

# BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

## ROLE OF LECTURERS' INTERPERSONAL SKILLS IN THE COGNITIVE, AFFECTIVE, AND MORAL DOMAINS ON LEARNING OUTCOMES

Permata Ika Hidayati<sup>1(\*)</sup>, Ismi Nurul Qomariyah<sup>2</sup>, Mistianah<sup>3</sup>, As'ad Syamsul Arifin<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Insan Budi Utomo, Indonesia.

Email: [permatahidayati@gmail.com](mailto:permatahidayati@gmail.com)<sup>1</sup>, [ismiqomariyah@gmail.com](mailto:ismiqomariyah@gmail.com)<sup>2</sup>, [misty.ana13@gmail.com](mailto:misty.ana13@gmail.com)<sup>3</sup>, [syamsularifin@gmail.com](mailto:syamsularifin@gmail.com)<sup>4</sup>

Received: 16-06-2025  
Revised: 17-06-2025  
Accepted: 03-07-2025

### Abstract

The learning environment shaped by lecturers plays a crucial role in students' academic development, complementing their innate abilities. This study investigates the influence of specific components of lecturers' interpersonal skills on students' cognitive, affective, and moral domains. It also aims to validate a self-designed questionnaire measuring lecturers' interpersonal competence. A factorial design was employed to examine these relationships, involving 210 students from Insan Budi Utomo University enrolled between 2021 and 2023. Data were collected through self-report instruments assessing lecturers' interpersonal skills as well as students' cognitive, affective, and moral learning outcomes. Multiple regression and correlation analyses were used to explore the associations among these variables. The findings indicate a significant correlation between students' perceptions of lecturers' interpersonal skills and their learning outcomes across all three domains. Furthermore, the questionnaire demonstrated acceptable validity, effectively identifying both positive and negative predictors of student achievement in each domain. The results suggest that fostering positive interpersonal behavior in lecturers can enhance the overall effectiveness of the learning process.

**Keywords:** Lecturer's Interpersonal Skill, Learning Outcomes, Cognitif, Affective, Moral.

(\*) Corresponding Author: **Permata Ika Hidayati, [permatahidayati@gmail.com](mailto:permatahidayati@gmail.com)**

## INTRODUCTION

Lecturers' interpersonal skills play a pivotal role in shaping the quality of the learning environment, influencing not only students' cognitive development but also their affective and moral growth. According to data from the Ministry of Education, Culture, Research, and Technology of Indonesia (2023), less than 40% of university students consistently report high satisfaction with their learning environment—an outcome often linked to lecturers' communication style, empathy, and classroom engagement. Empirical studies have shown that positive lecturer-student interaction contributes significantly to students' academic achievement and emotional well-being (Lestari, 2021; Hadianito et al., 2021a). The learning environment, therefore, is not merely shaped by institutional infrastructure but by the interpersonal behaviors of educators, which significantly affect students' motivation and personal development (Widmann & Mulder, 2020).

GAP Theory: While interpersonal communication theories—such as Leary's interpersonal circumplex model (1957)—have long emphasized the dual dimensions of

closeness and influence in teacher-student relationships, these theories have primarily been operationalized in Western contexts. The extent to which this model is culturally valid in non-Western, collectivist societies such as Indonesia remains under-explored.

**GAP in Research:** Previous research has focused heavily on the cognitive and affective outcomes of lecturer-student interaction. For instance, Sun et al. (2018) and Telli et al. (2021) found strong correlations between positive lecturer behaviors and improvements in academic motivation and classroom participation. However, these studies often exclude the moral domain—an essential educational outcome in many Asian contexts where values, ethics, and social responsibility are considered central to holistic student development (Tang & Walker-Gleaves, 2022; Wong, 2020).

**GAP in Research Results:** Despite the availability of instruments such as the Lecturer Interaction Questionnaire (LIQ), few studies have validated or adapted this instrument for Indonesian students. Moreover, studies rarely investigate how each dimension of interpersonal behavior—such as helpfulness, leadership, or reprimand—differentially predicts learning outcomes across cognitive, affective, and moral domains.

Lecturer interpersonal behavior, including empathy, fairness, classroom discipline, and communication clarity, has been shown to influence students' emotional and ethical learning processes (Karjalainen et al., 2021; Nasaescu et al., 2023). The LIQ, grounded in Leary's theoretical framework, offers a systematic measure of these behaviors, categorized across eight domains: leadership, helpfulness, understanding, responsibility, uncertainty, dissatisfaction, reprimand, and discipline (Karamane et al., 2023; McIntyre et al., 2020). While widely used in countries such as the Netherlands, Japan, and Singapore, its implementation and validation in Indonesian higher education remain minimal.

