

EDUCATIONAL INTERACTION BETWEEN EDUCATORS AND STUDENTS IN ISLAMIC EDUCATION

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Abstract

The purpose of this research is to describe and analyze learning between educators and students, there must be educational interaction, because in an effective learning process there is good communication between educators and students. This research method uses a qualitative method with a literature review type of research. The primary data sources used are Islamic religious education books and related journals. Data analysis using content analysis. The results of the research are that reciprocal interactions between educators and students occur directly or indirectly. This synergy between educators and students is what will bring success and achieve learning goals. The educational interactions carried out are in the form of communication patterns between educators and students, communication patterns between students and fellow students or student interaction patterns with the learning environment. Educators in this century are required to be able to carry out their roles and functions effectively, so educators must master strategies, approaches, methods, techniques and learning models that are reflected in good educational interactions.

Keywords: Interaction; Educative; Islamic Education

A. Introduction

The teaching and learning process is an organized activity in the form of activities that involve educators and students on the basis of two-way communication in the form of educational interactions in order to realize the goals that have been set. Educational interaction between teachers and students is the main requirement for the continuity of the learning process. The interaction between educators and students in learning is not just ordinary interaction but very meaningful communication, containing the delivery of cognitive messages (knowledge), even the formation of affective and character (affective) as well as the perfection and change of physical and bodily attitudes. Educative interactions are established and implemented in the family, school and in interactions as social beings (Eriyanto, 2019; Nana Sudjana, 2002).

The goal to be achieved from each learning process is a change in the learning object. There are three aspects of change that are required of students after carrying out learning, namely cognitive changes, affective changes and psychomotor development. In realizing effective learning and in order to achieve learning goals as expected, educators must carry out educational interactions with students well (Talkah & Muslih, 2021).

Educators should be able to adapt to the development of students, educators must have and master teacher competencies to be able to develop learning strategies, learning methods, learning approaches, learning techniques and learning models. Learning activities carried out by teachers at a micro level in the classroom must be supported by educational interactions between educators and students (Amiruddin & Muhammad, 2022). Islamic education is a process and practice of implementation education among Muslims, which takes place regularly continuously from generation to generation throughout Islamic history. In Indonesian there are three terms for students, namely pupils, students and students. The term student in Islam means someone who is learning to purify themselves and is walking towards God. The term student means that the teacher loves students like their own children, the teacher's affection for students is a key to educational success, while the term student is the term emphasizes the importance of students participating in the learning process (Darmiah, 2021).

In Islam, students are every human being life is always in development, so it is not just children who are being cared for in the care of their parents, it is not just children of school age, but includes all humans both as individuals and as groups, whether humans are Muslim or not, or in other words, humans as a whole, everyone involved in an educational activity, whether formal, informal or non-formal, must be able to develop and socialize various issues related to students properly and correctly (Harahap, 2016).

B. Method

This research method uses qualitative research with the type of liberal research. The purpose of a particular use shows the meaning that research activities are based on scientific characteristics, namely rational, empirical and systematic (Sugiyono, 2016). Data sources in this research, researchers used two types of data, namely primary data and secondary data. Primary data is obtained directly from research subjects using measurement tools or data return tools directly on the subjects as the source of information sought. Secondary data Secondary data is data obtained from other parties, not obtained by researchers from their research subjects. To obtain secondary data, this is done through literature study which contains information about primary, especially library materials, through literature from library books, scientific works. Secondary data used are books, journals, textbooks. Data collection techniques are the most strategic step in research because the main aim of research is to obtain data.

