

Harmonious Interaction Between Learners and Educators

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Abstract

Interaction is always related to the terms of communication and relationship. Communication means interacting with something. The elements involved in communication aim to determine harmonious interactions in the learning process so that they can improve children's learning achievements. Teachers are also invited to carry out effective communication so that they can provide educational messages to children without any pressure. Thus, the teacher's knowledge of the child-teacher relationship increases, and the teacher can build the relationship in the exact plan he can.

Keywords: Student-Teacher Interaction, Effectiveness, Motivation



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INTRODUCTION

According to the law of the Republic of Indonesia number 20 of 2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. Educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widya iswara, tutors, instructors, facilitators, and other designations according to their specificity, and participate in organizing education. Students are members of society who seek to develop their potential through learning processes that are available in certain paths, levels, and types of education.

Achdiyat and Lestari (2016: 51) state that in the learning process students need learning conditions, both conditions originating from internal and external factors. Internal factors are factors originating from within the individual himself, including the physical condition and psychological condition of the individual. External factors are factors that come from outside the individual. These external factors can be divided into three, namely coming from the family, school, and society. Teachers are formal educators, because of their educational background, public trust in them, and their appointment as educators, while other educators are informal educators.

Ida Vinny (2020: 301) Interaction in the teaching and learning process in principle depends on educators and students. Interaction implies the activity of students who learn and educators who teach. The teaching and learning process is an interaction that has normative value, which means that in the process students hold on to the standards, norms and values they believe in. Every teaching and learning interaction must have a purpose. This goal will determine the way and form of interaction. Teaching is a process of testing strategies and plans so that learning objectives can be achieved.

Fahri and Qusyairi (2019: 150) say that in the learning process between educators and students there must be social interaction that exists as educators should be aware of what should be done to be able to create a conducive learning environment for students to achieve the expected goals. The task of the teacher as an educator tries to create an exciting and fun

learning atmosphere for students. The teacher as an educator not only dominates during the learning process, but also helps in creating conducive conditions and provides motivation and guidance so that students can develop their potential and creativity, through teaching and learning interactions.

Interaction is always related to the terms of communication and relationship. Communication means interacting with something. The elements involved in communication are: communicant, communicator, message, and channel or media. Likewise the relationship between one human being and another human being, these 4 elements are included in the interaction process. According to the term interaction, it is a reciprocal relationship or communication between one party and another, already containing certain purposes, namely to achieve a common goal. Harmony is the integration of two or more elements. In life, we often or even always want harmonization in the family or activities.

RESEARCH METHODS

This research uses a type of qualitative research library (library research). Hadi (Harahap, 2014: 68) states that it is called library research because the data or materials needed to complete the research come from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and so on. Relevant data that the authors collected in this study were obtained from books, journals, and scientific articles related to the chosen topic. Data collection techniques in this study were carried out by searching for online references from various database sources. The author uses the primary data source, namely Google Scholar. The articles used relate to the topic being discussed.

RESEARCH RESULTS AND DISCUSSION

Meaning of Teacher and Student Interaction

Lisa et al (2018: 127) and (Hadiat, 1980: 2) revealed that interaction analysis is a series of specific events between teachers and students in a teaching and learning process, obtained by recording and recording, so that an overview of the interaction patterns that occur is obtained. . Brown (in Hadiat, 1980: 3) classifies teacher and student activities that occur during the teaching and learning process in the classroom into seven groups. The pattern of interaction according to the groupings arranged by Brown is usually called BIAS (Brown Interaction Analysis System).

Inah (2015: 155) reveals that the interaction between teachers and students is generated by learning materials in the classroom, namely when the delivery of learning materials also occurs communication between students and teachers. This communication occurs by itself helping to develop relationships between those involved in the learning process. Therefore the teacher not only carries out the task of conveying learning material but also facilitates interactions and relationships between fellow students and between teachers and students. In this case the teacher must know very well the characteristics of students to determine attitudes related to learning policies.

As for the things that must be considered by the teacher regarding the characteristics of students, among others:

1. Each educator has different learning experience and potential.
2. Each student has a tendency to determine his own life.
3. Students pay more attention to things that interest them and become their needs.
4. Students prefer things that are concrete and practical.
5. Students prefer to receive suggestions rather than being lectured.