Additionally, affective and moral learning outcomes—such as students' motivation, ethical reasoning, and attitudes towards others—are influenced by how students perceive their lecturers' interpersonal competence (Nasaescu et al., 2023; Oriol et al., 2023). These dimensions are particularly salient in Indonesia's private universities, where lecturers serve not only as knowledge transmitters but also as moral role models (Karamane et al., 2023; Telli et al., 2021). Despite this, there remains a lack of empirical studies that comprehensively assess how students internalize values from their classroom experiences.

To address these theoretical and empirical gaps, this study developed and validated an Indonesian-adapted version of the Lecturer Interaction Questionnaire. This instrument aims to measure lecturers' interpersonal skills and their impact on students' cognitive, affective, and moral learning outcomes. The current study not only contextualizes the LIQ for Indonesian higher education but also introduces a localized theoretical model that integrates value-based education with interpersonal communication.

This study provides three main contributions. First, it elevates the importance of moral learning outcomes, which are often neglected in research focused predominantly on cognitive and affective domains. Second, it reinforces conceptual clarity by operationalizing lecturer interpersonal skills within a validated theoretical framework. Third, it introduces new empirical evidence from Indonesia, thereby filling a geographical and cultural gap in global scholarship.

Accordingly, this study has two main objectives: (1) to validate a new measurement instrument assessing lecturers' interpersonal skills in Indonesian classroom settings; and (2) to examine the impact of each interpersonal component—such as leadership, helpfulness, or dissatisfaction—on students' cognitive, affective, and moral development as reflected in their learning outcomes.

## RESEARCH METHOD

This study applied a quantitative approach using a 2×3 factorial design analysis, aiming to investigate the role of lecturers' interpersonal skill dimensions in students' learning outcomes across three domains: cognitive, affective, and moral. The factorial design enabled the examination of interaction effects between levels of interpersonal skills (positive vs. negative) and the three outcome domains.

### Research Design and Analytical Scheme

The factorial structure of the study is illustrated in Table 1, showing two levels of independent variables (positive and negative interpersonal skill dimensions) and three dependent variables (learning outcomes: cognitive, affective, moral).

**Table 1.** Factorial Design Scheme (2×3)

Independent Variable (Lecturer Interpersonal Skills)	Dependent Variables (Learning Outcomes)
Positive Dimensions: Leadership, Helpfulness, Understanding, Responsibility	Cognitive Domain (Academic Achievement)
	Affective Domain (Attitude Toward Lecturers, Enjoyment)
	Moral Domain (Character Values)
Negative Dimensions: Uncertainty, Dissatisfaction, Reprimand, Discipline	Cognitive Domain
	Affective Domain
	Moral Domain

### Population, Sample, and Sampling Procedure

The population consisted of undergraduate students from Universitas Insan Budi Utomo Malang, enrolled in courses from 2021 to 2023. The total population was approximately 900 students, and a purposive sample of 210 students was selected based on the following criteria:

1. Enrollment in three core science-based subjects: Bioconservation, Environmental Management, and Animal Development;
2. Representation of both high-performing and low-performing students to ensure data heterogeneity;
3. Availability and willingness to participate.

The sample comprised 6 classes (approximately 35 students per class), with 55% male and 45% female students. The unit of analysis included both individual student scores and aggregated class-level data to allow for multilevel analysis.

### Instruments and Variables

The primary instrument was a structured questionnaire developed and validated by the researchers. It included the following constructs:

1. Lecturers' Interpersonal Skills (50 items), categorized into:
  - a. Positive traits: Leadership, Helpfulness, Understanding, Responsibility
  - b. Negative traits: Uncertainty, Dissatisfaction, Reprimand, Discipline (Based on Leary's model: Leary, 1957; validated in Karamane et al., 2023)

2. Cognitive Outcomes (3 items): Final exam scores (0–100 scale) in three science-based subjects.
3. Affective Outcomes:
  - a. Attitude Toward Lecturers (7 items), e.g., “The lecturer is my role model.”
  - b. Lesson Enjoyment (10 items), e.g., “I enjoy learning this subject.” (Adapted from Fraser, 1978; Kikas & Tang, 2019)
4. Moral Outcomes (25 items): Adapted from Cents-Boonstra et al., 2022, measuring values such as honesty, tolerance, discipline, and cooperation within classroom interactions.

