Students' Perceptions Related to The Interaction Between Teachers and Students in The Learning Process

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ABSTRACT

The purpose of this study was to determine student perceptions related to interactions between teachers and students in the learning process. The problem of this research is the interaction between teachers and students in the process of implementing learning, which is done so that student perceptions related to interactions between teachers can trigger a learning process well, so as not to cause failure for the teacher when implementing learning. In the learning process, the interaction between teachers and students greatly affects students' interest in learning, in which the teacher plays an important role during the learning process. The research method is about the basis for conducting research related to student perceptions regarding the interaction between teachers and students in the learning process. The design of the author of this scientific work with a qualitative research study based on literature review. Analysis of sources obtained comes from relevant journal sources and reference books. Results and discussion, namely the interaction between teachers and students in the learning process. Student response or acceptance is related to an action taken between the teacher and students so that students can understand an important interaction concept in learning. The existence of an interaction carried out by a teacher towards students can make students become brave and confident to communicate (express opinions) such as during discussions; questions and answers; quizzes and rewards. The interaction between teachers and students in the learning process must be equally active. An affectionate and conducive atmosphere that is successfully built in a relationship will make a person able to direct the interaction in a positive direction. This concept is very important and relevant not only to the concept of education today but also to education in the future.

Keywords: *Learning Process, Teachers and Students*

INTRODUCTION

Education has a big role in the progress of the nation. Good quality education can be seen from several aspects, both in terms of students and educators. The role of educators is very decisive,

because it is the educators who are directly involved in fostering students in schools and universities (Susilo, Agus & Sarkowi, 2018). The main task and responsibility of an educator is to manage teaching more effectively, dynamically, efficiently and positively, which is characterized by awareness and active involvement between the two teaching subjects. Success in improving the quality of education cannot be separated from the learning process (Park, S., 2020).

A good process will certainly produce something good too. This is the case with the learning process because during the learning process there is a reciprocal interaction between teachers and students, so there needs to be an effort from a teacher to make students not only understand but also understand what they receive (Sanjaya, W., 2012). As stated in Indonesian Law Number 20 of 2003 concerning the National Education System Chapter I Article I (1), it has been outlined that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, society, nation and state (Kurniasih, I. & Sani, 2017).

In formal education, learning shows a positive change so that in the final stage will get new skills, skills and knowledge. The results of the learning process are reflected in learning achievement, but in an effort to achieve satisfactory learning achievement, a learning process is needed (Malloy, M., 2015). Learning is an active process of assembling experiences using real problems found in the environment to practice specific skills, thus learning is not passive, the learning process must be student-centered through various physical activities and mental activities (Amadi, Aunur Shabur Maajid, 2022).

During the learning process, teachers must be able to understand students with all the consequences, because the success of the interaction is mostly influenced by the teacher in managing the class. Teachers are the main component in the learning process, teachers convey subject matter to students through interactions carried out in the teaching and learning process (Syafitri, R., 2017). The success of the teacher in delivering the material is very dependent on the smooth interaction of the teacher with the students. Non-smooth interaction has an impact on the message conveyed by the teacher. The learning process must be based on the principle of optimal interaction between students and educators, students themselves, and students with various learning resources including the learning environment (Susilo, Agus & Isbandiyah, 2019).

METHODS

This research is a type of qualitative descriptive research. In the application of qualitative descriptive methods, what is meant is where in this study researchers examine the data obtained directly in the field (Ambarwati, 2022). This qualitative research method is a method that examines various events that occur in general society and develops them descriptively. These descriptive studies are developed directly through activities found in the field (Muchtar, 2013).

In this qualitative descriptive research method, researchers get reference sources from various reference sources. Indeed, in addition to getting sources from direct observation in the field, researchers also get reference sources that can build their research. Research sources that support it are obtained through reading sources, namely in the form of reference books obtained in the campus library and personal collections by researchers (Sugiyono, 2017). In addition, researchers also get reference sources from journal sources accessed through Google Schoolar. Through studies of direct observation sources, this research data can be described so that it can build a study in this study. This descriptive qualitative research is presented in a simple but meaningful way that is able to build a qualified narrative.

RESULTS AND DISCUSSION
Interaction between Teachers and Students in the Learning Process

In the process of developing students or pupils need help whose nature and style are not determined by the teacher but by the students, in a life together with other individuals. The function

of students in teaching-learning interactions is as subjects and objects. As a subject, because students determine learning outcomes and objects, because students receive lessons from teachers. As an object, the student receives lessons, guidance and tasks and orders from the teacher or school and as a subject, he determines himself according to his potential in order to achieve learning outcomes (Abdullah B, 2017).

