The Effect of Teacher's Humor Types on Student Achievement Emotions during Distance Learning

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ABSTRACT

Early in 2020, all countries experienced the impact of the pandemic that occurred. Almost all activities have stopped to deal with the pandemic. Many notable activities like educational facilities were mandatory to close learning activities at the academy and then change it in the learning system into distance learning from their homes. When distance learning has been applied, many sides worried that the emotional condition of students during learning or achievement emotions would decrease. To improve it, one of them needs the support of the best teaching characteristics. In NASSP's research by Santrock, it has discovered that the criteria for the best teacher were teachers who used humor. This study aims to examine the effect of the teacher's humor type on students during distance learning. The research was participating by 414 students of University X, Faculty of Y using non-experimental quantitative research. Data collection was operating using a humor style questionnaire and achievement emotions questionnaire - learning related. Based on the result of analysis using multiple linear regression, the result $p = 0.000 < 0.05$. This result indicating this research found that the teacher's humor types have been effected achievement emotions in students during distance learning. Furthermore, among the four types of humor, three types of humor (affiliative humor , aggressive humor , self-defeating humor) have a significant effect to achievement emotions.
Keywords: humor , achievement emotions, college student, distance learning

1. INTRODUCTION

The early 2020 pandemic has an impact on almost 1.6 million students in 195 countries which cause them not being able to use the classroom due to school closure. School closure also has an impact on the learning system reaching a total of 60% of the student population worldwide [1]. When individuals undergo long range learning, they would feel isolated since schools are the center of gathering [2]. Individuals are anxious when receiving the lesson and having motivation in long range learning [3].

Students mostly encounter various social situations and emotions when attending the class [4]. In a student, emotions affects a series of psychological processes such as on cognition, motivation, and more [5]. Emotions in a student are divided into two, which are positive and negative. Positive emotions can be seen in a person when feeling happy, hopeful, and proud. Meanwhile negative emotions can be seen in a person when feeling boredom, anxious, anger, timid, and others [6]

Those emotions have a huge impact on students' academics and performance Ashby, Isen, and Turken in [6]. When applied to the situation on the pandemic that alters the learning system, [2] states that when a student is participating in a "new environment", they tend to feel frightened and anxious which will affect their health as well as performance while learning.

These particular emotions that associated with achievement activity in a learning process are called *achievement emotions* [5]. [6] states that *Achievement emotions* can be seen from two dimensions, which are object focus and valence. Object focus consists of two parts that is activity focus, which is the emotion that is acquired from doing an activity, and outcome emotions, which is the emotion that is seen before the activity (retrospective outcome emotions) and after the activity (prospective outcome emotions) [6]. Valence is the dimension that associates with the change and distinct kinds of emotions that occur which are positive or negative emotions.

On a learning activity, a student is required to not feel negative emotions which can lead to decreasing a student's motivation and try to give a positive impact along with spirit in class Meece & Eccles in [7]. Davis in [8] states that a good interaction between students and educators can improve motivation as well as fellowship on education. Student motivation could continue to change overtime, such as interactions with teachers, peers, education subject area, and tasks[9]. This statement is supported by [7] which states that motivation can be acquired through an effective educator.

According to a research conducted by NAASP in [7] ,79.2% of almost 1000 students prefer having an educator with a good sense of humor. Nevertheless, 79,6% of those students dislike having tedious educators. Looking at these results, it is important to notice that an educator with a good sense of humor has a good impression on a student. With having humor in education. Shatz and Coil in [10] states that other than increasing interaction, humor can also maintain attention and motivation which leads to student's participation in learning activities.

Humor itself is defined by Martin in [11] as a term that refers to things that are said or done by people until another person laughs. [12] divides human humor into four types of humor, such as affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. First type of humor is affiliative humor, which is defined by [13] as being able to tell a funny story which entertains people. Self-enhancing humor is defined as being able to tell a bizarre life story and make a joke. The third type of humor is self-defeating humor, which defined as having oneself as the point of the joke to make people laugh [12]. Lastly, the fourth type of humor is the aggressive humor which defined as having values of sarcasm and teasing [12].

Previous statements have proven research regarding the effects of humor types that is used by educators inside the classroom. However, looking at the current situation that unable a face-to-face learning, the researcher would like to research more on how student's perception of types of humor being used by educators will have a similar role when being used on long range learning.

1.1 Related Work

According to the assumptions, we divided the existed work into two categories.

1.1.1 Emotions

Emotion is a short name for the phenomenon of behavioral experience, social development, and broad biology [14] .In addition, emotion is defined by Drever in the dictionary of psychology as a complex organismal state involving changes in the character of the body such as breathing, pulse and also on the mental side describing the state of the emergence of stimuli or disturbances that encourage the formation of certain behaviors [15]. Otherwise, emotions are defined as central to the quality and composition of human daily experiences [16]

The concept of two dimensions of emotion in humans, namely positive emotions and negative emotions [6]. In the hemispheres of the human brain, each of these emotions is activated. The left hemisphere of the brain involves more positive emotions, while the right hemisphere involves negative emotions in humans [17].