All questionnaire items used a Likert-type scale (0–5) and underwent content validation by three doctoral experts in educational evaluation. A pilot test with 30 students ensured clarity and cultural appropriateness, resulting in minor revisions.

### **Data Collection Procedure**

Data were collected through in-class distribution of printed questionnaires, supported by informed consent and ethical clearance from the institution. Students completed the instrument during class hours under researcher supervision. Final exam data were obtained from the course lecturers with students’ consent.

### **Data Analysis**

Data were analyzed using:

- a. Descriptive statistics to report mean, standard deviation, and frequency distributions;
- b. Cronbach’s alpha to assess internal reliability of the scales;
- c. Multiple linear regression to determine the predictive value of each interpersonal skill component;
- d. ANOVA and  $\eta^2$  (Eta squared) to examine effect sizes and intergroup variance across classes.

Regression analyses were performed at both the individual and class levels, following Leary’s interpersonal theory and Fraser’s classroom environment framework (Demetriou et al., 2023; Nasaescu et al., 2023). The results informed the creation of a conceptual map, identifying core interpersonal skills that most influence learning outcomes across the three domains.

## **RESEARCH RESULTS AND DISCUSSION**

### **Result**

#### **Validation of a New Measurement Instrument for Lecturer Interpersonal Skills in Indonesian Classrooms**

The validation process of the Lecturer Interaction Questionnaire was conducted to address the first research objective, which focuses on measuring the validity and reliability of the instrument designed to assess lecturers’ interpersonal skills. The questionnaire measures multiple dimensions of interpersonal behavior as perceived by students during classroom instruction. The internal consistency values (Cronbach’s alpha), mean scores, and standard deviations were analyzed at both individual ( $N = 550$ ) and class levels ( $N = 20$  classes). At the individual level, the alpha coefficients ranged from 0.60 (Student Responsibility) to 0.88 (Leadership and Helpfulness), while at the class level, coefficients were consistently high, ranging from 0.89 to 0.99. These values exceed the recommended threshold of 0.60, indicating that the instrument demonstrates strong reliability (Ghafarpour & Moinzadeh, 2020); (Kosasih et al., 2022).

**Table 1.**  
Reliability, Validity, and Descriptive Statistics of the Lecturer Interaction Questionnaire

Scale	Items	Cronbach's Alpha (Individual, N=550)	Cronbach's Alpha (class, N = 20)	ANOVA $\eta^2$	Mean	Standard Deviation
Leadership	7	0.88	0.99	0.36*	16.43	5.32
Helpfulness	7	0.88	0.96	0.41*	16.22	5.87
Understanding	7	0.87	0.97	0.36*	16.31	5.55
Student responsibility	7	0.6	0.93	0.33*	12.46	4.93
Uncertainty	7	0.74	0.92	0.28*	6.62	4.77
Dissatisfaction	7	0.87	0.97	0.33*	6.52	5.42
Reprimand	7	0.76	0.89	0.36*	7.54	4.93
Discipline	7	0.73	0.92	0.26*	9.81	4.84

Note: All  $\eta^2$  values are significant at  $p < 0.05$

The ANOVA  $\eta^2$  values indicate that the questionnaire can differentiate student perceptions across classrooms, with values ranging from 0.26 (Discipline) to 0.41 (Helpfulness), all statistically significant at  $p < 0.05$ . This suggests that the instrument effectively captures interpersonal skill variations among lecturers. Furthermore, intercorrelations between adjacent scales revealed positive relationships, while correlations between opposite constructs—such as Helpfulness and Dissatisfaction—showed negative correlations, thereby supporting the circumplex model structure and construct validity of the questionnaire.

#### **Effects of Lecturer Interpersonal Skill Components on Student Learning Outcomes**

To address the second research objective, the study analyzed the impact of each interpersonal skill component on students' cognitive, affective, and moral learning outcomes. Correlational analysis (Table 2) revealed that positive interpersonal traits (e.g., Leadership, Helpfulness, Understanding) had significant and strong correlations with all three learning domains—particularly attitude toward lecturers and moral outcomes ( $r = 0.76$  and  $r = 0.56$ , respectively).