C. Finding and Discussion

Finding

Meaning and Principles of Educational Interaction

In order for the learning process to be more effective, the basics of educational interaction are needed to help the teaching and learning process. An educator is considered good when he is able to be a role model for students. The teaching and learning process will be more effective if educators really play a role and function well. In

the learning process, educators instill habits (habituation) to do good deeds (cognitive domain), about what is right and wrong, being able to feel (affective domain) good values and being willing to do them (psychomotor domain). Habitus will grow and develop well by involving educators, parents and the living environment. Matters related to educational interactions must be well organized so that common goals in the teaching and learning process can be achieved immediately (Nana Sudjana, 2002; Zaharah & Kirilova, 2020). The educational interactions that occur between educators and students are full of meaning without being empty (Anhar, 2013). Educational interaction synergizes actions and knowledge, which leads students to behave in accordance with the knowledge being taught. So it can be understood that educational interaction is a two-way condition and situation between educators and students that takes place in connection with educational goals (Jamarah, 2005).

Principles Of Educational Interaction

There are several principles needed to form educational interactions, namely: (Napitupulu, 2019).

Objective

Formulating learning objectives is a series of educational interaction activities in the teaching and learning process. In educational interactions, the goal is very urgent. Learning activities will be directed by the objectives conveyed by an educator at the beginning of learning, so that educators can adjust the learning process and model that will be applied in a classroom, there are things that must be avoided and must be adjusted to the conditions of the students.

Material

Material as material will be provided in educational interactions. Without material the learning process does not run as expected. Therefore, educators must make good learning plans so that learning takes place effectively.

Teaching and learning process

Teaching and learning activities are the core activities carried out by educators and students. All plans prepared by teachers will be implemented by educators when teaching. So educators must understand the conditions of students with different levels of ability, learning styles and other aspects of students who are very varied.

Method

A good educator is an educator who knows what methods are suitable for students. Choosing a method is urgent for educators so that students can easily follow the learning process. There is a saying that methods are more important than materials, meaning that the urgency of methods exceeds materials (Juliartini & Arini, 2017).

Media

Media is a tool used by educators so that the learning process can be carried out easily and enjoyable. As a tool, educators must pay attention to the selection of appropriate learning media so that learning can be active, interactive, effective, communicative and enjoyable (Nurfadhillah et al., 2021).

Lesson Resources

Educators are expected to be able and sensitive to various learning sources that can be used in learning. Selecting learning sources requires students to be creative and innovative in choosing sources. These learning resources can be used in educational interactions (Moto, 2019).

Evaluation

After each learning process, educators are required to carry out an evaluation. The purpose of the evaluation is to diagnose the level of success of students in learning activities. Evaluation may be in diagnostic, formative or summative form. A good evaluation is carried out by educators using the PAP (Benchmark Reference Assessment) evaluation model approach, not the Normative Reference Assessment (PAN). After carrying out the evaluation, educators must carry out control and improvement in the form of remediation (Mulyadi, 2015; Suharna, 2016).

Aspects Of Educational Interaction

There are several terms regarding educators in the Koran, including *mua'llim*, *mudarris*, *mudabbir*, *murshid*, *muhazzib* and *musyrif* (AlKalili, 1993). Each term has its origin, for example *mudarris* from the word *darrasa*, *muallim* from the word *'allama* and so on (Shihab, 1997). Apart from the words *muaddib* and *mudarris*, there are also other terms which mean teacher, namely *muaddib*, *murabi* and others. However, *muaddib* explains the teacher's role as a guide to etiquette rather than teaching science (Syed M. Naquib al-Attas, 2003). All the terms mentioned above contain the same meaning, namely educator. Educators as educators, not only play a role in transferring knowledge, but also in shaping the character of students. Thus, educators are able to position themselves to guide, direct and develop the talents and potential of students in a more optimal and perfect direction (Arifin, 1991).

Based on the explanation above, it can be understood that an educator is said to be a good educator if he has educational skills and has noble character. To become an educator, it is necessary to conduct competency tests in areas and attitudes to suit the character of the educator (Ahmad Tafsir, 2013). Furthermore, (Daradjat, 2000) believes that in order to become an ideal educator, there should be several requirements, namely; have the nature of piety, have good physical and health, are knowledgeable and have integrity. Ahmad Tafsir also conveys four conditions that must exist in an educator, namely: mature, physically and spiritually healthy, has teacher competency, have noble character and high education (Ahmad Tafsir, 2013). The characteristics of becoming an educator, as explained above, are complementary. So, the author assumes that a good educator is; have an attitude of piety, have good health, sufficient knowledge, understand pedagogical competence, character and integrity. Having noble morals and having a spirit of youth is not only necessary for educational success but is also very necessary for achieving quality learning.

