AN ANALYTICAL STUDY OF CHANGES IN THE LEARNING PARADIGM FROM INSTRUCTIONAL INTERACTIONS TO PEDAGOGICAL INTERACTIONS

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ABSTRACT

Interactions between students and teachers are a role in the learning process. Learning interaction is both a social contact activity and a teaching and learning process. In addition to instructional interactions, learning interactions can also occur in the form of pedagogical interactions. Using a qualitative approach, this study is library-based research. Various literature on educational theory were reviewed for material. Using content analysis and comparison techniques, the data were then studied to identify fundamental developments in educational thought. According to the findings of this study, successful learning consistently pursues and executes the process of transferring both information and value. In addition to procedural and intellectual partnerships, the learning process includes emotional relationships that encompass affection, mutual regard, and respect. Additionally, learning must be founded on an equitable connection between teachers and students within the context of educational values. The engagement of mental dimensions enables a learning process that is not just intellectually oriented, but also emotionally and spiritually oriented.

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INTRODUCTION

Learning is the process by which students or students and teachers transfer knowledge and even values to one another[1]. Transfer of knowledge is a learning process that takes place primarily in the classroom using various learning strategies and models, with the competencies to be attained and predetermined by a teacher. Meanwhile, value transfer is not limited to the classroom but takes place in all educational settings. Value transfer is more directed at the internalization of values, both those originating from culture and those originating from religion. Value internalization is the basis for the formation of personality, self-concept, empathy, social skills, and motivation. The process of internalizing good values through learning, especially through habituation and example from teachers and people around students, cannot be measured, as can success in transferring knowledge.

Learning goes through processes and levels, namely learning at the knowledge construction stage (learn), learning at the knowledge reconstruction stage (unlearn), and learning at the knowledge deconstruction stage (re-learn)[2]. The learn stage (knowledge construction) is the learning stage to explore information, knowledge, skills, and values that can be used to live independently in relation to the community. Relearn is the learning stage that seeks to reconstruct existing knowledge, examine, think about, and re-analyze the knowledge that has been possessed, and replace it if the knowledge that has been possessed is no longer in accordance with the times. Relearn is a learning stage that seeks to continuously improve and straighten out the knowledge that has been possessed. Learn is the stage of awareness needed to learn; unlearn is the stage of learning; and relearn is the stage of habituation or internalization. The awareness stage moves humans from "unconscious-incompetent" to "consciously incompetent," so that humans are ready to learn and always willing to accept new lessons. The learning stage moves people from "consciously incompetent" to "consciously competent." The stage of habituation or inwardness is meant to lead humans to become unconsciously competent, namely through the emergence of a new awareness to always learn throughout life[3].

Today's global developments and social dynamics have brought new challenges to learning. Learning is required to be an instrument that can provide knowledge, skills, and a number of intra-personal and inter-personal abilities so that students can survive in global life with all its dynamics. The learning process must develop all of a student's potential and integrate it

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[1] Tobroni, Percepatan Peningkatan Mutu Madrasah, dalam "*Majalah Ikhlas Beramal*" Nomor 49 Tahun X 2007. 44.

[2] Andrias Harefa, *Mindshet Therapy, Terapi Pola Pikir Tentang Makna Learn, Unlearn, dan Relearn.* (Jakarta: PT. Gramedia Pustaka Utama, 2002), viii-x.

[3] Ibid.

through various subject offerings, all of their strategies, and other forms of learning in a holistic and integrative manner.

Learning is a key instrument so that students have provisions to survive (a survival kit)[4]. Learning is required to make students into empowered human beings, namely, human beings who can think creatively and independently, can build themselves and their communities[56], and have the ability to prosper both intellectually, emotionally, and spiritually. In such a context, learning is required not only to transform knowledge into intellectual skills but also to transform values into emotional and spiritual skills.The study of the learning process is always important to do because most human behavior is formed through the learning process; the study of learning principles will help to understand behavior. The practice of parenting can also utilize learning principles; each individual is different, and individual differences certainly require different experiences and learning processes.[7]

Methods

This research is library research using a qualitative approach with reference to Irawan's opinion, as quoted by Diah, who says that a qualitative approach is an approach based on thinking inductively (grounded). The qualitative approach does not start by proposing a hypothesis and then testing its truth (deductive thinking), but instead starts by collecting as much data as possible about something. From the data, patterns and principles are sought. Finally, draw conclusions from the analysis that has been done. Therefore, even if there is a hypothesis in qualitative research, the hypothesis is not tested to be accepted or rejected[8]. This research also uses a descriptive technique approach, which is a form of research aimed at describing existing phenomena, both natural and artificial. A phenomenon can take the form of an activity, characteristics, changes, relationships, similarities, and differences between two phenomena[9].

