

THE DYNAMICS OF STUDENT SOCIAL INTERACTION WITH TEACHERS AND PEERS: ITS INFLUENCE ON ACADEMIC ACHIEVEMENT AT MA MIFTAHUT THULLAB SAMPANG

Ach. Rafiuddin, Didit Darmawan
UNSURI Surabaya
Email: rafiuddinach.96@gmail.com
dr.diditdarmawan@gmail.com

Abstract:

This study examines the role of students' social interactions with teachers and classmates on student learning outcomes at MA Miftahut Thullab Sampang. Education is a strategic pillar for national development, where the quality of human resources is the key to a nation's excellence. Human quality is formed from the learning process which is assessed through learning outcomes. The focus of this research is students' social interaction with teachers, classmates as external factors that influence learning outcomes. Through a quantitative approach, data was collected from 53 twelfth grade students using questionnaires and analyzed using multiple linear regression. The results showed that students' social interactions with teachers and classmates have a positive and significant effect on learning outcomes. The practical implications of this study emphasize the importance of paying attention to and improving social interactions in the educational environment to optimize student learning outcomes.

Keywords: *Social Interaction; Learning Outcomes; Teacher; Classmates; Education.*

Introduction

Education, as one of the strategic pillars of a nation's development, has a role in forming and improving the quality of human resources (HR). In this modern era, the superiority of a nation is no longer determined solely by its natural wealth, but rather by the quality of its human resources (Soekanto, 2002). Therefore, efforts to improve the quality of education are a must. Education is considered the spearhead of national development because it involves a coaching process to create reliable, high-quality and highly competitive human resources (Subijanto, 2010). Quality education is able to have a positive influence on the learning process to achieve maximum potential, and involve oneself in developing students' character (Annisa, 2020; Mardikaningsih & Darmawan, 2020).

Student learning outcomes are considered the main parameter for measuring the level of educational success (Panjaitan, 2016). Through learning outcomes, it can be assessed to what extent the effectiveness and quality of the education implemented (Asda, 2022). Quality graduates are expected to have good character, broad knowledge, creative abilities, and be independent in thinking and acting (Mardikaningsih & Hariani, 2016). Therefore, focusing on improving student learning outcomes is a priority to improve the quality of education. The role of educators as learning facilitators is very important (Mudjiono, 2013). A teacher is required to be able to apply innovative teaching

methods, motivate students, and build a conducive learning environment and evaluate student learning outcomes (Sutarjo et al., 2007; Mardikaningsih et al., 2014). Educational success is measured not only by how high students' academic achievements are, but also by the extent to which they are able to develop character, critical thinking abilities and life skills needed in the real world (Santoso, 2009).

Social interaction is the basis for forming relationships between individuals in an environment. Social interaction is a relationship between two or more individuals, where the actions or behavior of one individual have an impact, change, or improve the behavior of another individual, and vice versa. Involving mutually influencing actions, both between individuals and between groups, social interaction becomes a medium that connects the past, present and future (Carpendale & Lewis, 2004). Communication that exists involves symbols, such as spoken or sign language, enriching this dimension of interaction (Darmawan et al., 2018). More than just transmitting information, social interaction also includes fulfilling various needs, from the most basic to more complex needs, such as affection. In this dynamic, social interaction is not only a process, but also an experience that shapes identity, values, and understanding of the world around them.

Teachers in transferring knowledge have methods that make a positive contribution to learning outcomes, therefore a teacher must be able to choose learning methods that can create an effective learning process that has an impact on learning outcomes that are in line with learning objectives, because learning success cannot be separated from the choice. appropriate model (Mardikaningsih, 2014). The right model could be an interaction approach between students and teachers. The quality of this social interaction influences students' learning motivation. Teachers who are able to build positive relationships that provide support and create a positive environment can increase students' interest in learning (Faiz et al., 2022). Where the feeling of being appreciated and cared for by the teacher encourages students to be more motivated to face learning tasks. Just like a teacher who is able to establish effective communication and respond to students' individual needs who can create an interactive learning environment among them (Rahayu, 2023). This indicates that teachers provide support for students' academic aspects and develop their social skills which shape students to be better prepared to face educational challenges (Hamu, 2023). An authoritarian attitude or lack of response to student needs can hinder engagement and motivation to learn. Therefore, students' social interactions with teachers have a very important impact on shaping learning outcomes (Febriyanti & Seruni, 2015).

