

LEARNING PROCESS THROUGH EDUCATIVE INTERACTIONS IN ISLAMIC EDUCATION

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Abstract: The learning process is a series of actions that occur between teachers and students who are bound to one goal, namely the learning objectives. A series of actions in achieving the learning objectives is called educative interaction, which is the interaction that occurs between teachers and students in educating and maturing students. In conducting interactions some principles must be known to a teacher, namely; the principle of motivation, the principle that departs from the perceptions of each student present in the class having different backgrounds of experience and knowledge, the principle of concentration, the principle of integration, the principle of problem-solving, the principle of developing teaching material, the principle of learning while working, the principle of social relations, and the principle of individual differences. To ensure the interaction goes well there is an ethic that must be known by the teacher and students. How a teacher interacts is regulated in the teacher's code of ethics. Likewise with students how to interact in class or outside is set in the student code of ethics. So that the existing principles and professionalism of a teacher in conducting interactions will be able to influence student learning outcomes.

INTRODUCTION

Interaction is always associated with the term communication. The science of communication is known as the terms communicator and communicant. Communicators and communicants usually communicate through messages, and then to convey this message, tools (media) are needed. Then the elements contained in communication (interaction process) are communicators, communicants, messages, and media or channels (Sardiman, A.M, 2010: 7).

Conceptually the meaning of communication contains the notion of notification (and dissemination) of news, knowledge, thoughts, and values to arouse participation so that what is notified becomes common property (Sardiman, 2010:8)

Educational interaction can be interpreted as reciprocal communication between one party and another which already contains certain purposes, namely achieving an understanding together which is then to achieve the goal such as learning and the goal of instruction.

Thus educational interaction can be interpreted as a conscious process that has the aim of educating, to lead students toward maturity.

In the entire educational process, learning activities are the most basic and main activities. This means that the success or failure of achieving educational goals is

dependent on how the learning process is designed and implemented professionally. Teachers and students are always involved the learning activity, the teacher is the creator of learning conditions.

In designing learning the teacher must be professional, otherwise, the designed learning usually brings more boredom for students who enjoy the learning conditions created by the teacher. A teacher must be aware of what should be done to be able to deliver students to the learning objectives. The teacher always tries to create a comfortable and enjoyable learning atmosphere for all students. An unpleasant and unenthusiastic atmosphere for students will lead to boredom and seem less harmonious. This condition is certainly a serious obstacle for teachers to achieve learning objectives. The combination of these two components will bring about educational interactions by utilizing teaching materials as the medium. Both teachers and students influence each other and provide input, that's why learning activities must be interactive activities, full of values, and always have a purpose.

The learning process is essentially a process of organizing and organizing the environment around students so that it can grow and encourage students to carry out the learning process. The next stage of the process, is the process of providing guidance and assistance to students in providing the learning process.

THEORETICAL STUDY

The Meaning of Learning Process

Learning is a process of teaching and learning activities that also plays a role in determining the success of student learning. From the learning process, there will be a reciprocal activity between the teacher and students (interaction) to get to a better goal. To carry out a learning process, one must first understand the meaning of the word learning.

Uzer Usman (2006:18) explained that the teaching and learning process is a process that contains a series of teacher and student actions on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The learning process is an interactive activity between teachers and students which will end with the process of evaluating learning outcomes (Dimiyati & Mudjiono, 2006:15). In the learning process, a teacher is needed as a provider of knowledge. Furthermore, Dimiyati said the job of a teacher is to teach. The learning process is also interpreted as a process of interaction between students and teachers in an effort to achieve learning objectives, which takes place in a certain location within a certain period of time (Hamalik, 2006: 50).

The learning process is held interactively, inspiring, fun, and challenging, motivating students to participate actively through the talents, interests, physical and psychological development of students(Mulyasana, 2012: 68).

Slameto (2003: 78) explained teaching and learning activities involve teachers (educators), students, learning objectives, learning content, teaching methods, media, and learning evaluation. According to Tisnowati Tamat and Moekarto Mirman explained that the learning process from a teacher begins with the activity of compiling a teaching program or lesson plan, then carrying out the program or implementing learning and the

teacher evaluates or assesses its success. A teacher in the learning process is required to have the characteristics and attitudes such as flexibility, open-minded, independence, sensitivity, diligence, looking ahead, and accepting oneself (Sukmadinata, 2004: 104).

The theoretical opinion above concluded that the learning process is all the effort between teacher and student to share and process information to make it useful for students and becomes the basis for sustainable learning and better changes to achieve an improvement marked by changes in individual behavior to create an effective and efficient teaching and learning process. A good learning process will form intellectual abilities, critical thinking, and the emergence of creativity as well as changes in one's behavior or personality based on certain practices or experiences.

