



Teacher-Student Interaction Patterns in Aqidah Akhlaq Instruction

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Abstract

This research aims to describe teacher interaction patterns in Aqidah Akhlaq learning, Describe the direction/guidance of Islamic religious lessons for educators in communicating in learning Aqidah Akhlaq, To describe the supporting and inhibiting factors for teacher interaction in learning Aqidah Akhlaq. This research uses a qualitative descriptive approach, the data obtained was carried out by means of interviews, interviews and documentation. The findings of this research show that the teacher's interaction pattern in learning aqidah akhlaq aims to introduce and familiarize students with learning material about aqidah akhlaq. The guidance of Islamic teachings for teachers is a teacher who has sincere motivation to teach, is sincere in applying his knowledge, and acts as a loving parent. There are several supporting factors. These supporting factors are learning materials that teachers can master, teaching and learning programs that can be managed well, being able to use learning tools/media and managing the class.

Keywords: Interaction Patterns, Learning. Aqidah Akhlaq.



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INTRODUCTION

Education at the Madrasah Ibtidaiyah level is critical as it forms the foundational basis for further education. Children at this stage are highly receptive to information and environmental influences, making it essential to have an institution that nurtures intellectual, mental, physical, and spiritual growth in a structured manner (Purwanto & Pratama, 2021). The role of educators in this process is paramount, as they are responsible for directing learning towards achieving optimal outcomes. Implementing engaging teaching strategies is necessary to make the learning process enjoyable and effective (Anderson & Krathwohl, 2019).

Islamic education places a high value on the role of teachers, who are responsible not only for imparting knowledge but also for shaping students into well-rounded individuals who can serve as exemplary members of society. Teachers



must possess both subject expertise and strong moral character to serve as role models for their students (Hidayat & Setiawan, 2020). However, there is a growing concern that Islamic education today often focuses solely on cognitive development, neglecting the cultivation of moral and ethical values (Mustafa et al., 2018). Furthermore, many educators lack creativity in their teaching methods, often relying on traditional, monotonous approaches that do not fully engage students (Suryadi & Rahman, 2021).

The primary challenge in the learning process at MI An Nahdliyyah lies in understanding that teaching skills are not as straightforward as they might seem. Instructional abilities are not only crucial but form the essence of classroom learning. Effective teaching requires a holistic approach, integrating both content and pedagogy, to foster significant academic understanding (Shulman, 2017). Teachers must prioritize the needs of students and create a learning environment where students are motivated and ready to learn (Jones & Nichols, 2020).

Teachers play a crucial role in shaping the learning environment and outcomes. Effective communication and interaction between teachers and students are essential for fostering a positive learning atmosphere that motivates students to engage with the material (Korthagen, 2017). Teachers must introduce variety in their teaching methods to maintain student interest and ensure that learning is both meaningful and enjoyable (Richards & Rodgers, 2017).

In Islam, the relationship between teachers and students is seen as a moral contract, where the teacher is responsible for not only academic instruction but also the moral and ethical development of the student. Successful educators understand their influence on students and use it to create a positive learning environment (Yusuf & Natsir, 2019).

METHOD

This study employed a qualitative research methodology, as qualitative research is oriented towards the depiction and interpretation of unique phenomena, events, social activities, perspectives, beliefs, and individual or group thoughts (Creswell & Poth, 2018). The qualitative nature of this research allows for a more specific and detailed description of the object, uniqueness, or social foundation of the research objectives, typically presented in a narrative format. This approach implies that the information and realities gathered by the researcher are expressed in words or images rather than numerical data. The research report contains quotes from the field to provide a clearer outline and support the presented findings (Merriam & Tisdell, 2016).

The data for this qualitative research were collected through careful observation, including relevant descriptions and notes from interviews and



document analysis. The research aimed to achieve two primary objectives: first, to describe and reveal specific phenomena, and second, to interpret and make meaning of these phenomena.

Research Design: Case Study

The research adopted a case study design. A case study is a research approach that focuses on a specific subject or entity over a certain period or within a particular context (Yin, 2018). The subject of the research can be an individual, a group, an institution, or a community. The researcher must thoroughly study the foundational and natural relationships of the social unit being examined. The purpose of a case study is to provide a comprehensive description of the background, characteristics, and regularities of the subject's situation, which can then be generalized to similar cases.