Social interactions with peers have a significant impact on student learning outcomes (Fadhilah & Mukhlis, 2021). Peer interaction is an organization of individuals in small groups who have different abilities and have the same goals (Asih, 2022). Peer interaction is defined as the existence of relationships in a small group with almost the same age on average and having different abilities (Rochmatin, 2017). Due to these differences, they use several ways to understand each other by exchanging opinions. Peer interaction is a form of social relationship that occurs between students. Santrock (2003) also defines peer interaction as people with approximately the same age and maturity level. So it can be said that peers are a relationship between one child and another child of the same age level and involves a great deal of closeness to mutually influence one another. Encouragement and enthusiasm from peers can be a trigger to achieve higher achievements. The existence of positive relationships can open the door to working together on assignments, group discussions, and exchanging ideas. In addition, social

interactions with peers can have a positive influence on students' academic achievement. Through collaboration and sharing knowledge, students can support each other to overcome learning difficulties and understand lesson material.

Success in achieving optimal learning outcomes is not only influenced by internal individual factors, but is also influenced by external factors, such as social interactions with teachers and classmates. Therefore, the research aims to determine the influence of students' social interactions with teachers and classmates on student learning outcomes.

Method of Research

This quantitative research aims to understand the role of social interaction in the educational sphere of MA Miftahut Thullab students in Sampang, Madura. By applying survey techniques, this research specifically explores the impact of students' interactions with teachers and classmates on their learning outcomes. The research population included all MA Miftahut Thullab students, totaling 164 students. Representative sampling was carried out with a focus on class XII students, where 53 students were selected as the research sample. All class XII students involved in this sample will be included as respondents, allowing researchers to understand the dynamics of social interactions that occur in various spheres of student life. The aspects explored involve interactions with teachers and fellow classmates who are considered to have significant potential for student academic achievement.

Respondents will be given a questionnaire as a primary data source for this research. The questionnaire as a research instrument is composed of research variable indicators. The following are the operational variables in this research along with the measurement indicators used in this research:

1. Social interaction between students and teachers (X.1) is a process of communication and interpersonal relationships that occur in education between students and teachers which involves the exchange of information in the classroom or learning environment (Multazam, 2015). Nurwati (2019) stated that teacher-student interaction in the teaching and learning process has the following indicators: interactive communication, one-way communication (teacher center), and student-centered communication (student center).
2. Social interaction between students and school friends (X.2) is an intense communication process that occurs in the school environment between students and classmates or fellow students (Perdana, 2018). According to Normanita et al. (2018), behavioral indicators of social interaction with peers include cooperation, competition, adjustment, and reducing conflict.
3. Student learning outcomes (Y) are students' academic achievements which include understanding concepts, applying knowledge, and developing skills in terms of three aspects, namely affective, cognitive, and conative (Wahyudi et al., 2018).

After collecting data which involved the participation of all class XII students at MA Miftahut Thullab Sampang Madura, the next step in this research was data processing. This process has an important role to detail and analyze the information collected with the aim of gaining a broader understanding of the relationship between social interactions and student learning outcomes.

This data processing process will involve the application of relevant statistical tools, in line with the research methodology established by the author (Damayanti et al., 2011).

The analytical tool chosen for this research is multiple linear regression analysis. Data quality testing will involve testing the validity and reliability of the collected data. The validity test will assess the extent to which the research instrument can measure what it is supposed to measure, while the reliability test will assess the extent to which the instrument is consistent in measurement.

Finding and Discussion

MA Miftahut Thullab Sampang, which has a total of 164 students, is the subject of this research with a focus on class XII students. From this student population, 53 respondents were selected as the research sample which represents a variety of views and experiences in student social interactions. This sample selection was based on strict criteria, where all 53 student respondents not only came from class XII MA Miftahut Thullab Sampang but also had provided correct responses to each entry in the questionnaire. The contents of this questionnaire are closely related to the role of students' social interactions with both teachers and classmates and their impact on student learning outcomes. Thus, this sample is expected to provide in-depth insight into the dynamics of social interactions in the educational environment that can influence student academic achievement.

Careful validity tests were carried out on two independent variables, namely students' social interactions with teachers and school friends, along with one dependent variable, namely student learning outcomes, which were analysed using SPSS software. The results of this analysis show the fact that all statement items in the research instrument maintain their integrity, without any being invalidated, which can be seen from the total corrected item correlation value which remains above 0.3. A corrected item total correlation value that exceeds the threshold of 0.3 indicates that each statement in the research instrument has a strong correlation with the total score of the instrument. These results provide confidence that all statement items in the questionnaire maintain their relevance and validity in measuring the specified variables so that the data collected from respondents is considered a reliable representation of the concept of students' social interactions with teachers and school friends and their impact on student learning outcomes.

The results of the reliability test show that all research variables, namely social interactions between students and teachers, social interactions between students and peers, and student learning outcomes, have a Cronbach's Alpha value that is higher than 0.6. The Cronbach's Alpha value for the social interaction variable between students and teachers is 0.918, while for the school friend's variable it reaches 0.789, and the student learning outcomes variable has a value of 0.841. This indicates that all variables are declared reliable as measurement tools. Reliability refers to the extent to which a measurement tool can be trusted and provides consistent results. For this reason, the results of this reliability test show that the measurement tool used in this research is reliable and provides consistent results in measuring variables of student social interaction with teachers, peers, and student learning outcomes.