The learning process is a process of organizing the environment around students to make them do the learning process. The next process is providing guidance and assistance to students in providing the learning process.

There are many components in process of teaching and learning. Without these components, the process of educative interaction between teachers and students will not be completed (Najmi Hayati et al, 2015:122-123):

1. Goal. The goal is the first thing that must be formulated in educational interaction activities because the goal can provide a clear and definite direction where learning activities are carried out by the teacher.
2. Lesson material. Learning materials are a core element in educational interaction activities because without learning materials the process of educational interaction will not work, the selection of lessons must be adjusted to the conditions of the level of students who will receive the lesson, and the subject matter must be mastered by the teacher.
3. Method. A method is the way to achieve the goals that have been set. The characteristics of the method that has advantages and disadvantages, the teachers use a variety of methods.
4. Media. Learning media are anything that can be used to achieve learning objectives. Non-material media and material media are usually used in the power of educational interaction. Non-material media such as; orders, prohibitions, and advice. Material tools in the form of globes, blackboards, pictures, diagrams, and videos.
5. Source. Learning resources can be obtained at school, in the yard, in the city center, in the countryside, and so on. Utilization of teaching resources depends on teacher creativity, time, costs, and other policies.
6. Evaluation. Evaluation is an activity carried out to obtain data about the extent to which students are successful in learning and the success of teachers in teaching. The evaluation is carried out by the teacher using a set of data-digging instruments such as action tests, written tests, and oral tests.

Meanwhile, according to Saiful Bahri Djamarah and Azwan Zain (2000:2), the characteristics of the learning process are as follows:

1. Learning to teach has a goal, namely to form students in a certain development. This is what is meant by learning activities that are aware of the purpose, placing students as the center of attention.

2. There is a planned procedure, designed to achieve the goals set to achieve the goals optimally, so in holding interactions there needs to be a procedure, for systematic and relevant steps.
3. Learning activities are marked by applying of specially designed material so that it is suitable for achieving the goal.
4. The activities of students as a consequence that students are an absolute requirement for ongoing teaching and learning activities. The activities of students physical and mental.
5. The role of the teacher as a guide, the teacher must try to revive and provide motivation so that a conducive interaction process occurs. The teacher must be able to become a mediator in all conditions of the learning process.
6. Learning activities are the patterns of behavior that are regulated in such a way according to the provisions that have been adhered to by students and teachers.
7. There is a time limit for achieving specific learning goals in the class system, the time limit is one of the characteristics that cannot be carried out, each purpose will be given a time limit so that the goals will be known when they will be achieved.
8. Evaluation. The most important and cannot be ignored in all activities above is evaluation. It is held after the teacher carries out teaching and learning activities. An evaluation must be carried out to determine the extent to which learning has been achieved. Evaluation is also a process of assessing the progress, achievements, growth, and development of students for educational purposes.

The teaching process is a dynamic activity between educators and students to achieve the goals that have been set. According to the Law of National Education System (Undang-Undang Sistem Pendidikan Nasional), Number 20 of 2003 Article 1, it states that learning is a process of interaction between students and educators and learning resources in a learning environment.

So teaching and learning activities are inseparable from the interaction of educators and students. This interaction process is fundamental in the continuity of the teaching and learning process because in the teaching and learning process the educator conveys a message of knowledge, skills, attitudes, and ethics to students through the interaction process.

The interaction of teaching and learning processes in principle depends on educators and students. Interaction implies the activities of students who learn and educators who teach. Teaching and learning interactions can be seen in the teaching and learning process that takes place in schools. Teaching and learning interactions occur between teachers and students as well as between fellow students themselves. Teacher and student interaction is an important factor in supporting the success of the study because the teacher assisted students inside and outside of class.

Principles of Educative Interaction

The term interaction in general is a reciprocal communication between one party and another, which contains certain purposes, namely to achieve mutual understanding, and then to achieve the goal (Sardiman, 8).

In the educational interaction of teachers and students, there is a process of reciprocal relations (feedback) that are communicative in nature, take place within a bond of educational goals, and are educative, carried out deliberately, planned and have specific goals

Thus in educational interaction, there must be two main elements that must be present in an intentional situation, namely between the teacher and students. Therefore, a teacher is needed to create conducive educational interactions to help students achieve learning outcomes.

According to Sadirman (2010, 8) several principles must be known by the teacher in learning, namely: *Firstly*, Principles of Motivation. The motivation of students to accept certain lessons varies, some students have high, moderate motivation, and there are those who have very little motivation. *Secondly*, students' different perceptions are that every student in the class has a different background of experience and knowledge. *Thirdly*, The principle of aiming at students' understanding. Formulating a problem to be solved, formulating a question to be answered, or formulating a concept to be discovered.

