

A Literature Study on Students' Etiquette toward Teachers: Psychological, Social, and Educational Implications

Studi Literatur tentang Adab Siswa terhadap Guru: Implikasi Psikologis, Sosial, dan Pendidikan

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pentingnya adab siswa terhadap guru dalam konteks pendidikan melalui pendekatan literatur review. Adab yang baik seperti sikap hormat, sopan santun, dan kesadaran sosial memainkan peran krusial dalam menciptakan lingkungan belajar yang efektif dan harmonis. Dari sudut pandang psikologis, perilaku positif siswa turut mendukung kesejahteraan mental guru dan meningkatkan motivasi dalam proses pembelajaran. Sebaliknya, perilaku negatif siswa dapat menyebabkan stres dan frustrasi pada guru. Kajian ini juga menyoroti pentingnya interaksi sosial dalam lingkungan sekolah melalui perspektif sosiologi pendidikan, khususnya teori interaksionisme simbolik dan labeling, yang menunjukkan bahwa interaksi sehari-hari antara siswa dan guru membentuk identitas sosial serta memengaruhi prestasi akademik siswa. Metode penelitian yang digunakan adalah literature review, yang bertujuan menyintesis pengetahuan dari berbagai sumber untuk mengidentifikasi celah penelitian dan memperkuat landasan teoretis bagi studi lebih lanjut. Hasil dari tinjauan ini menegaskan bahwa adab siswa, hubungan sosial, dan kondisi psikologis merupakan aspek integral dalam membangun sistem pendidikan yang sehat dan berkelanjutan..

ABSTRACT

This study aims to examine the importance of students' etiquette toward teachers in the educational context through a literature review approach. Good manners, such as respect, politeness, and social awareness, play a crucial role in creating an effective and harmonious learning environment. From a psychological perspective, students' positive behavior supports teachers' mental well-being and enhances motivation in the teaching and learning process. Conversely, negative student behavior can lead to stress and frustration among teachers. This study also highlights the significance of social interaction within the school environment from the perspective of the sociology of education, particularly through the theories of symbolic interactionism and labeling, which suggest that everyday interactions between students and teachers shape social identity and influence students' academic performance. The research method used is a literature review, aimed at synthesizing knowledge from various sources to identify research gaps and strengthen the theoretical foundation for future studies. The findings of this review emphasize that students' etiquette, social relationships, and psychological conditions are integral aspects in building a healthy and sustainable educational system.

1. INTRODUCTION

This study aims to examine the importance of students' etiquette toward teachers within the educational context through a literature review approach. Good manners such as respect, politeness, and social awareness play a crucial role in shaping the learning process and creating an effective and harmonious classroom environment (Thohari et al., 2025). Monitoring students' learning becomes an instrument for self-regulation to prevent and overcome learning-related challenges, as well as to establish

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a comfortable, safe, and positive classroom atmosphere so that students can effectively engage in the learning process (Masruroh, 2024).

From a psychological perspective, students' good manners can reduce stress and enhance teachers' mental well-being. A respectful and reciprocal relationship between students and teachers fosters mutual understanding, emotional stability, and teaching motivation (Holzer & Daumiller, 2025). Conversely, negative student behavior often leads to frustration, decreased motivation, and emotional exhaustion among teachers (Karasova et al., 2023). Maintaining discipline and politeness is therefore not only a moral responsibility but also a psychological necessity to ensure teacher welfare and instructional effectiveness (Rahayu et al., 2023).

Education is a lifelong necessity. Every human being requires education, which can be defined as a conscious effort to cultivate personality in accordance with societal and cultural values (Yanti et al., 2020). Within this framework, etiquette (adab) toward teachers is a fundamental component in realizing educational goals based on moral and cultural integrity (Rahmadhani & Khairat, 2024).

From the sociological perspective, social interaction within the school environment also plays a vital role in shaping students' behavior and identity. Through the lens of symbolic interactionism, the daily interactions between teachers and students construct meaning, identity, and social relationships (Blumer, 1969; Mehan, 1979). Furthermore, labeling theory explains how students internalize perceptions given by teachers or institutions, which subsequently influence their motivation and academic achievement (Rahmadhani & Khairat, 2024). Respect and politeness, therefore, serve as symbolic expressions that strengthen social cohesion and reduce conflict in the educational environment (Yellamanda & Chimata, 2024).

