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Bridging the Gap: Examining Humor Dynamics Between Secondary School Educators and Students

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Abstract

The utilization of humor in foreign language classrooms has demonstrated positive impacts in terms of memory retention, information processing performance, and students' positive perception of their teachers While numerous studies have explored humor in education, there's a gap in understanding the differences in humor usage between educators and students within the same classroom context. Addressing this gap can illuminate the dynamics of teacher-student relationships, classroom atmosphere, and student engagement, informing pedagogical practices and enhancing the overall instructional experience. This study aims to explore prevalent types of humor in classrooms, focusing on distinct patterns exhibited by educators and students, and uncovering underlying dynamics to enrich our understanding of humor's role in education. We worked with 27 students from SMPK Bhakti Luhur Malang and data collection involved the use of audio recordings of classroom interactions between students and teachers. Throughout our data, we found that humor is useful as a coping mechanism, a tool in relationship building, and a tool for managing class among others. We also illustrated how teachers and students used different ranges of humor types for different purposes, yet still maintaining a positive class dynamic. We hope that our findings will contribute to further enhancing the use of humor in educational settings.

INTRODUCTION

Humor plays a crucial role in human interaction, enhancing social bonds and making communication more enjoyable. Research about the functional effects of humor in everyday life has been done by many researchers. For example, Farkas et al. (2021) found that humor can be beneficial for stress relief and coping with mental

health struggles. Mauersberger et al. (2022) explored the impact of humor on social interactions and found that shared laughter can significantly enhance feelings of connection and trust among individuals. Their research highlights that humor can act as a social lubricant, facilitating smoother interactions and fostering a sense of belonging within groups.

In language classrooms, humor can be a powerful tool to create a positive learning environment. In a classroom setting, humor as a pedagogical tool diminishes classroom anxiety and contributes to a more positive learning atmosphere (Rokhmah et al., 2020). This is particularly relevant in language learning, where anxiety can often hinder participation. When students are amused and comfortable, they are more likely to engage actively in discussions, which can lead to improved retention of information and a deeper connection with the material being studied (Farnia & Mohammadi, 2021).

By validating and encouraging humorous interactions, educators can cultivate a less intimidating environment where humor is appreciated and utilized as a learning tool (Qin & Beauchemin, 2022). This approach not only enhances teacher-student relationships but also contributes to a supportive learning environment where students feel safe to express themselves and explore a new and unfamiliar language (Şahin, 2021).

Previous research has noted that the utilization of humor in classrooms can be a strategic decision taken by educators, as it has demonstrated positive impacts in terms of memory retention, information processing performance, and students' positive perception of their teachers (Garner, 2006) as it provides some form of psychological comfort (Hassan & Tahir, 2022), reduce affective barriers, and stimulate pro-social behaviors (Ravichand, 2013). Another example of a specific social goal that can be achieved through instructional humor includes social influence by exhibiting a form of affinity-seeking behavior, where people who are well-liked are more likely to hold more influence (Cialdini, 2001). In the realms of instructional humor, various research has been done in order to observe the connection between learning and instructional humor.

Martin et al. (2003) developed the Humor Styles Questionnaire (HSQ), an instrument to identify and categorize humor. It measures two positive or adaptive humor styles as well as two negative or maladaptive humor styles, namely affiliative humor and self-enhancing humor, as well as aggressive humor and self-defeating

humor respectively. This framework was then adapted into several research, such as the framework compiled by Banas et al. (2011). The effectiveness of humor is a complex phenomenon shaped by various factors. One of them is the incongruity theory which suggests that humor arises when there is a deviation between expectations and reality, triggering a cognitive shift that leads to laughter (Wangsomchok, 2016). This aligns with relevance theory, which emphasizes the role of contextual cues in humor appreciation, as humor is most effective when it resonates with the audience's expectations and knowledge (Kang & Gao, 2019). Cultural factors also influence humor's effectiveness, as intercultural communication requires an understanding of contextual cues and cultural sensitivities (Davis, 2013). Additionally, individual differences, such as personality traits and humor styles, play a role in how humor is produced and received, with self-enhancing humor associated with better emotion regulation (Li et al., 2018). Ultimately, humor's success depends on the interplay of these cognitive, cultural, and individual elements. Approaches to classifying types of humor found in the classrooms may vary depending on researchers. However, a popular framework in identifying instructional humor types is compiled by Banas et al. (2011) in their study "A Review of Humor in Educational Settings: Four Decades of Research". According to them humor types that are normally found in classrooms settings include affiliative or solidarity-based humor, psychological needs or self-enhancing humor, power based humor, humor related to class material, funny stories, humorous comments, seeking funny others, humor unrelated to class material, self-disparaging humor, unplanned humor, jokes or riddles, puns, low humor, nonverbal humor, impersonation language or word play, laughing, using funny props, visual illustrations, humorous distortions, test items, aggressive or other than aggravating humor, and offensive humor.