**Table 2.**  
Intercorrelation between the Lecturer Interaction Questionnaire and Learning Outcomes

Scale	Cognitive	Attitude Towards Lecture	Science Attitude	Moral
Leadership	0.38***	0.76***	0.57***	0.52***
Helpfulness	0.31***	0.71***	0.62***	0.53***
Understanding	0.36***	0.74***	0.53***	0.56***
Student responsibility	0.14	0.47***	0.31***	0.36***
Uncertainty	-0.27***	-0.42***	-0.35***	-0.33***
Dissatisfaction	-0.31***	-0.52***	-0.52***	-0.45***
Reprimand	-0.26***	-0.53***	-0.42***	-0.20***
Discipline	-0.02	-0.03	-0.12	-0.06

Note: \*\*\*  $p < 0.001$

The highest mean scores were on scales measuring Leadership, Understanding, and Helpfulness, indicating that students perceive these as dominant interpersonal qualities in lecturers. Conversely, the lowest mean scores appeared in scales measuring Uncertainty and Dissatisfaction. This distribution suggests that students generally evaluate lecturers as possessing strong positive interpersonal skills. The standard deviations ranged from 4.77 to 5.87, showing a moderate spread in student responses.

The results of the multiple regression analysis indicate that the overall regression models were significant for each domain, with F-ratios indicating that the linear combinations of the questionnaire scales predict students' academic, affective, and moral outcomes. Adjusted R<sup>2</sup> values were 0.16 (cognitive), 0.63 (attitude toward lecturer), 0.44 (science attitude), and 0.37 (moral outcomes), reflecting moderate to strong predictive strength.

**Table 3.**  
Multiple Regression Analysis: Lecturer Interaction Scale Predicting Learning Outcomes

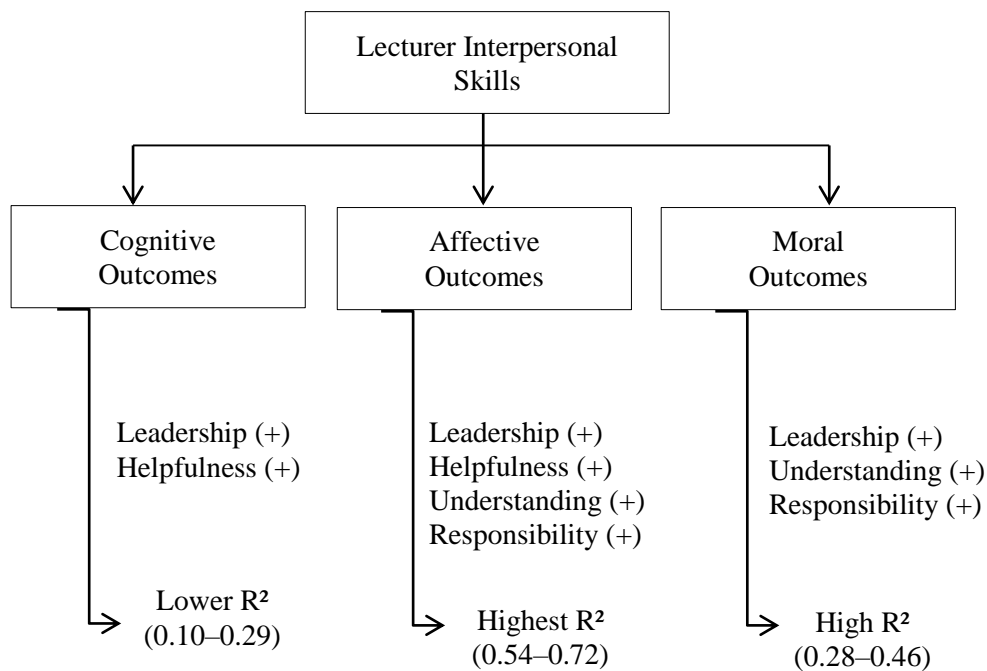
QTI Scale	Cognitive	Attitude Towards Lecturer	Science Attitude	Moral
Leadership	0.25** (0.34)	0.32*** (0.07)	0.27*** (0.14)	0.21* (0.27)
Helpfulness	-0.04 (0.31)	0.28*** (0.07)	0.33*** (0.12)	0.06 (0.26)
Understanding	0.08 (0.32)	0.15** (0.07)	0.04 (0.15)	0.23** (0.28)
Student responsibility	0.03 (0.31)	0.11* (0.05)	0.05 (0.14)	0.16** (0.27)
Uncertainty	0.4 (0.28)	0.03 (0.05)	-0.03 (0.14)	-0.05 (0.27)
Dissatisfaction	-0.14 (0.28)	-0.14** (0.03)	-0.18** (0.12)	-0.19** (0.24)
Reprimand	-0.05	-0.06	-0.04	0.01
Discipline	0.05 (0.23)	0.11** (0.06)	-0.04 (0.11)	0.09 (0.22)
F (df)	12.62*** (8, 672)	120.58*** (9, 678)	53.56*** (8, 734)	40.43*** (9, 636)
Adjusted R <sup>2</sup>	0.16	0.63	0.44	0.37

