CONSTRUCTION OF HARMONIZATION AND PRODUCTIVITY IN TEACHER AND STUDENT INTERACTIONS AT MADRASAH IBTIDAIYAH

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Abstrak

Penelitian ini bertujuan untuk mengetahui konstruksi harmonisasi dan produktifitas dalam interaksi antara guru dan murid di Madrasah Ibtidaiyah. Metode penelitian ini menggunakan penelitian kualitatif deskriptif dengan jenis penelitian pustaka (*library research*). Hasil penelitian menunjukkan bahwa guru harus mengenali kebutuhan dan karakter siswa, menjaga inspirasi, antusiasme, dan keceriaan di lingkungan sekolah, sabar dan tanggungjawab, memanfaatkan hal yang disukai dalam proses pembelajaran, memberikan apresiasi dari apapun usaha anak, dan membangun hubungan baik dengan wali murid. Tidak hanya itu, di era digital saat ini, interaksi guru perlu dipahami dari konsep *the Net Generation*, yakni melalui interaktif, partisipasi, dan diskursus. Ketiga tahapan ini perlu diimplementasikan oleh guru Madrasah Ibtidayah secara seimbang melalui kualitas interaksi guru dan murid, agar peradaban pendidikan di Madrasah semakin baik demi menyongsong Indonesia Emas tahun 2045 mendatang.

Kata kunci: Harmonisasi, Produktifitas, Interaksi Guru dan Murid, Madrasah Ibtidaiyah

Abstract

This study aimed to determine the construction of harmonization and productivity in interactions between teachers and students at Madrasah Ibtidaiyah. This study method used descriptive qualitative research with the type of library research. The study results showed that teachers had to recognize students' needs and character, maintain inspiration, enthusiasm, and cheerfulness in the school environment, be patient and responsible, take advantage of things they liked in the learning process, give appreciation to children's efforts, and build good relationships with students' parents. Not only that, in the current digital era, teacher interaction needs to be understood from the Net Generation concept, namely through interaction, participation, and discourse. These three stages needed to be implemented by Madrasah Ibtidayah teachers in a balanced manner through the quality of interaction between teachers and students so that the educational civilization in Madrasah gets better to welcome a Golden Indonesia in 2045.

Keywords: Harmonization, Productivity, Teacher and Student Interaction, Madrasah Ibtidaiyah.

INTRODUCTION

Interaction between teachers and students is a necessity in the world of education. Various studies show that the urgency of interaction between the two cannot be separated

because interaction is an essential component in the learning process (Alga, Amalia, et al., 2023). Interaction is an essential process in compiling and creating knowledge, so the influence of interaction in education is vital (Khoirunnisa et al., 2023).

However, the interaction between teachers and students has contributed to satisfaction and the quality of knowledge received in the learning process (Long et al., 2014), both in class and outside the classroom. In the learning process, the teacher is a human element who has a vital role because he is not only a teacher but also plays a role as an educator, namely forming character and optimizing children's resources (Khoirunnisa et al., 2023). The teacher not only plays a role in the transfer of knowledge and skills, but he also plays a role in the transfer of values and ethics (religious and Eastern) (Anhar, 2013).

However, there are many dynamics and problematic interactions between teachers and students in Indonesian educational institutions, from cases of violence to cases of sexual abuse. There are at least several cases that occurred between teachers and students, including 1) madrasa students slashing their teachers in Demak Regency (Saifuddin, 2023), 2) Elementary school teachers in Raja Ampat abusing their students (Woria, 2023), 3) A teacher in Yogyakarta molested his student in the UKS room

(Utomo, 2023), 4) Teacher dips students' hands into boiling water in East Nusa Tenggara (NTT) Province (Wiryono & Asril, 2023), and 5) there are many other cases, whether covered by the media or not.

At this point, the interaction between teachers and students becomes very urgent to be reconstructed in a more harmonious direction (Wuriyani et al., 2021). If teachers and students have good interactions, then both will benefit and provide feedback to each other, both from their knowledge and experience. It will create a more productive quality of education in a better direction. Because, after all, students have several characteristics that cannot be equated, namely students who are motivated by having a certain profession, the presence of feedback (physical and non-physical rewards), the social capital it generates, and students who, from the start, have had a strong interest in their field.

So, the concept of social interaction needs to be re-understood that interaction is a dynamic relationship, personal and group (Alga, Amalia, et al., 2023). A person will have difficulty in living life and daily activities if he does not interact with others because the interaction is an action that is located in a practical context, not just theoretical (Haris & Amalia, 2018). Likewise, in education, if teachers or students interact well with each other, the learning process

will run well through various existing approaches.

