Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
(2) 2025, Page: 2461-2469

Exploration of Teachers' Perception of the Influence of Positive and Negative Emotions in Learning Interactions at Vocational High School

Siti Ussa' Diyah[1], Zulfajri[2], Raoda Tul Jannah Maruddani[3], Mardiana[4]
[1,2,3,4] **Institut Agama Islam Muhammad Azim, Jambi**
Corresponding Author: Zulfajri, e-mail: zulfajri.jambie@gmail.com

Published: May, 2025

ABSTRACK

Teacher emotions play a crucial role in classroom interactions, particularly in shaping the learning environment, motivating students, and enhancing instructional effectiveness. This study aims to explore teachers' perceptions of the influence of positive and negative emotions in classroom interactions at SMKN 3 Kota Jambi. A qualitative research method was employed, using observation, interviews, and data analysis with two teachers as samples. The findings indicate that positive emotions, such as a friendly demeanor, encouraging tone, and praise, significantly enhance students' motivation and engagement in learning. Conversely, negative emotions, such as frustration and a raised voice, tend to create tension in the classroom and reduce student participation. Teachers who effectively manage their emotions using self-reflection, peer-sharing, and relaxation techniques exhibit more productive classroom interactions. Therefore, school support through teacher welfare programs is essential in helping educators manage stress and improve instructional quality.

Keywords: Teacher Emotions, Classroom Interaction, Teacher Perception, Student Motivation, Emotion Management

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

Education is a very vital process in shaping the character, knowledge, and skills of individuals, which in turn contribute to the progress of the nation. In the world of education, the interaction between teachers and students is one of the key elements that determines the effectiveness of learning. This interaction not only involves the transfer of knowledge and skills, but also plays an important role in the emotional aspect, which has an impact on how students receive information and participate in the learning process. Emotions that arise in the context of education can affect the classroom atmosphere, student motivation, and the relationship between teachers and students (Fitamaya & Zulfahmi, 2024).

Often, the influence of teacher emotions on learning interactions is overlooked. Although teachers' academic knowledge and teaching skills are very important, their ability to manage and express emotions also plays an equally important role. Teacher emotions, both positive and negative, can affect the classroom atmosphere, students' motivation levels, and the quality of interactions between teachers and students. As stated by I Wayan, emotions shown by teachers in the classroom

contribute significantly to the creation of a conducive learning climate and are able to increase student engagement in teaching and learning activities.(I Wayan Setiawan et al., 2023).

In general, positive emotions such as happiness, enthusiasm, and empathy shown by teachers can create a pleasant, safe, and supportive classroom atmosphere. Teachers who show positive emotions are usually friendlier to students, more patient in facing challenges, and are able to build better relationships with them. As a result, this contributes positively to students' psychological and academic development. Conversely, negative emotions such as anger, frustration, or stress shown by teachers can produce tension in the classroom, reduce student motivation, and even make students

feel threatened or anxious. When students feel intimidated or uncomfortable with an emotionally tense classroom atmosphere, they tend to withdraw, participate less, and may have difficulty understanding the material being taught.(Bintang et al., 2024).

This phenomenon is very relevant in the educational environment of Vocational High Schools (SMK), where students are faced with more practical and applicable subject matter, as well as the need to develop skills that can be applied directly in the world of work. Learning in SMK is generally more dynamic and interactive, thus requiring effective communication between teachers and students. In this case, teacher emotions play an important role because they can influence students' responses to subject matter and their interactions with friends and teachers. SMK, as an educational institution that prepares students to be ready to enter the world of work, must certainly pay attention to the quality of these interactions, because good learning interactions will have a direct impact on the quality of education received by students.(Fatiq & Nasrullah, 2024).

At SMKN 3 Kota Jambi, one of the educational institutions with various expertise programs, the interaction between teachers and students is greatly influenced by the characteristics of students who come from various social and cultural backgrounds. In this context, it is important to understand how emotions shown by teachers can affect the learning process in the classroom. Therefore, this study aims to explore the perceptions of teachers at SMKN 3 Kota Jambi regarding the influence of positive and negative emotions in learning interactions, as well as their impact on student motivation and engagement in learning.(Zulaeha et al., 2024).

