopoulos, 2015). This feeling of fear can develop into self-doubt, withdrawal from social activities, and reluctance to participate in learning activities. In addition, a lack of adjustment can also affect a child's academic performance, as stress and discomfort at school can interfere with focus and motivation to learn. Children who are not able to adjust well are also at risk of developing behavioral problems, such as frequent skipping school, difficulty following rules, or even experiencing discipline problems. Therefore, good adjustment is essential to support children's psychological well-being and their success in the school environment.

The role of the relationship between teachers and children in school adjustment is very important, because a positive relationship can create a supportive and safe learning environment for students. When teachers establish a strong emotional bond with children, they become not only a source of knowledge, but also a reliable figure and provide emotional support. This good relationship can increase children's self-confidence, so they are more courageous to participate in classroom activities and interact with peers (Hapsari et al., 2020). Additionally, teachers who understand their students' needs and concerns may give appropriate support, assisting them in overcoming issues with adaptation. The relationship between teachers and students is critically important in fostering children's intellectual and social development, particularly during the early years of school. The contact, connection, and emotional relationship developed between students and teachers not only fosters a positive learning environment, but also aids in the adjustment of children to the school environment (Wahyu et al., 2023). A safe attachment relationship between teachers and children can increase a sense of comfort and satisfaction in learning, both for students and teachers themselves. The relationship is characterized by the quality of communication, trust, support, and understanding between the two parties. In the context of this study, the main focus is on the relationship between first-grade teachers and students, as well as their impact on children's academic and social skills.

Teacher-child relations are intense interactions that occur between teachers and certain children individually. Teacher-child relationship conceptually refers to the relationship, interaction and emotional bond between a teacher and student in the school environment. This relationship includes aspects such as a. closeness, b. conflict, and c. dependency (Pianta, 2001). Teacher-child relationship refers to the interaction and

relationship between a child and his teacher in the school environment. This relationship has been shown to have a significant effect on children's academic performance and behavioral orientation. Rahmadi & Rombean (2021) Research has demonstrated that the quality of teacher-child relationships, including variables such as closeness, conflict, and dependency, may have a significant influence on children's behavior changes and school results (Hamre & Pianta, 2001). Close teacher-child relationships, for example, have been linked to positive outcomes such as enjoyment of school, classroom participation, and academic competence, while conflictual relationships have been linked to negative outcomes such as unpleasant school attitudes, avoidance of school, and poor academic performance. The relationship is characterized by the quality of communication, trust, support, and understanding between the two parties. In the context of this study, the main focus is on the relationship between first-grade teachers and students, as well as their impact on children's academic and social skills. However, it is increasingly recognized that in order to gain a more comprehensive understanding of this reciprocal relationship, consideration from the perspective of teachers and students is needed (Fabris et al., 2023).

A less harmonious teacher-child relationship can have a negative impact on children's school adjustments. When the interaction between teachers and students is characterized by conflict, lack of emotional support, or poor communication, the child may have difficulty adjusting to the school environment (Febriyanti & Seruni, 2015). This unhealthy relationship can decrease learning motivation, increase negative behavior, and decrease children's social skills (Aldhafri & Alhadabi, 2019). Children who feel less supported by their teachers also tend to have low self-efficacy and feel uncomfortable at school, which ultimately hinders their academic achievement and ability to interact positively with their peers (Hasmayni et al., 2014). Therefore, it is important to understand the negative impact of a suboptimal teacher-child relationship, as this can significantly affect the overall process of adjusting children's schools.

The relationship between teacher-child relations and school adjustment is very close and mutually influencing (Birch & Ladd, 1997). Positive relationships between teachers and students can create a supportive learning environment, where children feel safe, welcome, and motivated to actively participate in school activities. A warm and trusting relationship between teachers and students helps to increase children's self-confidence, build social skills, and reduce anxiety that often arises during the transition to a new school environment (Khoirotul Wahyuni, 2018). In the context of school adjustment, strong relationships with teachers also contribute to the development of positive behavior, academic self-efficacy, and increase children's satisfaction with the learning process. Thus, a good relationship between teachers and children not only promotes academic achievement, but also facilitates social and emotional adaptation, which is a key factor in the success of school adjustment in the early stages of education.

