

The Interactions Pattern Teacher and Student in Online Learning Study of Fiqih Curriculum

Hidayatur Rohmah¹, Rika Anggraini²,

^{1,2}Islamic Education, Universitas KH. A. Wahab Hasbullah Jombang

E-mail: hidayaturohmah@unwaha.ac.id

ABSTRACT

During the Covid-19 pandemic, almost all Indonesian institution of education adopted online learning. Departing from this phenomenon would appear the assumption that for the learning process to work properly it would need to be created an interaction pattern between good teachers and students. In this study, authors formulate how the patterns teacher and student interactions in online learning study of fiqih curriculum class VIII in MTsN 3 Jombang?. And what are some support factors and inhibitors teacher and student interactions in online learning study of fiqih curriculum class VIII in MTsN 3 Jombang?. Using a qualitative descriptive approach, researchers acted directly involved in the study. This study suggest that: The importance of teacher and student interactions in the learning process makes a teacher require an active role in the use of time, in the learning process the teacher brings forth his interactions and student to the purpose of learning, the teacher's interaction and student must be present and properly awakened so that in the learning process goes well, when any student who deviates the teacher should be able to understand how to awaken the student, the teacher and student interaction pattern in online learning study of fiqih curriculum class VIII in MTsN 3 Jombang is the teacher-centered interaction pattern, there are support factors and inhibitor teacher and student interactions in online learning study of fiqih curriculum class VIII in MTsN 3 Jombang is factors that support an inadequate internet network and a good learning medium and a host of inadequate internet connections.

Keywords: Interaction pattern, Teacher, Student, Online Learning, Fiqih Curriculum

INTRODUCTION

The teaching and learning process is a process that contains a series of actions by the teacher and students on the basis of a reciprocal relationship. This interaction is the main requirement for the teaching and learning process to take place. In this case, it is not only the delivery of messages in the form of subject matter, but also the inculcation of attitudes and values from students who are learning (Uzer, 2010).

The interaction pattern of teachers and students is very important in the teaching and learning process, because the quality of the relationship between teachers and students will affect the running of the teaching and learning process and the results of the teaching and learning objectives. So that teachers play an important role in understanding and determining what kinds of interaction patterns will be used in the teaching and learning process, especially during the Covid-19 pandemic, which requires educational institutions in Indonesia to implement online learning to anticipate the transmission of the Covid-19 virus. In the conditions of the Covid-19 pandemic, transformed learning media are more sophisticated using network technology devices. Teachers and students use new learning media including E-Learning, Whatsapp Group, Google Classroom, Youtube. All of these types of media were a great solution during the Covid-19 pandemic, but they also still have various weaknesses. The learning media is also used in the teaching and learning process at MTsN 3 Jombang.

According to etymology, it refers to the Big Indonesian Dictionary, Pattern can be interpreted as images used for batik, batik patterns or weaving, pieces of paper used as examples in making clothes, models, systems, ways of working, fixed shapes (structures). Meanwhile, according to terminology, Sanusi explained that the pattern is an action that is repeated by individuals or groups of an object (Lubis,

2018). In Islam, interaction is called *hablum minannas* (relationship with fellow human beings). Sadirman explained that interaction will always be related to communication or relationship. The elements involved in communication are communicators, communicants, messages and channels or media. These four elements are a requirement so that the communication process will always exist. Furthermore, Sadulloh said that pedagogical interaction is a reciprocal communication between educators and students that is directed at educational goals (Lubis, 2018);(Faizin et al, 2020). According to Thibaut and Kelley in Mohammad Asrori's book, they define interaction as an event of influencing each other when two or more people are present together, they create an outcome with each other, or communicate with each other. So, in every case of interaction, each person's actions are aimed at influencing the other individual (Yuan et al, 2020);(Irawan, 2016).