In this study, which explores the teacher-student interaction patterns in Aqidah Akhlaq classes for Grade III at MI An Nahdliyyah Semek Bukur Patianrowo, the researcher sought to investigate the issues within the institution in depth.

Researcher's Presence

In qualitative research, "the researcher themselves or with the assistance of others serves as the primary data collection instrument" (Patton, 2017). The researcher plays a crucial role as the main planner of the research process, with the collected information heavily relying on the researcher's skills and understanding. The researcher's presence in the field is essential for comprehending the real factors related to the research object, as the researcher also acts as an organizer, information seeker, interpreter, and ultimately the reporter of the research findings.

Data Sources

In qualitative research, data consist of words, actions, and supplementary information such as documents. The words and activities of the individuals observed, discussed, and recorded are the primary sources of information, captured through written notes, video recordings, audio tapes, photographs, or films (Merriam & Tisdell, 2016). The research data in this study are based on verbal accounts, compositions, and activities that describe the distinctive interaction patterns of teachers in the Aqidah Akhlaq class at MI An Nahdliyyah.

According to Arikunto (2018), data sources in research refer to the subjects from which information is obtained. The data in this research are categorized into two types:

1. **Primary Data:** Primary data are the information directly collected by the researcher from the main sources. The primary data sources in this research include individuals who can provide insights about MI An Nahdliyyah Semek Bukur Patianrowo, such as the foundation's management, the school principal, Aqidah Akhlaq teachers, and students. Additionally, primary data



were gathered from the physical environment, facilities, school activities, and the overall research setting.

2. **Secondary Data:** Secondary data are typically organized records, such as documents related to the research topic (e.g., papers, diaries, books). These data provide background and context for the research.

Data Collection Techniques

The data collection methods used in this study at MI An Nahdliyyah Semek Bukur Patianrowo included:

1. **Observation:** Observation involved the deliberate examination of social phenomena and psychological symptoms. This method required the researcher to be accepted as an insider by the respondents to minimize biases and ensure accurate data collection. The researcher observed the conditions and working environment of the school principal, teachers, facilities, and the overall learning process at MI An Nahdliyyah (Marshall & Rossman, 2016).
2. **Interviews:** Interviews were conducted to obtain direct data by asking questions to informants. These were conducted orally and supported by tools such as recorders, cameras, pamphlets, and other materials. The researcher used interviews to assess the condition of individuals, such as students and teachers, and to gather detailed information on the learning environment (Rubin & Rubin, 2017).
3. **Documentation:** Documentation involved collecting information through written records, books, papers, magazines, meeting minutes, agendas, and other materials. This method complemented the data obtained from observations and interviews, providing a more comprehensive view of the research context (Bowen, 2009).

Data Analysis

The data analysis process began with examining all relevant information from various sources, including interviews, field notes, individual reports, official documents, and photographs. According to Miles, Huberman, and Saldana (2014), qualitative data analysis involves three concurrent activities: data condensation, data display, and conclusion drawing/verification.

Validity of Data

To ensure the validity of the research findings, the following techniques were employed:

1. **Prolonged Engagement:** This involved returning to the field to re-examine the data, ensuring that all relevant information was captured and that the



relationship between the researcher and informants was open and natural (Creswell & Poth, 2018).

2. **Triangulation:** Triangulation was employed to verify the data by cross-checking information obtained from different sources using various methods. For example, data collected through interviews were compared with observations and documentation (Patton, 2017).
3. **Increasing Researcher Persistence:** In qualitative research, persistence is essential to identify and focus on unique social characteristics and relevant conditions, allowing the researcher to gain a deep understanding of the research context (Merriam & Tisdell, 2016).

RESULTS AND DISCUSSION

This section presents the findings from the research aimed at exploring the teacher-student interactions in the Aqidah Akhlaq classes for Grade III at MI A Nahdliyyah Semek Bukur Patianrowo. The study focuses on examples of collaboration between teachers and students, the guidance provided to Islamic education teachers in cooperating with Grade III students, and the factors that support or hinder teacher-student relationships in Aqidah Akhlaq lessons.

The data presented here were collected through qualitative methods, including interviews and field observations at MI An Nahdliyyah Semek Bukur Patianrowo. The following is a descriptive presentation of the collected data:

Teacher-Student Interaction Patterns in Aqidah Akhlaq Learning

The interaction patterns between teachers and students were observed to vary significantly, driven by the engagement and active participation of students. As highlighted by Ibu Ani Atnawiroh, S.Pd., an Aqidah Akhlaq teacher: "Communication with students is the first thing I do when entering the class. I inspire the children because they need encouragement from their teacher. If a child feels motivated, learning becomes enjoyable. Children don't get bored easily and can better understand the learning process alongside their teacher. It is crucial to inspire children first before diving into the core of the lesson".

