

## The Relationship between Teaching Style and Teacher Relationship Quality Madrasah Ibtidaiyah

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**Abstract:** This study aims to identify variations in teachers' teaching styles in Madrasah Ibtidaiyah and the factors that influence them, both from internal aspects such as teachers' educational background and teaching experience, as well as external aspects such as the school environment and students' characteristics. The results show that teaching styles have a strong correlation with the quality of teacher-student relationships. Democratic and participatory teaching styles tend to build more positive and communicative relationships, while authoritarian and permissive styles tend to weaken emotional closeness and effective communication. Therefore, teachers are expected to be more reflective in choosing teaching styles that suit students' needs. Continuous pedagogical training and institutional support are needed to encourage adaptive approaches and harmonious teacher-student relationships. Further research is recommended to explore other factors such as the role of technology and school culture in strengthening the relationship.

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**Keywords:** Education, Madrasah Ibtidaiyah, Teacher Perception, Learning Practice.

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### Article History:

Received: 29-04-2025

Online : 24-05-2025



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### A. INTRODUCTION

Teacher teaching style is one of the important factors that can affect the quality of learning and students' academic achievement. Different teaching style approaches, such as interactive, discussion and lecture styles, have different impacts on student motivation and learning outcomes. Research shows that more varied and interactive teaching styles contribute positively to increased learning achievement, while monotonous teaching styles can decrease students' interest in learning.

The quality of teacher-student relationships is an important dimension in education that influences student engagement and learning outcomes. A positive relationship between teachers and students can increase students' motivation, sense of security and confidence in the learning process. Research shows that good relationships between teachers and students contribute to improved student learning achievement.

Teachers' teaching styles and the quality of teacher-student relationships influence each other in creating an effective learning environment. Interactive and participatory teaching styles can strengthen the quality of teacher-student relationships, while authoritarian teaching styles can reduce the quality of these relationships. Research shows that participatory teaching styles are associated with better teacher-student relationships.

In Madrasah Ibtidaiyah, teachers' teaching styles and the quality of teacher-student relationships play an important role in shaping student character and achievement. However, there are challenges in implementing effective teaching styles and building positive relationships with students. Research at the Madrasah Ibtidaiyah level is limited, so further studies are needed to understand the relationship between teaching styles and the quality of teacher-student relationships in this context.

The gap in this research lies in the lack of studies that specifically examine the relationship between teaching styles and the quality of teacher-student relationships in Madrasah Ibtidaiyah. Most of the previous studies focus on the general education context and higher levels of education. Therefore, this study aims to fill the gap by examining the relationship between teaching styles and the quality of teacher-student relationships in Madrasah Ibtidaiyah. The purpose of this study is to analyze how teachers' teaching styles affect the quality of teacher-student relationships in Madrasah Ibtidaiyah, and to provide recommendations for developing more effective learning practices and building positive relationships between teachers and students.

## **B. METHOD**

Review type, which aims to identify, evaluate and synthesize previous research findings on the relationship between teachers' teaching styles and the quality of teacher-student relationships in Madrasah Ibtidaiyah (MI). This approach was chosen to gain a comprehensive understanding of the relationship patterns between the two variables as well as effective pedagogical practices. Secondary data sources were obtained from scientific articles that have been published in reputable databases, namely Google Scholar, Scispace, DOAJ, and Scopus. Using integrative synthesis, this study not only summarizes empirical results, but also evaluates the gaps, differences in context, and diversity of methodological approaches used in previous studies.

Inclusion criteria in this study included articles that: (1) were published between 2015 and 2024; (2) were available in Indonesian or English; (3) were relevant to the topic of teaching styles and/or teacher-student relationships at the primary school or madrasah ibtidaiyah level; and (4) were published in peer-reviewed scientific journals. In contrast, the exclusion criteria included: (1) articles that were opinion pieces, non-scientific essays or editorials; (2) studies that did not explicitly examine teaching style variables or teacher-student relationships; and (3) multiple publications of the same study. The literature search process was conducted systematically using keywords such as "teaching style", "teacher-student relationship", "primary school", and "madrasah ibtidaiyah", combined with Boolean operators (AND, OR) to narrow down the search results.