Previous research has explored aspects of classroom humor exploring the impact on student engagement and learning outcomes. In the realms of instructional humor, various research has been done in order to observe the connection between learning and instructional humor. Notable studies such as Wycoff (1999), Wanzer et al. (2006) and Frymier (2008) have discussed the multifaceted nature of humor in educational settings and provided foundations for understanding its manifestations. Additionally, Martin (2007) suggested that by using humor in educational settings, students will link the process of learning with the pleasant or emotions that are elicited by humor.

The Instructional Humor Processing Theory (IHPT), proposed by Wanzer, Frymier, and Irwin (2010), offers insights into how instructor humor helps students learn. According to the theory, when instructors use humor appropriately, it grabs students' attention and motivates them. This increased engagement enhances students' understanding, memory, and retention of the material they're learning (Southam & Schwartz, 2004). The instructional humor processing theory proposed two relevant factors to be considered when using humor in an educational setting. The first factor is relevance of the humor. When humor takes away from the class material, it will make the message unmemorable. The second factor is appropriateness. Inappropriate forms of humor will distract students and will lead to a decrease in willingness to process class materials.

While numerous studies have explored the theme of humor in educational settings, focusing on both the teachers' and students' point of view, there remains a notable gap in the literature regarding a comparative analysis of classroom interactions between educators and students and how their humor interactions differ within the classroom. While individual studies have delved into either teachers' or students' use of humor, few have directly compared the two groups' behaviors within the same classroom context. This lack of comparative research limits our understanding of the nuanced dynamics of humor interactions between teachers and students and the potential implications for classroom dynamics and learning outcomes. By examining the differences in humor usage between educators and students, researchers can gain valuable insights into the role of humor in shaping teacher-student relationships, classroom atmosphere, and student engagement. Moreover, such comparative analysis can inform pedagogical practices and contribute to the development of effective strategies for integrating humor into instructional contexts. That is why there is a need for more comprehensive studies that explore the similarities and differences in humor interactions between teachers and students, shedding light on this understudied aspect of classroom communication and interaction.

This study seeks to delve into the prevalent types of humor in classroom settings, focusing on the distinct patterns exhibited by both educators and students and the underlying dynamics at play. This leads to the formulation of the following research questions: What are the differences in humor interactions between educators and students within the same classroom context? How do these

interactions impact classroom dynamics? By addressing this gap in the existing literature, the study aims to shed light on potential disparities in humor use between teachers and students and explore the implications of humor on the overall instructional experience as well as gain valuable insights into the role of humor in shaping teacher-student relationships and classroom atmosphere.

METHOD

The research approach employed in this article is grounded in inductive reasoning and qualitative approach. Unlike deductive reasoning, which seeks to test specific hypotheses, inductive reasoning aims to derive general conclusions from observed patterns and phenomena. In the context of this study, the objective is not to validate a predetermined hypothesis but rather to gain insights and understanding from the data collected and analyzed. Specifically, the focus is on exploring the dynamics of class interactions and humor within the setting of SMPK Bhakti Luhur.

Data Collection

To capture authentic and unscripted interactions between teachers and students, audio recordings of class sessions were obtained. These recordings of the class sessions give us a glimpse of the class dynamics that are present. Data collection involved 27 students enrolled at SMPK Bhakti Luhur in grades 7-9. These students are in the age range of 12-15 years old. Purposive sampling were employed because of the limitation of student body in the school. The 2 teachers were Ma Chung University students whose English level were B2, based on their TOEIC test results, and had completed several teaching related courses in the university level. The recordings were done using two ZOOM H1n recorders placed in front and the back of the class to capture the class interactions. Humors between students and humors between teachers and students were then coded and analysed.