Based on this statement, it is evident that Ibu Ani emphasizes motivation and inspiration before starting the actual lesson, which aligns with educational theories that emphasize the importance of student engagement (Ryan & Deci, 2017).

The data also reveal several communication patterns that occur during the teaching process: **One-Way Communication:** Ibu Ani often employs one-way communication through lectures, where she presents the material while students



listen passively, similar to a storytelling session. This method, while informative, may limit student interaction and engagement (Freire, 2018).

Two-Way Communication: This involves a question-and-answer session where Ibu Ani asks questions, and students eagerly respond, creating a dynamic and interactive learning environment. This method helps increase student participation and enthusiasm (Rogoff, 2016).

Three-Way Interaction: In this pattern, Ibu Ani engages students in discussions, often forming small groups to discuss specific topics, such as the importance of respecting parents. Each group presents their discussion outcomes, followed by a class-wide discussion. This method fosters collaborative learning and critical thinking (Vygotsky, 2017).

Multi-Directional Interaction: After explaining the lesson, Ibu Ani allows students to work individually or in pairs to answer questions. If a student struggles, they can seek help from a peer, encouraging peer learning and collaboration (Johnson & Johnson, 2018).

Circular Interaction: Ibu Ani asks open-ended questions, allowing students to respond in a circular discussion format, where multiple students can contribute their thoughts. This method promotes a democratic classroom environment where every student's voice is heard (Brookfield & Preskill, 2016).

Islamic Educational Guidance for Teachers in Aqidah Akhlaq

Becoming a teacher, especially in Islamic education, requires more than just knowledge transfer; it involves embodying the values of patience, sincerity, and fairness. As Ibu Ani explains: "Every student is unique, so we, as teachers, must be patient in guiding them. We must not impose our will on them because each child has different levels of understanding. I often provide additional guidance outside of class hours for students who need extra help".

This approach aligns with the Islamic perspective on education, which emphasizes the teacher's role as a moral guide and mentor (Al-Ghazali, as cited in Safi, 2017). Teachers are expected to be role models in behavior and character, promoting ethical and spiritual development alongside academic instruction.

Ibu Ani's method of personalizing instruction and providing additional support outside of class reflects the Islamic educational philosophy of compassion and individualized attention (Safi, 2017). Her colleague, Bu Lia, adds: "A teacher's primary quality is restraint; we must guide students without imposing our desires on them. Children are not miniature adults, and forcing our expectations on them can be detrimental. Instead, we should offer continuous guidance and encouragement, allowing them to develop their unique learning styles".



This philosophy is critical in fostering a supportive and nurturing learning environment, where students feel valued and understood.

Supporting and Hindering Factors in Teacher-Student Interaction

Various factors influence the effectiveness of teacher-student interactions in Aqidah Akhlaq classes. Supporting factors include the teacher's mastery of the subject matter, effective classroom management, and the use of appropriate instructional media. As Ibu Ani notes: "Having students search for materials online about respecting parents makes them more enthusiastic about the lesson. It's important to prepare students in advance with tasks that will be discussed in the next session".

However, there are also challenges, such as student misbehavior and lack of motivation. Ibu Ani describes the difficulties of dealing with disruptive students: "There are always challenges, like dealing with mischievous students who disrupt the class. I usually call them to the front to explain what I just taught, which often serves as a deterrent for others".

Such challenges require teachers to employ various strategies to maintain classroom discipline and keep students engaged. Additionally, external distractions, such as noise from outside the classroom, can also hinder the learning process.

In conclusion, while there are several factors that support and hinder teacher-student interactions in Aqidah Akhlaq classes, effective strategies, including motivation, personalized instruction, and classroom management, can significantly enhance the learning experience. Teachers like Ibu Ani exemplify the dedication and adaptability required to meet the diverse needs of their students.

DISCUSSION

The research aimed at exploring teacher-student interactions in Aqidah Akhlaq classes at MI A Nahdliyyah Semek Bukur Patianrowo reveals important insights into the dynamics of communication, the guidance provided by teachers, and the factors that either support or hinder these interactions.