Based on this background, this research is very important to conduct because it can provide a deep understanding of how teacher emotions influence the quality of learning and social relationships in the classroom.(Cahyo et al., 2024). With a better understanding of this, schools can design special training to improve teachers' ability to manage emotions. This is expected to create a more positive, conducive learning environment that supports student development. In addition, this study aims to contribute to the development of educational theory, especially regarding the influence of emotions in learning interactions in vocational schools. Through the results of this study, it is hoped that more effective

strategies can be identified in managing emotions in the context of education, both for teachers and students, in order to achieve optimal learning goals.

METHOD

This study adopted a qualitative approach with a phenomenological method to explore teachers' perceptions of the influence of positive and negative emotions in learning interactions at SMKN 3 Kota Jambi. This approach was chosen with the aim of understanding teachers' subjective experiences in managing and feeling their emotions during the learning process. Research data were obtained through in-depth interviews with teachers at SMKN 3 Kota Jambi who had at least five years of teaching experience. This is expected to provide deeper insight into the emotional dynamics of classroom interactions. In addition, classroom observations were conducted to directly observe teachers' emotional expressions and how these emotions affect students' responses and engagement in learning. Documentation, such as reflection notes or teacher teaching journals, was also analyzed to understand how teachers manage their emotions in various learning situations.

Data analysis was conducted following the Miles and Huberman model, which includes the steps of data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, this study applied the triangulation technique of sources and methods, which allows comparison between the results of interviews, observations, and documentation that have been collected. With this approach, it is hoped that this study will be able to provide an in-depth picture of how teacher emotions, both positive and negative, affect interactions in learning at SMKN 3 Kota Jambi. In addition, this study also aims to find strategies that can be applied to manage these emotions, thereby creating a more effective and conducive learning environment.

RESULT AND DISCUSSION

Based on observations conducted at SMKN 3 Kota Jambi, positive emotions shown by teachers in the learning process have a significant effect on student engagement and enthusiasm for learning. Teachers who use friendly facial expressions, enthusiastic tones of voice, and verbal praise to students create a more conducive and interactive classroom atmosphere. In one of the observation sessions, when the teacher greeted students with a smile and asked how they were before starting the lesson, it was seen that students seemed more prepared and enthusiastic in participating in the learning. In addition, when the teacher gave praise such as,

"Your answer is very good, please explain further!" or with praise,

"I am very proud of the way you expressed your opinion earlier,"

Students who were praised showed increased self-confidence and were more active in discussions. In addition, teachers who included light humor in delivering material also seemed to be able to reduce tension in the classroom, making students more relaxed in understanding the material.

In an interview, Mr. Juni, a DKV subject teacher at SMKN 3 Kota Jambi, explained that he always tries to create a fun learning atmosphere and does not put pressure on students. He said,

"I always start class with a warm greeting and some light jokes. If students are happy, they understand the material faster and are more confident in doing assignments."

Meanwhile, Mr. Dedi, a Computer Engineering and Network subject teacher, added that he often gives praise to students so that they feel appreciated.

"I always appreciate their efforts, even if the results are not perfect. When students feel appreciated, they will be more enthusiastic to learn and try again," he said.

From the analysis conducted, it can be concluded that positive teacher emotions play an important role in increasing student engagement and motivation at SMKN 3 Kota Jambi. Praise given in a timely manner and in a sincere manner can increase students' self-confidence, so that they are more courageous in expressing opinions and asking questions. In addition, the use of pleasant facial expressions, varied tones of voice, and supportive communication can create a more interactive and enjoyable learning environment for vocational high school students who need a more applied approach to learning.

1. The Influence of Negative Emotions on Learning Interactions

Based on the observation results, negative emotions shown by teachers in the learning process at SMKN 3 Kota Jambi can cause the classroom atmosphere to become more tense and reduce student motivation. For example, when teachers show signs of frustration such as taking deep breaths, speaking in a lower or faster tone, and reducing eye contact with students, students become more passive and reluctant to participate in learning. In one observation, it was seen that when a student had difficulty understanding the concept being explained and asked again, the teacher responded with an annoyed tone of voice, saying,

"Please pay closer attention, I already explained this earlier."