Transcription and Textual Analysis

Audio recordings were transcribed from spoken language through written text. The transcription was then imported to AntConc which is a text analysis software. As described by Laurence Anthony (2004), AntConc is a corpus analysis tool specifically designed for classroom use. This helps with the identification and extraction of textual patterns related to humor and humor contributions within the classroom. For the current study, AntConc 4 (version 2.4) was utilized to identify and

isolate each instance of humous interactions using the Key-Word-In-Context (KWIC) feature. Humorous interactions within classroom settings can be identified through the Key-Word-In-Context (KWIC) feature, which involves searching for specific keywords that serve as markers of humor. These keywords may include explicit mentions of laughter or other indicators associated with humor. By employing the KWIC feature, instances in the transcript where these humor markers are present can be easily located, thereby facilitating the identification and analysis of humorous interactions within the classroom environment.

	File	Left Context	Hit	Right Context
1	Audio ...	t Frestin ni, wah begitu? Murid (pr): Aduhh *	tertawa	Murid (pr): Nggak. Sudah to sudahh.. Murid
2	Audio ...	Frestin di kub.. di sawah Murid (pr): Sawah. *	tertawa	Murid (pr): Ya anggapannya di sawah. Guru
3	Audio ...	lk): Sukurin! Sukur! Murid (pr): Spongebob *	tertawa.	Murid (pr): Pinjem.. Aku pinjem... 24:48tidak
4	Audio ...	He'eh. Murid (pr): Sudah. Murid (pr): Teruss... *	tertawa	Guru 1: Teruss.. Murid (pr): Sudah. Murid (pr)
5	Audio ...	g sana, banyak. *tertawa Murid (lk): Anjing.. *	tertawa	Guru 1: Apa? Murid (pr): Semut lah. Murid (lk
6	Audio ...	d: Fabel. Guru 1: Fabel. Murid (lk): Horeee... *	tertawa.	Kalah, kalah, kalah! Guru 2: *tertawa kecil Gu
7	Audio ...	Murid (lk): Mana kartunya? Murid (lk): Salah! *	tertawa	Murid (lk): Kakak main ML? Guru 2: Nggak. *
8	Audio ...	): Agak lain. 17:32 Murid (pr) dan murid (lk)	tertawa.	Murid (pr): Lexi tolong dulu Lexi. Tolong sim
9	Audio ...	usunya kah? 17:40 Murid (pr) dan murid (lk)	tertawa.	Murid (lk): Aduhh. Murid (lk): Kalau ngomon
10	Audio ...	d (lk): Wuhh. 17:56 Murid (pr) dan murid (lk)	tertawa.	Murid (lk): Kan udahh..baca dewe. Murid (pr:
11	Audio ...	jak dia makan. Murid (pr) dan Guru: Oaahh *	tertawa *	bertepuk tangan Murid (pr): Iya sudah, suda
12	Audio ...	d (pr): Nah betoll. Guru 2 dan murid-murid: *	tertawa	Guru 2: Pinter.. Guru 1: Nanti kita bikin ini ya,
13	Audio ...	: Ada si jago merah *tertawa Murid-murid: *	tertawa	Guru 1: Ada asap.. Murid (pr): Dari kejauhan.
14	Audio	a Kasih.. kasih satu *tertawa Murid-murid: *	tertawa	Guru 2: Sorry sorry Kasih satu tema. Tentang

Figure 1. Sample of Key-Word-in-Context Results

The classification of humor used in this study is guided by the framework outlined in "A Review of Humor in Educational Settings: Four Decades of Research" by Banas et al. (2011), which synthesizes research spanning four decades on humor in educational contexts. This framework compiled humor types and categorizes humor in terms of specific humor types, its description, cites representative work, and the appropriateness of each humor type for classroom use, making it an ideal reference for analyzing humor dynamics in classroom settings. The humor types mentioned in the framework (Banas et al., 2011) includes, affiliative or solidarity-based humor, psychological needs or self-enhancing humor, power based humor, humor related to class material, funny stories, humorous comments, seeking funny others, humor unrelated to class material, self-disparaging humor, unplanned humor, jokes or riddles, puns, low humor, nonverbal humor, impersonation language or word

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play, laughing, using funny props, visual illustrations, humorous distortions, test items, aggressive or other than aggravating humor, and offensive humor. This classification fits well with the study's objective, as it not only helps identify the types of humor employed by teachers and students but also assesses their impact on classroom dynamics.

