

INTERACTION OF EDUCATORS WITH STUDENTS IN INCREASING STUDENTS' INTEREST IN LEARNING (CASE STUDY AT SD NEGERI NAGARAK CLASS IV)

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Abstract. Interest in learning is a critical success factor in achieving learning objectives. Students who have a high interest in learning will have a sense of enthusiasm in participating in the learning process in the classroom and outside the classroom. One of the supporting factors for students' interest in learning is good interaction between educators and students. This study aims to determine how much influence the interaction between educators and students has in increasing students' learning interest. The research method used in this study is a qualitative method, with a qualitative descriptive type. The data collection technique used is observation and interview techniques, which are then analyzed using data reduction, data display then drawing conclusions and verification. The results of this study can find out how the interactions carried out by educators in the classroom during the learning process take place, the ability of educators in class mastery using good interactions as well as the supporting and inhibiting factors of interaction between educators and students in increasing students' learning interest.

Keyword: Pedagogic, Interaction, communication, interest, learning.

INTRODUCTION

Humans are individualists as well as social beings. As an individual, humans have a unique character, different from one another based on the thoughts and will they have. As social beings, humans must have the ability to communicate so that they can establish good relationships with other humans. The practice of communication has been carried out by humans when they were first born in this world through gestures and crying. From the experts it can be explained that communication is a meaning of human interaction with humans which is carried out together through the senses of speech or body language.

Interaction can be carried out by adults with children who are not yet adults, in this case the interaction of parents with their children or the interaction of an educator with their students. Where an interaction establishes a relationship of meaning that can make a path or process in life. The interactions that parents make with their children can be taken as an example from a mother who is pregnant, without realizing it or the relationship that a mother has with her child through an inner bond from the mother's body to her child, there you can see communication between the mother and her child who is still in the womb. So, communication can be done in various ways of human interaction with humans or with other living things.

Humans are social creatures and are able to form a civilization that is in the form of the highest culture of a group of people that is significantly distinguished from other creatures (Nurihsan,

2016). One of the requirements to be able to get the advanced civilization category is if that civilization has quality human resources and one way to get quality humans is by taking education. Therefore, education is very important to pursue because education makes people have good and critical knowledge and skills in dealing with problems that occur in the current era of globalization. School is an educational institution that has a role to improve one's ability to educate the nation's children. Schools can give birth to potential successors to the nation's leadership which can be done with adult human relations with potential successors, namely children, in this case the possible difficulties encountered are very complex, because making life leadership successors is not easy but difficult work, it requires a struggle and ability owned by a qualified educator. The ability to convey knowledge to students is very necessary in order to achieve learning effectiveness and educational goals and students who do learning can continue to gain knowledge and insight. Educators must have the expertise or ability to interact well. Lack of interaction communication can hinder the development of students in personality and intellectual. It could be that this can affect the learning abilities of students. It is possible that students who are taught can have good abilities and personalities or not, depending on the ability of educator interactions to be carried out with their students.

Learning is one of the stages in education. From the learning process there are learning objectives which if the learning objectives are achieved is a success in an education. Learning is a process of change in human personality, and these changes are manifested in the form of increasing the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, skills, thinking, and other abilities.

One of the factors that can influence students to be qualified in the learning process is student learning interest. Interest in learning is a learning situation that encourages a person or student who is learning to pay attention to something being taught to him accompanied by a desire to both know and learn and further prove the material being taught (Ramayulis, 2001). Interest in learning also depends on other factors, such as; attention, curiosity, motivation, needs and other factors. However, interest in learning can affect the state of achievement of a student in the educational process. This intensive concentration of attention allowed him to study hard, and finally achieve the achievements he wanted. Teachers in this regard should try to arouse students' interest in learning to master the field of study in a way that is good, useful, and in accordance with the expectations to be achieved (Syah, 2012).

However, the factors that can influence students' learning interest as described above will not be able to influence increasing students' learning interest without good interaction between educators and students. Because these factors are only a way or media in learning, but communication is an action taken by educators to explain or develop students' learning abilities. Educators and students are two interrelated components which can be analogous to the symbiotic theory of mutualism, namely roles that are interrelated and benefit each other.

