

Student Planning and Educational Interaction at SMP Plus Al-Istiqomah

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Abstract

Educational interaction is an interaction that occurs in the teaching and learning process and certainly involves two parties, namely educators (teachers) and students (students). This educational interaction certainly does not just happen, but there are provisions that must be carried out so that they can be implemented properly and achieve the goals of education itself. Although every school institution, especially teachers, and every student has different problems in this educational interaction process, these issues must be overcome so that learning can be conveyed properly by the teacher to his students. This research is qualitative research, which is a method that focuses on reasoning based on social reality objectively. Thus, this study seeks to collect objective data or information in the field regarding student planning and educational interaction at Al-Istiqomah Junior High School. Therefore, this research aims to describe the process of student planning and educational interaction at SMP Plus AL-Istiqomah Garut school

Keywords: *Educational interaction; Education; SMP Plus Al-Istiqomah Garut.*

Introduction

Education refers to all activities or conscious efforts made by teachers to students on all aspects of personality development, both physically and mentally. Therefore, learning is an active process, and it is the process of reacting to all situations around the child. Learning is a goal-directed process, a process of doing through various experiences, learning is a process of seeing, observing, understanding something which in the end we can say that if we talk about learning then we talk about how to change the behavior of a person (learner) through experience (Grosz et al., 2022; M.I., 2019; Ryberg et al., 2017; Sakharova, 2021).

In behavioristic studies, learning is a process of behavior change

that can be observed, measured, and assessed concretely. Behavioral changes occur through stimuli (stimuli) that cause reactive behavioral relationships (responses) based on mechanical laws. Behavioristic theory considers that the most important part is teachers, learning designers, and developing learning programs that must understand the characteristics of the learning environment so that the success rate is optimal. In this regard, learning can also be interpreted as a process involving mental activity that occurs in humans as a result of active interaction with the environment to obtain a change in the form of knowledge, understanding, behavior, skills, and values or attitudes that are relative or lasting (Latifa et al., 2023; Ryberg et al., 2017; Sakharova, 2021; Ulya, 2023; Zumailah et al., 2022).

Based on the above understanding, it can be concluded that the nature of learning and teaching is a learning process characterized by the interaction of teachers with students who have the aim of instilling changes in students towards the intended learning objectives (Mariyati, et al., 2023; Nursya, 2023).

Teacher activities in providing and creating teaching conditions as well as adequate facilities and climate for the growth of the teaching process. is the key to the success of learning and teaching in terms of the process. Because learning is a process of interaction between students and educators and learning resources in a learning environment (Abdullah Ali, 2022; Aini & Alfani Hadi, 2023; Mutiaranses et al., 2021).

Thus, it can be concluded that learning and teaching are processes that contain a series of actions of teachers and students based on a reciprocal relationship, where learning and teaching are two concepts that cannot be separated from one another. The two activities become integrated in one activity when there is interaction between teachers and students when teaching takes place, this is the meaning of learning and teaching as a process in which the interaction of teachers and students is the main meaning of the teaching process which plays an important role in achieving effective teaching goals (Harkusha & Kryzhanovskyi, 2021; Pennings et al., 2018; Pennings & Hollenstein, 2020).

Methods

The research employed a qualitative method with a descriptive approach to obtain an in-depth understanding of student planning and educational interaction at SMP Plus Al-Istiqomah. This method aims to objectively understand educational phenomena based on observed social realities in the field. A qualitative approach was used to explore the interaction between teachers and students in the learning process, focusing on direct

observation and collection of descriptive data from primary and secondary sources related to the implementation of educational interactions in the school.

The subjects of this research were teachers, students, and school management staff at SMP Plus in Al-Istiqomah, Garut. This school was selected because of its unique *pesantren*-based educational model and distinctive approach to educational interaction. The data collection techniques employed in the study consisted of observations, in-depth interviews, and documentation. Observations were conducted to directly examine classroom teaching and learning activities, interactions between teachers and students, and extracurricular activities supporting education. In-depth interviews were conducted with teachers, students, and staff to explore their experiences and perceptions of educational planning and interaction in the school. Documentation involved gathering data from official school documents, such as curricula, lesson plans, and reports on academic and non-academic activities.