Forth. The principle of integration. Integration in this discussion and review will assist students in integrating learning gains into educational interactive activities. *Fifth*, The principle of solving the problems encountered. In educational interaction activities, educators need to create a problem to be solved by students in class. *Sixth*, The principle of seeking, discovering, and self-development. In this framework, educators do not need to make an effort to give students information, thus making students less creative in searching for and finding scientific information in reading books.

Seventh, The principle of learning by doing. Learning by doing activities gets more results for students. The information obtained by students is more durable and stored in the minds of students. *Eight*, The principle of social relations. Studying together is a way to excite students in receiving lessons from educators. And, *ninth*, The principle of individual differences. The failure of educators to complete students' understanding is caused by teacher failure to understand the differences between students individually.

Teacher and Student Interaction

In interacting between teachers and students, the students must understand and realize how to get interact with the teachers (Asari, 2008, 81);

- a. The student who wishes to study must choose teacher candidates carefully, choices must be carefully considered with the criteria, as well as the pluses and minuses of prospective teachers. Students must choose teachers who are known for their good morals, knowledgeable and expertise, authoritative, polite, and compassionate.
- b. The students must follow and obey the teacher.

- c. The students must glorify their teachers and believe in the perfection of their knowledge. People who succeed in becoming great scientists must never stop respecting their teachers.
- d. The students must remember their teacher's right to them throughout their life.
- e. The Students must show gratitude for the teacher's teachings, even though the teacher conveys information that students already know.
- f. Getting communicate with teachers politely and gently.

The Interaction among the Students

Before explaining the ethics of interaction among students. Ibn Jama'ah explained as quoted by Hasan Asari (2008: 67-73), several ethical codes must be carried out by students, including;

- a. Purifying the heart from the dirt, getting rid of bad character, wrong faith, and despicable morals. With a pure heart, someone will be able to receive knowledge easily because knowledge is sacred, it must be accepted with a clean heart, and it does not enter into dirty containers.
- b. Straighten intentions. Students must improve their intention to seek knowledge for the sake of Allah and not for other reasons, revive Islamic law, illuminate the heart and hone the mind to draw closer to Him;
- c. Using the available time by devoting full attention to the affairs of studying knowledge. Feeling a loss when time is running out without any business with studying;
- d. Making simple food and appearance. The simplicity of food and clothing allows the achievement of learning concentration.
- e. Making a schedule of activities. Allocating time clearly into one schedule of activities in daily life.
- f. Eating less.
- g. Taking care of *wara'* and ensuring that every need for the family food is always made from ingredients and obtained in a *halal* way,
- h. Reducing in consumption of foods that cause dullness and weakness of the senses such as sour apples, cabbage, or vinegar.
- i. Minimizing of sleeping time, but do not interfere with health.
- j. Making limited associations only for people who can be useful for learning. Because hanging out with people who don't care about science will waste time (age) and wealth.

Furthermore, in establishing relationships with fellow students, several ethics must be realized as advised by Syekh Az-Zarnudji to students, namely; Choosing a friend with a noble heart and living a simple and honest character; Leaving away from lazy friends, like to disturb, sit idly by and talk a lot; Students should not be proud of their friends with something they have; Do not also boast of he has, or a power that belongs to his family. Because it will incur the anger of a friend of lower rank or cause him to do something inappropriate against his friend; Students should get used to not frightening

children, but must behave better by giving gifts for something good they do. And do not deceiving children to take advantage.

CONCLUSION

Educational interaction is a process of communicative reciprocal relationships between teachers and students that takes place within the bounds of educational goals, and is educative, carried out deliberately, planned, and has a specific purpose. The purpose of educational interaction between students and teachers is a meeting point and is binding and directs the activities of both parties. So that the success criteria for the entire interaction process should be weighed or evaluated to achieve educational goals.

The implementation of the teaching and learning process in the classroom is a series of communication activities between the teacher and students. The educational interaction system has several of components. These components include objectives, teaching and learning activities, teaching materials, learning resources, media, methods, and evaluation. While the efforts in educational interaction there are nine principles, namely: the principle of motivation, apperception, the center of attention, the principle of problem-solving, the principle of seeking, the principle of learning while working, the principle of social relations, and the principle of individual differences.

Educational interactions generally take place in the classroom and the teacher has an important role because no matter how good the education system and the media used, it is ultimately up to the teacher to utilize all of these components. The teacher's methods and decisions in educational interactions will determine student success in the form of student learning outcomes.

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