The purpose of this study is to find out the relationship between teacher-child relations and school adjustment in the Cilandak area, South Jakarta. In addition, this study aims to understand the extent to which the quality of the relationship between teachers and students affects children's ability to adjust to the school environment. Furthermore, this study attempts to identify particular characteristics in these relationships that might help or hinder the school transition process, as well as assess the influence on children's academic and social development. This study is expected to provide more information about the importance of positive relationships between teachers and students in supporting successful school

adjustments, as well as the foundation for developing effective strategies to improve the quality of these interactions in the educational environment.

Literature Review

Previous research used as an inspiration in writing this journal is Birch & Ladd (1997), Imagodei Tambun Chrishasiholan (2021), and Mantzicopoulos (2015). From the three journals, the results of the study show that the teacher-child relationship has a meaningful, positive and significant relationship on school adjustment.

Strong relationships between teachers and specific children take place in teacher-child relationships. The relationship, interaction, and emotional connection that exist between a teacher and student in a school setting are theoretically referred to as the teacher-child relationship. Aspects of the relationship include dependency, conflict, and c (Pianta, 2001). The connection and relationship between the student and his teacher's in a classroom setting is referred to as the teacher-child relationship.

When it comes to helping kids become used to the school environment, the interaction between students and teachers is crucial. Children who have positive connections with their instructors are more likely to feel safe and at ease, which makes it easier for them to adjust to the routines and expectations of school (Hamre & Pianta, 2001). Research shows that a warm and supportive relationship with teachers can increase children's engagement in learning and lower the risk of behavioral problems (Baker, 2006). In this case, teachers not only play the role of educators, but also as guides who support children's emotional and social development. With good relationships, teachers can help children develop adjustment skills that are essential for success in school and everyday life.

The effectiveness of early childhood school adjustment is significantly influenced by the relationships between teachers and students. A learning environment that encourages children's emotional, social, and intellectual growth may be established via positive teacher-student relationships. Teachers who are responsive, sympathetic, and encouraging may make kids feel protected and appreciated, which enhances their capacity to adjust to school regulations and routines. According to research, a child's ability to form relationships with classmates and adhere to school regulations is positively connected with the warmth of the teacher-student interaction. Children's self-confidence, which is essential for their success while experimenting with various learning contexts, is also developed through these positive relationships.

On the other hand, a teacher-student relationship that is unbalanced or contentious may make it more difficult for a child to adjust to school. Anxiety, avoidant behavior, or trouble communicating with peers are common symptoms of children who feel rejected by teachers. Even outside of the school setting, poor relationships between teachers and students can have an impact on kids' emotional and behavioral development, according to studies by Hamre and Pianta (Hamre & Pianta, 2001). Children may unintentionally experience greater stress when their teachers are indifferent to their emotional needs, which makes it harder for them to adapt to the social and intellectual demands of school. Therefore, fostering strong interactions with children via teacher training is essential to helping them adjust to the school setting.

Methods

This research was conducted using a quantitative approach method with a correlational method. Data collection is in the form of distributing questionnaires, this aims to review the extent of variation in a factor related to the correlation coefficient. Population is a complete unit in the form of objects, people, objects, test scores or places where it can be a source of data for a research (Sugiyono, 2015). The population used in testing the teacher-child relationship instrument was a teacher of Kindergarten A Cilandak, South Jakarta. From 45 kindergarten school populations in the Cilandak area, researchers used the *Multistage Random Sampling* to determine the sample in instrument testing. The sample used took one kindergarten school in each sub-district. The number of kindergarten schools taken was 6 schools with a sample of 70 respondents, randomly taken from the 6 schools.