Data collection used the documentation method, with reference to Nawawi's opinion, which said that the documentation method was a data

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[4] Aunurrahman, *Belajar dan Pembelajaran.* (Bandung: Alfabeta, 2009), 5.

[5] H.A.R. Tilaar, *Paradigma Baru Pendidikan Nasional*, (Jakarta: Rineka Cipta, 2000), 21.

[6] Hatta Fakhrurrozi, & Saepudin Mashuri. (2021). Homeschooling: a Formula for Establishing Islamic Education in Remote Communities in Indonesia. *Paedagogia: Jurnal Pendidikan*, *10*(2), 149-170. https://doi.org/10.24239/pdg.Vol10.Iss2.174

[7] B.R. Hergenhahn dan Matthew H. Olson, *Theories of Learning,* Diterjemahkan oleh Tri Wibowo B.S., *Teori Belajar. (*Jakarta: Kencana, 2009), 12.

[8] HM. Diah, *Penelitian Kualiatatif Dalam Penerapan*, (Pekanbaru: Depdiknas Pusat Bahasa, Balai Bahasa Pekanbaru, 2000), 25.

[9] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2006), 72.

collection technique through written records, especially in the form of archives, and including books on opinions, theories, propositions, concepts, or laws related to research problems. The collected data were then analyzed using content analysis and semiotic analysis methods. The content analysis technique is a research technique that aims to draw conclusions by identifying certain characteristics of messages from a text in a systematic and objective manner. In this content analysis, statements and signs are viewed as raw materials that must be summarized in order to produce inferences. The content analysis method is basically a systematic technique for analyzing message content and processing messages, or a tool for observing and analyzing open communication behavior from selected communicators[10].

RESULT AND DISCUSSION

Learning is an accumulation or combination of learning concepts and teaching concepts. Although these three terms have different meanings, they cannot be separated and lead to the same goal. Learning is defined as an activity to gain knowledge, understanding, or mastery through experience or study.[11] This definition isn't agreed upon, and even many psychologists and education experts don't agree with it because it uses words like "knowledge," "understanding," and "mastery" that aren't very clear. Gredler argued that learning is an activity to acquire knowledge, skills, and attitudes[12]. The first definition puts more emphasis on the cognitive aspect alone in the form of knowledge transformation, while the latter definition is more comprehensive, focusing not only on aspects of knowledge but also on aspects of skills, attitudes, habits, and personality. This definition also shows the development of understanding about teaching in accordance with the dynamics of learning development based on the needs of students.

The understanding that has been put forward shows that learning is not just gathering knowledge (knowledge transformation), but that learning is also a mental process that occurs within students that causes changes in behavior. This mental activity can occur because of the interaction process between individuals involved in the learning process and the environment. As a mental process, these activities cannot be observed because they are processed within a person, such as motivation, ideals, enthusiasm for learning,

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[10] Amirul Hadi dan Haryono, *Metodologi Penelitian Pendidikan,* (Bandung: Pustaka Setia, 1998), 176

[11]B.R. Hergenhahn dan Matthew H. Olson, *Theories of Learning,* 2.

[12]Bell M. E. Gredler. *Belajar dan Membelajarkan.* (Jakarta: PT. Raja Grapindo, 1994), 1.

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and skills. Even so, all of these mental activities can be observed through visible behavioral symptoms.