Notes: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . Standard errors in parentheses

Further regression analysis by subject showed consistent patterns. In language subjects, adjusted R<sup>2</sup> values were 0.72 (Attitude toward Lecturer), 0.54 (Science Attitude), 0.46 (Moral), and 0.27 (Cognitive). In Environmental Management, these values were 0.59, 0.33, 0.28, and 0.10, respectively. For Animal Development, the values were 0.57, 0.43, 0.35, and 0.29, respectively. This indicates that lecturer interpersonal skills contribute most significantly to affective and moral domains, followed by cognitive outcomes.

Based on these findings, a new conceptual framework can be proposed to illustrate the relationship between lecturers' interpersonal skills and multidimensional student learning outcomes. The model integrates empirical patterns from regression analysis and conceptualizes the relative strength of these skills in predicting learning across three domains—cognitive, affective, and moral.

### Conceptual Framework: Interpersonal Skills–Learning Outcomes Pathway



This concept map illustrates that affective and moral learning outcomes are most strongly influenced by positive interpersonal behaviors such as leadership, helpfulness, understanding, and responsibility. The cognitive domain, while still significantly related, shows a lower coefficient of determination ( $R^2$ ), indicating less predictive power from interpersonal factors.

The framework also captures the differential influence of interpersonal skills based on the subject domain. For instance, language subjects show the strongest relationship between interpersonal skills and all three outcome domains—especially affective learning—compared to environmental management or animal development. This suggests that subject context moderates the impact of interpersonal competence on student learning.

A key novelty of this study lies in the identification of the affective and moral domains as primary beneficiaries of positive lecturer interpersonal skills—an area that has been underrepresented in prior research, which largely focuses on cognitive achievement. While earlier studies acknowledged the importance of classroom climate and teacher-student interaction, few have quantitatively demonstrated that leadership, helpfulness, understanding, and responsibility are stronger predictors of affective engagement and moral development than of academic performance. This finding expands existing theoretical frameworks by emphasizing that emotional and ethical dimensions of learning are more sensitive to interpersonal dynamics than purely intellectual outcomes.

Additionally, this research introduces a contextualized understanding of subject-specific variation in how interpersonal skills affect learning outcomes. By disaggregating results across language, environmental management, and animal development subjects, the study reveals that the impact of lecturer interpersonal competence is not uniform, but varies depending on the discipline. This subject-based differentiation has not been widely explored in previous literature using the Lecturer Interaction Questionnaire, particularly within the Indonesian higher education context. Thus, this study not only validates the instrument for local application but also contributes a new lens for understanding how the

same interpersonal traits can yield differential effects depending on the academic content being delivered.

## **Discussion**

### **Validation of a New Instrument for Measuring Lecturers' Interpersonal Skills in Indonesian Classrooms**

This study was designed to address two primary research questions: (1) whether the Lecturer Interaction Questionnaire developed by the researcher demonstrates validity and reliability in the context of Indonesian higher education, and (2) to what extent lecturers' interpersonal skills influence student learning outcomes in the cognitive, affective, and moral domains. The findings contribute directly to answering these questions.

With regard to instrument validation, the Lecturer Interaction Questionnaire proved to be a psychometrically robust tool. Inter correlations among the eight scales—both at the individual and class levels—demonstrated internal consistency and supported the theoretical structure proposed by Leary's interpersonal behavior model (Nasaescu et al., 2023). The construct validity of the instrument was affirmed through  $\eta^2$  values ranging from 0.24 to 0.40, indicating that the instrument could effectively differentiate students' perceptions across classroom contexts. These values are relatively higher than those reported in comparative studies conducted in Korea, the UK, and the Netherlands, where  $\eta^2$  ranged between 0.13 and 0.27 (Karamane et al., 2023). These results confirm that the Indonesian-adapted version of the questionnaire meets international standards of measurement reliability and structural validity.

These findings confirm that the Lecturer Interaction Questionnaire is not only suitable for the Indonesian context but also contributes to the global literature by offering a validated tool tailored for measuring interpersonal competence in culturally relevant ways. As such, the instrument can serve as a valuable resource for further research and institutional assessments aiming to improve the quality of lecturer-student interactions.