After this incident, other students seemed more hesitant to ask questions and seemed more passive in following the lesson. In addition, teachers who often give warnings in a high tone or reprimand students in front of the class can cause students to feel embarrassed and less confident in learning.

In the interview, Mr. Juni admitted that there were times when he felt tired and frustrated, especially when students paid less attention to the lesson.

"Sometimes I feel annoyed when students don't pay attention or don't do their assignments seriously. Once I reprimanded a student in a rather loud voice, and after that I saw that he became quieter and less active in discussions," he said.

Mr. Dedi also experienced the same thing. He said,

"I was once under stress because of a lot of administrative tasks, and when teaching I tended to be more serious and less interactive. I realized that students became less interested because I focused too much on delivering the material without interacting more with them."

From the analysis conducted, it can be concluded that negative emotions that are not managed well can have a negative impact on learning interactions. Reprimands that are too harsh or lack of friendly expressions can make students feel uncomfortable and afraid to participate. Therefore, teachers in vocational schools need to develop better emotional awareness in order to control negative emotions and avoid negative impacts on the teaching and learning process.

2. Teacher Strategies in Managing Emotions During Learning Interactions

Based on observations at SMKN 3 Kota Jambi, it is seen that teachers who have good emotional management strategies are able to maintain the stability of learning interactions despite facing various challenges. For example, when there is a disturbance in class, Mr. Dedi uses the technique of looking at students who speak without permission before giving a reprimand in a calm tone, without having to raise his voice. This strategy has proven effective in controlling the class without creating excessive tension. Meanwhile, Mr. Juni uses the technique of adjusting his tone of voice and facial expressions to influence the classroom atmosphere. When students seem less enthusiastic, he speeds up the rhythm of his speech and gives more expressive gestures to get their attention back.

In the interview, Mr. Juni stated that he often does daily reflection after teaching to understand and manage his emotions.

"Every night, I write in my journal about how I interacted with students that day. If there are moments where I feel impatient, I try to figure out why and figure out how to improve the next day," she explains.

Mr. Dedi relies more on interactions with colleagues to manage his emotions.

"When I feel stressed or my emotions start to become unstable, I usually talk to my fellow teachers. Sharing experiences helps me see different perspectives and reduces stress," she said.

From the analysis conducted, it can be concluded that the strategy of personal reflection and sharing experiences with colleagues is an effective method in managing emotions during learning interactions in vocational schools. Teachers who reflect regularly can be more aware of their emotional patterns and find solutions to overcome them, while interactions with colleagues can be a way to reduce emotional stress and gain new perspectives in managing the class. Thus, teachers can maintain their emotional balance and create a more positive learning atmosphere for vocational school students who need a more practical and collaborative approach to learning.

The results of this study indicate that teacher emotions, both positive and negative, have a significant impact on learning interactions at SMKN 3 Kota Jambi. Positive emotions such as friendly expressions, enthusiasm, and giving praise can increase student involvement in the learning process. Conversely, negative emotions that are not managed well can cause the classroom atmosphere to be

less conducive and reduce the level of student participation. Therefore, good emotional management is very necessary so that teachers can create a more comfortable and effective learning environment.

The main strategies found in this study were personal reflection (as done by Mr. Juni) and sharing experiences with colleagues (as done by Mr. Dedi). Both of these strategies help teachers maintain emotional balance and avoid the negative impact of work pressure on classroom learning. By understanding and managing emotions effectively, teachers can create a more enjoyable learning atmosphere and increase students' motivation and confidence in the learning process.

2. DISCUSSION

This study explores how teachers perceive the influence of positive and negative emotions in learning interactions at SMKN 3 Kota Jambi. Based on the results of observations, interviews, and data analysis, it was found that teacher emotions play a very important role in shaping the classroom atmosphere, motivating students, and improving or inhibiting the learning process.

1. The Influence of Positive Emotions on Learning

In this study, it was found that teachers who showed positive emotions in learning interactions tended to create a more comfortable and interactive classroom environment. This is in line with the theory(Zulaeha et al., 2024)which states that social interaction and a supportive environment can improve students' cognitive development. Teachers who use friendly facial expressions, encouraging tones of voice, and sincere praise can build students' self-confidence and increase their participation in learning.

