



## The Interaction Patterns Teachers and Students in Online Learning of Islamic Education Subjects

**Hidayatur Rohmah<sup>1\*</sup>, Mohammad Nasrulloh<sup>2</sup>,**

<sup>1,2</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

\*Email: [hidayaturohmah@unwaha.ac.id](mailto:hidayaturohmah@unwaha.ac.id)

---

### **ABSTRACT**

*During the Covid-19 pandemic, almost all Indonesian educational institutions adopted online learning. Departing from this phenomenon, there will be an assumption that in order for the learning process to run well, it is necessary to create a good pattern of interaction between teachers and students. In this study, the authors formulate how the interaction pattern of teachers and students in online learning PAI learning in the VIII grade curriculum at Al-Ittihad Junior High School Mojowarno Jombang. And what are the supporting and inhibiting factors of teacher and student interaction in online learning PAI learning in the VIII grade curriculum at Al-Ittihad Superior Junior High School Mojowarno Jombang. By using a qualitative descriptive approach, the researcher was directly involved in the research. This study suggests that: The importance of teacher and student interactions in the learning process makes a teacher need to play an active role in the use of time, in the learning process the teacher raises the interaction between the teacher and students for the purpose of learning, the interaction between teachers and students must be present and well developed so that the learning process runs well, when there are students who deviate, the teacher must be able to understand how to awaken students, the interaction pattern of teachers and students in online learning PAI learning in the VIII grade curriculum at Al-Ittihad Junior High School Mojowarno Jombang is a teacher-centered interaction pattern. Schools facilitate wifi for teachers as a means to provide online learning materials as long as teachers are still in the school environment as a supporting factor while the inhibiting factors are inadequate internet networks and good learning media and inadequate internet connection hosts.*

**Keywords:** *Interaction Patterns; Online Learning; Teacher and Student.*

---

### **INTRODUCTION**

Humans are individual beings and social beings. Living together between people will take place in various forms of communication and situations. In this kind of life interaction occurs (Waqfin & Rojab, 2022). Thus human life activities will always be accompanied by the process of interaction or communication, both interactions with others, and interactions with God whether intentional or unintentional (Lubis, 2018).

The most fundamental problem in learning is how to give the teacher the maximum understanding that pedagogical problems are not simple, pedagogic problems in learning are not only important but of learning in a class lies in the pedagogical aspect. Teacher understanding of pedagogic competence is important, because in general the teacher's understanding of pedagogic tends to be partial, emphasizing more on the aspects of professional competence, whereas pedagogic competence is an interactive competency between teachers and students (Rahmawati & Sa'diyah, 2022). That is the importance of pedagogic interaction of teachers lies in the teacher himself, but the most important thing is that the teacher can provide a basic understanding of learning for the student (Chotimah & Nurdiana, 2021). Teachers can not only put forward mastery of the material, but self-mastery of the needs of students is much more important, because learning occurs only when students can and are ready to learn from their teacher (Misdar, 2015).

In general, Islamic religious education conducted by teachers only emphasizes on the transfer of knowledge alone not on the formation of attitudes and behaviors. In addition, in carrying out the teaching

and learning process in the classroom Islamic teachers tend to be less creative or professional for example, the formulation of instructional objectives are not precise, monotonous methods, media that are less relevant to the content of the material taught, and usually only emphasize on the cognitive aspect only (Muslimin, 2017). The use of information technology can also help in the learning process, teachers can use the information technology to do an online learning process or learning that is done without doing face-to-face. So far, teachers have only focused on conventional learning methods, which are methods of learning that take place face-to-face in the classroom (Cintiasih, 2020).

Since the COVID-19 outbreak has had an impact on various areas including economy, social, tourism, and also the field of education where during the COVID-19 outbreak hit the implementation of the learning process experienced significant changes. In most areas in Indonesia affected by COVID-19, the teaching and learning process is conducted in full online or online and some are semi-online. This is done in order to reduce the number of spread of COVID-19. The definition of online media in general is any type or format of media that can only be accessed through the internet containing text, photos, video and voice, as a means of communication online, while the special understanding of online media is interpreted as a medium in the context of mass communication (Romli & Syamsul, 2012).

Al-Ittihad Mojowarno Jombang Junior High School. is one of the schools that conduct online learning, Based on the results of interviews with Mr. Mohammad Zainal Fanani, S.Pd as the principal of SMP Unggulan Al-Ittihad Mojowarno Jombang.said that online learning began since the beginning of the covid 19 pandemic until now. . In this study, the authors formulated how the interaction patterns of teachers and students in online learning pai learning curriculum grade VIII at SMP Unggulan Al-Ittihad Mojowarno Jombang. And what are the supporting factors and inhibitions of teacher and student interaction in online learning pai learning curriculum grade VIII at SMP Unggulan Al-Ittihad Mojowarno Jombang.

