Critical Analysis of Educational Interaction Patterns between Lecturers and Students in the Learning Process

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Article Info	Abstract
	This study aims to critically analyze the patterns of educative interaction between lecturers and students in higher education learning processes, the factors influencing the effectiveness of such interactions, and their impact on student engagement and academic learning outcomes. The research employed a qualitative approach using a descriptive-analytical method. Data were collected through participatory observation, in-depth interviews, and document analysis, and were analyzed using thematic analysis supported by source and method triangulation to ensure data credibility. The findings indicate that lecturer– student educative interaction patterns tend to shift toward two-way interaction, although they are not yet fully consistent and remain largely lecturer-centered, particularly during content delivery. The effectiveness of educative interaction is influenced by lecturers' pedagogical competence and communication skills, the use of instructional methods and media, and technological support, especially in online and blended learning contexts. Dialogic and responsive interaction patterns were found to have a positive impact on student engagement, conceptual understanding, learning motivation, and the development of critical thinking skills. This study emphasizes that the quality of educative interaction is a key factor in fostering effective, inclusive, and meaningful learning processes in contemporary higher education.

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1. INTRODUCTION

a. Background

The learning process in higher education requires pedagogical relationships that are not one-way, but rather position students as active participants in the learning process. Modern learning paradigms emphasize the importance of meaningful and collaborative communication between lecturers and students as a prerequisite for creating a conducive learning environment. In this context, the quality of educational interactions is a key indicator of the success of the learning process in higher education.

Educational interaction between lecturers and students is a fundamental component of the learning process in higher education because it has a significant impact on student engagement, motivation, and academic achievement. Effective communication relationships between lecturers and students include not only knowledge transfer but also reflective dialogue that allows students to actively participate in learning activities, thereby improving students' conceptual understanding and critical thinking skills [1].

Developments in information and communication technology have brought significant changes to learning patterns in higher education. The transformation toward online and blended learning models requires new adaptations in the form of educational interactions between lecturers and students. These changes have given rise to new dynamics in learning

communication that require critical examination, particularly regarding the effectiveness of interactions and the quality of students' learning experiences.

Recent research shows that in the contemporary higher education context, educational interaction patterns are changing dynamically due to the influence of online learning, blended learning, and the increasing demands for 21st-century competencies. Case studies in higher education show that face-to-face interactions provide more effective feedback and dialogic support than fully online learning situations, thus impacting the quality of the learning process and student understanding [2].

In increasingly complex learning situations, lecturers play a role not only as transmitters of material but also as facilitators, fostering a dialogic and participatory learning climate. Lecturers' ability to design and manage responsive learning interactions is a key factor in improving the quality of educational relationships in the classroom. Therefore, the strategic role of lecturers in shaping constructive interaction patterns deserves serious attention in higher education studies.

Furthermore, the role of lecturers in creating responsive and dialogic interaction models is crucial in building constructive educational relationships. Two-way interactions between lecturers and students help students understand learning materials in depth, develop critical thinking, and build relevant social and academic skills [3].

However, various challenges remain in implementing optimal educational interaction patterns, including limited technological resources, less adaptive pedagogical approaches, and a lack of communication strategies that accommodate the diverse learning needs of students. These conditions highlight the need for a critical analysis of educational interaction patterns between lecturers and students to make the learning process more effective, inclusive, and able to meet the demands of changing times.

b. Problem Formulation
1) What are the patterns of educational interactions that occur between lecturers and students in the learning process in higher education today?
2) What are the factors that influence the effectiveness of interactive educational relationships between lecturers and students?
3) How do these educational interaction patterns impact student engagement and academic learning outcomes?

2. THEORETICAL BASIS

a. Educational Interaction Patterns

Educational interaction is a reciprocal communication that contains a specific purpose to achieve shared learning goals [4]. Effective lecturer interaction strategies involve an initiation-response-feedback (IRF) pattern to increase student engagement [5].

Lecturer-student interactions play an important role in building students' character and academic values [6]. In online learning, student interaction and lecturer presence influence student engagement and satisfaction [7]. Classroom interaction patterns reflect the transactional structure between instructors and students through various learning phases [8].

b. Learning Process

The learning process is an approach that places students at the center of learning activities by emphasizing active involvement, direct experience, and reflection on these experiences so that students build meaningful understanding [9].

An effective learning process is a process that contains several principles of educational interaction, including motivation, perception, focus, integration, problem solving, and social relations that support the achievement of students' learning goals [10].

3. RESEARCH METHODS

This study uses a qualitative approach with a descriptive-analytical method to examine in-depth the patterns of educational interactions between lecturers and students in the learning process

in higher education. The qualitative approach was chosen because it is able to comprehensively describe social phenomena and pedagogical communication based on the experiences and perceptions of the research subjects. Through this approach, the researcher seeks to understand the meaning of educational interactions, forms of learning communication, and the dynamics of lecturer-student relationships in the context of face-to-face learning, online learning, and blended learning [11].

Data collection was conducted through participant observation, in-depth interviews, and documentation studies. Participatory observation was used to directly observe communication patterns and educational interactions that occurred during the learning process, including the form of dialogue, lecturer feedback, and the level of student involvement. Semi-structured interviews were conducted with lecturers and students to explore their perceptions, experiences, and views regarding the effectiveness of educational interactions in learning. In addition, documentation studies were conducted on Semester Learning Plans (RPS), teaching materials, and other supporting documents to understand the planning and implementation of learning interactions carried out by lecturers [12].

