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SOCIAL INTERACTION IN THE LEARNING PROCESS ISLAMIC EDUCATION

Abstract

Penelitian ini bertujuan untuk menggali interaksi edukatif dalam proses pembelajaran Pendidikan Agama Islam (PAI) di sekolah. Dengan pendekatan kualitatif deskriptif, penelitian ini menggunakan data dari berbagai sumber pustaka yang relevan untuk menganalisis komponen, pola, dan faktor yang mempengaruhi interaksi edukatif. Hasil penelitian menunjukkan bahwa interaksi edukatif yang efektif melibatkan komunikasi dua arah antara guru dan siswa, serta mencakup komponen seperti tujuan pembelajaran, metode, bahan ajar, dan evaluasi. Guru berperan penting dalam menciptakan lingkungan pembelajaran yang kondusif, baik melalui pembelajaran di kelas maupun kegiatan keagamaan. Interaksi edukatif tidak hanya meningkatkan pemahaman akademik tetapi juga membangun karakter siswa sesuai dengan nilai-nilai Islam. Kesimpulannya, interaksi edukatif dalam PAI memiliki potensi besar untuk mendukung perkembangan intelektual dan spiritual siswa

Keywords: Educational Interaction, Islamic Religious Education, Communication, Learning.

Abstract

This study aims to explore educational interactions in Islamic Religious Education (PAI) learning processes in schools. Using a descriptive qualitative approach, this research analyzed data from various relevant literature sources to examine the components, patterns, and factors influencing educational interactions. The findings reveal that effective educational interactions involve two-way communication between teachers and students, encompassing components such as learning objectives, methods, teaching materials, and evaluation. Teachers play a crucial role in creating a conducive learning environment, both through classroom instruction and religious activities. Educational interactions not only enhance academic understanding but also shape students' character in line with Islamic values. In conclusion, educational interactions in PAI hold significant potential for supporting students' intellectual and spiritual development

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INTRODUCTION

Educational interaction is the core of the learning process in schools and madrasas. This interaction is not only limited to communication between teachers and students. (Saputri & Putra, 2022), but also covers all aspects involved in the educational process. A deep understanding of educational interaction is essential to create an effective learning environment and improve the overall quality of education. Educational interaction refers to the teaching-learning process that involves the exchange of important values between teachers and students. To achieve optimal learning outcomes through this educational interaction, teachers need to encourage students to learn effectively. In this context, teachers are encouraged to adopt more modern teaching methods and not be fixated on traditional teaching styles.

The role of the teacher includes a deep understanding of educational principles, preparation of mature learning materials, selection of appropriate teaching methods and models, use of appropriate aids, and application of effective approaches. In addition, teachers also need to carry out evaluations after teaching activities are completed. All of these aspects must be carried out with a systematic approach to ensure the effectiveness of the learning process. Thus,

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educational interaction is not only about conveying information, but also about how teachers can facilitate a comprehensive and meaningful learning process for students.(Pane, 2019).

In this case, the school is a crucial social environment for the development of students as members of society. This environment covers all aspects of teaching and learning activities and becomes the main socialization arena for students, which is reflected in their level of participation in various school activities. The socialization process in schools is not only limited to academic activities, but also involves the formation of positive interpersonal relationships. These interactions occur between fellow students, between students and teachers, students and mentors, and with other school personnel. Through these interactions, students develop certain behavioral responses that shape their character.(Jusar et al., 2023). Therefore, education in schools is often seen as a form of socialization that occurs through interactions between individuals in the school environment. More than just a place to gain knowledge, schools have an important role in shaping the development and change of student behavior. Schools also function to prepare children to become good and responsible members of society.

Islamic Religious Education (PAI) plays an important role in the educational interaction process(Harahap, 2022). In addition to the learning process, the role of Islamic Religious Education can also influence the social interaction of students who are educational in their living environment or society. Thus the urgency of educational interaction in schools, therefore it is important and interesting to study conceptually educational interaction in Islamic religious education learning.

METHOD

This research uses a qualitative research method with descriptive analysis.(Nassaji, 2015)based on literature review(DA Trisliatanto, 2020). Descriptive qualitative research is chosen to explore and build or explain the meaning of the topic being studied and systematically describe educational interactions in schools/madrasas and are related to Islamic Religious Education.