The research instruments included interview guidelines, observation sheets, and document analysis to ensure data validity. The data obtained were analyzed using thematic analysis, which involves several steps: data reduction, where relevant information from interviews, observations, and documentation is selected; data presentation, where findings are organized in descriptive form according to predefined categories; and conclusion drawing, where patterns emerging in educational interactions are identified and recommendations for improving the school's educational system are provided.

To enhance the validity and reliability of the research, triangulation was conducted by comparing the results of various data collection techniques, such as observations, interviews, and documentation. Through this methodological approach, this study aims to provide a comprehensive understanding of how student planning and educational interaction are conducted at SMP Plus Al-Istiqomah, as well as the factors that support or hinder the process.

Result and discussion

Educational interaction is an interaction process that consciously aims to educate and lead students towards maturity. According to Suryosubroto, educational interaction is a reciprocal relationship between teachers and students in a teaching system that aims to create a good teaching-learning situation. Meanwhile, Saiful Akhyar Lubis explains that educational interaction is a mutual communication with educational purposes that

have a specific purpose to achieve learning objectives. Pestalozzi calls for educational interaction *Hilfe zur Selbsthilfe*, which is helpful for self-help. In educative interaction, the teacher plays the role of a guide who is tasked with leading students towards moral maturity by providing knowledge and guidance, while students try to achieve these goals with support from the teacher.

The characteristics of educational interaction include clear goals to help students' development, planned procedures to achieve goals, systematic use of prepared materials, and student activities that are the focus of the learning process. The teacher acts as a guide to provide motivation and becomes a role model for the students. In addition, discipline in educational interaction is an important factor that regulates the behavior patterns of students and teachers in accordance with the agreed provisions.

The main purpose of educational interaction is to help students develop various aspects of life by placing them at the center of attention in the learning process. The factors that influence educational interaction are divided into two categories: individual factors, which include maturity, intelligence, training, and motivation, and social factors, which include the family environment, teaching methods, and learning facilities.

Educational interaction planning consists of three stages: pre-active, interactive, and post-active. In the pre-teaching stage, teachers must develop a learning program that considers aspects, such as the innate provision of students, learning objectives, methods used, learning experiences, and learning materials and equipment. In the teaching stage, teachers interact directly with students through approaches that can be both teacher- and student-centered. The post-teaching stage involves evaluating student work, assessing teachers' teaching methods, and planning the next meeting to improve learning effectiveness.

Thus, educational interaction is a two-way relationship that takes place in the bond of educational goals, with the teacher as a guide and students as the main subject in the learning process. This interaction must have clear meanings and norms so that educational goals can be achieved optimally.

Profile

Al-Istiqomah Plus Junior High School Was Established in 2009, Which Is Located On Jl. Kamojang Kp. Samarang Awi Rt.02/01 Ds. Tanjung Anom Kec. Samarang Kab. Garut. This school was established in an effort to provide educational services to the community around Samarang District, in particular, and generally for the entire community.

SMP Plus Al Istiqomah is a Kepesantrenan-based school that adds pesantrenan material to the Al Istiqomah Islamic Boarding School, which is expected to add to the religious character of students and noble morals, in accordance with Islamic teachings.

Pre-facilities of SMP Plus Al-Istiqomah School

No.	Type Infrastructure	Building Name	Space
1	Theory Room/Classroom	Building 4	Classroom 7B
2	Girls' Room	Building 4	Student Wc
3	Male Bathroom/WC	Teacher's Building 4	Male Teacher's WC
4	Teacher Female	Building 4	Female Teacher's WC
5	Theory Room/Classroom	Building 1	Classroom 8D
6	Theory Room/Classroom	Building 1	Classroom 9B
7	Worship Room	Building 1	Classroom 9d
8	Theory Room/Classroom	Building 1	Classroom 9C
9	Male Teacher's Room	Building 4	Wc
10	Theory Room/Classroom	Building 3	Classroom 8B
11	Library Room	Building 1	Library
12	Student Council Room	Building 3	Student Council Room
13	Theory Room/Classroom	Building 2	Classroom 7C
14	Female Teacher's Room	Building 4	Wc
15	Theory Room/Classroom	Building 2	Classroom 8C
16	Theory Room/Classroom	Building 2	Classroom 7D
17	Theory Room/Classroom	Building 4	Classroom 7A
18	Theory Room/Classroom	Building 1	Classroom 9A
19	Worship Room	Building 1	Mosque