Thematic Coding

Thematic coding and thematic analysis were applied to the gathered data using Banas et al. (2011) framework on the types of humor present in classrooms. This framework served as a reference guide for identifying and categorizing different types of humor predominantly found in in class student teacher interactions. Each instance of humorous interaction contributed by both teachers and students was coded according to the established categories in the framework.

Table 1. Student -Teacher Humor Interactions

Stimulus	Reaction	Participants	Humor Type
T: Adu Ernis, kamu cantik banget.	No comment; laughter only.	Teacher to student	Affiliative
T: Gimana tadi? Lupaa...	No comment; laughter only.	Teacher to student	Affiliative
S: Heh! Masa manusia beri tahu ke hewan, "kuwe onok kebakaran."	No comment; laughter only.	Between students	Humor related to class material

S: Student
T: Teacher

Following the coding process, all the coded data was exported to Microsoft Excel to ease organization into a structured spreadsheet format. This step enables a more meticulous examination of the data, as it provides a clear presentation of the data for analysis. Within the spreadsheet, the transcribed and encoded data are scrutinized to ascertain the frequency and distribution of humor types utilized by both teachers and students during class interactions. This involves systematically reviewing each entry to identify instances of humor and categorizing them according to their respective types. Subsequently, all documented humor interactions are compiled into a comprehensive table, which features the usage frequency of each type of humor and indicates whether it was employed by a teacher or a student. This tabulated format allows for a clear and concise presentation of the data, which helps in facilitating comparisons and analysis into the patterns of humor usage within the classroom setting.

RESULT

This following section presents the findings of the study, focusing on the differences in humor interactions between educators and students within the same classroom context and examining how these interactions impact classroom dynamics. In the transcribed audio recording of several class sessions there were 232 instances in which humor was used either by the teachers or the students. These particular instances in which humor was used can be categorized into 13 out of 23 humor types according to Banas et al. (2011) instructional humor categorization.

Types of humor

In the dataset analyzed for this study, a total of 13 distinct categories of humor were identified within classroom interactions. These categories encompassed affiliative humor, self-enhancing humor, power-based humor, humor related to class material, humorous comments, seeking humor from others, humor unrelated to class material, unplanned humor, puns, low humor, instances of laughter, humorous distortion, and other-denigrating humor. Examination of the data revealed a notable discrepancy in the frequency of humorous interactions contributed by teachers compared to students, with students being the predominant contributors. As seen in Table 1, students dominate in contributing humorous interactions in class while the teachers contribute significantly less than the students. Additionally, a clear distinction emerged in the types of humor preferred by teachers versus students. Specifically, teachers exhibited a preference for self-enhancing and power-based humor, potentially utilizing the latter to establish boundaries and foster respect within the classroom environment. Conversely, students gravitated towards low humor, engaging in behaviors characterized by silliness, as well as other-denigrating humor, which involved mocking or insulting their peers. The prevalence of low humor and other-denigrating humor among students raises concerns about the potential negative impact on peer relationships and the overall classroom environment. The data suggest that engaging in behaviors characterized by silliness and mocking can contribute to a disruptive atmosphere and hinder the learning process at times.