In achieving learning interactions, it is necessary to have clear communication between educators and students. So that it integrates the two activities that are efficient in achieving the teaching and educational goals to be achieved. As stated by (Sanjaya, 2009) that the lack of communication will have consequences for the message conveyed by the teacher. The ability to communicate becomes very important to be understood and mastered by humans who have activities with social interaction, one of which is the relationship between educators and students. By having good communication between educators and students it will produce a learning atmosphere that is more conducive and enjoyable for students, if students are comfortable and happy during the learning process it will be very easy to digest and understand the knowledge being studied, therefore it is very necessary educators who can communicate well so that students can carry out learning according to the demands and goals of education.

Based on the description that has been presented, the ability that must be possessed beforehand is interaction or how to deliver it well from the educator so that it can be digested and understood by students. With educators who have good interactions, students will be enthusiastic in participating in learning because of the increased interest in learning of students.

RESEARCH METHOD

In this research, the approach used is a qualitative approach, because qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata, N, 2007). Qualitative research is descriptive in nature, namely describing an object, phenomenon, or social background of the research target embodied in narrative writing, meaning that data and facts that have been collected by qualitative researchers are in the form of words or pictures. In writing an article, a qualitative research report contains excerpts from data or facts that have been disclosed at the research location for further research to provide complete illustrations and to provide support for what is presented (Ghony, 2012).

While the type of research is using a case study. Case study or case research is research on research subjects with respect to a specific or typical phrase of the whole personality. Research subjects could be individuals, groups, educational institutions or society. Researchers want to study the background incentives, the characteristics and characteristics that are typical of cases, or the status of individuals, which then from the characteristics above will be made into a general matter, (Nazir, 1998).

Research location is a place used in conducting research to be able to obtain the desired data. The research chose an educational institution in one of the schools located in an area close to the researcher so that it was easy to implement. The research was conducted and carried out at Nagrak State Elementary School, the researchers chose this school and institution because there were still problems regarding learning and there was still an orientation from students towards the world of work, instead of focusing on the world of education so that later students would gain insight.

In this research, taking research data sources using the "purpose sampling" technique. (Sukmadinata, N, 2007) states, a purposive sample is a sample chosen because it is indeed a source and rich with information about the phenomenon to be studied. This sampling is based on the researcher's choice of what aspects and whom to focus on in certain situations and is currently ongoing throughout the study, sampling is purposive, that is, depending on the purpose of the focus at a time. In this study, the people who were interviewed as subjects were the researchers, especially the grade 4 teacher Mrs. Cintya and the English teacher Mrs. Hastuti as well as students whom the writer considered competent to be interviewed.

RESULT AND ANALYSIS

1.1 The interaction of educators with students in increasing students' learning interest

Learning activity is a process that contains a series of activities of educators and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. That's where students are required to be able to create an active and innovative learning atmosphere with good interaction towards effective learning so that learning activities run in accordance with the objectives of the curriculum and the vision and mission of the school.

From the results of the interviews and observations that the researchers conducted, it was possible to obtain data indicating that interaction played an important role in the learning process at school, because whether or not the interactions applied by educators greatly influenced the effectiveness of learning in the learning process, at SD Negeri Nagrak this level of interaction between educators and students is relatively good and looks like a humanist activity, because educators at these schools often take part in activities that spur the performance of educators such as DIKLAT (Education and Training) held by institutions and government agencies in the framework of fostering a new curriculum, namely The Free Learning Curriculum is combined with the school curriculum, from this point of view educators really need guidance in applying the scientific approach contained in the new curriculum, as said by the headmaster of SD Negeri Nagrak, namely Mr. Iman Kosdiana, M.Pd. as follows: "At SD Negeri Nagrak some still use the Free Learning Curriculum, namely grades 1, 2, 4, and 5. Meanwhile, grades 3 and 6 still use the old curriculum, namely the 2013 curriculum, but in 2023, to be more precise this July the school will implement the independent curriculum. learning as well so that the use of this independent

