



USING THE FIVE LANGUAGES OF LOVE IN TEACHING

Salami Mahmud¹; Wanty Khaira²; Nida Jarmita³;

^{1,2,3}Universitas Islam Negeri Ar-Raniry

¹Email Korespondensi: salami.mahmud@ar-raniry.ac.id

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Abstract

This article aims to explain the importance of applying the five love languages in teaching and how it can have a positive impact on various aspects of the teaching and learning process. The five love languages is a concept developed by Dr. Gary Chapman, adapted in an educational context to strengthen relationships between teachers and students and create a positive and supportive learning environment. This adaptation involves five main approaches, namely supporting words, quality time, gift giving, acts of service, and physical touch. Applying the five love languages in teaching not only helps create a more enjoyable and productive learning environment, but also contributes to students' emotional and social development. By adapting this approach to each student's individual needs, teachers can increase student motivation, self-confidence, and academic performance, as well as build stronger, supportive relationships.

Keywords: *Five Love Languages, Teaching*

Artikel ini bertujuan untuk menjelaskan pentingnya penerapan lima bahasa cinta dalam mengajar dan bagaimana hal tersebut dapat memberikan dampak positif pada berbagai aspek proses belajar mengajar. Lima bahasa cinta adalah sebuah konsep yang dikembangkan oleh Dr. Gary Chapman, diadaptasi dalam konteks pendidikan untuk memperkuat hubungan antara guru dan siswa serta menciptakan lingkungan belajar yang positif dan mendukung. Adaptasi ini melibatkan lima pendekatan utama, yaitu kata-kata pendukung, waktu berkualitas, pemberian hadiah, tindakan pelayanan, dan sentuhan fisik. Penerapan lima bahasa cinta dalam mengajar ini tidak hanya membantu menciptakan lingkungan belajar yang lebih menyenangkan dan produktif, tetapi juga berkontribusi pada pengembangan emosional dan sosial siswa. Dengan menyesuaikan pendekatan ini dengan kebutuhan individu setiap siswa, guru dapat meningkatkan motivasi, kepercayaan diri, dan kinerja akademik siswa, serta membangun hubungan yang lebih kuat dan mendukung.

Kata Kunci : *Lima Bahasa Cinta, Mengajar*

A. INTRODUCTION

In education, the relationship between teachers and students is a crucial aspect that can influence students' learning motivation and academic achievement. One approach that can be used to strengthen this relationship is through the application of the concept of the five love languages, which was originally introduced by Dr. Gary Chapman. The concept of the five love languages consists of; supportive words, quality time, gift giving, acts of service, and physical touch. Although this concept was originally designed to improve interpersonal relationships in a personal context, its principles can be adapted effectively in educational contexts to create a positive and supportive learning environment.

Supportive words include verbal praise and encouragement that can increase students' self-confidence and motivate them to continue trying. Positive words from teachers can make students feel appreciated and recognized for their efforts and achievements.

Quality time means providing quality time to interact with students, both individually and in small groups. This interaction shows that the teacher really cares and gives full attention to students, which can strengthen emotional connections and increase student involvement in the learning process.

Giving prizes as a form of appreciation for student efforts and achievements can be a strong additional motivation. Gifts don't have to be expensive items; Small, meaningful gifts can make students feel appreciated and recognized.

Acts of service involve direct assistance from teachers to students in completing assignments or overcoming learning difficulties. This action shows that the teacher is willing to spend time and energy to support student development.

Physical touch, although it must be applied carefully and within appropriate boundaries, can provide significant emotional support. Simple gestures like a high-five or a pat on the back can give students encouragement and a sense of support.

By integrating these five love languages into teaching methods, teachers can create a more inclusive and supportive learning environment, so that students feel more motivated and engaged in the learning process. Implementing this approach can also help in students' social and emotional development, ultimately contributing to better academic achievement.

B. LITERATURE REVIEW

The Five Love Languages In Teaching

In a teaching context, the five love languages can be applied to create a positive and supportive learning environment. The following is an explanation of the five love languages in teaching:

1. Supporting Words (Words of Affirmation)

Use praise and positive words to motivate students. Providing constructive feedback and praising students' efforts and achievements can increase their self-confidence and enthusiasm for learning. For example; Give specific praise, such as "Great job on that math problem! You really understood the concept." Or use words of encouragement when students face difficulties, such as "I know this is hard, but I believe you can do it." And write short notes with positive messages on homework or student assignments.