Table 2. Student -Teacher Humor

Humor Type	Participants	Occurrence	Excerpt
Affiliative	Teachers	19	*laughs* Putri juga cerita ya? Ih cerita ke mana nih?
	Students	18	Saya jadi tikus buk. *laughs*

Humor Type	Participants	Occurrence	Excerpt
Self-enhancing	Teachers	15	Kurang sabar apa.. *chuckles*
	Students	4	Good luck, good luck. *chuckles*
Power-based humor	Teachers	2	Lima menit lagi! Gak ada protes-protes loh ya. *chuckles*
	Students	0	
Humor related to class material	Teachers	0	
	Students	4	Ada si jago merah *laughs*
Humorous comment	Teachers	1	Diskusinya kita bikin bentuk yang besar, gede sekalian untuk nentuin nanti ceritanya mau seperti.. apa
	Students	10	Santai dulu kali *laughs*
Seeking funny others	Teachers	0	
	Students	6	Lagi dong, Et. *laughs*
Humor unrelated to class material	Teachers	0	
	Students	7	Heh laki-laki eh. Agak lain.
Unplanned humor	Teachers	6	Nahh he'emm
	Students	20	Spongebob lho kotak.
Pun	Teachers	0	
	Students	1	Bahana.. (context: friend was saying bahaya)
Low humor	Teachers	0	
	Students	68	Pake cat..cat tembok. (friend asked what paint they used)
Laughing	Teachers	2	
	Students	25	Any *laughs* transcription in the data
Humorous distortion	Teachers	0	
	Students	5	Melok-melok ae
Other-denigrating	Teachers	0	
	Students	17	Putri i lol Pendengaran e gak jelas,

Humor Target

As indicated earlier, the analysis of humor dynamics in classroom interactions reveals a distinct difference in the targeted audience for humor between students and teachers. Figure 1 and Figure 2 visually depict this contrast: student humor predominantly targets themselves within peer-to-peer interactions, fostering an exclusive and reciprocal communication dynamic among classmates as they mostly target their peers as opposed to their teachers. In contrast, teachers predominantly initiate humorous communications in a more inclusive manner, with their humor primarily directed towards students. This inclusive direction of teacher humor may reflect a deliberate attempt to leverage humor as a tool for engagement, classroom management, or instructional reinforcement, thus shaping the teacher-student dynamic. Conversely, students' focus on self-directed humor suggests a tendency towards fostering camaraderie and shared experiences among peers, potentially serving as a mechanism for social bonding within the classroom context. This distinction underscores the nuanced nature of humor utilization in educational settings, highlighting its role in shaping interpersonal relationships and communication dynamics between teachers and students.
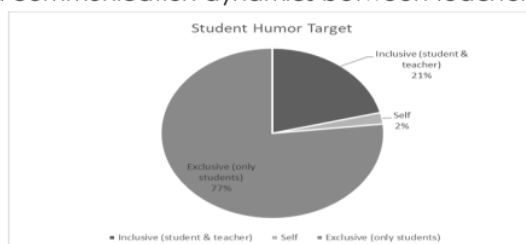

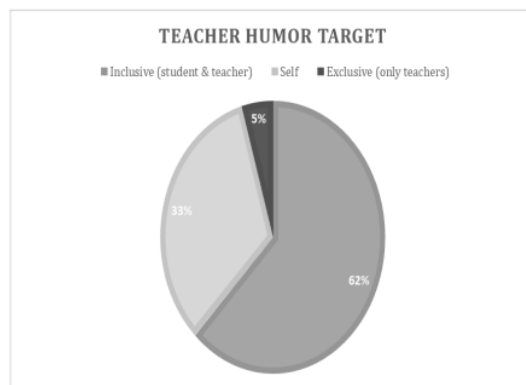Figure 2. Student Humor Interaction Target Chart

Figure 3. Teacher Humor Interaction Target Chart

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Another interesting observation to note was when humor occurred in local languages, such as Javanese or regional dialects, only among students. However, when teachers were involved in the interactions, the students immediately switch back to Indonesian, which was primarily utilized in the teaching process.

Language Features of Humor

During observations, it was noted that students frequently employed regional dialect as a marker that signals when humorous interactions are directed towards themselves or amongst their peers. This use of regional dialect served as a form of bonding mechanism within peer groups. As illustrated in Excerpt 1 the use of the suffix "i" and "e" as well as using the word oleh instead of *boleh* and *ora* instead of *tidak* or *nggak* indicates the use of Javanese, a regional language local to the East Java region in Indonesia.

