Interaction Pattern of Teacher Online Learning for Tenth Grade Islamic Cultural History at MAN 1 Jombang

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ABSTRACT

Writing this article aims to identify the pattern of teacher-student interaction in online learning for Islamic Cultural History subjects, as well as supporting and inhibiting factors during online learning. This study uses a qualitative method with a case study approach. Data collection techniques used are interviews, observations with one key informant, namely the Islamic Cultural History teacher at MAN 1 Jombang. The results of the research conducted indicate that the interaction pattern of online learning is one-way, two-way, and all-way interaction. Even though there are interactions, there are also some obstacles, namely sometimes lack of access and also lack of good responses from students, but learning continues and develops student potential.

Keywords: *interaction patterns; online learning*

INTRODUCTION

One of the efforts that must be carried out in education is that the learning process between teachers and students must have interaction. As a teacher, you must be aware of what you should do to create an appropriate learning environment for students which can lead students to their goals (Hermansyah and Saputra, 2019).

During the pandemic, interaction between teachers and students is not allowed through face-to-face but can be done through electronic media called online learning, one of several media such as Google Classroom, school web and other media platforms which can be implemented anywhere (Siswanto, 2020). Online learning is in accordance with the Circular Letter of the Minister of Education and Culture number 4 of 2020 which is strengthened by the Circular of the Secretary General number 15 of 2020 regarding the implementation and guidelines for organizing Learning from home (Kemendikbud, 2020).

The interaction between teachers and students is a communication process that is carried out reciprocally in conveying messages to students (Lilawati, 2020). The interaction referred to here cannot be separated from the communication element, which involves the communicator, communicant, message, and media components (Dancil, 2019; Rahmawati & Shofiyani, 2020). Interaction in learning consists of interaction between the learner and the teacher and/or facilitator (teacher), with other fellow learners, and with the learning material itself (Khoiroh et al, 2020). The three types of interactions that occur in online learning will create a learning experience (prof. ir. Tian Belawati, M.ed., 2020).

In terms of users, the various platforms available for online learning media, basically, in this case teachers and students, must be balanced with the use of features by users. With both the synchronous and asynchronous models, students are endeavored to feel involved in the learning process by means that the teacher must be able to make interactive teaching materials and this is considered not easy because they have to carry out self-instruction as completely as possible so that students are expected to understand the message conveyed without having to ask again (Putra, 2020; Chotimah, 2020).

METHOD

The method used is qualitative by using data collection techniques through interviews, observations that are tailored to research needs. The object of this research is the online learning of Tenth Grade Islamic Cultural History at Madrasah Aliyah Negeri 1 Jombang.

RESULT AND DISCUSSION

Result

From the research results obtained online learning conducted at MAN 1 Jombang on the subject of Islamic Cultural History are as follows.

Table 1. Table of Interviews between Interviewer and teachers of tenth grade

Interviewer	Interviewee
1. How was online learning at MAN 1 Jombang during the pandemic?	The implementation of learning at MAN 1 Jombang during this pandemic applies learning from home with various existing platforms. From teachers to students, they learn from home. For 1 hour, the lesson is only 30 minutes and the lesson schedule is according to the original schedule when face to face.
2. Are there differences in learning materials during online learning?	For online learning in MAN 1 Jombang using the emergency curriculum which is indeed a derivative of the 2013 curriculum and KMA 183&184 then there was a circular from the Ministry of Religion that during the pandemic did not pursue the curriculum but applied the essential materials that had been prepared by the East Java MGMP. So there is a reduction in material from face-to-face learning as usual.
3. What tools are use when learning online?	At MAN 1 Jombang, since the beginning of the pandemic we have used thee-learning madrasa provided by the Ministry of Religion, Google classroom, quipper, Grub WA and from schools each student and teacher is facilitated with an 8GB quota every month.
4. What teaching materials are used in the subject of Islamic Cultural History?	For our teaching materials, we are the same as books when we meet face-to-face, namely textbooks and worksheets, only the material presented is only essential material, namely some basic materials.
5. How is the process of learning skiing at Man 1 Jombang?	In the learning process itself, students and teachers also make attendance according to schedule through e-learning madrasas. Before that the day before or long ago I had prepared the material and sent it to the homepage of the assignments in the e-learning so that after attendance the students were able to see their assignments on the page and download them, sometimes sending the material via the WA group. Regarding daily tasks, usually doing LKS and the results are sent via private chat, sometimes also using a quipper and also an evaluation page on e-learning Madrasas. Sometimes there are also discussions through Google meet where one student makes a presentation and the other students respond. If there is material that is not understood, it can be asked via private chat while for the exam we do a full online exam from home, so there is no face to face to school
6. What are the barriers/ obstacles when doing online learning?	Sometimes the signal is constrained because the location of students is far from the city so that the network is bad, there are also students who don't pay attention because online learning is learning at home, so we can't fully monitor the activeness of learning, it can only be seen from the activity of students when doing absenteeism.

