

Educator and Student Interaction in a Classroom Learning Atmosphere

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Abstract

The pattern of interaction between educators and students cannot be separated from the world of education, educators are the main factor in the success of an effective and efficient class. Effective learning can be done by creating student motivation to always be involved and participate in the learning process in class. In order to create an effective learning atmosphere, namely by creating a sense of comfort, fun and motivation so that it becomes a driving force and encouragement for student learning. Therefore success in the learning process of students must be supported by competent teachers.

Keywords: Interaction, Educators, Students, Classroom Learning Atmosphere, Classroom Climate



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INTRODUCTION

Based on the formulation of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National education system Chapter I Article 1 states that 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 spiritual strength, self-development, personality, intelligence, noble character, and the skills needed by society, nation and state. Due to the existence of guidelines from the Law, the ability of students can be measured from various levels of achievement, for example students are able to control themselves to carry out orders from their respective religions. Sadirman (Rumondor et al, 2012: 12) states that the ability to communicate between teachers and students is very necessary, according to Sardiman states that teaching and learning interactions must have a goal, there is a procedure (steps), there is special material cultivation, there are student activities, the teacher as a guide, discipline and there is a time limit.

Ali Muhtadi (2005: 200) states that the learning process should be able to create a conducive classroom atmosphere to support the creation of a quality learning process. However, unfortunately the learning process that has occurred so far still tends to be one-way, paying little attention to the active participation of students in the learning process. Teachers tend not to place themselves as facilitators, motivators, in the learning process which places students more as learning subjects. Teachers tend to position themselves as the only source of learning, so students tend to be remembered as learning objects that must accept everything that will be given by the teacher. Such a learning atmosphere is certainly not conducive to developing students' creativity, analytical power, and critical attitude in learning. As a result, the learning process that has occurred so far is less meaningful for students, so they have not been able to develop the competencies and potential abilities of students more optimally. To realize this, it is necessary to have good classroom management with an effective learning atmosphere, so that it is hoped that an effective, efficient and

enjoyable learning process can be realized. A good interaction pattern can create a harmonious learning atmosphere, the availability of facilities and infrastructure is needed to create an effective learning atmosphere.

RESEARCH METHODS

This research uses a type of qualitative research in the form of library research. Literature study deals with theoretical studies based on data in the form of notes, books, papers or articles, journals and other scientific literature references. The scientific literature which is the subject of study in this research is in the form of books, as well as journals and scientific articles dealing with the chosen topic. The data collection technique in this study was carried out by conducting reference searches online through several database sources. The author uses a database source, namely Google Scholar. The articles used are articles related to the theme to be discussed.

RESEARCH RESULTS AND DISCUSSION

Definition of Educator and Student Interaction

Siti Nur Masruhani (Yunia Safitri, 2016: 145) states that in every educational process there must be interaction between teachers and students, in carrying out teaching tasks. This interaction process is carried out to convey messages (teaching materials). Interaction will be closely related to the existence of communication, in the process of communication known as communication and communicators. An interaction can occur if two parties are equally active in conveying their messages. Furthermore, Syaiful (2010: 10) mentions an interaction can occur if there are two parties who are equally active in conveying their messages. In addition, interaction can occur when there is a reciprocal relationship between two or more people. It can be concluded that the pattern of interaction is a way, model, and forms of interaction that influence and influence each other with reciprocity to achieve goals.

Types of Interaction

Mushfi (Evi Rizqi Salamah, 2017: 74) states that there are three types of interaction between students and material, students with teachers, and students with students. the point is that distinguishing between these three types of interaction will have not only conceptual merits but also practical implications when deciding which medium to use, namely:

1. The first type of student interaction with the material is very important for the educational process. By interacting with the course material, an overall understanding of learner change and personal knowledge construction is possible.
2. The second type of interaction, teacher and student, is widely considered important by both teacher and student. This type of interaction includes three tasks that must be performed by the teacher: stimulating interest and motivation; organizing the application of student learning; and to advise, support, and encourage each learner.
3. Furthermore, the third type of interaction, student with student, finds its value in the areas of application and evaluation. This occurs when students share information with their peers and receive feedback.