There has been a lot of research that reveals how the interaction between teachers and students, among them: 1) research from Nazrah Jamaluddin and Kama Shaffeei from Universiti Pendidikan Sultan Idris Malaysia titled "*Meneroka Cabaran Interaksi Sosial Guru Perdana dalam Pengajaran ke Atas Murid Inklusif di Aliran Perdana*" (Jamaludin & Shaffeei, 2023), 2) research from Riska Kalidya Alga et al from UIN North Sumatra entitled "*Etika Interaksi Guru dan Murid*" (Alga, Hsb, et al., 2023), 3) research from Fariza Anggraini and Asrul M. Mustaqim from IISIP Jakarta with the title "*Pola Interaksi Virtual Guru dan Orangtua Murid selama Pembelajaran Jarak Jauh (PJJ)*" (Anggraini & Mustaqim, 2020a), 4) research from Yesi Ulandari, et al. from UIN Sjech M. Djamil Djambek Bukittinggi entitled "*Interaksi Edukatif Guru dan Murid dalam Pembelajaran Fiqih Kelas VII di MTs Ponpes Daarul Aula Bukit Tigo Jambi*" (Ulandari et al., 2023).

From the various studies above, there has yet to be research that focuses on the construction of harmonization and productivity in teacher and student interactions at Madrasah Ibtidaiyah. Therefore, this article is interesting to elaborate on and serves as a reference in understanding teacher and student interactions in educational spaces in Indonesia, especially in primary education institutions (Madrasah Ibtidaiyah / Elementary School).

METHOD

Researchers use descriptive qualitative research, with the type of research being library research (Sugiyono, 2019). The data source used is through reference comparisons of interpretations from several book sources, journal articles, magazines, websites, and various other written literary documents (Rukin, 2019).

The data source for the research was obtained directly from the research subjects as first-hand data. Meanwhile, secondary data sources are obtained from other parties which indirectly relate to the research object, namely in the form of documentation data available in some existing information. The types and characteristics of data analysis techniques in this research use content analysis (Suwendra, 2018).

The data analysis content used by researchers here is by reading, researching, reviewing, analyzing and comparing the various relevant documents. After it, the data is interpreted in depth, so that it can answer all the questions asked. The final step is to conclude from the problem solved (Suwendra, 2018).

RESULT AND DISCUSSION

Construction of Harmonization and Productivity in the Interaction of Madrasah Ibtidaiyah Teachers and Students

The importance of building interaction between teachers and students in the educational space is so that the learning process can run well, effectively, smoothly, and harmoniously. By interacting well between the two, the educational goals expected by each educational institution can be carried out by what is mutually expected (Sardiman, 2018). Harmonious interaction between teachers and students will make students and teachers more enthusiastic in making the teaching and learning process more optimal. If the interaction between the two runs harmoniously, of course, the quality of education will be more productive in strengthening the civilization of the Indonesian nation in the future.

For this reason, the author will construct harmonization and productivity in the interaction of teachers and students in educational institutions, especially in Madrasah Ibtidaiyah, including:

First, teachers Seriously Recognize the Educational Needs and Character of Each Student. Recognizing the needs and character of each student is the core of harmonious and productive teacher-student interactions (Suprayitno & Wahyudi, 2020). It is an essential challenge for teachers at Madrasah Ibtidaiyah (MI). A good teacher is an MI teacher who is not only good at delivering lesson material but is a teacher who knows each student in the class. Children will be pleased and proud if there is a teacher who knows in detail who they are and how they should be treated at school. Children will also appreciate their teachers more as good personal figures, and in the end, children will idolize the teacher as a role model for each student (Ichsan, 2019). Therefore, during the learning process, teachers must be more sensitive and critical about what and how each student is treated differently according to their character and educational needs. If this is done, half the quality of education will run well in the future because the learning outcomes of teachers and students will be more productive.

Second, teachers Continue to Maintain Inspiration, Enthusiasm, and Cheerfulness for Students Inside and Outside the Classroom. Teacher and student interaction is a two-way relationship between two individuals. When teachers continue to stimulate enthusiasm in learning, students will be more enthusiastic and more confident in doing various things (Lukman, 2021). Teachers who continue to be cheerful when teaching, the minds and hearts of children will respond positively, especially children at elementary age (Madrasah Ibtidaiyah).