The interaction between teachers and students in the teaching and learning process is very important to create what the school wants. Thus, it will create encouragement from the teacher towards students so as to get maximum results. In the teaching and learning process cannot be separated from interaction, without interaction in it the teaching and learning process will not go well (Kholillah, M., Furnamasari, Y., & Dewi, D., 2022). This interaction will be carried out if there is a good relationship between the teacher and the students. All components in the learning system must be interconnected with each other. To create a good relationship between teachers and students, a teacher should use interaction patterns that can make students more active, so that the learning process runs well (Farid, Faisol & Rahmat Aziz, 2023).

The purpose of learning interaction between students and teachers is a meeting point and is binding and directs the activities of both parties. So that the criteria for the success of the entire interaction process should be evaluated in order to achieve educational goals (Sari, S. P., & Bermuli, J. E., 2021). So the interaction is said to be an educational interaction if it consciously has the aim of educating, leading students towards maturity, making it easier to communicate teaching and learning activities to students, so that students can carry out learning actions independently, making it easier for teachers to choose and compile teaching materials, helping make it easier for teachers to determine teaching and learning activities and learning media, making it easier for teachers to conduct learning (Darmiatun & Daryanto, 2013).

To create this active learning atmosphere, here the teacher must plan carefully first. But to know that these interaction patterns each have disadvantages and advantages, one-way patterns where the interaction is only played by educators, while students are less involved (active teachers, passive students) then this interaction can be said to be less than ideal interaction (Park, S., 2020). While the two-way interaction pattern, the teacher plays a role and students also play a little role because students are given the opportunity to express their opinions, with this learning will start to be active. While the pattern of multi-directional interaction is a transaction that describes a lively and familiar atmosphere, fun and motivates students to be active and influence each other (Malloy, M., 2015).

The Ethics of a Teacher and Student in Teaching and Learning Interaction

The teaching situation or teaching and learning interaction process can occur in various patterns of interaction/communication above, but communication as a transaction is considered in accordance with the concept of active student learning as desired by experts in modern education (Farid, Faisol & Rahmat Aziz, 2023). In managing learning interactions, teachers must have the ability to design programs, master subject matter, be able to create conducive classroom conditions, be skilled in utilizing media and selecting sources, understand the methods used, have the skills to communicate programs and understand the foundations of education as a basis for action. Teaching emphasizes the interaction between teachers and students in the teaching and learning process (Abdullah B, 2017).

Classroom management is a set of teacher activities to develop good interpersonal relationships and a positive classroom emotional climate. This definition views classroom management as a process of creating a positive socio-emotional climate in the classroom. With this class management, the teacher will be easy to interact with because students have been arranged in such a way that is in accordance with the learning method. Managing the class will be a supporting factor if the teacher does it, if the teacher does not do class management, it will be an inhibiting factor in interaction (Delfi, I., & Hudaidah, H, 2021).

The affectionate and conducive atmosphere that is successfully built in a relationship will enable a person to direct the interaction in a positive direction. This concept is very important and relevant not only to the concept of education today but also to education in the future (Sanjaya, W., 2012). Because affection provides reciprocity in the relationship between teachers and students. When a teacher, for example, does not love his student then how could he be able to direct and guide him. Therefore, love has an important role in education, and it can be categorized as the main role in education and in building harmonious relationships or interactions between teachers and students (Amadi, Aunur Shabur Maajid, 2022).

The teacher should also not let time pass without warning the student that the purpose of teaching is to get closer to Allah SWT. A teacher should always tell his students the purpose of studying, which is to seek the pleasure of Allah and to get closer to Allah SWT, not just to seek position. A teacher who is responsible for one subject should not belittle other subjects in front of his students (Kholillah, M., Furnamasari, Y., & Dewi, D., 2022). For example, a language teacher may disparage the science of fiqh and hadith and tafsir by insinuating that the science of hadith and tafsir is merely copying and listening. People who are responsible for some knowledge should not demonize knowledge outside their expertise in front of their students. A good teacher should be able to serve as a good role model for his students. In this regard, a teacher should be tolerant and willing to respect the expertise of others, and not criticize sciences that are not his expertise or specialization.

CONCLUSION

Perception is a complex process that causes a person to receive or summarize information obtained from their environment. The better the perception of something, the easier it is for students to learn to remember something. Student perception is the process of students' treatment of information about an object, in this case both extracurricular marching band activities at school through observation with their senses, so that students can give meaning and interpret the objects observed. The interaction between teachers and students in the teaching and learning process is very important to create what the school wants.

Thus, it will create encouragement from the teacher to students so that they get maximum results. The purpose of learning interaction between students and teachers is a meeting point and is binding and directs the activities of both parties. So that the criteria for the success of the entire interaction process should be evaluated in order to achieve educational goals.

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