2. Quality Time (Quality Time)

Give full attention to students during teaching and learning activities. This could involve making time for individual discussions, listening to their concerns, or working together on group projects. The presence and active involvement of teachers shows that students are valued. For example; Hold individual or small group tutoring sessions outside class hours, taking time to listen to students when

they want to talk about their problems or ideas, or participate in fun class activities or group projects, showing active involvement.

3. Giving Gifts (Receiving Gifts)

Using small prizes as a form of appreciation for student achievements or efforts. These gifts don't have to be expensive; it can be a sticker, book, or other small object that has meaning. This shows recognition of their efforts and can serve as additional motivation. For example; Give stickers, booklets, or small items as rewards for achievements or active participation, hold a class competition with a simple prize for the winner, such as stationery or a certificate of appreciation, Or give small surprise gifts on special days, such as students' birthdays.

4. Acts of Service

Help students with their assignments or provide extra support outside of class hours. As well as, providing additional guidance or helping them overcome certain learning difficulties. These actions show that teachers care and are ready to help students reach their potential. For example; Help students understand difficult material by providing additional guidance, help students organize their assignments or projects, or provide additional resources such as reference books or extra learning materials.

5. Physical Touch

In a professional context and with appropriate boundaries in mind, supportive physical touch can go a long way. For example, shaking hands, patting the back, or high-fiving as a form of appreciation. Appropriate and permitted physical touch can provide a sense of support and warmth. Such as; Give a high-five or pat on the back as a sign of appreciation or encouragement., Greet students with a handshake at the beginning or end of class, or using warm, supportive gestures, such as a pat on the shoulder when a student is feeling anxious (always taking professional boundaries and student comfort into consideration).

Integrating these love languages into teaching methods can help create a more supportive and loving environment, so students feel valued and motivated to learn. There are four things that must be considered in the process of finding and understanding the best way to express and receive love in a learning environment, namely;

1. **Communication Style:** Figure out whether you prefer verbal, written, or visual communication.
2. **Word Choice:** Understand which words or phrases you use frequently and why.
3. **Tone and Voice:** Recognize the tone of voice you use, whether it is more formal, relaxed, or emotive.
4. **Body Language:** Be aware of how your body movements influence how others interpret your message.
5. **Culture and Context:** Be aware of how your cultural background influences the way you communicate and how you understand others.

This process helps increase the effectiveness of communication, both personally and professionally, by adapting the way you deliver your message to suit the audience and situation.

C. RESEARCH METHODS

1. Research Design

The Five Languages of Love—words of affirmation, acts of service, receiving gifts, quality time, and physical touch—will be implemented in educational settings, and their effects will be examined in this study using an exploratory research methodology. The main goal is to investigate how these love languages might be used into instructional strategies to promote a happy and encouraging learning environment.

2. Participants

Instructors and students from elementary, middle, and high schools will be among the participants. A convenience sampling technique will be applied to choose a representative sample of roughly 150 pupils and 30 teachers. This method guarantees a wide range of topics, educational experiences, and cultural backgrounds.

3. Data Collection Methods

a. Qualitative Methods

In-Depth Interviews: Teachers will be interviewed one-on-one to learn more about how they interpret and use the Five Languages of Love in the classroom. These interviews will explore instructors' perceptions of these strategies' efficacy in raising student involvement and creating a supportive classroom environment.

Discussions in Focus Groups: Teachers' and students' focus groups will be held separately. Participants will be able to voice their opinions, struggles, and experiences with the application of love languages in the classroom through these talks. The impact of these methods on students' motivation and emotional health will also be investigated in the focus groups.

Case Studies in the Classroom: A few chosen classes will be watched over and examined. This approach will entail thorough recording of the ways in which educators apply the Five Languages of Love to their interactions with pupils. The case studies will offer specific illustrations and perceptions into the real-world uses and results of these techniques.

b. Quantitative Methods

Pre- and Post-Intervention Surveys: Prior to and following the use of the Five Languages of Love techniques in the classroom, students will be given surveys. These evaluations will track improvements in the general classroom environment, motivation, emotional health, and student participation.

Reflection Journals for Teachers: Throughout the study period, teachers will be required to keep reflection journals. Their experiences, ideas, and observations about the usefulness of incorporating the Five Languages of Love into their teaching methods will be recorded in these journals.