learning curriculum will be thoroughly implemented in SD Negeri Nagrak. "The implementation of the independent learning curriculum is very helpful for educators in managing and developing interactions in learning process activities because it is supported by approaches that are in accordance with the independent learning curriculum such as a good scientific approach, in terms of aspects of the overall assessment covering aspects of students' knowledge and skills of participants. students, besides that there is also an assessment of the aspects of attitudes and manners of students. Because in the independent learning curriculum educators do not only convey teaching material to students, but also invite students to be active and appear in the learning process that takes place by presenting the material being taught according to their knowledge and abilities, and combined with the learning methods applied by educators, thus the process of teaching and learning continuity in class will not make students bored and have high enthusiasm to participate in carrying out learning activities carried out in class.

The efforts made by the school, in addition to implementing an approach that is in accordance with the independent learning curriculum, are providing support such as guidance and facilities to educators at SD Negeri Nagrak by bringing in professional institutions from outside school institutions such as supervisors, as well as academic institutions in their fields who are able to guide educators starting from planning learning process activities to monitoring their implementation through supervision so that the results have a good impact on students, according to the response from the principal, Mr. Iman Kosdiana, M.Pd. below this: "In terms of educator development, the school's efforts often provide training ranging from RPP development training, then teaching planning to implementation must be continuously monitored by supervision according to a predetermined schedule. From the efforts made by the school it produced very good results in terms of improvement, so that it affected students in the learning process, so the positive impact of the efforts made by the school made children who were only present in class but did not digest or understand the lessons delivered, now they are even excited and interested in participating in the learning process taking place because of that, the process of interaction or teaching methods carried out by the teacher here after following the guidance held by the school, the children are motivated so that their interest in learning increases as well as in the class is more active in following the learning activities carried out.

From the factors and efforts of the schools above, it can be said that increasing the interaction of educators at SD Negeri Nagrak is very good, not only in terms of learning, but the level of ability of the educators is also better but also returned to those who take sides, namely the educators themselves, because whatever what the school strives for remains to the ability of educators to develop patterns of interaction with students and how educators develop learning plans so that they can involve students directly, if it is related to this new curriculum in the approach presented educators are required to be able to involve students to participate actively in the learning process according to Mrs. Chintya's statement as a grade IV teacher, as follows: "This goes back to the teacher who teaches, that in a learning process that is difficult for students to understand, the teacher must carry out learning activities by carrying out various methods, one of which is using a method with a game concept, because from this game, the teacher explains material that is easy for students to understand. For example, when I teach science with the subject of changing the shape of objects, I will invite students to recall what happens when they heat water, or put ice cubes on the table, so that students can know or understand the material easily. Because in this process it is said that what the teacher does is more intense, it can be called successful, because students will not be able to understand only with lectures or explanations, they have to use examples that are practiced optimally.

From the factor of an educator who is very influential in improving the quality of the interaction process in the learning process, each educator certainly has different abilities, in essence an educator as a transfer of knowledge must first have a basic skill in the learning process, especially in managing interactions with their students, not only the ability to transfer knowledge to students but also must be able to understand and manage classes, lead the course of ongoing discussions and so on, if viewed from an approach perspective in the independent curriculum learning these basic learning skills have been implemented in it starting from how the teacher's ability to explain to students, invite students to observe something related to learning material, the ability to manage questions for students, explore, observe, open and close ongoing learning. This ability must also be possessed by educators at SD Negeri Nagrak as stated by Mrs. Cintya, as follows: "The

interaction between teachers and students, especially in a scientific approach, teachers must have skills in designing learning that will take place in the classroom so that teachers are able to involve children directly to be more active in the learning process. Regarding good interactions in the learning process carried out between the teacher and the students, it returns to the teacher again, that if the teacher has made and mastered the learning design that he has compiled and really applies the method used, then indirectly the teacher has interacted with their students and will produce interactions that can continue to be built in accordance with the learning design method that the teacher makes, for example in creating or dividing groups of students, from there there is already an ongoing interaction between the teacher and students, so that the instructions from the teacher to students are immediately conveyed. When forming groups alone, students are involved in the learning process. With this process, a teacher must automatically have the stages according to the teacher's instructions or it can be limited by time. Stage one, for example, observing for a few minutes is enough, so the child immediately reacts and observes it and the observation must be in accordance with the teacher's instructions, observing a book, for example, is already a form of interaction. The second is in the form of asking moreover, because asking this indirectly, those who don't understand yet will definitely ask their teacher, right? It's impossible to ask his friends, because it's an interaction between the teacher and students.