Teachers Create Harmonious Interaction with Students

Anhar (2013:33) says that in the work of Ihya' 'Ulumuddin, Al-Ghazali has outlined the tasks that must be possessed by a teacher and student in order to create an atmosphere of effective and harmonious educative interaction like a family, so that later the results of knowledge taught by these educators in the form of charity can be fully implemented by students. Of the many duties or ethics that must be possessed by a teacher according to Al-Ghazali as mentioned above, it seems that this can be related to the form of a pattern of relationship (educational interaction) between teacher and student which is based on patterns of sincerity, kinship, humanity (humanistic). Equality and patterns of *uswatul hasanah*. The pattern of sincerity contains the meaning of interactions that are built without expecting material rewards from these interactions, and assumes that these interactions take place in accordance with the soul's calling to serve Allah from the mandate that Allah has given. The sincerity that exists also creates a great sense of responsibility in the person of each teacher to carry out their duties properly.

Sardiman, (Hayati et al 2015: 118) says that the interaction of teachers and students is a very important factor in supporting the success of the study, because the teacher's assistance to students inside and outside the lesson can be influential, especially encouragement that is psychological in nature for the completion of tasks and completion studies. For students, the teacher is generally a figure who encourages learning, at least for the subject concerned. In carrying out educational interactions in learning, an educator needs to understand the characteristics of students. The failure to create conducive educational interactions started with the emergence of educators' understanding of the characteristics of students.

Wang and Halcombe (Arbita Wafdatul Ilmia 2017: 6) argue that the inability of students to be active and develop learning competencies while at school is due to the low involvement of students in school. This condition is consistent with the statement that students who are involved with the school will display better achievement or learning processes compared to students who are not involved with the school. Conversely, students who are less involved with school will show poor performance and tend to have problems with their behavior. Student involvement is influenced by several factors, namely in terms of external (social context) and internal individuals. One of them is from the internal factors that influence good student involvement when there is self-regulation and interpersonal interpersonal communication built by students.

Zimmerman (Arbita Wafdatul Ilmia 2017: 6) says that self-regulation is the ability to control one's own behavior, the more effective students are in developing strategic planning for self-management (personal) behavior and their environment, the higher the level of regulation. Early regulation is a process of generating thoughts, feelings and actions, planning and adapting them continuously to achieve goals. The process of self-regulation is carried out so that a person or individual can achieve the expected goals. In achieving a goal that is expected of a person needs to know the ability of physical, cognitive, social, good emotional control so as to bring a person to good self-regulation. According to Bandura (in Alwisol, 2012) factors that influence self-regulation include internal factors such as self-observation, assessment processes, self-reactions, as well as external factors such as interactions with the environment and forms of reinforcement. (Chen, 2002) this is supported by research results which found a positive relationship between self regulation and motivation.

The Role of Communication in Teacher and Student Interaction

Inah (2015: 152) says that in the world of education the learning process will be effective, if communication and interaction between teachers and students occurs intensively. Teachers can design learning models so that students can learn optimally. In learning in the

classroom the communication process will take place either between the teacher to the students or vice versa between the students and the teacher or educator. And learning material is a message in the learning communication process which is often seen as the heart or core of learning activities. It is in this learning communication that educational interaction takes place in the form of exchanging messages which are nothing but learning material. In the context of communication, teacher learning is placed in a position as a communicator because of the task and role of the teacher as a learning leader while students are placed as communicators or students.

Arfandi and Samsudin (2021: 130) say that the interaction between teachers and students in class is group communication and at a certain point later the teacher will change group communication into interpersonal communication. Teaching and learning activities are one of the activities in which there is a person's involvement in gaining knowledge, skills, skills and positive values by using various sources to be used as learning, thus teaching and learning activities occur in interaction between two parties in which students as learners while the teacher is a communicator. Communication in teaching and learning activities has a very urgent role in the classroom, that urgent role is to provide effectiveness and efficiency in teaching and learning activities. In order for the role of the teacher as a communicator to be realized properly, there are three very essential abilities which must be carried out by the teacher, among others, as follows:

1. The teacher's ability to plan teaching and learning activities
2. The teacher's ability to carry out teaching and learning activities, and
3. The teacher's ability to create a communicative climate.

CONCLUSION

Interaction is always related to the terms of communication and relationship. Communication means interacting with something. The elements involved in the communication are: communicant, communicator, message, and channel or media. Likewise the relationship between one human being and another human being, these 4 elements are included in the interaction process. teacher and student interaction is a very important factor in supporting the success of the study, because the teacher's assistance to students inside and outside the lesson can be influential, especially psychological encouragement for completing assignments and completing studies. the interaction between teachers and students is generated by learning materials in the classroom, namely when the delivery of learning materials also occurs communication between students and teachers. This communication occurs by itself helping to develop relationships between those involved in the learning process.

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