In the learning process the interaction between teacher and students has a pattern which includes the following: Basic Interaction Pattern, it is explained that sometimes the teacher dominates the interaction process, sometimes the content dominates, sometimes the students dominates the interaction or sometimes even the teacher and students dominate; Content-Centered Interaction Pattern, in the learning process there are activities of the learning, but these activities are still centered on the content/learning material; Teacher-Centered Interaction Pattern, in learning whose activities are solely student-centered, generally there is a process that is the presentation or delivery of content learning material; Students-Centered Interaction Pattern, in learning whose activities are solely student-centered, student plan for themselves what learning material (Ashoumi & Shobirin, 2019);(Inah, 2015).

Teacher are facilitator, motivators, and innovators in the transformation of learning in children. In a simple sense a teacher is a person who provides knowledge to students. Students are everyone who receives influence from a person or group of people who carry out educational activities. Students in a limited sense are individual who are in the childhood period (Irawan, 2016). Online Learning (E-Learning) is the result of learning that is conveyed through electronic media through network-based internet. The term curriculum comes from the latin word, namely curriculum. Initially, it means a running course, and in French, courrir means to run. The term is then used for a number of subjects (courses) that must be taken to achieve a degree or aead in the world of education.

Meanwhile, the subject of fiqh is one of the subjects of Islamic Religious Education which is directed to prepare students to know, understand, live, and practice Islamic Law which then becomes the basis of their way of life. So we can conclude that the curriculum fiqh subject is one part of the Islamic Religious Education lessons that are arranged in the curriculum to be used in order to achieve educational goals.

METHOD

This type of research conducted by researchers is qualitative research with a qualitative descriptive method approach. The data collection methods in this study are; observation; interview; documentation. The object of this research is teacher and student at MTsN 3 Jombang. Qualitative descriptive method are used because they are more adapted to environmental conditions and the problems they face. And this method is used describe thing in a systematic, factual, and accurate way.

RESULT AND DISCUSSION

Result

This school was officially opened on March 4, 1969 in accordance with the Decree of the Minister of Religion of the Republic of Indonesia No.23 of 1969. It is located at Jln. KH. Abdul Wahab Chasbullah Gg. III Tambakberas, Jombang District. By implementing curriculum 13 and the pesantrenan curriculum, because at MTsN 3 Jombang it is the only Tsanawiyah madrasah that prioritizes pesantrenan values such as the yellow book and the tahasus. There are educators and madrasa managers from religious leaders and the community. The number of educators here is around 180 people and students are around 2.600 people. Then MTsN has 66 class groups and is a adiwiyata madrasah and there are excellent student programs.

The author's in-depth interview with the resource person (teacher) about how the interaction pattern of the resource person (teacher) and students in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang ?. The informant answered: "That was what I explained earlier, to build interactions between teachers and students when they are offline. Now, in this pandemic era where teachers and students are blocked from places (they cannot meet face to face). Distance like this is not a barrier to building interactions between teachers and students, how do you do it? Yan continues to build

interactions with students online such as being able to use Whatsapp (WA) media, students can be given the opportunity to ask questions about material or to ask something they do not understand and also collect assignments through WA earlier”.

The author's in-depth interview with the head of MTsN 3 Jombang about how the interaction patterns of teachers and students in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang?. The informant answered: "So the interaction patterns that we are building today are using WA, e-learning, GCR, Gogglefrom media. Prophet Muhammad SAW's command is that we learn not to know time, place, and age. Where we have the responsibility to continue to learn in any conditions and situations.”

In-depth interview with MTsN 3 Jombang waka curriculum regarding how the interaction patterns of teachers and students in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang ?. The informant answered: "The interaction pattern between teachers and students during this pandemic, the learning media currently used are e-learning, WA, GCR, GoogleFrom, Zoom. And teachers must be more active in controlling the learning process so that it runs well”.