Table 1
 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	399.989	2	199.994	84.170	.000 ^b
	Residual	118.804	50	2.376		
	Total	518.792	52			

The F test results listed in Table 1 show that the calculated F value reached 84.170, and the significance level was at 0.000. With a probability value <0.05, it can be interpreted that the regression model applied in this research has very strong significance. This analysis shows that the variables of student social interaction with teachers and school friends together or simultaneously have a positive and significant impact on student learning outcomes at MA Miftahut Thullab Gedangan Sampang.

The results of this analysis indicate that students' social interactions with teachers and school friends not only have an individual influence, but also simultaneously (together) play a significant role in shaping student learning outcomes in the MA Miftahut Thullab Gedangan Sampang educational environment. It can be explained that factors related to social interactions, both with teachers and classmates, have a consistent and substantial impact on students' academic achievement in this study. These findings provide an important contribution to the understanding of the dynamics of social interaction in education, especially at the upper secondary level.

Table 2
 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.771	.762	1.541

The next test involves analysis using the coefficient of determination. The findings of this research show that there is a significant relationship between the observed variables, namely social interactions between students and teachers and social interactions between students and classmates on student learning outcomes at MA Miftahut Thullab Gedangan Sampang. The R value obtained reached 0.878. Furthermore, the R Square value was recorded at 0.771, and the Adjusted R Squared value was 0.762. These findings indicate that around 87.8% of the variation in student learning outcomes can be explained by variables such as students' social interactions with teachers and classmates at MA Miftahut Thullab Gedangan Sampang. The remaining 12.3% is influenced by other factors not included in the scope of this research.

Table 3
 t test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.497	1.278		.389	.699
	X1	1.541	.219	.564	7.036	.000
	X2	1.217	.224	.436	5.436	.000

From the results of the analysis in Table 3, it indicates that there is high significance for the social interaction variable between students and teachers with a significance value reaching 0.000. Likewise, the social interaction variable of students with classmates at MA Miftahut Thullab Gedangan Sampang also shows a significant value of 0.000. This very low significance figure, less than 0.05, indicates that the influence of students' social interactions with both teachers and classmates at MA Miftahut Thullab Gedangan Sampang is statistically significant. This means that students' social interactions with teachers and students have a real impact.

The findings of this research produce a regression model which is represented by the equation $Y = 0.497 + 1.541X_1 + 1.217X_2$. This model shows that there is a relationship between student learning outcomes (Y) and two independent variables, namely social interaction between students and teachers (X1) and social interaction between students and classmates (X2). If all independent variables have a value of zero, meaning no social interaction occurs, then the predicted value of student learning outcomes will be around 0.497. It can be explained that students' social interactions with teachers and classmates have significant results in shaping student learning outcomes at MA Miftahut Thullab Gedangan Sampang.

Based on achieving this level of significance, it can be explained that students' social interactions with teachers and school friends play a role in realizing the learning outcomes of MA Miftahut Thullab Gedangan Sampang students in particular. This is because the magnitude of significance is <0.05 . Judging from each coefficient of the independent variable, it shows that between students' social interactions with teachers and students' social interactions with school friends, it turns out that students' social interactions with teachers have a higher value, namely 1.541 compared to the coefficient value of students' social interactions with school friends MA Miftahut Thullab Gedangan Sampang is 1,217. This indicates that the social interaction of students with teachers is the variable that has the highest influence on the formation of student learning outcomes compared to the social interaction of students with school friends MA Miftahut Thullab Gedangan Sampang.

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Conclusion

Based on the results of the research conducted, it can be concluded that there is a positive and significant influence between students' social interactions with teachers and students' interactions with peers on their learning outcomes. Social interaction between students and teachers makes an important contribution in forming a conducive learning environment. Teachers who can establish good relationships with students tend to motivate them to be active in the learning process which increases student involvement and strengthens understanding of the material. Meanwhile, interactions between students and their peers also play an important role. A positive social environment among fellow students can create a productive environment, where they can support each other, exchange ideas, and work together to complete learning tasks. Thus, these social interactions together help improve student learning outcomes positively. Thus, the suggestions that researchers can give are as follows:

1. Every family environment, community environment and school environment should pay attention and try to be a good environment for children because children spend most of their time in the environment where they interact on a daily basis, so they learn from the surrounding environment and easily imitate the environment around them. .
2. A new teacher can be a good figure for his students because the teacher's job, apart from being a subject teacher, is also as an educator of children's morals.
3. Schools can consider programs that encourage healthy social interactions among students, such as group activities, discussions, or collaborative projects.

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