The characteristics of learning activities, which are planned activities and deliberate processes and involve multi-way interactions, namely interactions of students with other students, students with their teachers, and a non-human environment that allows individuals to gain knowledge and experience Learning activities are marked by changes in behavior that occur in people who learn both in cognitive, attitudinal, and psychomotor aspects, or changes that occur in both intellectual, emotional, and spiritual aspects. Learning activities will be successful if they meet two minimum requirements. This requirement means that if students feel the need to learn, the stronger their desire to learn, the higher their level of success. Students have a readiness to learn, namely the readiness of students to gain various new experiences in the form of knowledge, skills, and values.[13] This demonstrates that the process and success of the learning process are highly dependent and centered on the students, rather than the teacher, and are based on the students' various learning needs.

The learning process also has general principles. In general, the principle of learning is centered on self-concept and self-acceptance of various formulations of goals and results of a learning process, which are indicated by various learning outcomes[1415]. This confirms that learning is trying to develop various experiences in students according to their talents and interests or based on their needs and abilities. The needs and abilities of each learner are different, so their learning experiences and abilities are also different, and these differences must be respected in learning.

Teaching was initially only interpreted as a process of providing guidance and a process to advance the abilities of students[16], but then teaching experienced a development of understanding that was not just providing guidance but was an action of a person (the teacher) to help students achieve progress in various aspects as optimally as possible according to their potential[17]. Initially, teaching was a teacher-centered activity, but in later developments, teaching was defined as a process to help students achieve various advances both intellectually, emotionally, and spiritually, and therefore these activities were student-centered.

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[13]S. K. Kochhar. *Mothods and tecniques of teaching.* (New Delhi: Sterling Publisher, 1967), 98-99.

[14]William H. Burton. *The Guidance of Learning Activites.* (New York: Appleton Century Crofts, 1962), 18-19.

[15] Fakhrurrozi, H., & Hamdani, F. (2022). Quality Management Of Learning As An Effort To Increase School Accreditation Value During The Pandemic. *Paedagogia: Jurnal Pendidikan*, *11*(2), 243-256. https://doi.org/10.24239/pdg.Vol11.Iss2.320

[16]William H. Burton. *The Guidance of Learning Activites,* 24.

[17]Kenneth D. Moore. *Classroom Teaching Skill.* (New York: McGraw Hill, 2001), 5.

Teaching is both an art and a science[18]; Oakes and Lipton, as quoted by Santrock, argue that, whether teaching is a science or an art, practice forged by experience remains a key factor in the success of a teacher[19]. Educational psychologists admit that, in addition to scientific research information, improvisation and spontaneity are sometimes required in teaching[20].

In general, the terms "learning" and "teaching" are used to describe an activity that results in behavioral changes in students. In this context, learning is an activity carried out by the teacher in specific ways in order for students' behavior to change in a positive direction[21]. Learning is the process of organizing and utilizing various learning facilities and resources so that students can learn while also learning the various ways in which students access lesson content[22] and accept and internalize values.

Student-centered learning is an effort to recognize oneself or one's personality; this is critical in efforts to empower oneself[23]. Learning that is optimally successful allows students to understand their weaknesses and strengths, as well as their interests, so that they have the power and ability to explore their abilities, implement their knowledge in society, and plan for future self-development with the abilities or competencies that develop after they go through the learning process.

We can conclude from this that real conversations between teachers and students are required for students to learn. in the context of a focus on the learning process centered on students (students of learning) rather than teachers teaching (teachers of teaching)[24]. The emphasis on learning is on students' activeness and seriousness in learning, and they are fully aware that the learning objectives set and their achievement are highly dependent on students' willingness and readiness to learn. In this context, activity is both physiological and psychological. Students' active learning in physical forms such as reading and writing must be supported by mental activities such as attention, interest, seriousness, and enthusiasm for learning so that the learning process can occur properly and learning objectives can be achieved optimally.

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[18]John W. Santrock, *Educational Psychology,* Diterjemahkan oleh Diana Angelica, *Psikologi Pendidikan,* Edisi 3 Buku 1. (Jakarta: Salemba Humanika, 2008), 5.

[19]John W. Santrock, *Educational Psychology,* 5.

[20]John W. Santrock, *Educational Psychology,* 6.

[21]Max Darsono, dkk., *Belajar dan Pembelajaran.* (Semarang: IKIP Semarang Press, 2000), 24.