The medium used in delivering the learning is *e-learning* Madrasa. Madrasas have provided access for teachers and students, namely a page for online learning, the web page is complete including: student and teacher attendance, learning materials adapted to KI and Kd, daily or weekly evaluations. Learning is carried out not only through *e-learning* madrasas but also using WA Group and Google meet media. The

learning schedule is in accordance with online learning. 1 lesson hour is 30 minutes. The teaching materials used are student worksheets and Islamic Cultural History package books for class. The obstacles found in online learning are the teacher's lack of time to compile media that is able to attract students such as videos of learning materials, a short time is only enough to convey some material. For students, sometimes there are students who do not care and are disciplined in learning.

Discussion

The interaction pattern between teachers and students in Islamic Cultural History subjects has been very good so far because the teacher designs learning according to the KI KD that has been made before learning so that the material is well presented. The social interaction pattern used is *dissociative* (Safitri, 2020) where students experience competition, controversy, namely even though learning is done online but socially there is still competition in terms of goodness such as competing in getting good grades or better understanding, while learning uses 3 the pattern of interaction is the interaction *first* one-way where the teacher conveys the lessons that have been prepared on the page *e-learning of* MAN 1 Jombang for the subject of Cultural History then the teacher conveys through wa grub. *The second is a* two-way interaction where the teacher conveys learning through google meet so that the teacher receives *feedback* directly, students are able to interact with the teacher and ask directly about material that has not been understood. *The third is* three-way interaction where the teacher interacts with students and students interact with students. Students make presentations when doing a google meet with the teacher and all their friends.

The process of interaction using online media *e-learning* carried out by students and teachers learning activities can be monitored by the waka of the curriculum and the principal. Although learning is done online, professionalism as a teacher is still carried out according to their respective duties.

At the beginning of its development, there were many obstacles that affect learning *online* in the learning process *online* . There are so many assumptions that learning *online is* not good and less effective to achieve learning goals because it is considered that learning *online* makes it difficult for educators and students who do not understand the use of the internet.

In *online* learning, these students and educators have different competencies and characteristics from face-to-face formal learning in schools. Not only that, educators and students also have various positive and negative sides that are not found in face-to-face formal education. In *online* learning*, it is* necessary to understand that educators and students have slightly different characteristics from face-to-face learning, competence and ability to manage learning are also different. *Offline* learning with learning *online* has a difference. *offline* Learning is done face to face, learning depends on teachers, Interaction is done face to face, very dominant role of teachers to deliver material.

While *online* learning uses a distance learning system, interactions are carried out separately in the concept of a virtual world (*online*), focused on students because they learn independently with the material provided by the teacher, students play a very important role in the progress and success of their learning. literature review researchers take from previous or previous research, namely in the form of theses and journals. Each belongs to one of the undergraduate students of UIN Sultan Syarif Kasim Riau and research from several researchers compiled in the form of a journal.

Barriers to interaction in learning Islamic Cultural History at MAN 1 Jombang are students who lack discipline in carrying out learning and lack a sense of responsibility for the tasks given because teachers can only monitor from afar, besides that there are also students who are disturbed by the internet network because of the remote location. not very supportive of the internet network.

CONCLUSION

Basically education is a process of student change through interaction between teachers and students or students with students. Direct or face-to-face learning is still effective learning because the teacher is able to know the response or feedback given by the teacher but conditions make humans are required to develop, the pandemic has forced the world of education to find ways so that students in Indonesia do not stop learning. and growing. So online learning is one way, in online learning where the teacher is not able to meet with students but strives for students to learn well and the results are still able to be accepted by students as long as the teacher is able to master technology and creatively use existing media so that the learning material is well received. As in the interaction of teachers with students in the Islamic Cultural History subject at MAN 1 Jombang, the interaction pattern carried out is still able to cover all interaction pillars but also has inhibiting factors such as the lack of responsibility of students and the internet network which is sometimes inadequate.

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