As shown in the observation of Mr. Juni, when he gave praise to students such as, "I really like the way you answered the question earlier. Very good, keep improving!", students who previously looked hesitant became more confident in speaking and active in class discussions. This shows that the positive emotions shown by teachers contribute to increasing student learning motivation. In addition, humor used in teaching has also been shown to reduce student anxiety, create a more relaxed classroom atmosphere, and improve understanding of the subject matter.

The interview results also showed that teachers who greet students warmly and show concern for their situation can improve the social relationship between teachers and students. This is in accordance with previous research by Hargreaves (2000), which showed that positive emotional relationships between teachers and students contribute to increased academic engagement and student achievement. Thus, teachers' positive emotions not only improve the classroom atmosphere but also have a direct impact on students' understanding and motivation in learning.

2. The Influence of Negative Emotions in Learning

On the other hand, when teachers show negative emotions, such as frustration, annoyance, or stress, this has a negative impact on learning interactions. In this study, it was found that teachers who

spoke in a high tone or showed less friendly facial expressions tended to cause students to feel less comfortable and more passive in class.

Observations of Mr. Dedi showed that when he expressed his frustration by saying, "Please pay more attention, I already explained this!" to students who asked questions again, the students became more reluctant to ask questions and participate in the discussion. This strengthens the findings of the study.(Cahyo et al., 2024)which states that teachers who show negative emotions in learning interactions can cause fear and anxiety among students, which ultimately hinders their involvement in learning.

The results of interviews with teachers also showed that negative emotions often arise due to high work pressure, heavy administrative burdens, or lack of student readiness in learning. As conveyed by Mr. Juni, he sometimes feels tired and disappointed when students do not show enough attention to the lesson. This indicates that external factors such as workload and professional pressure also affect teachers' emotional expression in learning interactions.

In this study, it was found that negative emotions can cause the classroom atmosphere to become more tense, reduce student motivation, and reduce the effectiveness of material delivery. However, these negative impacts can be minimized through appropriate emotional management strategies by teachers.

3. Teacher Strategies in Managing Emotions

One of the important findings in this study is that teachers who have good emotional management strategies tend to be more able to create a positive learning environment despite facing challenges in teaching. Observations show that teachers who have high emotional awareness are better able to control their emotional expressions and maintain positive interactions with students.

From the interview with Mr. Juni, it was found that personal reflection through recording daily experiences helped him to manage his emotions better. This approach supports the theory(Danika Pranata et al., 2024)about reflective practice, which states that reflection on teaching experiences can help teachers understand and improve their teaching strategies. Meanwhile, Mr. Dedi prefers to share experiences with fellow teachers as a form of stress relief. This approach is in accordance with research(Rahayuningsih, 2024), which shows that social support from fellow teachers can help reduce work stress and improve teachers' emotional well-being.

In addition to reflection and sharing experiences, it was also found that teachers who used deep breathing techniques and voice tone adjustments when facing difficult situations were better able to control their negative emotions in the classroom. These techniques helped them to stay calm and avoid over-emotional reactions, which could potentially damage learning interactions.

4. Implications for Learning in Vocational Schools

This study has significant implications for improving the quality of learning at SMKN 3 Kota Jambi. First, the results of the study indicate that teacher emotions not only affect the classroom

atmosphere, but also have a direct impact on student motivation and achievement. Therefore, it is important to provide training to teachers to improve their emotional awareness and develop more effective emotion management strategies.

Second, the findings confirm that support from schools is essential to help teachers manage their workload and reduce stressors. Schools can offer teacher well-being programs, such as counseling sessions or regular discussions between teachers, to help them better cope with the emotional challenges of teaching.

Third, teachers in vocational schools need to understand that the characteristics of vocational school students are different from students from elementary or junior high school levels. Vocational school students tend to learn with a practical approach, so that more dynamic interactions and a supportive learning environment have a great influence on their learning outcomes. Therefore, teachers need to maximize the use of positive emotions in every learning interaction, in order to build better relationships with students and improve the effectiveness of their teaching.