So, an educator must have noble and commendable character. An educator who has good moral character will become an idol for students, all students will be impressed with kindness and always respect their teachers, and vice versa, students will feel uncomfortable and their motivation to learn will decrease. In this regard, Zakiah Daradjat stated the characteristics that are reflected in a person. Educators, are; truly imbue their profession as educators, treat students fairly, be full of patience, have the character of authority, optimism, humanism, respect educators, and be able to establish good communication with stakeholders (Daradjat, 2004). From an Islamic perspective, Azyumardi Azra said that educators must have commendable morals. According to him, an educator must not only fulfill his academic abilities, but must be a good role model for everyone. the task is not only to transfer knowledge but also to transfer values (Ayumardi, 2000).

Interaction Between Educators and Students

The interaction process between educators and students will be very effective, if educators have good teaching competencies and are able to build good communication in interacting with their students (Nata, 2001). Al-Ghazali in *Ihya' Ulumuddin* has stated things that must be paid attention to by educators and students in order to build an atmosphere of educational interaction, so that later students will be able to practice the knowledge that has been taught sincerely. Among the attitudes that educators must have are (Anhar, 2013).

- a. Students are treated like their children.
- b. Do not expect worldly rewards after teaching.
- c. Teach students using good language and actions that contain educational value, not overtly.
- d. Be objective in understanding something new.
- e. Understand the potential and abilities of all students.
- f. Have integrity and be a role model for all students.

Al-Ghazali has also written about the attitudes that students must have, including: (Anhar, 2013)

- a. Students should purify their hearts from despicable morals.
- b. Be ascetic to worldly pleasures.
- c. Don't be arrogant
- d. Don't discuss wrongdoing until he really masters the knowledge well.
- e. Prioritize religious knowledge in studying science and other knowledge that is considered useful.
- f. Understand the classification of science and its urgency.
- g. Establish your intention to study.
- h. Align the goal of seeking knowledge only because of Allah SWT.
- i. Able to differentiate primary knowledge from secondary knowledge
- j. Prioritize religious knowledge over general knowledge.

According to Imam al-Ghazali, according to the explanation above, educational interaction patterns between educators and students are very much needed in today's teaching, because these interaction patterns will truly shape students' creativity and will form noble morals for students in accordance with their hopes and goals. from Islamic education.

Interaction Between Students

The educational goals that will be achieved really depend on the learning process that has been planned by the educator, as stated by Abdillah "Learning is making changes, the expected changes are in the aspects of students' knowledge, attitudes and skills (Aunurrahman, 2010). Students' learning success is influenced by several factors, namely the conditions of students' social interactions at school. Sukmadinata explained "Social conditions relate to students' relationships with other people, including their educators, friends, parents and other people (Sumadinata, 2009). Students who are able to build good communication with the people around them will be able to adapt well in the process. learning. On the other hand, students who have difficulty adapting to their learning environment will have difficulty and be hampered in learning. Therefore, students must be able to interact socially well in the teaching and learning process, so that students can achieve success in learning and make it easier to adapt to class conditions and the learning environment, so that an optimistic attitude and high learning motivation emerge.

E. Conclusion

The aim of learning is to change cognitive, affective and psychomotor intelligence in accordance with learning objectives. Educative interactions in learning are expected to occur so that learning objectives are easily achieved. In realizing educational interactions between educators and students, there are norms and criteria that must be considered. Students are required to be able to interact socially well in the learning process, both with educators and with each other individually and in groups so that the learning process takes place effectively. The recommendation in this research is to find out the location of Islamic education between teachers and students which is humanistic learning.

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