1.1.2 Achievement Emotions

Theoretically, achievement emotions are defined by [5] as emotions that are directly associated with activities related to an achievement. Most of the emotions related to academic matters, work are usually seen as achievement emotions because of the relationship between these activities and the results obtained [5]. Achievement emotions have an influence on learning and success in academic matters [18]. But even so, not all emotions in humans during activities can be classified as achievement emotions [5].

1.1.3 Humor

Humor is usually used in human daily interactions [19]. Humor is a term that refers to things that people say or do that make other people laugh [11]. Humor as a communication behavior that we can recognize from personal experience that can be used by people who are experts or not [20].

In a review conducted by Banas et al. Regarding humor research, it was found that humor can have a positive influence on socio-emotional, motivational quality, and learning activities [11] and from a psychological point of view, humor is defined as a way of involving cognitive, emotional, social, and behavioral [21].

According to Ziv in [11] that when used frequently, it can cause positive mood and positive emotions from people who receive it. In a study conducted by Stuart and Rosenfeld on students in America, a comparison was made in classes with the use of humor and those without, the results found that students in humor classes felt a comfortable and supportive classroom atmosphere [11].

1.1.4 College Students

College students are individuals who are generally in the 18-25 year age range [22]. Students can be expressed as individuals who are in a phase of change, namely the late adolescence phase to the early adulthood phase [23]. This phase commonly referred to as the emerging adulthood phase [24].

Emerging adulthood according to [25] defined as transitional period of human maturity towards maturity from late adolescence to early adulthood. Emerging adulthood is not part of adolescence and not part of adulthood [26], cause it viewed theoretically and empirically differently [27].

1.1.5 Achievement emotions and Humor

Previous research done by [28] which done on 157 students of Midwestern Public University explained that there is an effect of different types of humor that used by students on classroom, one of the results shows that individuals shows more interest by using affiliative humor type (M=38.10, SD=7,70). Moreover, a research organized by [11] shows that 668 individuals who attend the class explain that aggressive humor type

leads to degradation of *achievement emotions* in individuals.

1.2 Our Contribution

Theoretically, the results of these findings can provide theoretical and practical contributions in the world of education psychology and social as well as institutions or agencies that are involved in the education field, especially in the school environment. Beside of that, this can be awareness for the educational function in the future that using distance learning.

1.3 Paper Structure

The rest of the paper is organized as follows. Section 2 represent about the background, section 3 contains of measurement that this study used. Section 4 include the findings and discussion and section 5 concludes the paper present direction and future research

2. BACKGROUND

2.1 *Emotions, Achievement emotions and Humor*

This research is a non-experimental quantitative research with non-probability sampling which used purposive sampling and snowball sampling technique. This research is using linear regression test to see how much effect humor type in educators has on student's *achievement emotions* during long range learning.
Definition 1. (emotions) is an occasional and often significant reaction to the hurting or pleasure of what is happening for well-being and knowledge as a necessary factor [29]. Emotion divided by two concepts dimensions in humans, namely positive emotion and negative emotion [6]. In the hemispheres of the human's brain, each of these emotions are activated. The left hemisphere involves more positive, while the right hemisphere involves negative in humans [17].
Definition 2. (achievement emotions) is emotions that are directly associated with activities related to an achievement. Most of the emotions related to academic matters, work are usually seen as achievement emotions because of the relationship between these activities and the results obtained [5].
Definition 3. (humor) is a term that refers to things that people say or do that make other people laugh [11]. Regarding humor research, it was found that humor can have a positive influence on socio-emotional, motivational quality, and learning activities [11]. Other benefits of using humor in learning are

increasing student attention, student interaction, productivity, and etc [30].

This research is done by distributing questionnaires using Google form to bachelor degree students in X faculty Y university, sexes male and female that are on the range from 18 years old to 21 years old by random, not limited by a certain race or religion. In the early research process, the researcher conducts a simple survey to a few students with asking the names of the lecturers that used humor and did not use humor as well as their impression towards them while learning. After receiving the result, the researcher distributes questionnaires that can be filled with subject criteria of students who are taking the class of the lecturer.
The respondent of this research consists of some categories. Resulting from 414 participants, the categories are divided into batches and impressions of the lecturer who is using humor and not using humor. Based on the data received from students in faculty X university Y, batch 2017 add up to 177 participants (42,8%), batch 2018 add up to 53 participants (12.8%), batch 2019 add up to 179 participants (43.2%), and batch 2020 add up to 5 participant (1.2%). The second category, which is the impression on the lecturer while learning, students choose the lecturers that have a tight impression which is the lecturer who used humor by a total of 335 participants (90.6%) and the lecturer who did not or never used humor by a total of 39 participants (9.4%).