The validity of the data in this study was maintained through the application of source and method triangulation techniques. Triangulation was conducted by comparing data from observations, interviews, and documentation to ensure the consistency and credibility of the research findings. Furthermore, the researchers conducted member checks by involving informants in the data clarification process and interpretation of the research results to increase the accuracy and reliability of the findings [13].

4. RESEARCH RESULTS AND DISCUSSION
a. Results
1) Educational Interaction Patterns between Lecturers and Students in the Learning Process

Based on observations and interviews, the pattern of educational interactions between lecturers and students in higher education tends toward two-way interaction, although not yet fully consistent. Learning interactions generally take place through question-and-answer sessions, class discussions, and feedback from lecturers.

In several meetings, lecturers have attempted to encourage student participation by asking open-ended questions and providing opportunities for students to express their opinions. However, interactions are still dominated by the lecturer, especially during presentation sessions, resulting in uneven student engagement.

These findings indicate that educational interaction patterns are still in the transition phase, moving from a lecturer-centered learning model to a more student-centered one. This type of interaction reflects that educational communication has not yet been fully utilized as a means of reflective dialogue, but rather serves as a support for material delivery. This aligns with the view that educational interaction should ideally be a reciprocal communication consciously designed to achieve shared learning goals.

2) Factors Influencing the Effectiveness of Educational Interactions

The research results show that the effectiveness of interactive relationships between lecturers and students is influenced by several key factors, namely the lecturer's pedagogical competence, interpersonal communication skills, and the use of learning methods and media. Lecturers who are able to create an open and communicative classroom atmosphere tend to generate more active interactions. Conversely, a learning approach that focuses too much on lectures reduces opportunities for students to actively participate.

Furthermore, technological factors also influence the effectiveness of interactions, particularly in online and blended learning. Interview results indicate that network limitations, a lack of variety in interactive activities, and low student preparedness for online learning contribute to suboptimal interactions. These findings confirm that the pedagogical presence of lecturers remains a crucial element in maintaining the quality of learning interactions, both offline and online.

3) The Impact of Educational Interaction Patterns on Student Engagement and Learning Outcomes

The research results show that dialogic and responsive educational interaction patterns have a positive impact on student engagement in the learning process. Students who actively participate in class discussions and receive direct feedback demonstrate a better understanding of the material and increased confidence in expressing their opinions. Open interactions also encourage students to think critically and relate the learning material to their own learning experiences.

Conversely, in classes with minimal interaction, students tend to be passive and merely receive information. This condition results in low learning motivation and limited development of higher-order thinking skills. This finding reinforces the view that a learning process that positions students as active subjects requires meaningful social interaction as the foundation for effective learning experiences.

b. Discussion

Overall, the research results indicate that the educational interaction patterns between lecturers and students play a crucial role in determining the quality of the learning process in higher education. Dialogic interactions, accompanied by constructive feedback, can increase student engagement and support the achievement of academic learning outcomes. However, the effectiveness of these interactions still faces various challenges, both pedagogically and technologically.

Therefore, systematic efforts are needed to improve the quality of educational interactions by strengthening lecturer competencies, developing participatory learning strategies, and optimally utilizing learning technology. This way, the learning process in higher education can be more effective, inclusive, and relevant to the demands of today's developments.

5. CLOSING
a. Conclusion

Based on the research results and discussion, it can be concluded that the pattern of educational interaction between lecturers and students in the learning process in higher education shows a tendency toward two-way interaction, but it is not yet fully optimal. Learning interactions are still dominated by lecturers, especially during the delivery stage, resulting in uneven student involvement throughout the learning process. This condition indicates that the student-centered learning paradigm is still in a transitional stage in learning practices in higher education.

The effectiveness of educational interactions is influenced by several key factors, including the pedagogical and communication competencies of lecturers, the use of varied learning methods, and the support of learning resources and technology. Online and blended learning offer flexibility, but also present challenges in maintaining the intensity and quality of interactions, especially when interactive learning strategies have not been systematically designed.

Dialogic and responsive educational interaction patterns have been proven to positively impact student engagement and academic learning outcomes. Students who are actively involved in the learning process demonstrate better understanding of the material, increased motivation to learn, and the development of critical thinking and academic communication skills. Therefore, the quality of educational interactions is a key factor in creating effective and meaningful learning processes in higher education.

b. Suggestion

Based on these conclusions, it is recommended that lecturers further optimize their role as learning facilitators by designing dialogic and participatory interaction strategies. The use of active learning methods, such as group discussions, reflective questioning, and constructive feedback, needs to be increased to enable students to be more actively involved in the learning process.

Universities are also advised to support improving the quality of educational interactions by strengthening lecturers' pedagogical competencies, particularly in the use of learning technology. Training related to interactive learning design and online and blended classroom management needs to be conducted on an ongoing basis to enable lecturers to adapt to the dynamics of contemporary learning.

For future researchers, it is recommended to develop research using a quantitative or mixed-methods approach to more objectively measure the influence of educational interaction patterns on student learning outcomes. Further research could also expand the context and subjects of the study to obtain a more comprehensive picture of educational interaction practices across various disciplines and levels of higher education.

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