The stimulus and joy teachers always show in and outside the classroom as evidence of exemplary

behavior will be transmitted to the child's character and attitude (Amelia, 2021). So here, teachers must be a source of educational inspiration. On the other hand, if teachers do not take this into consideration when teaching, then children will be very bored following the learning process. Students will mark teachers as unpopular teachers.

Third, teachers always be patient and responsible. The attitude of patience and responsibility is essential in maintaining the harmonization of interaction between teachers and students. A good teacher is a teacher who is not in a hurry to react if there are students who are mischievous and need to conform to the teacher's instructions (Afliani Ludo Buan, 2020). However, the teacher has no choice but to continue dealing with a variety of different characters. It means that not all students can meet their teacher's expectations.

So, the attitude that MI teachers must adopt is to be patient and responsible (Wulandari, 2016). Suppose these two attitudes are carried out during the learning process in class. In that case, students will respect their teachers more, and students will even feel that their teachers are a second parent figure after their original parents in the family.

In Islam itself, MI teachers must continue to understand and realize that an attitude of patience and responsibility is an attitude that is upheld by religion as one of the best attitudes for achieving success in life (Hamidah et al., 2019). This attitude of patience and responsibility not only has implications for the teacher's personal self to be more mature in transferring values but also for the quality of harmonizing interactions (Ichsan et al., 2021) so that students are more active, creative, less stressed in class, and more productive.

Fourth, teachers take advantage of things students like through learning styles in learning. To achieve learning goals, harmonized interactions between MI teachers and their students must be built in a relaxed manner using fun learning methods. Students will always be interested if the teacher uses a variety of fun learning styles (Welis, 2022) by taking advantage of new things that children, like MI teachers, find easier to digest the child's world so that children feel more emotionally involved. Many things can be used as fun learning tools or media, such as playing and learning in nature around the school, playing educational-based games, or discussing trending topics for children so that they will be more enthusiastic about learning.

Teachers also build closeness between students during breaks outside the classroom. Teachers still take care of things that students like, such as eating snacks together in the canteen. Through this, teachers can insert messages and moral values

with complete gentleness in learning, that is, without appearing stiff and harsh. At this point, the interaction between teachers and students will feel very harmonious, because inside the child will continue to be happy, happy, and full of laughter.

Fifth, teachers give appreciation (physical and non-physical) for students' efforts and achievements. Providing rewards as a teacher's appreciation for students' efforts is one of the essential things in harmonizing interactions between the two. Madrasah Ibtidaiyah children will be very proud if their teachers give appreciation for the results of their student's efforts and achievements. Through this appreciation, children will be encouraged to continue learning to be better than before (Elviana et al., 2022). Through this appreciation, students will be more confident in taking steps, and they will only easily give up if they can do it in some instances (Mufidah, 2022).

This teacher's appreciation for students is physical and needs to be extended in non-physical form. It includes patting the student on the shoulder, giving a thumbs up, a smile, or words of praise to the student (Kirana & A.M., 2020). With the teacher's appreciation, students will be more active in repeating the successes that have been achieved previously. With teacher appreciation, many students are motivated to further improve the quality of their educational outcomes.

It is the crucial value of productivity that occurs in education if the interaction between teachers and students is very harmonious.

Sixth, teachers build good relationships with parents of students. The quality of interaction between teachers and students is not only in the educational space and specifically for students, but the interaction relationship between the two will be more optimal if supported by several parties, one of which is the student's parents (Rahmi, 2022). Here, MI teachers must always communicate well with student parents. Parents are teachers' partners in making the educational tricenter a success.

Teachers must schedule regular meetings with student parents to actualize communication between the two. Not only physical meetings, teachers can also create social media groups so that each party can quickly obtain all information. What often becomes a problem is that parents use teachers as servants, where every child (elementary school age) who experiences simple problems, all these problems are borne by the teacher, without knowing in detail the reasons for the problem. For this reason, teachers need to set limits on how far they coordinate with students' parents wisely.

Interaction of Madrasah Ibtidaiyah Teachers and Students in the Learning Process of the Net Generation

The interaction of teachers and students in the current digital era needs to be understood more comprehensively, where technology has become an essential tool in the interaction process between the two. So here, the author will construct how to achieve harmonization and productivity in teacher and student interactions through the Net Generation theory by Tilaar (Septiani et al., 2017), among them:

Through Interactive

In the Net Generation theory, a culture of interaction requires a different learning process because students are not passive but are more focused on the activity of the students themselves (Bugiardo, 2015). In a culture of educational interaction, students will have more freedom to interact with their fellow students or with their teachers in the school environment. Harmonious interaction in today's digital era means that teachers not only interact physically at school but need to maintain non-physical interaction through internet media outside school.