Data collection was carried out using a questionnaire. This questionnaire technique has several parts, including procedures for filling in, filling in the respondent's personal data and a list of questions that will be filled in by the respondent (Emzir, 2008). A questionnaire given to respondents once was compiled using the Likert scale by showing the level of respondents' agreement on the relevant statements (Rahmadi, 2011). The scale can be used to measure perceptions, attitudes or opinions. Then, the questionnaire was given a score for each answer with a predetermined scoring system using the Likert scale. The points given are: Strongly Agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Data analysis is a stage that is carried out after processing data, data analysis aims to interpret a data which is then analyzed using previous data with data analysis techniques (Sugiyono, 2015) in the form of normality tests, linearity tests, correlation tests and hypothesis tests.

Result/Findings

In the teacher-child relationship variable (X) there are 18 valid questionnaire items from the submitted and in the school adjustment variable (Y) there are 19 valid questionnaire items from the submitted. So that from these two variables, there are 37 valid questionnaire items.

Table 1. Description Data

		Teacher-Child Relationship	School Adjustment
N	Valid	70	70
	Missing	0	0
Mean		78.64	76.66
Median		79.50	77.00
Std. Deviation		8.856	9.591
Variance		78.436	91.997
Range		36	45
Minimum		54	50
Maximum		90	95

Results in the table demonstrate the difference between the two variables. The teacher-child relationship variable had the lowest score of 54 and the highest score of 90, with an average of 78.64 and a standard deviation of 8.856. Meanwhile, the school adjustment variable resulted in the lowest score of 50, the maximum score of 95, an average of 76.66, and a standard deviation of 9.591. Because the mean value exceeds the standard deviation, it is possible to conclude that the overall variable data average adequately characterizes all variables.

Table 2. Normality Test Results

		Unstandardized Residual
N		70
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.25792412
	Most Extreme Differences	
	Absolute	.073
	Positive	.044
	Negative	.073
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The Kolmogorov-Smirnov approach was used to perform the normality test in SPSS version 25 for Windows. If $p > 0.05$, the distribution is normal; otherwise, if $p < 0.05$, the distribution is considered abnormal. Based on the findings of the normality test above, the significance (Asymp. Sig) of 0.200 is more than 0.05, implying that the data is regularly distributed.

Table 3. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
School Adjustment* Teacher-Child Relationship	Between Groups	(Combined)	3277.520	26	155.716	2.213	.005
		Linearity	2091.841	1	2642.094	36.728	.000
		Deviation from Linearity	1185.679	25	63.628	.833	.683
	Within Groups		2449.065	42	48.481		
Total			5726.586	69			

Based on the results of the linearity test above between the teacher-student relationship (X) and school adjustment (Y), it is clear that the significance value (deviation

from linearity) of $0.683 > 0.05$, indicating that there is a *linear* relationship between the teacher-child relationship variable (X) and the school adjustment variable (Y).

Table 4. Correlation Test Results

		Teacher-Child Relationship	School Adjustment
Teacher-Child Relationship	Pearson Correlation	1	.604**
	Sig. (2-tailed)		.000
	N	70	70
School Adjustment	Pearson Correlation	.604**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the comparison, it can be concluded that H_a is accepted, that is, there is a positive relationship between teacher-child relations and school adjustment, with an r calculation of $0.604 > 0.235$ and a significance value of $0.000 < 0.05$.

Table 5. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604	.365	.356	7.311

The above results show that the R square is 0.365, indicating that the teacher-child relationship effectively contributes 36.5% to school adjustment. The remaining range of 58.4% is another factor that is not studied by researchers.

Table 6. T Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.598	7.281		4.340	.000
	Teacher-Child Relationship	.621	.099	.604	6.256	.000

a. Dependent Variable: School Adjustment

Based on these calculations, it can be seen that the calculated t value is $6,256 > t$ table $1,667$ with a significance level of 5%. In accordance with the criteria: If t counts $> t$ table, then H_0 is rejected and H_a is accepted. This significance implies that the teacher-child relationship has a significant relationship with school adjustment in the Cilandak area, South Jakarta.

Discussion

The relationship between teachers and children plays a key role in supporting children's adjustment to the school environment. Teachers who are able to build trust and a sense of security in children can create a conducive learning environment. According to Hamre and Pianta (Hamre & Pianta, 2001) A warm and supportive teacher-child relationship can facilitate student engagement in learning, reduce anxiety, and improve their adaptability to academic and social demands. Teachers can also serve as emotional support figures, helping children manage stress and challenges during the transition to the school environment.