## **METHOD**

In conducting this study, the researchers used qualitative approach, which qualitative approach is the findings are not obtained by benik count. According to Lexy Moleong Qualitative research is a research procedure that produces descriptive data in the form of written words, images and not numbers, which data obtained from people and behaviors that can be observed (Moleong, 2016). The object of research that became the location of the study in the form of Al-Ittihad Featured Junior High School in Banjarsari Hamlet, Rejoslamet Village, Mojowarno District, Jombang Regency.

In research in general distinguished between data obtained directly from the subject or informant of research and from library materials. Data obtained directly is called primary data, while data obtained from library materials is called secondary data (Sejati, 2018). Data collection activities, according to Ismail Nurdin the first step is to determine and formulate the purpose of the research well, determine the research method to be used, determine how the data collection techniques, draw up guidelines for the list of questions, determine the object of the target, determine the place of data collection and the number of respondents, determine the implementation of data collection. At the implementation stage, the thing that is done is to collect data and survey research objects before the data is brought and processed (Nurdin & Hartati, 2019).

More data analysis is done while in the field with various data collection activities. Thus, once completed in the field what should be done by the researcher is to make a complete research report (Helaluddin & Wijaya, 2019). From the three steps of the above analysis becomes an illustration that the relationship of the analysis process is mutually sustainable. In this view, researchers assume that all three are cyclical and interactive processes.

## **RESULT AND DISCUSSION**

### **Result**

The learning used at SMP Unggulan Al-Ittihad Mojowarno Jombang during the covid-19 pandemic is distance learning or online that has been implemented from the middle of March 2020 until now. Distance learning is carried out in accordance with the recommendations determined by the government to break the chain of spread of the covid-19 virus. The learning model applied by PAI teachers at SMP Unggulan Al-Ittihad Mojowarno Jombang is to use learning videos, written assignments and practices, as described in the interview conducted by researchers with Mrs. Raodhotul Ilmiyah, as the teacher of class VIII A as follows:

*"The online learning model in grade VIII A smp Unggulan Al-Ittihad starts from mid-March 2020 until now and will continue until the government's policy allows for face-to-face. The online learning model used is to use learning videos, written assignments, and practice. In practice, students are assigned to create a work that is videoed and shown the results and then sent to the class teacher".*

The application used by grade VIII A smp Unggulan Al-Ittihad teachers in carrying out online learning such as, Whatsapp, Google Form, Google Meet, and Kine Master. The application used by the teacher certainly has its own function to support online learning in class VIII A SMP Unggulan Al-Ittihad, as described by him in the interview, as follows:

*"The applications used by grade VIII teachers in the online learning process are whatsapp, google form, google meet, and kine master. Whatsapp is used to send learning videos created through kine master application, Google form is used to give problem exercises to students, and Google meet is used to review materials that have been given to students from Monday to Thursday, material reviews are conducted every Friday".*

The model of learning implementation plan used in online learning during the covid-19 pandemic at SMP Unggulan Al-Ittihad is a learning implementation plan (RPP) that is in accordance with the government's recommendations, as presented by Ibu Munzidah as waka curriculum in the interview, as follows:

*"Learning implementation plan used is rpp one sheet, in accordance with the recommendations of the government".*

The assessment or evaluation process conducted by grade VIII A teachers of SMP Unggulan Al-Ittihad is to provide written assignments and practical assignments to students. As stated by Mrs. Raodhotul Ilmiyah in the interview, as follows:

*"Students are given the task to work on questions, create a work or practice a scene in the learning material by videoing the assignment and then sent to the teacher concerned".*

Written assignments given by the class teacher are not only through the application. However, the provision and collection of written assignments is also done directly to the school by students. The pick-up and collection of assignments is accompanied by the parents of the students, in compliance with health protocols.

The supporting factor of this online learning process is that the school facilitates wifi for teachers to support the online learning process while the teacher is in school. Wifi facilities provided by the school are used to create learning videos and provide those learning videos to students. As for other supporting factors, namely the school provides free internet quota every month to students, as explained by the principal Mr. Muhammad Zainal Fanani in the interview, as follows:

*"The school facilitates teachers by providing wifi facilities and the school also facilitates students by providing free quotas every month to support the online learning process. The provision of free quota for these students only took place starting in August. The school records the network provider used by each student and gives the free quota every month".*

The inhibitory factor in implementing online learning in class VIII A is the lack of effectiveness and efficiency of time due to parents who are busy working. The other inhibitory factors are, namely, constrained in the signal and internet quota. Unstable signals and limited internet quotas make teachers and students in the online learning process do not run to the maximum. As explained by Mrs. Raodhotul Ilmiyah, in the interview as follows:

*"When online learning takes place and using google form and google meet applications, strong network quality and adequate internet quota are required, because when using the application is quite a lot of internet quota".*

Another inhibitory factor in implementing online learning in class VIII A, namely from the enthusiasm of students who are lacking. The lack of enthusiasm of students in taking part in online learning is more than half the number of students in the class, as explained by Mrs. Raodhotul Ilmiyah in the interview as follows:

*"The enthusiasm of students in following online learning is only about 45%"*

## **Discussion**

Online learning or distance learning is a face-to-face learning between teachers and students. Online learning or distance learning is considered very effective for now, in order to break the chain of spread of the covid-19 virus. The right learning model, given by teachers to students, especially elementary school students or madrasah ibtidaiyah is a fun, flexible, short and easy to understand learning model by students. The learning model applied by grade VIII A teachers of Smp Unggulan Al-Ittihad is considered quite effective. Because teachers use learning videos, written assignments and practices.

The learning implementation plan made by teachers during the pandemic is the same as the making of lesson plan in general, but in this online learning teachers make a more concise lesson plan that is the use of one-sheet online lesson plan in accordance with the recommendations given by the government. In this online learning process teachers provide learning videos to students every day through whatsapp application and conduct material reviews through google meet app every week.

The learning videos provided by the teacher are made as interesting as possible so that students are interested in following this online learning process. Teachers can also use simple and easy-to-understand language so that students have no difficulty in understanding the material provided by the teacher. Training in making learning videos for teachers is also very necessary, schools can facilitate teachers by conducting training to make interesting learning videos using a variety of applications, including teachers can make learning videos using powtoon applications and other similar applications, then the learning videos can be uploaded to youtube as teaching materials. Students can access the learning video via youtube and can download it for re-learning.

The teacher's lack of understanding of technology can also hinder the successful implementation of online learning itself, the use of various applications to make learning videos is considered very important, especially for grade VIII students who are still in the low class. In line with Kurniawati, explained that, video media is able to attract students' attention, increase students' imagination, increase critical thinking power and trigger students to participate more and enthusiastically, so that later students can be more active in the learning process. In addition, video media has a function to present something concrete, although not physical. Learning using the double sense of vision and hearing can benefit students to better understand the material described by the teacher (Kurniawati et al., 2013).

Evaluation can also be in the form of assignments and assignment collection directly to the school accompanied by the parents of students. Evaluation conducted by grade VIII A teachers is considered quite effective because the evaluation is not only done face-to-face through the google meet application, or assignment through google form application and whatsapp application only. But evaluation can also take the form of written worksheets that can be taken and collected directly to the school.

Arifin suggested that evaluation is a process not an outcome. The results obtained from the evaluation activities are a picture of quality rather than something, whether it concerns value or meaning. While the activity to get to the value and meaning of it is the evaluation of (Arifin, 2012).

Supporting Factors and Inhibition of Teacher Interaction with Students in PAI Learning at Al-Ittihad Mojowarno Jombang Junior High School. In implementing online learning is certainly different from implementing face-to-face learning in the classroom. In online learning, there is also a need for stable signal quality and adequate internet quota to support the success of online learning. The supporting factor in online learning is that the school facilitates wifi for teachers as a means to provide online learning materials while the teacher is still in the school environment. But the wifi network can only be used when the teacher is still in the school environment. This makes teachers have to spend their own money to buy internet quota outside of learning hours. Another supporting factor in online learning is that schools facilitate monthly internet quotas for students. However, the school cannot control the use of the internet quota.

An important key in the success of online learning is communication between the homeroom and the parents of the students, because in this learning process students can not come face-to-face with the teacher, then the parents who become the main teacher at home. Various background of the work of the

parents of the students make online learning itself less maximal, because the parents of the students can not accompany their children in following online learning so as to have an impact on the lack of effectiveness and efficiency of time in the online learning process.

Planning is very important to be implemented in educational institutions. Without planning, schools may have difficulty in realizing the goals they want to achieve. With planning, the work can be more directed and clear. Structured online learning planning can affect the success of the online learning process. The success of the online learning process can be seen from the percentage of enthusiastic students in following the learning. The lack of percentage of enthusiastic students greatly influences students' understanding of learning.

Structured learning is a set of actions designed for the learning process of learners taking into account internal events that take place within the learner. Successful learning process to require certain techniques, methods, and approaches in accordance with the characteristics of the objectives, learners, materials and teaching resources, so that the right strategy is needed (Nurmin et al., 2014). Structured learning is a form of systematic learning, in the implementation of structured learning, teachers convey the goals to be achieved in that process. It can also be mentioned as goal-oriented learning that wants to be achieved (Nadifah, 2018).