### **Impact of Interpersonal Skill Components on Student Learning Outcomes**

This study provides compelling empirical evidence regarding the role of lecturers' interpersonal skills in shaping student learning outcomes. Regression analysis revealed that four interpersonal traits—leadership, helpfulness, understanding, and student responsibility—served as significant predictors of outcomes across all three learning domains. Notably, the leadership scale consistently showed the strongest association with cognitive, affective, and moral learning. In contrast, interpersonal attributes such as uncertainty, dissatisfaction, reprimand, and discipline demonstrated weak or non-significant predictive value (Marquardt et al., 2021; Tuytens et al., 2020). These findings align with existing literature emphasizing the importance of supportive and empathetic lecturer behaviors (Park & Hill, 2021; Tang & Walker-Gleaves, 2022).

The effect size across learning domains further clarifies the weight of interpersonal influence. The affective domain showed the highest explained variance (adjusted  $R^2 = 0.64$ ), followed by the moral domain ( $R^2 = 0.33$ ), and finally the cognitive domain ( $R^2 = 0.16$ ). This pattern highlights that interpersonal engagement has the greatest impact on emotional and ethical student development, reaffirming the holistic nature of education that includes affective and moral components alongside academic achievement (Demetriou et al., 2023; Bajovic & Rizzo, 2021).

Moreover, this study expands the discourse by explicitly linking interpersonal skills with moral education—an area often underexplored. The results indicate that positive interpersonal interactions not only facilitate cognitive engagement but also play a transformative role in students' character formation. Students who perceive their lecturers



as respectful, empathetic, and responsible are more likely to internalize these values within the classroom setting (Inda-Caro et al., 2019; Widmann & Mulder, 2020).

These findings carry significant implications. Lecturers should be encouraged to cultivate and model positive interpersonal skills as a core component of pedagogy. Institutions may consider integrating interpersonal competence into professional development programs. Additionally, curriculum designers and education policy-makers are urged to formally recognize interpersonal interaction as a contributor to learning outcomes, particularly in affective and moral domains.

Despite its contributions, the study has limitations. It focused on three science-related subjects—bioconservation, environmental management, and animal development—restricting generalizability to other disciplines. The use of a purely quantitative approach, while appropriate for measurement validation, may overlook the nuanced dynamics of real-time classroom interactions. Furthermore, purposive sampling may introduce bias in the representativeness of the sample.

To address these limitations, future studies are encouraged to adopt mixed-methods approaches, combining quantitative instruments with qualitative techniques such as interviews and classroom observations. Expanding the research across diverse disciplines and educational levels will also enhance the generalizability and depth of understanding regarding the impact of interpersonal skills on student development.

In conclusion, the study achieves its twofold objectives. The Lecturer Interaction Questionnaire has proven valid and reliable for measuring interpersonal skills in the Indonesian university context. Moreover, lecturers' interpersonal competence significantly predicts student learning outcomes—particularly in the affective and moral domains, and to a lesser extent, the cognitive domain. These findings underscore the necessity of fostering positive lecturer-student interactions to promote holistic student development.

## CONCLUSION

This study addresses two key research questions: the validation of the Lecturer Interaction Questionnaire and the role of lecturers' interpersonal skills in shaping student learning outcomes across cognitive, affective, and moral domains. First, the Lecturer Interaction Questionnaire developed and adapted for the Indonesian higher education context demonstrated strong psychometric properties. The instrument exhibited high internal consistency and structural validity, with intercorrelation patterns aligning with Leary's interpersonal behavior model. The  $\eta^2$  and Cronbach's alpha values confirmed the questionnaire's ability to distinguish students' perceptions at both the individual and classroom levels. These results indicate that the instrument is both valid and reliable for measuring lecturers' interpersonal skills in the targeted educational context.

Second, the study found that specific positive interpersonal behaviors—particularly leadership, helpfulness, understanding, and student responsibility—significantly predict student achievement in all three learning domains. Among these, leadership emerged as the most consistent and influential predictor. In contrast, negative interpersonal traits such as uncertainty, dissatisfaction, reprimanding, and excessive discipline were not significantly associated with improved learning outcomes and, in some cases, showed negative correlations. Notably, the affective and moral domains demonstrated higher levels of explained variance compared to the cognitive domain, highlighting the greater sensitivity of these domains to interpersonal interactions. In conclusion, the findings affirm that lecturers' interpersonal competence is a critical determinant of student learning. The validated questionnaire offers a robust tool for assessing and enhancing interpersonal behavior in academic settings. To foster holistic

student development, educators must intentionally cultivate and demonstrate positive interpersonal skills that support not only academic achievement but also emotional engagement and moral growth.