CONCUSION

Based on the results of the research that has been conducted, it can be concluded that teacher emotions have a significant influence on learning interactions at SMKN 3 Kota Jambi. Positive emotions shown by teachers, such as enthusiasm, empathy, and friendly expressions, have been shown to create a more conducive learning environment. This not only increases student motivation but also strengthens their involvement in the learning process. Teachers who are able to manage their emotions well can build positive relationships with students, so that the classroom atmosphere becomes more comfortable and interactive. Conversely, negative emotions such as frustration, anger, and stress that arise in learning interactions tend to cause tension in the classroom, reduce student learning motivation, and inhibit their active participation. Teachers who experience high emotional stress are also more likely to have difficulty delivering material effectively, which has an impact on students' understanding of the lesson.

This study also shows that emotional management strategies implemented by teachers, such as personal reflection, sharing experiences with colleagues, and implementing relaxation techniques, play an important role in creating more effective learning interactions. Support from the school through teacher welfare programs is also needed to help them deal with emotional challenges that arise during the teaching process. Therefore, it is important for schools to pay special attention to the emotional aspects of the learning process. This can be done by providing training for teachers in emotional management and creating a more supportive work environment. With these steps, it is hoped that learning interactions in the classroom can run optimally, so that students not only gain knowledge and skills, but also experience a pleasant learning experience and develop a high spirit of learning.

REFERENCES

Bintang, DWP, Pertiwi, AD, & Azainil, A. (2024). Analysis of Technology Use in the Learning Process in PAUD. Aulad: Journal on Early Childhood, 7(3), 873–884. https://doi.org/10.31004/aulad.v7i3.810

Cahyo, AAR, Suhartono, S., & Yuniseffendri, Y. (2024). Assertive and Expressive Speech Acts in Talk Shows on Gita Wirjawan's YouTube and Their Implications for Indonesian Language Learning. Discourse: Journal of Indonesian Language Education, 7(2), 241. https://doi.org/10.30998/diskursus.v7i2.23603

Danika Pranata, O., Juniyati, S., Susanti, S., & Kerinci, I. (2024). EXPLORATION OF EMOTIONS IN PHYSICS LEARNING IN HIGH SCHOOL: A DESCRIPTIVE STUDY AND COMPARISON BETWEEN GRADE LEVELS (Vol. 4).

Fatiq, DFN, & Nasrullah, N. (2024). Exploration of the Role of Social Support and Gratitude in Improving Subjective Well Being of Al-Qur'an Memorizing Students at Islamic Boarding Schools in Malang. Journal of Education Research, 5(4), 6048–6056. https://doi.org/10.37985/jer.v5i4.1878

Fitamaya, D., & Zulfahmi, MN (2024). Analysis of Moral and Religious Learning Through the Application of Loose Part. Journal of Learning Research and Innovation, 4(1), 193–207. https://doi.org/10.51574/jrip.v4i1.1362

Gusmaneli Gusmaneli, Anggi Ladiva Junaidi, & Nada Ranjani. (2024). Exploring the Potential in the Learning Process of Affective Strategies to Increase Student Engagement and Learning Quality. Journal of Educational and Cultural Research Studies, 2(3), 01–13. https://doi.org/10.59031/jkppk.v2i3.406

I Wayan setiawan, Luh Made Dwi Wedayanthi, & Kadek Dwi Pebriyanti. (2023). Analysis of the Attitudes of Class XI MP (Office Management) Students Towards Learning English as a Foreign Language at SMKN 1 Bangli. PUSTAKA: Journal of Language and Education, 4(1), 27–45. https://doi.org/10.56910/pustaka.v4i1.1033

Laela, AN, Asrori, D., Muslih, M., Izzulhaq, MI, Lail, A., Ansory, C., Al-Arifi, A., & Fathoni, T. (2025). Counseling Guidance in Addressing Physical and Emotional Changes in Adolescents. 5(2). https://doi.org/10.37680/almikraj.v5i2.6279

Rahayuningsih, T. (2024). Analysis of Social Emotional Development of Grade 2 Students of SD Negeri 4 Jono in Interacting with Peers. Elementary School Teacher Journal, 1(3), 19–26. https://doi.org/10.70277/jgsd.v1i3.3

Zulaeha, I., Setiani, H., & Suratno, S. (2024). Differentiated Indonesian Language Learning in the Independent Curriculum in Vocational High Schools. Indonesian Language Education and Literature, 10(1),