Excerpt 1:

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Murid (M)       : Putri i to! Pendengaran e gak jelas.
(Student (lk)   : Putri has bad hearing.)
Murid (F)       : *tertawa. Gak oleh gitu!
(Student (pr)   : *chuckle* You can't say that!)
Murid (F)       : Ngawur Njal i. Body shaming i.
(Student (pr)   : That's ridiculous, you're body shaming.)
Murid (M)       : Ora.
(Student (lk)   : No.)
Guru 1          : Siapa?
(Teacher 1      : Who?)
Murid (M)       : Kan cuma becanda.
(Student (M)    : I'm just kidding.)
M: Male

F: Female
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Conversely, humor interactions between students and educators demonstrated a distinct shift towards the utilization of standard Bahasa Indonesia. Students will shift from using low humor to using polite forms of address and exhibiting subtle jests and playful banter, often expressed through universally understood language constructs as seen in Excerpt 2. This linguistic adaptation suggests the students' heightened awareness of formalities and respect towards authority figures within the educational setting.

Excerpt 2:

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Guru 2          : Pakai cat apa itu tadi?
(Teacher 2      : What paint did you use earlier?)
Murid (M)       : Pake cat... cat tembok.
(Student (M)    : I used paint... wall paint.)
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Educators exhibited a tendency towards employing inclusive language patterns when addressing students. Teachers consistently utilized plural pronouns when addressing students, emphasizing a sense of collective belonging. In the case of this particular study, the teachers are found to use the word *teman-teman* frequently during class sessions. As illustrated in Excerpt 3, the teachers use the word *teman-teman*, which literally translates to friends. Not only does this word choice show inclusivity by addressing every student in the room, but it also used by the teachers as an attempt to establish a closer bond and emotional connection with the students. This linguistic strategy is used deliberately to promote inclusivity and to include everyone in class.

Excerpt 3:

Guru 1	: Apa kabar temen-temen. Oya makasih Ninip. *tertawa kecil*
(Teacher 1	: How are you? Thank you Ninip. *chuckles*)
Guru 2	: He eh.
(Teacher 2	: Yes. (informally))
Guru 1	: Gimana kabarnya temen-temen. Oiya, kakak mau bikin pengumuman dulu. Nanti aja deh, waktu pulang. Nanti aja deh...
(Teacher 1	: How is everyone? Oh yes, I would like to make an announcement first. I'll just do it later when it's time to go home. Never mind...)
Guru 2	: Gimana temen-temen kabarnya? Baik?
(Teacher 2	: How is everyone doing? Good?)

DISCUSSION

Even though both teachers and students use affiliative humor during class interactions, close observations of the class interaction transcript reveal that teachers and students use this type of humor differently. Just like Weisi and Mohammadi's (2023) study, this study also discovers that teachers mainly use affiliative humor to build rapport with students and create a close bond and connection with students. However, on the other hand students mainly use affiliative humor to entertain their friends and build solidarity. As suggested by Martin (2007), humor can create an enjoyable environment and facilitate group cohesion. From this observation of humor use in class, both forms of positive and negative effects of humor can be found. According to the IHPT (Wanzer et al., 2010) positive effect of humor boosts students' motivation to retain and process class materials, whereas negative affect decreases students' willingness to process and retain information.

It is also important to note that teachers and students use different types of humor in different situations. For example, teachers use self-enhancing humor in order to regulate emotion and cope with the stress of teaching. This usually happens

when the teachers feel ignored or if they feel that the class is getting out of hand. This finding is also noted in Simione and Gnagnarella's (2023) research, where they found that coping with the use of humor can aide teachers in regulating and managing stress by reducing perceived stress, especially when teaches feel ignored or is presented with challenging situations in class. On the other hand, students use self-enhancing humor to cope with this stress of being reprimanded by the teachers. It's interesting to see that even though the type of humor utilized is the same, the dynamic in which the teachers and students interact heavily impacts the situational and functional utilization of the same humor type.