20	Student Dormitory	Building 1	Dormitory Room
21	Theory Room/Classroom	Building 3	Classroom 8A
22	UKS room	Building 3	UKS room
23	Teacher's Room	Building 3	Teacher's Room
24	Principal's Room	Building 3	Principal's Room
25	TU Room	Building 3	Administration Room
26	Boys' Bathroom/Washroom	Building 4	Men's WC
27	Girls' Bathroom/Washroom	Building 4	Women's WC
28	Boy's Room	Building 4	Student Wc

Teacher Name

No.	NAME TEACHER	OF	L/P	TYPE	STATUS	Date of Birth	Parent School
1	Wildan Mukholadun		L	Principal	GTU/PTY	1985-05-24	Yes
2	Pitriyani		P	Subject Teacher	GTU/PTY	1991-05-14	Yes
3	Firmansyah		L	School TA	GTU/PTY	1993-04-13	Yes
4	Elin Juwita Barlina		P	Subject Teacher	GTU/PTY	1967-07-10	Yes
5	Moch Tegar Fatarosan		L	Subject Teacher	GTU/PTY	1996-06-25	Yes
6	Shapwan Shaleh		L	Subject Teacher	GTU/PTY	1980-06-27	Yes
7	Rahmat Sabat		L	Counseling Teacher	GTU/PTY	1974-07-21	No
8	Eneng Fitriyani		P	Subject Teacher	GTU/PTY	1990-12-11	No
9	Ibnu Al- Jawami		L	Subject Teacher	GTU/PTY	1994-04-19	Yes
10	Bukhori		L	Subject Teacher	GTU/PTY	1987-09-09	Yes
11	Eneng Iam Ratnasari		P	Subject Teacher	GTU/PTY	1987-09-24	Yes
12	Yusup		L	Subject Teacher	GTU/PTY	1981-09-03	No
13	Asep Saepuloh		L	Subject Teacher	Teacher School Honor	1984-07-10	Yes
14	Rahmat Muttaqin		L	Subject Teacher	Teacher School Honor	1979-11-29	Yes
15	Desi Arisandi		P	Subject	GTU/PTY	1989-12-31	Yes

		Teacher				
16	Prinawati	P	Subject Teacher	GTY/PTY	1978-08-22	No
17	Neti Haryanti	P	Subject Teacher	GTY/PTY	1996-04-10	Yes
18	Fahad Syaebani	L	Subject Teacher	GTY/PTY	1983-03-25	Yes
19	Rodad	L	School TA	GTY/PTY	1983-11-29	Yes
20	Lutfi Nabil	L	Subject Teacher	GTY/PTY	1987-05-13	Yes

Visi and Misi

The vision of the school is a moral picture used as a basis for determining the expected future goals or state of the school. The vision of SMP Plus Al-Istiqomah is "Preparing a Generation with Good Morals and Amaliyah Knowledge." Indicators of this vision include various aspects, such as obedience in worship, fluency in reading the Qur'an, leadership skills in religious activities, and excellence in the field of science and technology (IPTEK). Students are expected to excel in both academic and non-academic fields and have independent and creative skills that can be developed in the community. The school mission is focused on organizing professional and meaningful learning through a scientific approach using the MIKIR method (observation, interaction, communication, and reflection) to develop student potential. In addition, the school is committed to participatory and professional management, as well as working with stakeholders for sustainable development.