Principles of Educator and Student Interaction

Khadija (Try Haryanti, 2016: 9) states that the process of interaction between teachers and students is a learning process, namely the teacher as the teaching party and students as the learning party with students as the main subject. In educational interactions between children and students, supporting components are needed, including: There is a goal to be

achieved; There is material or message that becomes the content of the interaction; There are active students; There are teachers who carry out; There is a method to achieve the goal; There are situations that allow for a good learning process; and There is an assessment of the results of the interaction.

Classroom Learning Atmosphere

Zulhafizh (Sitti Nurjanah, 2013: 2) states that the teacher is the party most responsible for managing learning in the classroom. The teacher is the party that can create a fun learning atmosphere or even make the learning atmosphere boring. The presence of a teacher is very necessary for the smooth running of learning activities carried out. The teacher is someone who can provide moral or spiritual enlightenment and understanding to their students.

Mukhtar (Ilham Syahrul Jiwandono, et al, 2010: 80) states that the ideal class condition is a class that meets the following conditions: The class must be neat, clean, healthy and not damp; The class must have/get enough light to illuminate it; Air circulation from inside and outside the classroom must be sufficient; Furniture in good condition, sufficient in number and neatly arranged; and The number of students does not exceed 40 people.

Asis Saefuddin (Iffah Rosyidah, 2016: 34) states that learning success can be increased in various ways, one of which is fun learning. Fun learning means learning that can create a joyful atmosphere, so as to create a conducive atmosphere. Furthermore, according to Asep Mahfudz (Kinesti et al, 2011: 31) learning can be more effective by building emotional relationships, then Asep Mahfudz suggests things that can be done to produce effective learning, including:

1. Treat students as equal human beings (learning partners, both are seeking knowledge experience).
2. Knowing what students like, their way of thinking, and their feelings about things that happen in their lives.
3. Imagine what students say to themselves, about themselves.
4. Find out what is holding them back from getting the things they really want. If you don't know, ask.
5. Speak honestly to them in a way that makes them hear them clearly and sincerely.
6. Have fun with students.

Ismiarti (Algafari Th Djaafara, 2004:26-27) states that a conducive classroom climate is very important to create so that the goal is to achieve a harmonious relationship between teachers and students and between students, the learning atmosphere is cool, fun, calm without hostility, the learning atmosphere meaningful and non-rigid learning atmosphere in the classroom can be realized. The Ministry of Education and Culture in Ismiarti (Syahrul, 2004:26-27) suggests the goal of creating a conducive classroom climate, namely:

1. Realizing classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities to the fullest extent possible.
2. Eliminate various obstacles that can hinder the realization of learning interactions.
3. Provide and organize learning furniture facilities that support and enable students to learn according to the social, emotional, and intellectual environment in the classroom.

From the description above, it can be concluded that creating a harmonious atmosphere in the classroom is a condition for creating a conducive learning environment. Teachers and students feel part of a community that unites in order to achieve a common goal, namely a community that encourages students to get to know the teachers who are involved in the learning process. The main goal is for teachers and students to better understand each other.

The development of an atmosphere as part of a community and a positive psychosocial environment can motivate students to learn, be involved and help them develop their potential optimally. In fact, students can also get more development from the learning they go through and get good development.

CONCLUSION

Learning management will be carried out effectively and efficiently if the teacher is able to carry out his role both as a manager of instruction in creating learning conditions and situations by utilizing various teaching-learning facilities and playing their respective roles in an integrally conducive manner, to achieve educational goals, especially developing learning. In the learning conditions and situations a two-way and multi-way communication process is created between the teacher and students in the teaching and learning process that can run democratically, besides that there is cooperation with various parties related to learning management.

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