The frequency of humor contribution between the teachers and students can also imply several things. Through the data observation, it can be seen that students use humor exclusively between themselves and rarely involves the teachers. On the other hand, teachers mainly use humor inclusively and includes the students' participation as teachers possess the ability to cultivate a dynamic and engaging learning environments through the implementation of suitable strategies (Patty & Bilung, 2023). Nugent (2016) suggested that in an inclusive schooling, exclusive humor is prevalent and both students and teacher alike can exhibit inclusive-exclusive forms of behavior. He argues that while laughter may be shared among the pupils and their teachers, it also creates a sense of exclusion for those who are not part of the group. In essence, laughter serves as a social behavior that bonds individuals within a specific group, highlighting their belongingness, but it also unintentionally excludes those who are not part of that group. Another element to consider is that teachers participate in fewer humor contributions in the first few recordings of the class sessions and gradually increase their humor participation in class towards the end of the data gathering process. The only difference between the initial class session and the final class session that was recorded for this study, is the amount of time that teachers spend with the students. This can imply that humor interactions can occur among parties involved without already establishing a prior strong bond. Humor interactions can occur even without a pre-established bond, as humor serves various functions like creating identity, fostering group rapport, and testing boundaries (Norrick, 2010). Additionally, it is also suggested that humor interactions can facilitate bond establishment; however, the research suggests humor positively influences liking and closeness in initial social interactions, indicating humor can precede bond formation (Treger et al., 2013). However, this particular

research indicates that as stronger bonds form among teachers and students, both parties show signs of being more comfortable in engaging in humorous interactions with each other. In this case the students are observed freely using humor because they have established a close connection amongst themselves. Whereas the teachers, initially, did not have the same liberty to contribute humor as frequently as the students due to the lack of prior connections with the students, details of which can be seen in the contribution figure in the previous section.

Here we can also speculate roles that humor plays in class interactions and class dynamics. Positive impacts of humor in class include enhanced classroom atmosphere, increased engagement, building teacher student relationships, promoting social interaction, and stress reduction (Lazaro et al. 2023). The frequent use of affiliative humor contributes to a positive and inclusive classroom atmosphere. This can further foster a sense of connection and bond between students and teachers. Humor unrelated to class material and unplanned humor, as the data indicates enhance student engagement. When humor is integrated with class materials, it is proven to enhance learning experience by making it more enjoyable and memorable as also suggested by Erdoğdu and Çakıroğlu (2021). The data also indicates that students actively seek funding interactions with their classmates and sometimes their teachers. This highlights the social nature of the students which encourages them to use humor. This type of social interaction can contribute to a more collaborative learning environment.

The frequent use of self-enhancing humor by teachers serves as a coping mechanism to alleviate anxiety, stress, and maintain a positive outlook during the teaching process. The use of self-enhancing humor by teachers is especially useful in situations where the educators are new teachers with limited experience as anxiety due to the lack of experience and prior teacher training is prevalent among pre-service teachers (Ardiyansah, 2021). As Şahin (2021) suggested this utilization of humor can positively impact the teacher's well-being, consequently influencing the classroom environment in a beneficial manner. Another important note is that self-enhancing humor is not only beneficial for teachers. Li and colleagues (2018) found that there is a correlation between the frequent use of self-enhancing humor and high cognitive empathy. Thus, encouraging the use of self-enhancing humor among students may lead to students developing better cognitive empathy.

However beneficial the impact of humor in education, it is important to acknowledge the potential negative impacts of humor in the classroom. For instance, the use of denigrating humor by students may create tension and discomfort among peers and teachers alike, as it involves making fun of others. Moreover, an overabundance of low humor among students can disrupt the learning environment, potentially hindering academic progress. Additionally, humor unrelated to class material, while contributing to a relaxed atmosphere, may pose challenges in maintaining a focused and goal-oriented classroom. The data in Table 1 suggests that an imbalance in humor usage between students and teachers can highlight discrepancies in how humor is employed, emphasizing the need for a balanced approach. While humor is a form of self-expression, it's imperative to maintain respect for all individuals within the classroom setting. Striking a balance between humor and respect is essential for fostering a positive and conducive learning environment where all students feel valued and supported in their academic endeavors. Therefore, educators must carefully consider the impact of their and their students' humor on the classroom dynamics and ensure that it contributes positively to the overall educational experience, especially since according to (Jeder, 2015) the unethical use of humor can be an element that supports psychological violence.