According to Ms. Cintya above, she was motivated by how education manages the classroom by implementing an independent learning curriculum, as well as Mrs. Hastuti's opinion as an English teacher, adding different statements regarding interactions in the learning process, as follows: "If I may say, the interaction between educators and students is not much different from interactions carried out in society or in everyday life, the difference is that interactions between educators and students are more coordinated and procedureed because interactions in the learning process require material. teaching materials, plans in the learning process itself, the methods applied to support the success of the learning process and the processes carried out by the students themselves. What also makes the difference is that we cannot average when we interact with one student with other students because in terms of insight, knowledge and understanding they are different, for example when we interact with children in lower grades, grade 6 for example, we cannot use the same interaction when we teach in grade 3, because again, that their understanding, knowledge and insights are not the same even their material level is different. And in my opinion as a language teacher, learning will be successful due to the skills of a teacher in interacting with his students. This interaction process can be done in a way that is very easy to do, especially as I am a teacher of English which is always used even though in fact English is rarely used, but it can be practiced in everyday language. With the interactions that I do with students in the right way, I think students will easily understand what is meant even though not all students understand English. But with the process that I did, the English score was in accordance with the targets listed in the KKM."

The two statements from educators with different subjects raise a view that each educator has different ways or creativity but remains in one goal, namely achieving effective learning so that the input and output are of high quality, from here the researcher observes or observes that in the learning process using interaction dual, namely educational communication with students and the interaction of students with educators, this interaction can be called a multidirectional interaction.

From this it has been proven that the effect of the interaction between educators and students in spurring students' interest is very good besides being supported by guidance held at schools there is also a further review of its implementation, this has a very positive impact on students. From our observations, the role of teacher interaction in the classroom is very good in the learning process, educators play an active role in learning activities to achieve learning goals, education always supports and provides ways for students to want to translate material and present their views with that goal. It is this educator interaction that must be carried out continuously so that students are not just silent and write, but students want to appear and argue with their friends or with educators in the learning process from the results of the educator's interaction.

The researcher also made observations in the subjects taught by different teachers, namely in the English subject. At that time, the researcher began to observe all learning activities and interaction actions in the classroom, the enthusiasm of the students was very high to take part in learning, especially in the discussion and presentation sessions they seemed active in the process of asking questions and adding explanations.

In this case educators are more required to always be on standby in the learning process, therefore it is necessary to prepare or plan that educators must prepare to be implemented in the process of learning activities in class so that the interaction between educators and students goes well. ? As stated by Mrs. Hastuti, what must be prepared is the Lesson Plan (RPP), as follows:

"To support smooth interaction in the learning process, I first plan learning starting from the previous teaching stage, teaching stage, to the learning evaluation stage. Before teaching I have to know the purpose of learning. Selection of the method, the media used and the materials to be discussed, and of course sufficient time allocation. In planning lessons I usually look at the learning material first, if the teaching material is considered difficult then it is necessary to allocate a lot of time so that I can maximize the strategies used such as discussions, question and answer and with the practice of other methods, like that, sir."