The author's in-depth interview with the resource person (teacher) regarding what are the supporting and inhibiting factors of teacher and student interaction patterns in online learning study of curriculum class VIII curriculum at MTsN 3 Jombang ?. The informant answered: "There are supporting factors, yes, there are also inhibiting factors, so it doesn't go smoothly. It looks relaxed but it's actually not relaxing. The first supporting factor, there must be permission from the school principal, of course, as the policy maker. Then secondly, there are learning media that I have conveyed such as WS, GCR, Youtube, e-learning and adequate internet networks. So far, the problem is that children do not collect assignments because they say the internet is not smooth, even in my class they also say that they have done assignments but did not enter, now this is evident that a good internet network is really a supporting factor, the existence of a strong electric current. active in this madrasa because it uses a labtop, there are clear teaching materials and questions. Now these are the supporting factors. Henceforth the inhibiting factor, yes, that was the internet connection. If this was the internet supporting factor, the obstacle was the connection. Then time is limited, so so far the time is very limited, different from when offline (normal), then there are no student cellphones for those whose economy is in the lower class so they can't afford cellphones”.

Interview with one of the VIII grade students MTsN 3 Jombang regarding what are the supporting and inhibiting factors teacher and student interaction patterns in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang ?. The resource persons answered: "If the obstacle is the internet network, because in the cottage they learn at the same time. So when everyone started learning online, the signal was not smooth (slow). Then the learning time is less so it is less than optimal. Meanwhile, the good thing about being online is that there are more learning media used and we can get information from anywhere, wider”.

In-depth interviews with waka curriculum MTsN 3 Jombang regarding what are the supporting and inhibiting factors of teacher and student interaction patterns in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang ?. The informant answered: "In general, the supporting factors are the internet network and the inhibiting factors for internet connection. Then the number of students at MTsN 3 Jombang and their teachers is so large that learning media such as e-learning cannot handle (slow) if used. After the capacity was repaired, it turned out that it was still not optimal. Even though e-learning can be controlled directly by the Ministry of Religion”.

Discussion

From the data analysis, the author shows that the importance of the interaction pattern of teachers and students in learning which requires teachers to take an active role in utilizing time in the learning process emphasizes interaction in order to achieve learning objectives. The interaction pattern teachers and students in online learning study of fiqh curriculum class VIII at MTsN 3 Jombang uses the theory of teacher-centered interaction patterns, in this pattern learning activities are solely teacher-centered, in general there is a process that is the presentation or delivery of content or learning material.

The teacher here plays an active role in delivering material and assignments to students. And the teacher really cares about the condition of the students, such as asking students about material that cannot be understood and provoking students' emotions to ask the teacher. And the teacher plays a direct role in controlling students when making deviations in learning such as reprimanding these students. Then from the data analysis the author also shows that there are supporting and inhibiting factors that occur in the

interaction patterns teachers and students in online learning study of fiqih curriculum class VIII at MTsN 3 Jombang. Basically, the supporting factors are an adequate internet network and the existence of adequate learning media. While the inhibiting factor is the internet network connection itself, which if the network connection is not good it will interfere with the learning process.

In previous research conducted by Aulia Syara Lubis (Lubis, 2018) in class XI MA Muallimin UNIVA Medan more focused on the interaction patterns of teachers and students in PAI learning which aimed to introduce and familiarize PAI material to students while in previous research conducted by Ade Irawana (Irawan, 2016) in class VIII MTs Negeri 1 Palembang Model focuses on the interaction patterns of fiqh teachers and students that can be maintained and understand each other from the teacher and students. The research conducted by researchers focused on the forms of interaction patterns carried out by teachers and students in online learning study of fiqih curriculum class VIII at MTsN 3 Jombang

CONCLUTIONS

Based on the results of the study, conclusions can be drawn including: The importance of the interaction pattern of teachers and students in learning which requires teachers to play an active role in utilizing time in the learning process to promote interaction in order to achieve learning objectives; The interaction of teachers and students must exist and be well developed so that the learning process runs well; The interaction pattern teachers and students in online learning study of fiqih curriculum class VIII at MTsN 3 Jombang uses a teacher-centered interaction pattern; Factors supporting the interaction pattern teachers and students in online learning study of fiqih curriculum class VIII at MTsN 3 Jombang, namely the existence of the principal's permission as a policy maker, the existence of adequate learning media, the existence of an adequate internet network. Meanwhile, the inhibiting factors are inadequate internet network connection, limited time, and students who do not have / can afford to buy a cellphone.

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