This research was conducted by collecting data and literature documents that are in accordance with the topic being studied to then be analyzed using the theories obtained. In collecting data, the researcher used a documentation data collection method in the form of a collection of library materials containing information related to the topic of discussion. The analysis that the researcher used in this study was by using the deductive method(Pratama et al., 2023)namely a conclusion drawn from general knowledge and then a specific conclusion is drawn.

RESULTS AND DISCUSSION

A. Definition of Educational Interaction

Educational interaction means interaction that takes place in a bond for the purpose of education and teaching. Educational interaction is actually reciprocal communication between one party and another, already containing certain intentions, namely to achieve goals (in learning activities it means to achieve learning goals). Interaction that is said to be educational interaction, if it consciously has the goal of educating, to lead students towards maturity. Communication activities for humans are an essential part of their lives. If connected with the term educational interaction, actually reciprocal communication between one party and another, already contains certain intentions, not all forms and activities of interaction in a life take place in an atmosphere of educational interaction, which is designed for a certain purpose(Halihasimi et al., 2023).

Educational interaction is a process of communicative relationship between teachers and students that occurs in relation to educational goals. carried out intentionally, planned, and with a specific purpose. Educational interaction is a depiction of an active two-way relationship between teachers and students that takes place in the bonds of educational goals. Educational interaction in teaching is a deliberate interaction process, aware of the goal, namely to deliver students to their level of maturity.

From the several definitions, it can be concluded that the definition of educational interaction between teachers and students is a process of reciprocal relationships (feed-back)

that is communicative in nature between teachers and students that takes place in the bonds of educational goals, and is educational in nature, carried out intentionally, planned and has a specific purpose. Thus, the two main components that must be present in educational interaction are teachers and students. Teachers must be able to create good educational interactions in order to successfully help students learn to achieve achievements.

B. Forms of Interaction

The achievement of educational goals is highly dependent on effective communication between two key elements: teachers and students. Without synergistic interaction between the two in the learning process, educational goals will be difficult to achieve. Therefore, it is important to build a harmonious relationship between educators and students. In fact, according to Hasan al Banna's view, this relationship is ideally similar to the emotional bond between parents and children. Students tend to be more receptive to learning materials when they are in a comfortable environment and feel appreciated, such as the atmosphere in their own home. Educators need to apply a flexible approach in the teaching and learning process, but still be able to maintain polite attitudes to students. By creating a conducive and respectful atmosphere, educators can facilitate a more effective and meaningful learning process for students.

To create effective interaction in the learning process, good educational communication is needed between teachers and students. This communication combines two main activities: teaching efforts from educators and the learning process carried out by students. It is important for teachers to improve their ability to communicate effectively during teaching and learning activities. In this context, there are three communication patterns that are generally used in the educational process, which will be described as follows. (Pane, 2019):

1. Communication as action or one-way communication
2. In this communication, the educator acts as the giver of action and the learner as the recipient of action. The educator is active, the learner is passive.
3. Communication as interaction or two-way communication
4. In this communication, educators and students have the same role, namely as the giver of action and the recipient of action, with both actions giving and receiving each other.
5. Communication as interaction or multi-way communication.
6. This communication not only involves dynamic interaction between educators and students, but also involves dynamic interaction between students and other students.

Education often understood as the process of conveying values or cultural heritage from educators to students, or from parents to children (Firman et al., 2021). This process occurs through communicative interaction between the two parties. However, it should be noted that not all forms of communication can be categorized as educational communication or educational communication. The essence of educational communication lies in the transfer of values. In the context of classroom learning, teachers are always involved in the communication process. This communication is expected not only to be limited to delivering lesson materials, but also to include the transmission of important values. The application of educational communication is crucial and plays an important role in achieving learning objectives during teaching and learning activities. In this case, the values conveyed by educators are one of the important components in the communication process, namely as a message delivered. Thus, education is not just a transfer of knowledge, but also a process of instilling values that occurs through educational communication between educators and students.