From the various statements used by our respondents, ranging from the principal to the class teacher and English subject teacher in grade IV, it has been proven that the level of interaction between educators and students is highly motivated because the preparations and efforts made are relatively good, so we also reveals some of the findings of research evidence as follows:

1.1.1 Curriculum modules used by schools as a means of interaction in learning

The curriculum is the basic reference in carrying out educational learning in schools, the curriculum plays an important role for the success of the learning process. If we look at every change in the curriculum in Indonesia, the development is very good for education, because there are so many innovations in developing the learning process in schools that are implemented in the curriculum in Indonesia, from the GBHN curriculum to the independent learning curriculum. The implementation of the independent learning curriculum in schools has reached 80%, because the school considers that this curriculum is very appropriate to be applied as a guide or basis in preparing the design of the learning process in the classroom even though the school has encountered obstacles in its implementation, but cooperation between parties schools and related parties in the implementation of this independent learning curriculum can be applied in the learning process in schools. This independent learning curriculum greatly supports the smoothness and effectiveness of student learning, besides that this curriculum can also improve the abilities and creativity of educators in managing their interactions in the learning process in the classroom through the scientific approach that is in the curriculum because the scientific approach in learning involves process skills such as exploring information through observing/observing questioning/asking, experimenting/trials, managing information, then continuing with associating/reasoning, and ending with concluding and creating and forming networks/networking.

1.1.2 Support and efforts from the school

In addition to the curriculum that serves as a guide at SD Negeri Nagarak as a means of supporting interaction in learning, it is also necessary to have support and efforts from the school because without support and efforts from the school, all activities in schools cannot run well, especially in the learning process in class. . The support provided from the school includes the completeness of facilities and infrastructure to support the smooth running of the learning process such as LCD and projectors as well as infocus and the latest such as smartboards in schools, as well as demonstration tools, halls and places of worship as a means of worship. Apart from that, there are also efforts made by school groups, including guidance for education as training in teaching and interacting in class properly and effectively starting from planning, preparation, management in the learning process to evaluation. Educators are not only given guidance, but are also directed and scrutinized through supervision, so educators can condition their level of interaction in learning well.

1.1.3 The ability and readiness of educators to manage learning interactions effectively in the

classroom

The ability and readiness of educators in managing learning interactions in the classroom is very much needed, because without the ability and readiness of educators the learning process can be said to be increasingly messy and unconditioned. The effects of this are also very bad for students in the learning process. From the results of our interviews with educators at SD Negeri Nagarak class IV, we can conclude that the abilities of educators are very different but in preparing a lesson all educators are almost the same because educators have the same goals, namely achieving effective and efficient learning, preparing a educators before carrying out learning activities it is necessary to start from formulating the day's learning objectives in accordance with the learning material to be taught, preparing lesson materials that must be adapted to the time, preparing tools and resources such as tools, being able to use laptop LCDs for powerpoint and so on, then planning learning activities starting from choosing a method that can be used that day and adjusted to the time, after that the educator must manage questions to students how these questions can be understood by students, then the skills of educators in explaining the material how so that students can understand well, as stated by Mrs. Hastuti as an English teacher, "if I teach in a class where most of the students still don't understand the basics of English, then I place a lot of emphasis on managing words that are more communicative with students, such as words that are already familiar to children's ears, then they can apply the material content to everyday life." In addition, educators at SD Negeri Nagarak also have to prepare tools and teaching materials, for example yesterday when we observed in the class Mrs. Hastuti prepared teaching tools/learning media in the form of a toy wall clock, because when we conducted research the teaching material was able to understand and say clockwise direction .

1.2 The efforts of educators in creating effective interactions in increasing students' interest in learning in the learning process at SD Negeri Nagarak

In the learning process every student needs encouragement to be more enthusiastic in participating in the learning process taught by educators. Learning activities are very important to be used as a foundation and ability for students in the future, such as learning in the field of language which is clearly a medium of interaction that is used in daily life and in certain fields that use formal language as mobility for interaction.