In conclusion, students' etiquette toward teachers holds significant psychological, social, and educational implications. Respectful interactions not only maintain teachers' well-being and motivation but also contribute to the creation of a positive school culture that promotes academic excellence and moral development. Hence, reinforcing students' etiquette should become a core focus of educational policy and practice to build a healthy, ethical, and sustainable educational system (Oktaviani et al., 2024).

2. METHOD

This study employs a literature review method. A literature review is a systematic process of collecting, evaluating, and synthesizing information from various scholarly sources that are relevant to a specific topic. According to Snyder (2023), "a systematic literature review enables researchers to synthesize previous findings and identify areas requiring further exploration." The method allows researchers to organize existing knowledge and critically assess previous studies to provide a comprehensive overview of the topic being investigated.

Furthermore, Torraco (2024) explains that "a well-conducted integrative literature review develops new conceptual frameworks and theoretical perspectives based on the synthesis of existing research." Therefore, this approach was chosen to understand the current body of knowledge regarding students' etiquette toward teachers, to identify theoretical and practical gaps, and to establish a strong theoretical foundation for future studies or academic writing.

The process involves several stages: (1) identifying research objectives and key concepts, (2) searching for relevant literature in reputable databases such as Scopus, SINTA, and Google Scholar, (3) evaluating the quality and relevance of each source, (4) synthesizing findings thematically, and (5) drawing conclusions that highlight patterns, contradictions, and directions for future research (Okoli, 2024).

Through this systematic process, the literature review serves not only as a summary of previous research but also as a critical tool to advance academic understanding and contribute to the ongoing scholarly discourse on educational ethics and student behavior.

3. RESULT AND DISCUSSION

The Concept of Adab

The term *adab* originates from the Arabic root *adaba*, which carries multiple meanings depending on its context. Generally, *adab* refers to civility, manners, ethics, culture, moral refinement, and appropriate social behavior. In early Islamic civilization, particularly during the first two centuries of its development, *adab* was strongly associated with moral values and social interaction. The root word *ad* implies a sense of readiness, generosity, and refinement. In a Western linguistic parallel, *adab* aligns with the Latin term *urbanitas*, denoting politeness, refinement, and civilized conduct in social life. Therefore, *adab* can be understood as behavior that reflects noble character and moral excellence (Al-Munawar, 2024).

In Islamic education, *adab* directs individuals toward virtuous behavior and away from indecency. Terminologically, *adab* refers to etiquette and ethics in dealing with others—especially elders or teachers—so that harmonious social relations are maintained in accordance with religious and cultural values. Teachers hold a vital role as secondary parents in shaping the character of students in both formal and informal education. Hence, demonstrating *adab* toward teachers means behaving respectfully and courteously in alignment with Islamic teachings and prevailing social norms (Rahman, 2023).

Students' Etiquette Toward Teachers

Respect toward teachers has been a central theme in Islamic educational thought, as emphasized by Imam Ibn Jama'ah. Knowledge, he argues, can only be attained through the teacher's sincere willingness to impart it. Ibn Jama'ah identifies thirteen core manners that students must uphold toward their teachers: seeking divine guidance before choosing a teacher; obeying instruction consistent with Sharia; honoring and appreciating the teacher; showing gratitude; being patient; maintaining humility; practicing decorum during meetings; listening attentively; avoiding interruptions; demonstrating modesty in knowledge; and showing respect in all forms of interaction (Ibn Jama'ah, as cited in Nasution, 2024).

Such manners are fundamental in obtaining the teacher's approval and spiritual blessing, which in turn ensures that knowledge becomes beneficial and enduring. Recent studies confirm that respectful student-teacher relationships significantly influence emotional well-being and motivation in the classroom (Ahmad & Rahim, 2024; Yusuf et al., 2025).