C. Educational Interaction Components

The implementation of the teaching and learning process in the classroom is a series of communication activities between teachers and students, as an educational interaction system that contains a number of components. If these components are not present, there will be no educational interaction process between teachers as educators and students as learners.

The components of educational interaction include the following: (Sehabuddin, 2015) :

1. Objective

In carrying out educational interaction activities, basically it cannot be done rashly and outside of our awareness, especially without a goal plan, because educational interaction activities are activities that are consciously carried out by teachers, on the basis of that awareness teachers make teaching plans with procedures and steps that are carried out well and

in accordance with the desired goals. Every teacher activity in programming learning activities that are never absent from the agenda is the creation of learning goals, which goals have an important meaning in the process of educational learning interaction activities.

The objectives can provide a straight, clear and definite direction, what steps will be taken by the teacher in carrying out learning activities. By referring to the learning objectives, a teacher can filter what actions should be taken and what actions should be abandoned. The learning objectives contain a norm that will be instilled in each student. Whether or not the learning objectives have been achieved can be seen from the students' mastery of the materials given during the educational interaction activities.

2. Learning and Teaching Activities

The implementation of the teaching and learning process is the core of educational activities, where everything that is programmed will be implemented in teaching and learning activities, all components will process in it, of all these components the most core is human, in this case teachers and students carry out activities with tasks and responsibilities in togetherness based on educational interaction to together achieve the desired learning goals. Every learning activity for learning management and class management, teachers need to pay attention to the differences in students in biological, psychological and intellectual aspects, by paying attention to these three aspects it will later help teachers in determining and grouping students in the class(Sopian, 2016).

In the educational interaction that occurs, it is also influenced by the teacher's way of understanding the individual differences of students, every educational interaction that occurs in the classroom is an interaction that occurs between the teacher and students and between students and other students when the teaching and learning process takes place. In this case, all learning efforts that are carried out optimally by students greatly determine the quality of educational interactions that occur in the classroom. Therefore, every teaching and learning activity, no matter what form it takes, is determined by the quality of the planned teaching program.

3. Teaching Materials

Every teacher before carrying out the teaching and learning process must first prepare the material that will be delivered, as well as teaching materials, where teaching materials are materials that will be delivered in the teaching and learning process and are interwoven into an educational interaction, if there are no teaching materials then the educational interaction process will not run well, therefore teachers who will carry out teaching must have studied and prepared the teaching materials that will be delivered to students.(Nahdliyah & Naelasari, 2024).

4. Learning Resources

The source of the lesson is the most important thing in achieving learning objectives, because in educational interaction it is not a process in emptiness but a process in meaning, in which there are a number of values that are conveyed to students, these values do not come by themselves but are taken from several sources, none other than used in the educational interaction process. These teaching sources in their use depend on the creativity of the teacher, costs, time and other policies, all of which are used as learning resources according to the interests of achieving the predetermined goals(Ariyana, 2019).

Educational interactions are generally in the classroom and teachers have an important role, because no matter how good the education system and media used, in the end it depends on the teacher in utilizing all of these components. Professional and competent teachers will be better able to create effective learning and better manage the class, so that student learning outcomes are at an optimal level. The teacher's methods and decisions in educational interactions will determine the success of students in the form of student learning outcomes. Tools are everything that can be used in order to achieve learning goals, in addition to being a complement, they can also help and facilitate efforts to achieve educational interaction goals.(Handayani, 2015).

5. Method

A method is a way used to achieve a predetermined goal, so that in every teaching and learning activity, a method is very necessary for teachers for the sake of learning. In carrying

out their duties, teachers rarely use one method, but most teachers use more than one method because each method characteristic has advantages and disadvantages, thus requiring teachers to use a variety of methods.(Chomsum, 2020). In using the method, teachers must pay attention to each use of the method, because there are several factors that can influence the use of teaching methods, including objectives with various types and functions, students with various levels of maturity, situations with various conditions, teachers' personalities with different professional abilities and facilities with various quantities.(Andi Kamal Ahmad, Abdul Razzaq, Jumrah, Asmawati, 2024).