In learning activities is a process that contains a series of activities of educators and students on the basis of reciprocal relationships that take place in educational situations to achieve a certain goal. That's where educators are required to be able to make students feel happy and motivated so that students feel the need for the learning that is being taught. As is the case at SD Negeri Nagarak, in this school the educators motivate their students with various creativity in the class to challenge students' interests in the learning process, as expressed by Ms. Chintya as the class teacher regarding various forms of motivation given to students to increase interest in learning as follows: "by itself the teacher is a motivator or someone who is always there for his students, because as a teacher, the messages of a teacher are still needed even though not only using long lectures. Because as a teacher motivator in learning, this is in nature as student motivation, the form of motivation can be with awards to students who excel or to students who really learn, so that's probably one form of teacher motivation to students so that it can make students' learning interest become increase. Furthermore, you can start with other awards, for example with the value of each assignment in class, if the child does a good job, the grades are good so that students remain enthusiastic in learning, don't let students have done their assignments, but the teacher just collects it without giving appreciation in the form of grades or the like , because appreciation is a form of encouraging students to learn, if appreciation is not given to the assignments, students will only do things at random, the important thing is to do without seeing whether the assignment is correct or not, and this will create a mindset in students. "The important thing is, the important thing is to collect it, rather than not, anyway it won't be checked anyway, the important thing is just to collect it", so that's one of those things if the student's assignment is not given appreciation by the teacher. That, in my opinion, is one of the aspects of providing motivation with the aim of increasing interest in learning so that students can be enthusiastic in carrying out learning.

From Mrs. Cintya's statement above, the researcher also received reinforcement from Mrs. Hastuti as an English teacher at SD Negeri Nagarak, that educators must be loyal to provide stimulus to their students, so that students feel challenged by the subject and motivated in learning it as follows:

"In my opinion, the teacher's efforts to increase students' interest in learning, especially in English lessons, are by doing practice in learning activities inside the classroom and outside the classroom, for example when I teach about hours and time, I always use the conversation method, my students tell them to practice in class, for example how to ask what time it is with the question "what time is it?" then the other students answer "seven o'clock" or "a half past seven" and so on. That's where the children already feel motivated and enthusiastic in the learning process especially when I do lessons using quizzes or games. An example of this game, I asked my students to form groups, one group wrote what time it was using numbers on paper, then collected and distributed randomly, each group wrote what time it was written on paper using English, who could answer got a star and if you can't answer then you don't get a star, from here the students are already challenged to learn and be enthusiastic, even two hours of lessons are not felt, even the students who don't get a star are so enthusiastic that they are told to remake the game".

All the strategies that educators design above are educator interactions so that students are challenged and motivated by themselves so that interest in learning English increases which aims to make learning fun and understandable easily. As stated by one of the Class IV students, namely Julia Fitriani, as follows:

"I enjoy learning with Mrs. Cintya, I like making games, it's fun, and it's nice to be taught by the teacher, the same goes for Mrs. Hastuti, Mrs. Hastuti is kind, it's a cage if we don't understand one material, for example, Mrs. Hastuti is patient in explaining it, then also teacher Hastuti is always smiling, Cintya's mother too, even though sometimes she likes to be angry, but I know how it is when we are wrong that's why you get angry with us, sometimes yes sir, the boys like to make noise even though we are told to read with the teacher, then sometimes they also like to be nosy with their group of girls, if it's like that surely teacher Cintya or teacher Hastuti will be angry, but I don't know why Cintya's mother if she gets angry it's only a moment after that the teacher is good again with her we. The main thing is that I feel at home learning when I'm being taught by Cintya's teacher or Hastuti's mother, and then yes, sir, if I want to teach, Cintya's teacher always asks us what we are doing at home, are we not already studying at home, then the teacher likes to ask how our parents are healthy or what? , like that attention, the mother teaches tea with us in class, then the mother also often gives us advice like we have to be devoted to our parents, we have to study hard so that we can get good grades, so that we are smart, so that later when we go to school we can speak English well, then the teacher also said that if you are good at English, we can get a scholarship and can study abroad and the teacher also said that if you are good at English it is easy to get a job, that's why I enjoy learning English, especially when my mother teaches it is fun, so we I don't get bored when I study, I often teach them to make games and then in the game we compete like that with other groups, it's just fun, sir."

Likewise with the statement from Irwan Kurniawan who is in the same class as Julia, with the following statement:

"Teacher Cintya and teacher Hastuti when teaching is fun, funny too, they are kind to us, what I like when taught by Cintya is that when someone is smart and meticulous, who can answer he is given chocolate, sometimes he is also given pencils, there are lots of books anyway, sir, I like Hastuti's mother when she speaks in English, even though I don't know what it means, but it's nice to hear, but when I finish speaking in English, you immediately understand, so I'm kind of interested That's how you learn so you can be like teacher Hastuti."