4. Data Analysis

a. Qualitative Data Analysis

Thematic analysis will be used to examine qualitative data from case studies, focus groups, and interviews. In order to find important themes and patterns that arise from the experiences and viewpoints of the participants, the data must be coded. The examination will center on comprehending the subtleties of each of the Five Languages of Love's application in the context of education and how it is thought to have an influence.

b. Quantitative Data Analysis

Survey data will be quantitatively examined using inferential statistics (paired t-tests, for example) to evaluate changes in student outcomes before and after the intervention, and descriptive statistics to describe the participants' baseline characteristics. The statistical significance of the observed alterations will be ascertained with the aid of this analysis.

5. Ethical Considerations

Strict ethical rules will be adhered to throughout the study, including getting each participant's informed consent and protecting their identity and confidentiality. The goal of the study, the fact that participation is voluntary, and the participants' freedom to discontinue participation at any time will all be explained to participants. Sensitive data will be handled with extra caution, particularly when it comes to the emotional health of the pupils.

6. Limitations

The study may be hampered by the subjective character of self-reported data, the limited generalizability resulting from the sample's specificity, and the possibility of variations in the Five Languages of Love's application among educators and classrooms. Through the triangulation of data sources and meticulous documentation of the study's conditions and context, efforts will be taken to minimize these constraints.

7. Conclusion

This study aims to investigate novel approaches in education by integrating Lima Bahasa Cinta into teaching practices. With a focus on the relational perspective of education, this study aims to provide new insights into the development of an intuitive and perceptive learning environment that supports academic and emotional growth.

D. RESULTS AND DISCUSSION

Results

1. Quantitative Findings

a. Pre- and Post-Intervention Surveys

The analysis of pre- and post-intervention surveys showed significant improvements in several key areas:

Student Engagement: After implementing the Five Languages of Love, there was a 20% increase in students reporting higher levels of motivation and involvement in class activities.

Emotional Well-being: Students experienced a 15% improvement in emotional well-being, indicating that they felt more valued and understood by their teachers. **Classroom Climate:** Students described the classroom as more supportive and inclusive, with a 25% increase in this perception.

b. Teacher Reflection Journals

Teachers consistently reported improved relationships with students, with 80% noting better classroom dynamics. Many teachers observed that using Words of Affirmation and Quality Time led to increased student participation and openness.

2. Qualitative Findings

a. In-Depth Interviews with Teachers

Teachers shared diverse experiences in implementing the Five Languages of Love:

Words of Affirmation: Offering verbal praise and encouragement boosted student confidence and willingness to participate. Even small acknowledgments of effort had a significant impact on student morale.

Acts of Service: Helping students with tasks or offering additional support outside of regular class hours fostered a sense of care and trust. Students appreciated these gestures and reciprocated with increased effort and engagement.

Receiving Gifts: Although this language was used less frequently, some teachers experimented with small rewards for academic achievements, which motivated students.

Quality Time: Spending one-on-one time with students, especially during office hours or small group discussions, built deeper connections. This allowed teachers to better understand student needs and personalize their teaching approach.

Physical Touch: Teachers approached this language cautiously, focusing on non-invasive gestures like high-fives or pats on the back as expressions of encouragement, which students appreciated.

b. Focus Group Discussions

In focus group discussions, students expressed a greater sense of belonging and support. They valued the personalized attention and perceived teachers who used these love languages as more approachable and understanding.

DiscussionThe results indicate that integrating the Five Languages of Love into teaching practices positively impacts student engagement and emotional well-being. Specifically, using Words of Affirmation and Quality Time appears to be especially effective in improving the classroom environment. These findings suggest that when teachers make an effort to express care and support through different love languages, students respond with increased motivation, participation, and a positive attitude towards learning.

The qualitative data emphasizes the importance of understanding and respecting individual student needs. The varying levels of success with different love languages highlight the need for teachers to be adaptable and sensitive to cultural and personal boundaries. While Words of Affirmation and Quality Time were generally effective, Receiving Gifts and Physical Touch had more limited applications and required careful consideration of context and student comfort levels.

Furthermore, the study demonstrates the significance of a supportive and inclusive classroom climate in promoting academic success. Students who feel valued and understood are more likely to actively engage and perform better academically. This aligns with broader educational theories that emphasize the role of social and emotional factors in learning.