## REFERENCES

- Bajovic, M., & Rizzo, K. (2021). Meta-moral cognition: bridging the gap among adolescents' moral thinking, moral emotions and moral actions. *International Journal of Adolescence and Youth*, 26(1), 1–11. <https://doi.org/10.1080/02673843.2020.1867206>
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Lara, M. M., & Denessen, E. (2022). Patterns of motivating teaching behaviour and student engagement: a microanalytic approach. *European Journal of Psychology of Education*, 37(1), 227–255. <https://doi.org/10.1007/s10212-021-00543-3>
- Da'as, R. (2021). School principals' skills and lecturer absenteeism during Israeli educational reform: Exploring the mediating role of participation in decision-making, trust and job satisfaction. *Journal of Educational Change*, 22(1). <https://doi.org/10.1007/s10833-020-09385-0>
- Demetriou, C. A., Colins, O. F., Andershed, H., & Fanti, K. A. (2023). Assessing Psychopathic Traits Early in Development: Testing Potential Associations with Social, Behavioral, and Affective Factors. *Journal of Psychopathology and Behavioral Assessment*. <https://doi.org/10.1007/s10862-023-10059-3>
- Flanagan, A. M., Cormier, D. C., & Bulut, O. (2020). Achievement may be rooted in lecturer expectations: examining the differential influences of ethnicity, years of teaching, and classroom behaviour. *Social Psychology of Education*, 23(6), 1429–1448. <https://doi.org/10.1007/s11218-020-09590-y>
- Gasser, L., Dammert, Y., & Murphy, P. K. (2022). How Do Children Socially Learn from Narrative Fiction: Getting the Lesson, Simulating Social Worlds, or Dialogic Inquiry? *Educational Psychology Review*, 34(3). <https://doi.org/10.1007/s10648-022-09667-4>
- Ghafarpour, H., & Moinzadeh, A. (2020). A dynamic systems analysis of classrooms: lecturer experience and student motivation. *Learning Environments Research*, 23(1), 101–116. <https://doi.org/10.1007/s10984-019-09293-y>
- Ghasemi, F. (2022). Exploring middle school teachers' perceptions of factors affecting the teacher–student relationships. *Educational Research for Policy and Practice*, 21(2), 201–216. <https://doi.org/10.1007/s10671-021-09300-1>
- Hadianto, D., Damaianti, V. S., Mulyati, Y., & Sastromiharjo, A. (2021a). Does reading comprehension competence determine level of solving mathematical word problems competence? *Journal of Physics: Conference Series*, 1806(1). <https://doi.org/10.1088/1742-6596/1806/1/012049>
- Hadianto, D., Damaianti, V. S., Mulyati, Y., & Sastromiharjo, A. (2021b). Enhancing scientific argumentation skill through partnership comprehensive literacy. *Journal of Physics: Conference Series*, 2098(1). <https://doi.org/10.1088/1742-6596/2098/1/012015>
- Inda-Caro, M., Maulana, R., Fernández-García, C. M., Peña-Calvo, J. V., Rodríguez-Menéndez, M. del C., & Helms-Lorenz, M. (2019). Validating a model of effective teaching behaviour and student engagement: perspectives from Spanish students. *Learning Environments Research*, 22(2), 229–251. <https://doi.org/10.1007/s10984-018-9275-z>
- Karamane, E., Vatou, A., Tsigilis, N., & Gregoriadis, A. (2023). Comparing students' and teachers' perceptions about teachers' interpersonal behaviour in Greek secondary education. *Learning Environments Research*. <https://doi.org/10.1007/s10984-023->