In the study entitled "The Relationship between Teacher-Child Relationship and School Adjustment" with 70 respondents, several statistical tests were conducted to analyze the data. The result of the normality test with a significance value of 0.200 implies a normal distribution of data, which means that further statistical analysis can be continued. Compared to the requirement of normal distribution ($0.683 > 0.05$), this result shows that the data meets the assumption of normality. Furthermore, in the Pearson correlation test, the correlation coefficient of 0.604 indicates a moderately strong relationship between the variables of teacher-child relations and school adjustment. This suggests that the better the relationship between teacher and child, the better the child's adjustment ability at school. In comparison, Imagodei Chrishasiholan Tambun's study recorded a positive correlation of 0.242 in the context of students' school adjustment, which is weaker than this result, but still supports a positive correlation between the variables (Imagodei Tambun Chrishasiholan, 2021).

Furthermore, the linearity test result of 0.683 confirmed that the relationship between the teacher-child relationship and school adjustment variables was linear, with a significance value greater than 0.05. *Philosophia's* research (Wisung, 2018) supports these findings, showing that the quality of teacher-student relationships is positively correlated with students' social competence at school, with a reliability coefficient value of 0.803. This indicates that positive relationships between teachers and students also have a role in improving students' self-adjustment skills at school. Both studies show that quality teacher-student relationships can help students' social and academic adjustment, highlighting the similar effects of these relationships.

Through the Pearson correlation test, this study obtained a correlation coefficient of 0.604, signifying a strong relationship between teacher-child relationships and school adjustment. Wahyuni's research shows similar results, where teacher-student relationship has a positive correlation with school connectedness (Khoirotul Wahyuni, 2018). This shows that a good relationship between teachers and students contributes positively to students' attachment and adjustment in the school environment. This comparison shows that the stronger the teacher-student relationship, the higher the level of student attachment and adjustment in the school environment.

The results of the determination test in this study showed an R square value of 0.365, meaning that the teacher-child relationship explained 36.5% of the variation in school adjustment while the rest was explained by other factors. Ozge Ozcan, Ahmet Erol, and Asiye İvrendi found similar results that the quality of the teacher-child relationship plays an important role in self-regulation skills, with a significant relationship of 0.47 for the closeness subscale, supporting the idea that teacher-student relationships can contribute greatly to children's emotional and social development (Özcan et al., 2023). In addition, hypothesis

testing through the t-test yielded a t-calculated value of 6.256, greater than the critical t-value at the 0.05 significance level, indicating a significant relationship between teacher-child relationships and school adjustment. This finding is also supported by research by Umesh Chandra, Surendra Pal Singh, and Praveen Kumar (Chandra et al., 2022) who found that positive teacher-student relationships support students' social and emotional competence, emphasizing the important impact of teacher relationships on student involvement in school activities.

Based on the description above, in accordance with the theory and the results of previous research relevant to this study, it is concluded that the result of this study is that there is a significant positive relationship between teacher-child relationships and children's school adjustment in the Cilandak area of South Jakarta. Which means the stronger and closer the teacher-child relationship, the stronger the child's school adjustment. Vice versa, if the teacher-child relationship is lacking, the child's school adjustment will be low. The results of the relationship between teacher-child relationships and children's school adjustment fall into the good category.

Conclusion

The study's findings indicate that, in the Cilandak region of South Jakarta, teacher-student relationships and school adjustment are positively and significantly correlated. According to this study, children's transition to the school setting is greatly aided by strong teacher-student connections. Children in the Cilandak neighborhood of South Jakarta are more successful in adjusting socially, emotionally, and intellectually when they have warm and encouraging interactions with their teachers. To establish a learning environment that helps children's transition, teachers are encouraged to develop more communicative and sympathetic interactions with their students. In order to help teachers build interpersonal skills that can enhance their good interactions with child, schools must also support and train them.

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