The aim is to produce graduates who have good character, knowledge of amaliyah, mastering science and technology, and creative and sportive skills. SMP Plus Al-Istiqomah offers general subjects such as Science, Social Studies, Mathematics, Civics, English, and Cultural Arts, as well as additional religious subjects such as Jurisprudence, Arabic, and Tauhid. Information and Communication Technology (ICT) subjects were omitted because of inadequate facilities and infrastructure to support practice-based learning. Each subject was conducted for 3-4 lesson hours, with a duration of 35 minutes per lesson hour.

School activities consisted of daily, weekly, and annual activities. Daily activities begin at 07.00 WIB with morning habituation, such as recitation of the Qur'an, memorization of prayers, and Zuhur prayers in congregations at the school mosque. Weekly activities include extracurricular activities, such as futsal, paskibra, scouts, tahfidz, and

calligraphy, some of which are included in regional-level competitions. In addition, the school regularly holds activities to commemorate Islamic and national holidays as well as end-of-semester activities such as learning evaluations. Year-end activities involve the admission of new students, Basic Student Leadership Training (LDKS), election of student council leaders, and various other activities.

Teachers are required to attend congregational prayers and training organized by the Education Office as needed, such as coaching related to online learning during the COVID-19 pandemic. Based on interviews with science teachers, each class consisted of 30 students, with a learning duration of 140 minutes per meeting. Learning begins with prayer and reading short letters and then continues with an apperception related to the material to be learned. Learning methods vary, ranging from lectures and discussions to simple practice with tools available in the surrounding environment. At the end of the lesson, the teacher conducted an evaluation by asking students and giving directions for the material to be learned at the next meeting.

Student Planning and Educational Interaction at SMP Plus Al-Istiqomah

This article discusses educational interaction at SMP Plus Al-Istiqomah as a reciprocal relationship between teachers and students aimed at achieving educational goals. This educational interaction is examined within the context of student planning, which includes pre-teaching, interactive, and post-teaching stages. Using a qualitative approach, the study gathers data from the school environment to understand how educational interactions are planned and implemented (Abidin et al., 2021; Azaria Sarwinda Kusuma & Lathifatul Inayati, 2023; Firmansyah et al., 2021).

Theoretically, this study emphasizes the importance of active involvement from both parties in the learning process. Teachers act as facilitators, not only transferring knowledge, but also guiding students toward moral and intellectual maturity. Meanwhile, students are encouraged to actively participate in learning activities to achieve a deeper and more practical understanding of the subjects being taught (Brandisauskiene et al., 2023).

One of the key points in this discussion is how a school's vision and mission play a crucial role in shaping educational interactions. The school's vision, which focuses on preparing students with good morals and applicable knowledge (*Ilmu Amaliyah*), serves as a guiding principle for both teaching strategies and student development. The implementation of the *MIKIR* (Observing, Interaction, Communication,

and Reflection) method aims to create a meaningful learning environment that aligns with 21st-century educational demands (Brandisauskiene et al., 2023).

Furthermore, the article highlights the challenges faced by schools, such as limited facilities and resources, which impact the effectiveness of practical subjects such as Information and Communication Technology (ICT). Despite these challenges, teachers remain committed to maximizing available resources and fostering a supportive educational atmosphere (Ogenyi et al., 2023).

The findings suggest that successful educational interaction requires a well-structured approach that considers students' background knowledge, appropriate teaching methods, and availability of learning materials. The article concludes that two-way educational interaction, supported by clear goals and norms, is essential to achieving the school's educational objectives and preparing students for their future roles in society.

Conclusion

Educational interaction is a teaching and learning interaction, which is an interaction process that collects several values (norms), which are the substance, as a medium between teachers and students to achieve educational goals. Educational interaction must describe an active two-way relationship with a certain amount of knowledge as the medium so that interaction is a meaningful and creative relationship. All elements of educational interaction must be processed through the bond of educational goals. The educational interaction process involves several norms. All norms are what the teacher must transfer to the students. As the educational interaction implemented in the SMP Plus Al-Istiqomah Garut School runs well despite the limited facilities and infrastructure, this does not dampen teachers' enthusiasm to carry out educational interactions with students. The learning material conveyed to students can be transferred well by teachers to students by maximizing the potential and available facilities.

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