Apart from the statements of educators and students about how educators interact during the learning process, the researcher also proves through our observations that researchers participate in class how Cintya's mother is when carrying out the learning process and interacting with her students in class. The results of the observations of researchers, Cintya's mother is very understanding and concerned about her students in terms of learning and habits, from the method she does it doesn't mean that the class is crowded with uncertain chats but busy with explanations and conversations of students in interacting with educators, and students too also enthusiastic about the habits that Mrs. Cintya did, because what she did really provided motivation in learning so that students' interest in learning increased in the ongoing learning process. Ms. Cintya was also very patient in explaining the material being taught and was very thorough in explaining the material to her students, from the start of class to the end of the lesson. At the beginning of the lesson, Mrs. Cintya asked how her students were doing, then invited students to repeat the

previous material by asking questions to students according to the material that had been studied and answered correctly by students.

From our observations above, the learning process in the class of students looks very effective and very enthusiastic in participating in the learning process, but that does not mean it is free from the obstacles posed by students for an educator, from the learning process, this has been expressed by Hastuti's mother, as follows:

"So far the difficulties I have experienced in the teaching and learning process are that maybe sometimes the children have an interest in learning that likes to go up and down, sometimes they are very enthusiastic, sometimes they are not too interested in following the learning process that is taking place, maybe because of their family circumstances, maybe also from myself: internal learners themselves."

Experience regarding the problems of students' interest in learning was also experienced by Ms. Cintya as a grade IV teacher, the problems that affect students' interest in learning are not only from internal class factors, but external factors can also affect students' learning interest to decrease, as she stated, as follows:

"Factors that influence the fluctuation of students' interest in learning can come from various directions, these problems can come from the association or the surrounding environment, or come from the students' own family environment. Sometimes the goals and efforts that we do at school are not in the same direction as parenting parents at home, at school we teach them well, educate them well, about manners, good speech, hospitality, telling them to study hard, but when they go home without our supervision as educators, what do they do, is there concern for parents about their children's education? That is why sometimes the child is carried away by friends who are not good at participating in the learning process, which in the end the child becomes indifferent in participating in the teaching and learning process which causes the child to become inactive so that the child in the class seems to be passive when participating in the learning process. Sometimes parents also feel that they have educated their children well so that they let their children go, even though what they are taught can become bad in the future."

When there are certain obstacles, every educator has different solutions depending on the circumstances they face, because besides having to have basic skills in teaching, educators must also be smart in finding solutions to the problems they are facing or obstacles in increasing students' interest in learning. As stated by Cintya's mother as a class IV teacher as follows:

"When a child's interest in learning drops, I usually try to get students excited again. Making the classroom atmosphere better and more comfortable so that students remain active and confident and thus children will become active in participating properly in the learning process, such as playing video conversations or videos related to teaching material before entering the core material, then instructing students observe about the show and invite questions to those who don't understand the show or usually I invite students to refresh themselves by playing so that the child is not stressed or stressed. From this students can also understand the material explained."

From the various statements and observations of the researchers above, we can see and prove how the teacher's efforts in creating interactions that can increase students' learning interest in the learning process take place in the classroom. As professionalism educators are required to be multi-talented in dealing with situations posed by students, because not all students have a high interest in learning but some are low, moderate and some are up and down. When educators can analyze what are the obstacles or obstacles to their students' learning interest, educators can obtain an indicator that is a benchmark for the level of student interest in learning in the classroom. As explained by Mrs. Hastuti as an English teacher as follows:

"It can be seen from the enthusiasm for learning at school, it can also be seen from the level of attendance in class, because every learning activity here has student absences, so it's not just attending lessons, it can also be seen from the creativity of the children in class when they get assignments from the teacher, there are many results that made by children in the form of objects or images that reflect learning material."