6. Evaluation

Evaluation is an activity carried out by teachers with the aim of obtaining the required data, to what extent the success of students in learning and the success of teachers in teaching, in carrying out evaluations teachers use a set of instruments to find data such as oral tests and performance tests. Both process evaluations that are directed at the success of teachers in teaching and product evaluations that are directed at the success of students, both are used to collect as much data as possible related to the abilities of students or the qualities possessed by teachers, which are useful for the cause and effect of a teaching activity and the learning outcomes of students that can help in developing learning abilities. Thus the purpose of evaluation is to conclude data that proves the level of progress of students in achieving the expected goals so that teachers can assess the activities of an experience gained and assess the teaching methods used.(Pohan, 2017).

D. Stages of Educational Interaction

Quality educational interactions are not formed spontaneously, but rather the result of several stages that influence each other. These stages include being identified by RD Connors into three parts, according to him the successive teaching task of teachers is divided into three stages. These stages are the pre-teaching stage (pre-active), the teaching stage (inter-active), and the post-teaching stage (post-active). With these stages, teachers can follow the following description(Harahap, 2022):

1. Pre-Teaching Stage

This stage is the preparation of a program by a teacher, such as the implementation of the curriculum, annual program, and learning program planning. The aspects related to the planning of the program above are: the provisions of the students, the formulation of learning objectives, the selection of methods, the selection of experiences in learning, the selection of learning materials and equipment, considering the number and characteristics of students, considering the number of available lesson hours, considering grouping patterns, and considering learning principles.(Elyati et al., 2022).

2. Teaching Stage

Between teachers and students here will interact as well as students with each other, and with groups. This is the implementation stage of the aspects that have been planned, including the following considerations: class management and control, information delivery, use of verbal and nonverbal behavior, stimulating feedback from students, considering learning principles as explained above, examining learning difficulties, considering individual differences, and evaluating activities from the educational interaction process.(Fahri & Qusyairi, 2019).

3. Post-Learning Stage

At this stage, it is carried out after the face-to-face process between the teacher and the students, including assessing the students' work, assessing the individual teacher, and making plans for the next meeting.

E. Social Interaction in Islamic Religious Education (PAI) Learning

This communication is important especially in Islamic education, because as has been explained, Islam does not simply view communication. Communication in Islamic education is not only limited to the process of interaction but also contains deeper philosophical content. So that communication between educators and students in Islamic education is more educative than ordinary communication which sometimes does not consider the philosophical side.(Pane, 2019).

The educational interaction carried out by Islamic Religious Education teachers in Senior High Schools is in line with one of the characters that teachers must have in the educational

interaction process, namely being sincere, honest, fair, having good morals, patient, and humble towards their students. Thus, the educational interaction process that takes place is able to respond to and appreciate the potential of students with a democratic relationship. The educational interaction carried out by Islamic Religious Education teachers in Senior High Schools is also marked by good acceptance from students in the form of activeness in the learning process. The final activity is to provide a final conclusion on the learning material presented and conduct an evaluation by providing practice questions to measure students' understanding of the material, and ending the learning with prayer.

The implementation of the educational interaction process by Islamic Religious Education teachers outside of school hours

learning that begins during school hours, namely from 07.00-16.00 WIB and especially during religious activities such as congregational prayers, overnight stays, commemoration of Islamic holidays, short Islamic boarding schools, and several other religious activities at school. (Saputri & Putra, 2022)

CONCLUSION

Educational interaction is the heart of the learning process in schools/madrasahs. A deep understanding of the components, patterns, and factors that influence it is essential to improve the quality of education. In facing the digital era, continuous adaptation and innovation are needed to ensure that educational interaction remains effective and meaningful for the development of students. Education is understood as the process of conveying values or cultural heritage from educators to students, or from parents to children. This process occurs through communicative interaction between the two parties.

The implementation of the teaching and learning process in the classroom is a series of communication activities between teachers and students, as an educational interaction system that contains a number of components, if there are no components, then there will be no educational interaction process between teachers as educators and students as learners. These components include: objectives, teaching and learning activities, teaching materials, learning resources, tools, methods and evaluations. The stages of educational interaction according to RD Connors are divided into the pre-teaching stage (pre-active), the teaching stage (inter-active), and the post-teaching stage (post-active). Thus, education is not just a transfer of knowledge, but also a process of instilling values that occur through educational communication between educators and learners.

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