[22]H.A.R. Tilaar, *Pendidikan. Kebudayaan, dan Masyarakat Madani Indonesia; Strategi Reformasi Pendidikan Nasional,* Cet. III. (Bandung: Remaja Rosdakarya, 2002), 128.

[23]Aunurrahman, *Belajar dan Pembelajaran* , 11

[24]B. Suryosubroto, *Proses Belajar Mengajar di Sekolah.* (Jakarta: Rineka Cipta, 1997), 34.

Instructional Interaction

Sociologically, learning is nothing but a process of interaction. Interaction refers to a process of dynamic social relations involving relations between humans and others, between human groups, as well as between individuals and human groups. Dynamic social relationships indicate that there are active processes, both physiologically and psychologically, occurring in these relationships and encounters. Even though in the meeting the people who met did not talk to each other, social interaction had taken place because each person was aware of the presence of other people, which caused changes in the feelings and thoughts of the people who interacted. These changes are caused by various movements and circumstances that create an impression on a person's thoughts and feelings, which then determine what action he will take.

Social interaction can occur because of social contact and communication. In the world of education, social contact and communication can occur between students and other students, students and teachers, and teachers and other teachers. At school, social contact occurs not only in the context of learning but also in broader social relations that occur within the school environment and outside the school environment. Social interaction at school occurs because of the interests of students and teachers. The teacher who is responsible as a teacher makes contact and communicates with students in teaching, guiding, directing students, while students have an interest in learning. In teaching and learning interactions, it is hoped that there will be a transformation of knowledge and a transformation of values as the basis for permanent changes in behavior in each learner. In schools, social interaction between students and teachers can take two forms: instructional interaction and pedagogical interaction. Instructional interaction is an interaction that aims to assist students in developing their knowledge, skills, and talents. Instructional interaction requires a sequence of teaching and learning activities that are arranged systematically and formulated before the learning process begins based on the educational goals to be achieved. Teaching and learning interactions are marked by the presentation of material to achieve learning objectives, as well as the activities of students to transform knowledge from their teacher. Pedagogical interaction is reciprocal communication between students and educators that is directed towards educational goals. Pedagogical interactions are more of a personal relationship, so that a sense of calm arises in the child. This interaction also pays attention to the interests of students so that it creates a sense of mutual respect and honor. This is also marked by the authority of the teacher, and the willingness of educators to help students.

The main characteristic of instructional interaction is that the relationship is limited to the classroom. Teachers and students interact with

each other on matters related to the subject. The teacher who enters the class is ready with a set of learning instruments that have been prepared in advance, from the material that will be delivered according to the predetermined subject, the learning methodology for transferring the material that has been prepared, the learning tools, to the evaluation material that has been prepared to measure learning success. On the other hand, students are ready with a set of materials that will be used to receive knowledge from their teacher. In more formal forms of communication, such as verbal communication, the teacher explains the material and students listen. If students do not understand something, they can ask questions, and the teacher can confirm the question.

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[25]Soerjono Soekanto, *Sosiologi Suatu Pengantar*. (Jakarta: RajaGrafindo, 2003), 61.

[26]Soerjono Soekanto, *Sosiologi Suatu Pengantar,* 61.

[27]Soerjono Soekanto, *Sosiologi Suatu Pengantar,* 64

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In the process of instructional interaction, it is not uncommon to find that the learning process only encourages students to learn by rote (memorizing). and diploma-oriented (certificate-oriented), students seeking knowledge are only interested in the process of getting a diploma, while the spirit and quality of science are the next priorities[30]. The learning model is memorization and certificate-oriented, which Paulo Freire termed "banking education." In bank-style education, what students need is not an understanding of content but mere memorization, and if students succeed in memorizing, it means they have fulfilled their obligations[31], and thus the teacher is considered to have succeeded in carrying out his duties properly. This learning model is also called "command style learning"[32]. Bank-style

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[28]Uyoh Sadulloh, dkk. *Pedagogik; Ilmu Mendidik*. (Bandung: PT Alfa Beta, 2010), 143.

[29]Uyoh Sadulloh, dkk. *Pedagogik*; *Ilmu Mendidik*, 147.

