

Analysis of the Learning Environment and Teacher-Student Interaction in Learning Dynamics at MA Assohwah Al-Islamiyah

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Abstract

This article is the result of observations conducted during the School Field Introduction Program (PLP) I at MA Assohwah Al-Islamiyah, which lasted for ten days. The aim of the study is to analyze the learning environment, teacher-student interactions, and the learning dynamics that occur. The method used was participatory observation, with data collection through field notes, informal interviews, and photographic documentation. The observation results show a generally conducive learning environment, characterized by adequate facilities and a relatively quiet classroom atmosphere. Teacher-student interactions are considered positive, with teachers tending to be communicative and students actively responding. Learning dynamics vary, with some teachers employing interactive and participatory learning methods, while others still use lecture methods. In conclusion, MA Assohwah Al-Islamiyah has the potential to improve the quality of learning by more consistently implementing active learning methods and increasing student engagement.

Keywords: Learning Environment, Teacher-Student Interaction, Learning Dynamics, MA Assohwah Al-Islamiyah, School Field Introduction Program (PLP).

INTRODUCTION

Education plays a key role in increasing national intelligence. Through education, this nation can develop skills that make society wiser. Therefore, the role of educators is very important in achieving this progress (Ambarwati et al., 2023).

The School Field Introduction Program (PLP) I is an integral part of the curriculum of the Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Mataram. This program aims to improve students' understanding, insight and skills in the educational context (Dedy Putranto, Iful Rahmawati Mega, Romadon, Erik Prayogo Walton, Yudi Yunika Putra, Agci Hikmawati, 2024).

Through PLP I, students can directly observe school culture, learning processes and school management. It is hoped that this experience can form basic pedagogical, personality and social competencies in students (Arini Zannah BR. Sinaga, Rr. Sri Kartikowati, 2021). Teachers play an important role in the educational process. Therefore, it is important to check prospective teachers' interest and readiness in teaching. PLP I can be a means of developing

teaching readiness in students (Kumala & Patrikha, 2024).

Implementation of PLP I can also give students a special impression of the teaching profession. Ideally, this will create teaching readiness in students (Arini Zannah BR. Sinaga, Rr. Sri Kartikowati, 2021). In a learning context, PLP I can be considered as an application of experiential learning (EL) or experiential learning. Through direct experience, students can gain deeper knowledge and skills (Nugraheni, 2021).

PLP I can also be considered as a form of community service by student teachers. With PLP I, students can understand schooling comprehensively and increase their readiness to become teachers (Hidayat, et. Al., 2021). In increasing students' readiness to become teachers, mastery of the material also plays an important role. Therefore, it is important to ensure that students have in-depth knowledge of the material they will teach (Umaroh & Bahtiar, 2022).

The School Field Introduction Program (PLP) is an integral component in professional teacher education. PLP I provides students with the opportunity to directly observe the dynamics

of learning in the school environment. MA Assohwah Al-Islamiyah was chosen as the location for PLP 1 considering its good reputation in the field of religious education and its accessibility for students. The foundation of Madrasah Aliyah was motivated by the initiative of the family of the late Mr. H. Muhammad Said, who donated land belonging to their three sons as a waqf for the construction of the Islamic boarding school. The main objective of establishing the Assohwah Al-Islamiyah Islamic Boarding School is to provide access to education for children, with an emphasis on aspects of affordable financing. This article aims to analyze the learning environment, teacher-student interactions, and learning dynamics at MA Assohwah Al-Islamiyah. It is hoped that this analysis can provide a comprehensive picture of learning practices in the madrasah and provide targeted recommendations for increasing the quality of education.

METHOD

This research method uses participatory observation for ten days at MA Assohwah Al-Islamiyah. Researchers were directly involved in school activities, observing various aspects of learning in several classes and subjects, and recording important findings in field notes. Data collection was carried out through several stages, namely: interviews related to vision, mission, goals, development strategies, management, school culture, curriculum policies, infrastructure, guidance and counseling policies, as well as observations in class and student activities outside of class. Interviews were conducted when PLP 1 students were released to the school. Additional data in the form of photo documentation was also collected to support observations. All data, including observation field notes, interview transcripts, and photo documentation, are then described narratively to provide a comprehensive picture of the learning aspects at MA Assohwah Al-Islamiyah.

RESULTS AND DISCUSSION

1. Learning Environment

The teaching and learning process is an activity carried out consciously and deliberately, and is an important aspect of an

organized school environment. This activity involves interaction between students and teachers, and has high educational value (Sumiati, 2012: 4).

A comfortable and conducive school environment can help increase student concentration and achieve learning goals. A good learning environment must be challenging, stimulating, and provide a sense of security and satisfaction for students. The learning environment has an important role in creating enthusiasm for learning and influencing the learning process. A good learning environment can increase learning activity and effectiveness, as well as influence students' cognitive and personal domains.

Learning is a continuous process and never stops. Humans can achieve success through the learning process, which allows them to discover new knowledge and experiences. Each learning situation must be faced as a whole by the individual, and the lessons or problems faced will vary depending on the existing learning methods and facilities.