The literature selection procedure begins with screening by title and abstract, followed by a full content review to determine the relevance and appropriateness of the article. This process was conducted in layers to ensure the accuracy of the selection. Data from the selected literature were analyzed using a thematic approach, where research results were categorized based on teaching style models (such as authoritarian, democratic, permissive) and teacher-student relationship dimensions (such as attachment, trust, and positive interaction). Each

study was critically evaluated in terms of research design, instruments used, and contextual fit with the MI environment. We also used a synthesis matrix to compare and consolidate findings from multiple sources.

To maintain the validity and reliability of the review results, triangulation strategies were employed through inter-database and cross-year comparisons of findings. In addition, peer debriefing was used to test the consistency of interpretation and synthesis of findings. Content validity was maintained by screening articles that met the methodologically strong criteria, and by referring to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) reporting standards that have been adapted for integrative reviews. Thus, the final results of this review are expected to not only illustrate trends in teaching styles and teacher-student relationships academically, but also provide an empirical basis for more effective educational practices in madrasah ibtidaiyah settings (Moos & Trickett, 2017; Cornelius-White, 2007).

## **C. RESULTS AND DISCUSSION**

### **1. Variations in Teachers' Teaching Styles in Madrasah Ibtidaiyah**

Teaching style is the approach and method used by teachers in delivering material to students and in managing the classroom. In Madrasah Ibtidaiyah, teachers' teaching styles vary greatly depending on the characteristics of the teacher, the condition of the students and the school culture. In general, there are three types of teaching styles that are most commonly found, namely authoritarian, democratic and permissive styles. Teachers with an authoritarian style tend to be teacher-centered, emphasizing strict discipline and minimal open interaction with students. In contrast, the democratic style is characterized by students' active involvement in the learning process, two-way communication, and flexibility in learning approaches. Meanwhile, the permissive style tends to let students learn freely without much direction or limitation from the teacher.

In Madrasah Ibtidaiyah, the application of teaching styles is strongly influenced by several factors, including the teacher's educational background, training that has been attended, teaching experience, and the number of students in a class. Teachers who have pedagogical training tend to prefer a democratic teaching style because they understand the importance of students' active involvement in learning. In contrast, teachers with a traditional religious education background and limited experience often maintain an authoritarian teaching style because it is considered more effective in maintaining classroom order. In addition, students' characteristics are also taken into consideration; in classes with students who have low self-control or are heterogeneous in ability, some teachers tend to revert to an authoritarian style to maintain the rhythm of learning.

Field observations and previous studies support this finding. For example, according to Suryani (2021), teachers in madrasahs tend to adopt a democratic style when they receive support from the madrasah head and a conducive environment. Meanwhile, research by Azizah et al. (2020) shows that limited resources and administrative burden make some teachers prefer a one-way lecture style. Another study by Ramadhan & Munir (2022) found

that innovative learning methodology training significantly increased teachers' tendency to use constructivistic approaches that are participatory in nature.

Thus, it can be concluded that variations in teachers' teaching styles in Madrasah Ibtidaiyah reflect the complex dynamics between teachers' personal backgrounds, institutional conditions and student characteristics. Understanding these variations is important to improve the effectiveness of the learning process and the interpersonal relationship between teachers and students.

## **2. Quality of Teacher-Student Relationship in the Learning Process**

The relationship between teachers and students in Madrasah Ibtidaiyah is an important element that greatly influences the learning atmosphere, student engagement, and the overall success of learning. This relationship encompasses the emotional dimension, communication, and interpersonal closeness developed during daily interactions inside and outside the classroom. Positive relationships are characterized by mutual trust, openness in communication, empathy, and teacher attention to students' personal and academic needs. In the Madrasah Ibtidaiyah environment, the quality of teacher-student relationships is also strongly influenced by local religious and cultural values that emphasize respect, compassion, and social care.