[30]Ismail SM., Nurul Huda, dan Abd. Kholiq (Ed.), *Paradigma Pendidikan Islam*. (Yogyakarta: Pustaka Pelajar, 2001), 284-285.

[31]Paulo Freire, *The Politic of Education: Culture, Power, and Liberation,* diterjemahkan oleh, Agung Prihantoro dan Fuad Arif Fudiyanto, *Politik Pendidikan; Kebudayaan, Kekuasaan, dan Pembebasan.* (Yogyakarta: Pusataka Pelajar, 1999), 28.

[32]Muska Mosston, *Teaching from Command to Discovery.* (California: Wadsworth Publishing Company, 1972), 35.

education and command-style education place the teacher in a position that greatly determines the planning and learning processes. The teacher teaches, and students learn.

As previously stated, teaching and learning interactions are more dissociative in nature because they foster competition between individuals and even between groups[33]. Competition emerges from instructional interactions, both between teachers and between students. A number of learning plans and objectives that have been established and must be met in the implementation of learning necessitate the teacher controlling the class and learning in such a way that the teaching and learning process can be controlled so that the learning target can be met. In this type of interaction, the teacher is the determinant of everything. Students, on the other hand, tend to instill competition because learning success is quantifiably measured by students' levels of achievement. Students who excel in one subject are automatically regarded as smart and intelligent. High scores are typically accompanied by the best ranking as a symbol of reward for superiority over other students.

Although ranking and awarding prizes are beneficial, they can serve as a catalyst for interactions that prioritize relationships over rational considerations. Interaction between students and teachers can occur as a result of encouragement to demonstrate intellectual superiority. Students and teachers are only involved because they are interested in carrying out their respective tasks, and the peak of success in carrying out tasks is only measured quantitatively.

Pedagogical Interaction

Education, when viewed from its scientific perspective, has a formal object, namely the educational situation. The educational situation is a representation of several activities that imply the occurrence of an educational process in it. With this situation, it is possible for an interaction to occur in it. If we try to see the existence of an educational situation, especially in schools, we can see the learning activities that are carried out. Thus, interactions in education are called "pedagogic interactions" by experts. According to Sadulloh et al., pedagogical interaction is a reciprocal relationship that occurs between education and students. Pedagogic interaction is an association between children and adults to achieve educational goals[34]. Pedagogic interaction is basically reciprocal communication between students and educators that is directed towards educational goals. So pedagogic interaction is an educational association that leads to educational goals.

To direct the teaching and learning process in a better direction, pedagogical interactions are also needed. Pedagogical interactions place more

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[33]Soerjono Soekanto, *Sosiologi Suatu Pengantar,* 71.

[34] Uyoh Sadulloh, dkk., *Pedagogik.* (Bandung: Cipta Utama, 2007), 117

emphasis on equal social interaction between teachers and students, as well as between students and their other friends. Pedagogical interactions not only promote rational relationships but also emotional ones. In the context of pedagogical interaction, the paradigm of teaching success is not how much knowledge the teacher conveys to students, but how much the teacher gives opportunities for students to learn and get everything they want to know[35]. Such a paradigm involves students and teachers in more intensive interactions because interactions occur not only in the classroom, but also in all educational settings. Pedagogical interaction does not position the teacher as the subject of learning and students as the object, but teachers and students learn from each other; teachers and students are the subjects of learning, and reality is the object. Teachers and students are involved in jointly planning learning[36]. Pedagogical interactions position students as dynamic beings who, therefore, must be given the opportunity to determine their hopes and goals, and the teacher (educator) plays a more important role as an advisor, guide, and traveling partner, as well as a source of example. Teachers are not the only people who know best. Therefore, learning must be student-centered (child-centered), not dependent on text books or textual teaching methods[37].

As the spearhead of the implementation of education, teachers are required to have a variety of qualified competencies as well as personal and professional characteristics in the field of education. According to Republic of Indonesia Law Number 14 of 2015 concerning Teachers and Lecturers, Article 10, teachers must have competence, namely pedagogical competence, competence, personality, social competence, and professional competence. If we examine these four competencies, all of them will be described in a simple way in educational activities, especially in educational units. Learning is one of several aspects that mark the existence of educational activities. Teachers or educators are people who guide children so that the child can move towards maturity, both within the family and outside the family institution[38]. Meanwhile, students are the main subject in education. A teacher or educator does not form students in activities, especially during classroom learning, but rather assists students in realizing their potential.