The learning environment at MA Assohwah Al-Islamiyah is generally considered conducive. The school provides adequate facilities to support the learning process, including representative classrooms, computer laboratories, libraries, as well as other supporting facilities such as men's and women's dormitories, spacious school halls, prayer room, futsal field and football field. However, some equipment requires regular maintenance to maintain optimal function. In an interview with the Principal, Hj. Umi Kulsum, Lc., M.H., revealed that the construction of a School Health Unit (UKS) is currently in the planning stage and is expected to be realized soon to complete student health support facilities. The existence of this UKS is projected to further increase the comfort and safety of the learning environment at MA Assohwah Al-Islamiyah.



Figure 1. Interview documentation with the Principal of MA Assohwah Al-Islamiyah School regarding the Availability of Facilities and Facilities

The learning atmosphere in the classroom during observations was relatively calm and orderly, although the level of student activity showed significant variations. This variation appears to be closely related to the subject taught and the teacher's teaching style. Direct observations show that students tend to be more enthusiastic and actively participate in lessons they like. This is reinforced by the results of interviews with several students who revealed that they had their own favorite subjects. A student's personal interest and preference for a subject is proven to be an important factor influencing their level of engagement and learning achievement.



Figure 2. Teaching and Learning Process in the Classroom

School rules are strictly implemented, creating a disciplined and conducive learning environment. Punctuality and compliance with school rules are strictly enforced. Discipline, as an important foundation in forming character and achieving academic achievement, is prioritized in implementing this code of conduct. Students who violate minor rules, such as being late, will be subject to sanctions, for example squatting, running around the field, or cleaning the school yard, according to the level of the violation. However, for serious violations such as theft, alcohol or drug abuse, the sanctions given are much more severe and can result in the student being expelled from school (DO). These strict sanctions system aims to maintain discipline and create a safe and productive learning environment for all students. Even though it seems harsh, this system is expected to shape the character of students who are responsible and disciplined, while preparing them for a more responsible life in the future.



Figure 3. Checking students' uniforms before entering class

2. Teacher-Student Interaction

Learning is a complex process of interaction between students and the environment, which can cause changes in behavior for the better (Muslich, Hasanah and Saliwangi, 1987:95). Learning activities involve various components that are interrelated and influence each other in achieving teaching and learning success.

Teachers play an important role in the learning process as motivators, facilitators, inspirers and evaluators. Communication between teachers and students is very important and is influenced by various factors. Therefore,

effective communication must have clear goals and take place optimally, with reciprocal relationships and two-way interactions.

Educative interaction is a deliberate and goal-conscious interaction process, which aims to bring students to their level of maturity (Sardiman, 2010: 8). In the learning process, there are four main components, namely individual students, teachers, classrooms and groups of students (Supriyadi, 2011:69). All of these components have unique characteristics that influence the course of the teaching and learning process.

Through interactions between teachers and students, as well as interactions between fellow students, changes in student behavior can occur in various dimensions. Interaction analysis can help understand interaction patterns that occur in the teaching and learning process (Hadiat, 1980:2). The interaction analysis system developed by Brown can help identify effective interaction patterns in the learning process (Hadiat, 1980:3).

Teacher-student interactions at this school are generally positive and productive, characterized by a warm and collaborative classroom atmosphere. Most of the teachers demonstrated a communicative, responsive and inclusive teaching style. They not only convey lesson material effectively, but also actively involve students in class discussions, group activities, and questions and answers. These teachers create an interactive learning environment, where students feel comfortable asking questions, expressing opinions, and collaborating with their peers. Communication between teachers and students generally runs smoothly, although some students appear hesitant to ask questions or participate actively. This creates a positive learning climate and supports students' academic and social-emotional development. The teacher's ability to build good relationships with students creates an atmosphere of mutual trust and respect, so that the teaching and learning process becomes more effective and enjoyable. The success of this teacher-student interaction contributes significantly to the creation of a conducive learning environment and has a positive impact on student academic achievement.



Figure 4. Learning Process with Students Listen to the Teacher's Explanation

3. Learning Dynamics

The dynamics of learning in this school vary between classes and subjects, influenced by differences in teaching approaches. Some teachers use active methods such as group discussions, presentations, case studies, and problem solving, resulting in higher student interaction and participation. Students in these classes are more engaged, have active discussions, and collaborate effectively. They seem more motivated and understand the concepts better. On the other hand, in classes that still use lectures, the learning dynamics tend to be passive. Students act more as recipients of information, with limited interaction. As a result, understanding and retention of information may be less than optimal. Learning results show that active methods are positively correlated with achieving learning objectives. Classes that apply active methods show increased student achievement. This finding shows its importance in various learning methods to create an effective learning environment for all students.



Figure 5. Discussion-Based Learning Activities to Improve Problem Solving Ability

CONCLUSION

Based on observation results, MA Assohwah Al-Islamiyah has a learning environment that is generally conducive, with adequate facilities and a relatively calm classroom atmosphere. Teacher-student interactions are generally positive, although there is still room to improve more active student involvement. Learning dynamics vary, with active learning methods producing more effective learning.

SUGGESTION

To improve the quality of learning, MA Assohwah Al-Islamiyah can more consistently apply active learning methods in all subjects. Training for teachers on active learning strategies can help improve the quality of teacher-student interactions and learning dynamics. In addition, it is necessary to consider adding learning support facilities, such as additional study rooms outside school hours, to support students in independent learning.

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