In achieving an effective learning, it is necessary to have a good level of attendance of students, because this level of attendance is a form of interest in learning in students to participate in learning activities in class, besides that there is

also a level of activeness of students in class which is a form of high interest. learn in the self and soul of students, if the students' interest in learning is high of course they will always be happy and will continue to participate in the learning process activities in the classroom, and vice versa if these students lack interest in following the learning process, then they can be said less interested in participating in learning activities and in the end these students lack insight and tend to be busy in class or can only accept without understanding the meaning of the subject matter being conveyed.

From the results of the data exposure above, researchers can prove how the efforts applied to students can create effective interactions so as to provoke students to remain in a stable spirit or enthusiasm for learning, because this interaction is the basis for educators as mobility for the transfer of knowledge his to students, if the interaction is said to be less effective then learning in the classroom will also seem less effective so that ineffective interaction in the classroom will lead to reduced interest in learning students to take part in learning activities. At SD Negeri Nagrak, on average, educators apply multidirectional interactions to their students, namely interactions between educators and students and interactions between students and other students. From this pattern of interaction, researchers can find creativity that arises from educators during the learning process. , starting from how educators manage good interactions, manage various questions to students to open and close the ongoing learning process, and choose a suitable method for the material to be delivered. In addition, researchers can also reveal some of the findings from observations and interviews in the field as follows:

1.2.1 Increase enthusiasm in students

In routine daily class activities at SD Negeri Nagrak, try to avoid things that are monotonous and things that tend to be boring. For this reason, educators always try to increase or maintain students' learning interest or motivation, educators at SD Negeri Nagrak often do Ice Breaking at the opening of learning activities in class, there are also those who use Brain Storming (brainstorming), this is giving free opinion on at the beginning of learning, as in our observations in class IV conducted by Cintya's mother, that at the beginning of learning Cintya's mother asked the children what class and learning process they thought should be? This is done so that students are comfortable but also maintain their enthusiasm, possibly with various methods in which there are unique games and make their enthusiasm for learning arise and can attract students' interest in learning to play in doing their opinions in the learning process, this is what educators usually do - Educator at SD Negeri Nagrak.

1.2.2 Provide incentives

If students experience success in their learning, what is usually done by educators at SD Negeri Nagrak is by giving prizes to students no matter how small the prize, for example: pens (boltpoints), pencils, notebooks, snacks and drinks can even school alt and so on. usually the gift is given to students during learning which is carried out with learning interactions one of which is with discussions, quizzes or group competitions, although not as often as this gift is given to students, educators usually give applause or praise to students so that interest in motivation learning remains and is well maintained so that their interest in learning increases.

1.2.3 Directing the behavior of students

Directing student behavior is part of the main educator's task, at SD Negeri Nagrak there are often problems or obstacles in the class such as there are some students who just keep quiet, make noise, carry out activities that are not according to the rules, even talk in class, whatever he wants, in this case the educator usually reprimands wisely and firmly, and is wise in carrying out his actions reprimanding students, for example: what educators usually do when facing something like that is by giving directions or even assignments, approaching and reprimanding them with words friendly but firm so that students are aware of their mistakes without hurting them, with this the educator can direct or provide input so that students accept what they are doing, because their actions are not good for students who need input or insight. Often educators at SD Negeri Nagrak give punishment by educating such as explaining or speaking, this can have a deterrent effect on students who commit bad actions so that they become even better.

CONCLUSION

Based on the results of the research discussion, the interaction between educators and students in learning interest shows that: (a) the educational interaction pattern used is a multidirectional interaction pattern. (b) seen from the curriculum model used, it already uses an independent learning curriculum. (c) support and efforts from the school in improving the quality of educational interaction through training for educators and evaluation of supervision. (d) conclusions and the ability of educators to manage learning interactions through basic teaching skills techniques with multidirectional interaction patterns.

Educators' efforts in creating interactions that can motivate student learning are by first fostering student interest through ice breaking, videos related to the material, giving intensive by giving points or plus points, holding competitions in class, giving prizes, notifying results learn, give praise, and give punishment, and the latter also always directs the behavior of students well.

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