The prevalence of low humor that is teetering on the edge of aggressive humor among students in classroom interactions warrants discussion due to its potential implications for the learning environment and interpersonal dynamics within the classroom. Low humor, characterized by its simplicity, silliness, or reliance on physicality, is often employed by students as a means of eliciting laughter and social approval from their peers. While low humor can contribute to a lighthearted atmosphere and foster camaraderie among students, its overuse or misuse may have negative implications.

An excessive reliance on low humor may detract from the seriousness of academic discourse, leading to disruptions in classroom focus and detracting from instructional time (Poirier & Wilhelm, 2014). Students may become more focused on entertaining their peers through humor rather than engaging in meaningful academic dialogue or activities. Additionally, the use of low humor, particularly if it involves teasing or ridiculing others, may contribute to a negative classroom environment, fostering an environment where some students feel bullied or

uncomfortable. According to Chiang et al. (2016) the use of negative humor styles can trigger anxiety and feelings of loneliness. Additionally, Şahin (2021) also suggested that the use of negative humor in class through acts like ridiculing others or teasing can induce stress in teachers and significantly affect the classroom environments and overall student comfort.

An intriguing aspect that can be observed is when humor was exchanged in local languages, such as Javanese or regional dialects, among students. This theme is quite prevalent in the audio recording, so much so this shift from students using Bahasa Indonesia to Javanese or other form of dialect and informal speech can be used as a marker to show that the students are communication amongst themselves and did not intend to include the teacher. On the other hand, instances where the teachers start to use a more inclusive language and use the plural form of the pronoun "you", can be reliable enough to be used as a marker that the teacher's interactions, more specifically humorous interactions, are directed at the student and meant to include the students. This cultural nuance added an additional layer of connection and belonging among classmates, fostering a sense of inclusivity and shared identity. However, when interactions involved teachers, Indonesian was predominantly used, reflecting a shift in linguistic dynamics and power structures within the classroom.

CONCLUSION

In conclusion, this study provides an in-depth exploration of humor dynamics within classroom interactions, focusing on the frequency and types of humor employed by both teachers and students at the designated school. The findings highlight distinct patterns in humor usage between students and teachers, offering insights into the role of humor in educational settings and its potential to foster positive classroom environments.

The findings reveal distinct patterns in humor usage: teachers predominantly used affiliative and self-enhancing humor to manage stress and foster positive teacher-student relationships, while students engaged in a broader range of humor types, including affiliative, unplanned, and entertainment-focused humor, to build camaraderie and strengthen social bonds.

The study underscores the crucial role of humor in creating supportive and engaging educational environments. It highlights how humor can enhance teacher-

student interactions and facilitate positive classroom dynamics, thereby contributing to a more inclusive and enjoyable learning experience.

Like any research this paper has its limitations. First, due to the time constraints, there is only a limited dataset that can be gathered in the span of a few months. Second, the qualitative nature of this study also introduces a degree of subjectivity in interpreting humor and can potentially lead to inaccuracies and a risk of overlooking or overgeneralizing the complex and multifaceted nature of humor. There might also be instances in which certain humorous events are not fully captured or considered in textual analysis and thematic due to the lack of universally objective interpretation of humor. Additionally, the inability to incorporate facial expressions in the data collection process limits the comprehensive understanding of context and nuances of the interactions, as humor often coincides with certain facial expressions. Finally, due to the distinctive nature of this specific study and the unique nature of the recorded class sessions, as well as the research subjects involved, applicability of this study's findings to broader contexts may be limited.

Future research should explore longitudinal studies to assess the long-term effects of humor in educational settings. Cross-cultural analyses could provide insights into variations in humor perception and usage. Qualitative investigations might offer deeper understanding of subjective experiences and motivations behind humor. Additionally, evaluating the effectiveness of humor-based interventions and humor training programs for educators could further enhance teacher-student interactions and classroom environments. Further studies should also consider the role of humor in specific academic disciplines and its impact in technology-mediated contexts.

By embracing humor as a pedagogical tool and fostering a culture of laughter and positivity in the classroom, educators can create vibrant learning environments and foster a good student-teacher relationship that nurture and ensure student growth, development, and academic success (Bernstein-Yamashiro & Noam, 2013).

been instrumental in providing invaluable insights and encouragement every step of the way.

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