- Karimuddin Abdullah, Misbahul Jannah, Ummul Aiman, Suryadin Hasda, Zahara Fadilla, Ns. Taqwin, M., Ketut Ngurah Ardiawan, & Meilida Eka Sari. (2022). *Metodologi Penelitian Kuantitatif*. Yayasan Penerbit Muhammad Zaini.
- Karjalainen, P., Santalahti, P., Aronen, E. T., & Kiviruusu, O. (2021). Parent- and teacher-reported long-term effects of parent training on child conduct problems in families with child protection and other support services: a randomized controlled trial. *Child and Adolescent Psychiatry and Mental Health*, 15(1), 1–14. <https://doi.org/10.1186/s13034-021-00358-6>
- Kikas, E., & Tang, X. (2019). Child-perceived lecturer emotional support, its relations with teaching practices, and task persistence. *European Journal of Psychology of Education*, 34(2), 359–374. <https://doi.org/10.1007/s10212-018-0392-y>
- Kosasih, A., Supriyadi, T., Firmansyah, M. I., & Rahminawati, N. (2022). Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education. *Journal of Ethnic and Cultural Studies*, 9(1), 56–76. <https://doi.org/10.29333/ejecs/994>
- Lestari, F. P. (2021). Hubungan Interpersonal Antara Dosen Kewirausahaan Dengan Mahasiswa Pariwisata. *Pringgitan*, 2(2), 140–151. <https://doi.org/10.47256/prg.v2i2.133>
- Mameli, C., Grazia, V., Passini, S., & Molinari, L. (2022). Student perceptions of interpersonal justice, engagement, agency and anger: a longitudinal study for reciprocal effects. *European Journal of Psychology of Education*, 37(3), 765–784. <https://doi.org/10.1007/s10212-021-00559-9>
- Marquardt, D. J., Casper, W. J., & Kuenzi, M. (2021). Leader Goal Orientation and Ethical Leadership: A Socio-Cognitive Approach of the Impact of Leader Goal-Oriented Behavior on Employee Unethical Behavior. *Journal of Business Ethics*, 172(3), 545–561. <https://doi.org/10.1007/s10551-020-04524-2>
- McIntyre, N. A., Mulder, K. T., & Mainhard, M. T. (2020). Looking to relate: lecturer gaze and culture in student-rated lecturer interpersonal behaviour. *Social Psychology of Education*, 23(2), 411–431. <https://doi.org/10.1007/s11218-019-09541-2>
- Nasaescu, E., Zych, I., Ortega-Ruiz, R., Farrington, D. P., & Llorent, V. J. (2023). Stability and change in longitudinal patterns of antisocial behaviors: The role of social and emotional competencies, empathy, and morality. *Current Psychology*, 42(14), 11980–11994. <https://doi.org/10.1007/s12144-021-02484-y>
- Oriol, X., Miranda, R., & Amutio, A. (2023). Dispositional and situational moral emotions, bullying and prosocial behavior in adolescence. *Current Psychology*, 42(13), 11115–11132. <https://doi.org/10.1007/s12144-021-02396-x>
- Park, H. C., & Hill, R. B. (2021). Development of the Korean teachers' occupational work ethic scale: its factor structure, validity and reliability. *Asia Pacific Education Review*, 22(1), 101–118. <https://doi.org/10.1007/s12564-020-09644-y>
- Sun, X., Mainhard, T., & Wubbels, T. (2018). Development and evaluation of a Chinese version of the Questionnaire on Lecturer Interaction (QTI). *Learning Environments Research*, 21(1), 1–17. <https://doi.org/10.1007/s10984-017-9243-z>
- Taja, N., Nurdin, E. S., Kosasih, A., Suresman, E., & Supriyadi, T. (2021). Character education in the pandemic era: A religious ethical learning model through Islamic education. *International Journal of Learning, Teaching and Educational Research*, 20(11), 132–153. <https://doi.org/10.26803/ijlter.20.11.8>
- Tang, A. L. L., & Walker-Gleaves, C. (2022). Hong Kong university teachers' conceptions and articulation of lecturer care: towards building a model of caring pedagogy. *Higher Education*, 83(3), 503–526. <https://doi.org/10.1007/s10734-020->

00675-3

- Telli, S., Maulana, R., & Helms-Lorenz, M. (2021). Students' perceptions of teaching behaviour in Turkish secondary education: a Mokken Scaling of My Lecturer Questionnaire. *Learning Environments Research*, 24(2), 315–337. <https://doi.org/10.1007/s10984-020-09329-8>
- Tuytens, M., Devos, G., & Vanblaere, B. (2020). An integral perspective on lecturer evaluation: a review of empirical studies. *Educational Assessment, Evaluation and Accountability*, 32(2), 153–183. <https://doi.org/10.1007/s11092-020-09321-z>
- Widmann, A., & Mulder, R. H. (2020). The effect of team learning behaviours and team mental models on lecturer team performance. *Instructional Science*, 48(1), 1–21. <https://doi.org/10.1007/s11251-019-09500-6>
- Wong, M. Y. (2020). University students' perceptions of learning of moral education: a response to lifelong moral education in higher education. *Teaching in Higher Education*, 1–18. <https://doi.org/10.1080/13562517.2020.1852201>