Psychological Analysis of Teachers' and Students' Conduct

Islamic tradition emphasizes the purification of the heart (*tazkiyat al-qalb*) as the foundation of ethical conduct. The Prophet Muhammad ﷺ stated that the heart governs human behavior—if it is pure, one's actions will be righteous. From a psychological standpoint, teachers are expected to cleanse their hearts of negative emotions such as envy, anger, and arrogance, and replace them with sincerity, humility, and reliance upon God. A teacher with a purified heart becomes a living example for students, demonstrating moral and emotional intelligence (Aziz, 2023).

Empirical research in educational psychology also supports this principle. Emotional regulation and moral modeling by teachers significantly affect students' empathy, discipline, and academic engagement (Novianti, 2024). As the saying goes, "One cannot give what one does not have"—teachers who embody good character naturally inspire similar traits in their students (Hasanah & Malik, 2023).

Multicultural Education and Social Behavior Formation

Multicultural education aims to develop students' understanding of cultural, religious, and linguistic diversity. Banks (2021), as cited in Saputra and Parisu (2025), argues that multicultural education not only transmits knowledge but also cultivates social attitudes of tolerance and empathy. In Indonesia, the diversity of cultures presents both opportunities and challenges for integrating multicultural values into the national curriculum. Gay (2022) found that culturally responsive pedagogy enhances mutual respect among students.

Similarly, Kusumaningrum et al. (2022) demonstrated that folklore-based learning can foster empathy and social solidarity from an early age. Teachers thus play a pivotal role in promoting inclusive social behavior through strategies such as discussions, role-playing, and collaborative projects (Nieto, 2022; Asrori, 2023). According to Sleeter and Grant (2023), students who receive multicultural education are

better equipped to resolve conflicts peacefully and view diversity as a source of strength rather than division. The integration of digital media and educational technology has further expanded the scope of multicultural learning (Anderson & Parker, 2024).

The Concept of Educational Foundation

Linguistically, the term “foundation” refers to a base or support upon which something stands. In education, a conceptual foundation represents the underlying assumptions that guide both theory and practice. These foundations can take the form of axioms, postulates, or implicit premises that inform educational activities and objectives (Sari & Hidayat, 2024).

Education, therefore, can be viewed from two perspectives: as a practical activity (e.g., teaching, guiding, managing learning environments) and as a field of study (the academic investigation of how people learn and are taught). The educational foundation serves as the philosophical and ethical base that informs both aspects, ensuring that educational practices are coherent with moral and societal values (Utami, 2023).

Character Education Strategies

Character education integrates the Multiple Intelligences approach, as introduced by Howard Gardner, to nurture students’ holistic potential—verbal, logical, spatial, musical, bodily, intrapersonal, and interpersonal (Rasyid et al., 2024). The aim is to develop a positive self-concept that supports mental health and lifelong learning.

Through personalized learning strategies, students are encouraged to recognize their unique strengths and responsibilities as future citizens. The program seeks to: (1) instill leadership and accountability; (2) foster creativity, independence, and patriotism; and (3) create a school culture that is safe, honest, and socially cohesive. Recent research confirms that character education grounded in emotional intelligence improves student resilience, social connectedness, and moral reasoning (Prasetyo & Wulandari, 2024).

4. CONCLUSION

Adab serves as a foundational value in education, especially within the Islamic perspective, emphasizing respect, morality, and proper conduct in both personal and social contexts. The relationship between students and teachers is not merely academic but ethical and spiritual, where mutual respect fosters meaningful learning and moral development. Psychologically, a teacher’s sincerity and integrity greatly influence students’ character formation, while students’ respectful behavior enhances the harmony of the educational process.

Multicultural and character-based education further reinforce these values by cultivating empathy, tolerance, and social responsibility among students. When combined with strong philosophical foundations and inclusive pedagogical strategies, education becomes a transformative force that nurtures intellectual growth, emotional balance, and ethical awareness.

In essence, adab is not only a matter of manners but a reflection of holistic education—one that shapes individuals to be knowledgeable, virtuous, and socially conscious, contributing to the creation of a just, peaceful, and civilized society..

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