Teachers need to schedule regular interactions in their social media groups at certain times (either daily or weekly) so that the activities of elementary-age children (Madrasah Ibtidaiyah) outside of school are monitored by their teachers. Parents are important

figures in non-physical interactions outside of school between teachers and students. So, there needs to be an agreement between teachers and parents on how to maintain the desired quality of education.

During school holidays or when there are assignments outside of school, the teacher needs to coordinate with the student's parents to ensure that the assignments delivered can be distributed well to the child so that the child's interactions are not only with the teacher but also with their respective parents. Keeping students active through online media outside of school is something that needs attention in the current digital era. It means that teachers need to continue to update various learning methods, both offline and online, to maintain maximum learning productivity.

Through Participation

The problem in the world of education in the digital era is that the pattern of interaction between teachers and students still seems one way (Anggraini & Mustaqim, 2020b). It is normal because the students who are used as learning objects are still at the elementary age, so there needs to be active stimulus from the teacher so that students dare to be active in various existing lessons.

Students are participants, not objects, in receiving knowledge from their teachers alone. So, teachers must create various participatory learning methods so that all students in the class will participate more

actively in learning. The more students participate in the learning process, the better the productivity of the quality of education they provide (Sari et al., 2020). On the contrary, the more passive students receive learning, the less well-maintained teacher and student interaction will be. It will even disappear.

So what MI teachers must do in carrying out participatory learning in the current digital era is continue to involve their students in carrying out exercises which include three essential stages, namely participating in creating fun learning, actively participating in carrying out learning, and participating in assessing the learning that has been done completed (Karoma et al., 2019). These three stages need to be considered by considering each child's needs. If the teacher does these three things, then the harmonious interaction between teachers and students will always be maintained and will tend to increase.

Through Discourse

This stage of discourse still needs to be carried out by many teachers at Madrasah Ibtidaiyah. In this case, students still need much guidance from their teachers. However, this stage of discourse needs to be carried out massively in madrasah educational institutions, especially Madrasah Ibtidaiyah. Because elementary school-age children are very productive in filtering and producing knowledge and experience, through learning

stimuli from teachers, students will explore everything they find in the surrounding environment, especially in the internet world.

This discourse stage in the Net Generation becomes an essential challenge in education, especially for teachers, how students are positioned as subjects which, if moved briefly (by the teacher), can mobilize great potential for progress in the quality of education in themselves in the future. Because, after all, the digital era is an era where knowledge can be sought quickly and in abundance. If Madrasah Ibtidaiyah children are given strong guidance by their teachers and parents, the internet world will become a limitless field of knowledge where children's incredible potential can be maximized. For this reason, the interaction of teachers and students at Madrasah Ibtidaiyah in maintaining harmonization and productivity needs to continue to be constructed in line with the fast development of the times. Adaptation to the interaction between the two also needs to be upgraded to improve the quality of the nation's civilization towards a Golden Indonesia in 2045.

CONCLUSSION AND SUGGESTION

The interaction of teachers and students at Madrasah Ibtidaiyah is vital to national education goals. There is a need to reconstruct harmonization and productivity through the interaction of the two by recognizing students' needs and

character, maintaining inspiration, enthusiasm, and cheerfulness in the school environment, being patient and responsible, taking advantage of things they like in learning, providing appreciation, and building good relationships with students' parents. Not only that, in the current digital era, teacher interaction needs to be understood from the Net Generation concept, namely through interaction, participation, and discourse. These three stages must be balanced through the quality of teacher and student interaction. Adaptation of interactions must continue to be updated and upgraded for the sake of better quality of education in the future.

The study results provide several suggestions for several parties, including 1) The government needs to create a new policy by including it in the school curriculum regarding how teacher and student interactions are the central core of optimizing national education. 2) Educational institutions need to be more severe about conducting various training for teachers in understanding students comprehensively with various approaches to social interaction between the two. 3) Teachers need to be more aware of maintaining a more personal pattern of interaction with their students because, after all, teachers are role models whose attitudes and words will always be paid attention to by all students, both in the school environment and outside of school. 4) Students and parents need to be more communicative towards their teachers. If something is different than expected, then interaction and communication need to be improved with various social media facilities, and so on.

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