Independent variable in this research is the type of humor. The humor type variable is measured by using Humor Styles Questionnaire from [12] and has been adapted to the Indonesian. This measurement method consists of 32 statements that are divided into 4 types of humor, which are 8 statements on affiliative humor, 8 statements on self-enhancing humor, 8 statements on aggressive humor, and 8 statements on self-defeating humor. Validity and reliability test on this measurement is using the Kolmogorov-Smirnov test which is (table 1)

The dependent variable is *achievement emotions*. *Achievement emotions* variable will be measured by *Achievement emotions Questionnaire Learning related* which introduced by [31] that consists of 75 statements, divided into three object focus which are the *retrospective outcomes* emotions consist of 15 statements (4 positive statements and 11 negative statements), *activity outcomes emotions* consist of 45 statements (13 positive statements and 32 negative statements), and *prospective outcomes emotions* consist of 15 statements (5 positive statements and 10 negative statements). This measuring instrument validity and reliability is using Kolmogrov-Smirnov test that is (table 2).

Table 1
Humor-Style Questionnaire

Humor Type	Statements Before Decreased	Alpha-Cronbach Coefficient Before Decreased	Statements After Decreased	Alpha-Cronbach Coefficient After Decreased
Affliative Humor	8	0,880	8	0,880
Self-enhancing Humor	8	0,844	7	0,872
Aggressive Humor	8	0,051	3	0,668
Self-Defeating Humor	8	0,691	7	0,861

Table 2
Achievement Emotions Questionnaire-Learning related

Humor Type	Statements Before Decreased	Alpha-Cronbach Coefficient Before Decreased	Statements After Decreased	Alpha-Cronbach Coefficient After Decreased
Retrospective Outcome Emotions	15	0,895	15	0,895
Activity Outcome	45	0,942	40	0,946
Prospective Outcome Emotions	15	0,865	15	0,865

Linear regression test is used to find the effect of *achievement emotions*, scientists found there is a regression value of R2 = 0.20, which shows that there is 20% of contribution type of humor variable to *achievement emotions*.

From data analysis used linear regression (normal data) obtained the result that affiliative humor that has value of $p = 0,00 < 0,50$, self-enhancing humor that has value of $p = 0,73 < 0,50$, aggressive humor that has value of $p = 0,00 < 0,50$ and self-defeating humor that has value of $p\ 0.00 < 0.50$. So from the four results above can be concluded that there are three types of humor which are affiliative humor, aggressive humor , and self-defeating humor have a significant influence to *achievement emotions* (table 3).

Table 3
Result of regression humor type test to Achievement Emotions

Humor Type	P
Affiliative Humor	0.000
Self-Enhancing Humor	0.732
Aggressive Humor	0.000
Self-Defeating	0.000

3. CONCLUSION

Based on data analysis, results show that there is an impact of educator humor type to *achievement emotions* while long range learning. Although the independent variable (educator humor type) simultaneously makes an impact but after being seen separately from the impact test, there are variables that make a significant impact but some are not. Moreover, data processing brings about some impacts from the educator humor type to students' *achievement emotions* while long range learning. In this case it is shown that the higher the educator's humor, the higher the *achievement emotions* of students. Conversely, the lower the educator's humor, the lower the achievement of students.

The research result above explained that an educator who has humor can increase the *achievement emotions* of students, this is in line with the NAASP research in [7] states that The best educator criteria is the educator who has a good sense of humor. Having good interaction between students and educators will boost motivation to increase learning activity and achieve optimal learning performance.

This research gives some proof empirically that there is an impact of educators' humor type to *achievement emotion* against students while long range learning. If the next researchers would like to do more research about humor types variable and *achievement emotions*, researchers can suggest several things, which are: a) the next research can possibly find out more about educators' humor type not only from students'

perspective, but also from educators' or lecturers' perspective ; b) in search of data, possibly on the next research can enrich and expand the data through self-reports from educators and self-report from students ; c) on the next research allows to expand more about positive emotion and negative emotion that experienced by students while learning activity. Moreover, departments that engage in the field of education such as headmasters, deans, teachers, lecturers, and other educators should pay more attention to students' emotions on learning activity. In learning activities, students should be in a state of having positive emotion, so that students are more likely to have a strong motivation to easily receive the learning materials. According to this research result, educators with a good sense of humor can impact students' emotional condition while learning or *achievement emotions*, so it is important for relevant departments to pay attention to special training for educators against humor such as holding seminars, therapy, and so forth, so educators can apply it to learning activities. With attention to the student's emotional side, expected to improve the education's quality in related departments as well as get appreciation and good feedback between students and educators.

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