## CONCLUSION

Based on the results of research and discussion in the previous chapter, it can be concluded that the implementation of online learning model in class VIII is to make use of several types of applications such as whatsapp, google form, google meet and kine master to make learning videos. The teacher creates a learning video and sends it through whatsapp application so that students can reopen the learning materials provided by the teacher and relearn them. The learning implementation plan used is a one-sheet online learning implementation plan in accordance with government recommendations, and evaluations conducted by teachers not only through google meet application and google form only. The evaluation can also take the form of written worksheets that can be taken and collected directly to the school.

The inhibitory factor in implementing online learning is the lack of effectiveness and efficiency of time due to parents who are busy with their work so that they cannot accompany their children in the online learning process, the lack of enthusiasm in following online learning that has an impact on the lack of understanding of students' materials provided by the teacher to students. The supporting factors in online learning are that the school facilitates wifi for teachers in schools as a means to provide online learning materials to students, and the school also facilitates students by providing free quotas every month.

## REFERENCES

- Arifin, Z. (2012). *Evaluasi Pembelajaran*. Bandung: Remaja Rosdakary.
- Chotimah, C., & Nurdiana, L. (2021). Penerapan Kurikulum Nahwu Metode Kalamuna Al-Ula PP AL-Lathifiyyah 1 Bahrul Ulum Tambakberas Jombang. *JoEMS (Journal of Education and Management Studies)*, 4(2), 25-30.
- Cintiasih, T. (2020). *Implementasi Model Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Kelas III SD PTQ Annida Kota Salatiga Tahun Pelajaran 2020*. [Thesis], Institut Agama Islam Negeri Salatiga, Salatiga.
- Helaluddin, & Wijaya, H. (2019). *Analisis Data Kualitatif*. Makassar: Sekolah Tinggi Theologia Jaffray.
- Kurniawati, A., Isnaeni, W., & Dewi, N. R. (2013). Implementasi metode penugasan analisis video pada materi perkembangan kognitif, sosial, dan moral. *Jurnal Pendidikan IPA Indonesia*, 2(2), 149–155. <https://doi.org/10.15294/jpii.v2i2.2716>
- Lubis, A. S. (2018). *Pola Interaksi Guru dengan Murid dalam Pembelajaran PAI di Kelas XI MA Muallimin UNIVA Medan*. [Thesis], Universitas Islam Negeri Sumatra Utara, Medan
- Misdar, M. (2015). Revitalisasi Interaksi Pedagogik Guru Dengan Siswa Dalam Pembelajaran. *Tadrib: Jurnal Pendidikan Agama Islam*, 1(2), 223–238.
- Moleong, L. J. (2016). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Muslimin. (2017). Problematika Pembelajaran Pendidikan Agama Islam dan Upaya Solusi Guru Agama dalam Pembinaannya di Sekolah. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 01(2), 2. <file:///C:/Users/Tantan Heryadi/Downloads/1018-49-2668-1-10-20180107.pdf>
- Nadifah, U. (2018). Pembelajaran Terstruktur Bengan Pemberian Tugas Dalam Meningkatkan Prestasi Belajar Ilmu Pengetahuan Sosial Pada Siswa Kelas IIIA Min Klagenserut Tahun Pelajaran

- 2015/2016. *Jurnal Ilmiah Pengembangan Pendidikan*, V(2), 38–45.
- Nurdin, I., & Hartati, S. (2019). *Metodelog penelitian sosial*. Surabaya: Media Sahabat Cendekia.
- Nurmin, Ramadhan, A., & Ratman. (2014). Meningkatkan Pemahaman Konsep Struktur Dan Fungsi Bagian Tumbuhan Melalui Pendekatan Kontekstual Pada Siswa Kelas IV SD Inpres 2 Sidole. *Jurnal Kreatif Online*, 5(2), 191–202.
- Rahmawati, R. D., & Sa'diyah, A. (2022). Development of Contextual-Based Nahwu Teaching Materials for VII Class at MTsN 3 Jombang. *SCHOOLAR: Social and Literature Study in Education*, 2(1), 10-15.
- Romli, M., & Syamsul, A. (2012). *Jurnalistik Online: Panduan Praktis Mengelola Media Online*. Bandung: Nuansa Cendikia.
- Sejati, H. (2018). *Rekonstruksi Pemeriksaan Perkara di Pengadilan Hubungan Industrial Berbasis Nilai Cepat, Adil dan Murah*. Bandung: PT Citra Aditya Bakti.
- Waqfin, M. S. I., & Rojab, F. N. (2022). The Effectiveness and Strategy of Aqidah Akhlak Teachers at MAUWH. *SCHOOLAR: Social and Literature Study in Education*, 1(4), 213-216.