Pedagogical interaction is more directed at associative social interaction because it emphasizes cooperative, accommodative, assimilation,

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[35]Dede Rosyada, *Paradigma Pendidikan Demokratis: Sebuah Model Pelibatan Masyarakat dalam Penyelenggaraan Pendidikan.* (Jakarta: Prenada Media, 2004), 91.

[36]John l. Elias, *Paulo Freire, Paedagogue of Liberation.* (aFlorida: Kreigar Publishiung Company, 1994), 113.

[37]George R. Knight, *Issues and Alternatif in Educational Philoshophy,* (Michigan, Andrew University, 1982), 82.

[38] Uyoh Sadulloh, dkk., *Pedagogik.* (Bandung: Cipta Utama, 2007), 103.

and acculturation social processes[39]. In coopperative stage, students and teachers are involved in mutually beneficial cooperation. Accommodating, because it involves teachers and students in an equal interaction process, according to the norms and values that apply in schools. Assimilation occurs because the teacher and students involved in the interaction do not prioritize the differences and advantages of each, but rather make an effort to enhance the unity of actions, attitudes, and mental processes for common interests and goals, namely learning objectives in a broad context. Acculturation is important because in teaching and learning interactions there are efforts to civilize students through the learning process, which allows students to imitate, adopt, and even internalize the values of the interaction process.

Teachers must do their best in every learning activity in the classroom to help students reach their full potential. This is a means for students to actualize themselves so that the potential that exists in them continues to grow. Therefore, the interaction between teachers and students in the classroom is one of the main keys to achieving educational goals. In line with this, Hendrawan, DKK, explained that students are people who are developing, have certain potential, and can maximize that potential with the help of educators[40]. Thus, students' contributions to learning activities in class cannot be underestimated by educators because all students do not partially sort out what they have from their backgrounds; they all have the same rights and obligations to develop the potential that exists in them. optimally. In fact, the 2003 National Education System Law states that students are members of society who try to develop their potential through learning processes that are available in certain paths, levels, and types of education.

By incorporating feelings into the teaching and learning interactions, instructors and students can develop more intimate social relationships. Students and teachers have a more open relationship as traveling companions, which enables teachers to get to know their students better and understand their needs intellectually, emotionally, and spiritually. Teachers and students are open to understanding and respecting each other in the context of encounters like this. Teachers can delve deeper into their students' emotions, moods, and conditions both at school, at home, and in society. Teachers and students are involved in social relationships like this not only for the sake of learning, but also so that students can learn more about different aspects of life, about values and personality, in an atmosphere full of emotional ties within the framework of values and norms.

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[39]Soerjono Soekanto, *Sosiologi Suatu Pengantar,* 71.

[40] Budi Hendrawan, Dini Nurlatifah, dan Teni Tutiareni, Implementasi Interaksi Pedagogik Guru dan Siswa di Kelas 4 Sd Muhammadiyah Tasikmalaya, *Naturalistic: Jurnal Kajian Penelitan Pendidikan dan Pembelajaran* 2, 2 (April 2018): 152-159.

CONCLUSION

Instructional interaction is a procedural and rational relationship that prioritizes the transfer of knowledge, whereas pedagogical interaction is a value transfer that prioritizes emotional contact, affection, and exemplary relationships, such as hospitality, through constant habituation. Instructional interaction is confined to the classroom, whereas pedagogical interaction extends beyond the school setting and can occur outside of the classroom.

The current social dynamics demonstrate that instructional relationships or interactions are insufficient to motivate students to learn for life. As a result, in order to improve the quality of instructional-to-pedagogical interactions, movement and change are needed. Systematic pedagogical encounters allow the teaching and learning process to occur not only in the context of learning, but also in the context of relearning and unlearning. This type of learning process encourages students to always learn how to learn; it teaches students to always face and overcome problems in their lives; and, eventually, it teaches students and teachers to always learn for life.

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