Emotionally, students who feel cared for and valued by teachers show more openness, confidence, and high motivation to learn. Teachers who are able to show empathy and warmth in their interactions tend to build strong and deep relationships with their students. In terms of communication, good quality relationships can be seen in effective two-way communication, where students feel safe to express their opinions, ask questions, or express learning difficulties without fear of criticism. This kind of communication creates a participatory classroom atmosphere that supports active learning.

In many Madrasah Ibtidaiyah, teacher-student interpersonal relationships are not only academic but also spiritual and social. Teachers often serve as role models in moral and religious aspects. Teachers' involvement in students' lives outside of class hours-such as during collective worship, religious activities, or home visits-strengthens interpersonal relationships and extends teachers' influence in shaping students' character. This is supported by the findings of Alim & Zulaiha's (2021) study, which showed that emotional closeness between teachers and students in madrasahs can increase students' trust and respect for teachers.

Research by Wahyuni (2020) also revealed that the quality of the relationship between teachers and students determines the creation of a conducive classroom climate. When teachers build familiar and respectful relationships, students tend to be more easily directed and actively involved in the learning process. In addition, according to a study by Maulana & Nugroho (2022), positive relationships between teachers and students contribute to the formation of an inclusive learning environment and support students' social-emotional development.

Thus, the quality of teacher-student relationships in Madrasah Ibtidaiyah not only determines the success of the academic teaching and learning process, but also plays a major

role in the formation of students' personality and character. Therefore, building and maintaining healthy and positive relationships is one of the top priorities in the implementation of education at the primary madrasah level.

### **3. Analysis of the Relationship between Teaching Style and Quality of Teacher-Student Relationship**

High between democratic teaching style and indicators of trust, open communication, and interpersonal respect. A similar study by Nuryani and Lestari (2021) in several Madrasah Ibtidaiyah in East Java showed that permissive teaching style, although giving freedom to students, tends to reduce control and clarity of the teacher's role, thus negatively affecting teacher-student relationships in the long run.

Qualitative findings from interviews and classroom observations also reveal that teachers who are able to adapt their teaching style to the needs and characteristics of students are more successful in creating harmonious relationships. For example, teachers who use a humanistic approach and pay attention to students' psychological conditions find it easier to build emotional closeness, which has an impact on increasing students' sense of security and trust. This is reinforced by Vygotsky's theory which emphasizes the importance of social interaction in the learning process and cognitive development of children (Vygotsky, 1978). Thus, teaching style affects not only how the material is delivered, but also how social relationships between teachers and students are formed and maintained.

In addition, constructivistic approaches in learning that encourage active student involvement, such as problem-based learning or project-based learning models, also show positive effects in strengthening teacher-student relationships. The teacher is no longer just a conveyor of information, but a facilitator and learning partner, which strengthens interpersonal relationships in the classroom. A study by Azwar and Hidayati (2022) showed that this approach significantly increased students' trust in teachers and strengthened effective two-way communication. Overall, it can be concluded that there is a strong correlation between teaching styles and the quality of teacher-student relationships in Madrasah Ibtidaiyah. Adaptive, participatory and empathic teaching styles contribute greatly to creating harmonious relationships, which in turn support a more meaningful and sustainable learning process.

## **D. CONCLUSIONS AND SUGGESTIONS**

This study concludes that teachers' teaching styles in Madrasah Ibtidaiyah vary, influenced by internal (such as teacher education and experience) and external (such as school environment and student characteristics) factors. Teaching styles were found to be strongly correlated with the quality of teacher-student relationships. Democratic and participatory styles build more positive relationships, while authoritarian and permissive styles tend to weaken emotional closeness and effective communication. As a suggestion, teachers are expected to be more reflective in choosing teaching styles that suit students' needs. Continuous pedagogical training and institutional support are needed to encourage adaptive approaches and harmonious teacher-student relationships. Further research is recommended to examine

other factors such as the role of technology and school culture in strengthening this relationship.

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