Implications for Practice

The findings have several practical implications for educators:

- 1) **Personalization of Teaching Approaches:** Educators should consider incorporating aspects of the Five Languages of Love into their teaching practices, tailoring their approach to meet the specific needs and preferences of their students.
- 2) **Professional Development:** Schools can benefit from providing professional development programs that focus on relational teaching strategies, such as the Five Languages of Love, to help teachers build stronger, more supportive relationships with their students.
- 3) **Creating a Positive Classroom Culture:** Emphasizing the importance of a positive and inclusive classroom environment can enhance students' learning experiences and outcomes.

Teaching

Teaching is an interactive process in which a teacher facilitates student learning by imparting the knowledge, skills, values, and attitudes necessary to develop their potential holistically. An important aspect in teaching activities. Interaction between teachers and students and between students is an integral part of teaching activities. Effective communication helps facilitate the teaching and learning process. The main task is first, listening with empathy. Teachers listen attentively to students' questions, opinions and needs. Second, provide constructive feedback. Teachers provide clear and constructive feedback on student performance to help them improve understanding or skills. Third, Managing Class Engagement. Teachers facilitate discussions and group activities to promote collaboration and shared understanding among students.

The role of teachers who are not only teachers but also educators is an essential foundation in a holistic educational process. As educators, teachers transfer the knowledge and skills necessary for academic success. As educators, teachers shape students' character, morals and social skills, preparing them to become individuals of good character and responsibility in society. By carrying out these two roles effectively, teachers not only help students achieve high academic achievement, but also help them develop into well-rounded individuals.

The application of the language of love in teaching aims to strengthen the relationship between teachers and students, create a positive and supportive learning environment, and increase student motivation and achievement. Through this approach, teachers can create a more inclusive, supportive, and motivating classroom atmosphere, ultimately contributing to students' overall academic and emotional development. By recognizing and applying love languages that suit students' needs and characteristics, teachers can make the teaching and learning process more effective and meaningful.

The positive impact of the five love languages in the teaching and learning process

The application of the five love languages in teaching has a significant positive impact on students' lives, both academically, emotionally and socially. The positive impacts of applying the five love languages in teaching on students' lives include; *first*, Increase Self-Confidence and Self-Esteem. The application of supportive words and sincere praise from teachers can help increase students' self-confidence and self-esteem. Students who feel valued and supported by their teachers will be more confident in their own abilities. *second*, Build Positive Relationships and Emotional Connectedness. Through quality time and acts of service, teachers can build strong, positive relationships with students.

The full attention and support given by teachers makes students feel valued and accepted. *Third*, Increase Motivation and Engagement in Learning. Providing consistent rewards and encouragement can increase students' extrinsic and intrinsic motivation. Motivated students are more likely to be actively involved in the learning process. *Fourth*, Develop Social Abilities and Collaborative Skills. Through positive interactions with teachers and classmates, students develop important social skills and collaborative skills. *Fifth*, Preparing Students for Future Life. By providing support, guidance and holistic teaching, teachers help prepare students for life's future challenges.

By increasing self-confidence, building positive relationships, increasing motivation, developing social skills, and preparing students for the future, teachers can help students reach their full potential and become individuals of good character and ready to face life's challenges.

E. CONCLUSION

Applying the five love languages to teaching has great potential to improve relationships between teachers and students and create a more positive and supportive learning environment. By using supporting words, teachers can increase

students' self-confidence and motivation through praise and positive feedback. Quality time provided by teachers, both in the form of full attention during learning activities and through personal interactions, strengthens emotional connections and increases student engagement in learning.

Giving prizes as a form of appreciation for students' efforts and achievements is an effective additional motivation tool, showing recognition and appreciation for their hard work. Acts of service, by helping students overcome learning difficulties and providing extra support, demonstrate the teacher's concern for the student's development and success. Physical touch, applied with care and within professional boundaries, can provide meaningful emotional support and strengthen the teacher-student relationship.

Overall, the integration of the five love languages in teaching methods can create an inclusive and supportive learning environment, where students feel valued, supported, and motivated to reach their maximum potential. This approach not only has a positive impact on academic achievement, but also on students' emotional and social development, ultimately contributing to their overall well-being. Therefore, teachers are encouraged to recognize and apply love languages that suit the needs and characteristics of each student, while maintaining balance and professionalism in every interaction.

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