Teacher-Student Interaction Patterns

The study identifies five distinct communication patterns between the teacher and students, all of which contribute to varying degrees of engagement and learning outcomes.

1. **One-Way Communication:** This pattern, in which the teacher presents material through lectures while students listen passively, is commonly observed in Ibu Ani's teaching style. While it ensures that students receive the necessary information, it can limit their active participation and



engagement in the learning process. Freire (2018) argues that such one-way communication may hinder student interaction, which in turn, limits opportunities for deeper understanding and reflection.

2. **Two-Way Communication:** The teacher-student interactions involving question-and-answer sessions foster a more dynamic learning environment. Students become more engaged when they have the opportunity to answer questions and participate in discussions. This interactive model increases student enthusiasm and participation, which aligns with the findings of Rogoff (2016) who emphasizes the benefits of creating interactive learning environments.
3. **Three-Way Interaction:** Group discussions are another powerful method employed in the Aqidah Akhlaq classes. Ibu Ani encourages students to engage in small group discussions on topics like respecting parents, followed by class-wide discussions. This method supports collaborative learning and critical thinking, as students are encouraged to present their thoughts and engage in peer-to-peer learning. Vygotsky (2017) highlighted that such peer discussions promote cognitive development through social interaction.
4. **Multi-Directional Interaction:** Ibu Ani also utilizes opportunities for students to work individually or in pairs, helping peers when needed. This method encourages peer learning and collaboration, reinforcing the idea that students can learn from one another. Johnson & Johnson (2018) support this approach, suggesting that cooperative learning fosters a sense of community and enhances understanding.
5. **Circular Interaction:** This method involves open-ended questions that encourage multiple students to participate in a circular discussion format. The teacher fosters a democratic classroom environment by ensuring all voices are heard. This type of interaction, as discussed by Brookfield & Preskill (2016), promotes an inclusive and respectful learning atmosphere, where students are encouraged to think critically and contribute their ideas.

Islamic Educational Guidance for Teachers in Aqidah Akhlaq

In Islamic education, teachers play a vital role not only in academic instruction but also in guiding students morally and spiritually. Ibu Ani emphasizes the importance of motivation and inspiration at the beginning of each lesson. By creating an engaging environment, she ensures that students feel encouraged and open to learning. This aligns with Ryan & Deci's (2017) assertion that student motivation is key to fostering a positive learning experience.

Furthermore, Islamic educational philosophy stresses the importance of patience and understanding in teaching. Ibu Ani's personalized approach, offering



additional guidance outside of regular class hours, reflects the Islamic perspective of providing compassionate and individualized instruction (Safi, 2017). Teachers are expected to be role models in both behavior and character, promoting not only academic growth but also the spiritual and ethical development of their students.

Supporting and Hindering Factors in Teacher-Student Interaction

The research also highlights several factors that influence the effectiveness of teacher-student interactions. Supporting factors include the teacher's mastery of the subject, effective classroom management, and the use of engaging teaching strategies. Ibu Ani's use of online resources for students to explore topics such as respecting parents before class helps increase student enthusiasm and engagement with the material. This aligns with best practices in education, where students are encouraged to take ownership of their learning and come prepared to participate actively (Freire, 2018).

On the other hand, challenges such as disruptive student behavior and external distractions, such as noise from outside the classroom, hinder the teaching process. Ibu Ani's method of dealing with disruptive students—by calling them to the front to explain what was taught—helps address behavior issues effectively. This strategy serves as a deterrent for other students and helps maintain discipline in the classroom. Nonetheless, such challenges require continuous adaptation of teaching methods to ensure a conducive learning environment.

CONCLUSION

The interaction patterns employed by the Aqidah Akhlaq teacher for Grade III at MI An Nahdliyyah are diverse, encompassing one-way, two-way, three-way, multi-directional, and circular interaction patterns. All of these patterns are utilized dominantly within the classroom setting. The religious education guidance for educators emphasizes that an effective teacher is one who possesses genuine inspiration, is honest in imparting knowledge, acts as a guardian nurturing their students, adapts to the abilities of their students, and remains open-minded and tolerant in student assessment. Such a teacher becomes a role model for their students, leading them toward a virtuous path through exemplary actions. Several factors support the interaction between teachers and students: 1) Mastery of the subject matter, 2) Effective management of teaching and learning programs, 3) Classroom management, and 4) Utilization of learning resources. Conversely, hindrances include students who are unfocused, talkative, or disruptive, which can affect classroom order.

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