

# The Role of the Class Teacher on the Development of Social Interaction in Distance Learning

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## Abstract

This study aims to find out the role of teachers in the development of social interaction of students during distance learning in grade V students of SD Islam Imama Mijen Semarang City. This study uses a qualitative approach of descriptive type. Research subjects include principals, grade V teachers, and grade V students. Data collection using observation methods, interviews, and documentation. Data validity testing uses source triangulation and engineering triangulation, and time triangulation. The results showed that the role of teachers including teachers as mentors, teachers as mediators and facilitators, teachers as demonstrators, and teachers as evaluators influenced the development of social interactions during distance learning. The conclusion of this study was that the role of teachers influences the development of social interaction in distance learning of grade V students of SD Islam Imama Mijen Semarang. Teachers understand well and correctly about their role so as to develop student social interactions that include aspects of cooperation, communicative, and solidarity.

**Keywords:** Role of teacher, Social interaction, Distance learning

## 1. INTRODUCTION

Education is all forms of conscious effort made by adults with children in association to develop physically and spiritually towards maturity. Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop the potential that exists in themselves so that they have religious spiritual strength, self-knowledge, personality, intelligence, noble character, as well as the necessary skills needed by himself, society, nation and state.

The implementation of education cannot be separated from the role of the teacher who always makes efforts to achieve optimal results. Teachers are expected to be able to develop the potential, talents, and skills of students. Hierarchically, teachers have duties, roles, competencies and responsibilities to students to form students' personality with character. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that a teacher is an educator who is responsible as a professional in every educational path to educate, direct, guide, train, and evaluate students.

The teacher carries out his role to be responsible for seeing everything during the student development process. One of the aspects of development in elementary school age children includes social development which is used as a provision in living in the social environment of society by applying character values. According to Suhada (2017: 63) social development is defined as

the ability of students to interact with their peers, adults, and the wider community so that they can adapt well, marked by communication and cooperation.

According to Soerjono (2018: 54) social interaction is the center of the ongoing social life in society, because with the existence of social interaction it is possible to live together. In the classroom, student interactions include interactions with teachers, fellow students and the environment. The achievement of social interaction skills in the classroom depends on the teacher's ability to manage the classroom, the use of variations in interaction patterns, and the selection of teaching methods.

Social interaction in the learning process in 2020 is different, this is because there is a new policy issued by the government in the field of education. The Minister of Education and Culture issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19). With this circular, the implementation of education is carried out using a distance learning system (PJJ).

According to Munir (In Abidin, 2020:135) distance learning is a teaching and learning activity carried out without direct face-to-face contact between teachers and students, which is carried out by utilizing information and communication technology. Reporting from *kompas.com* (July 13, 2020) stated that students experienced an impact because students made academic adjustments, limited social interaction, and experienced negative feelings. In addition, psychologically, the students admitted that they were anxious, worried, bored,

and felt that they had lost their ability to master the material.

Teachers can design interesting learning so that students' interaction abilities increase, as research conducted by Dinawati, Y., Ernanawan, S., & Ridiyanto (2018) entitled improving children's social interaction skills through macro role playing methods in the Journal of Growth, Development, and Early childhood education programs. The results showed that macro role-playing activities carried out in two cycles gave changes to children's social interaction skills in learning seen from the children's ability to interact with friends, such as greeting, communicating verbally, asking for help from the teacher or friends, listening to the teacher who was talking. , ask the teacher or friends, able to make eye contact when conversing.

Research conducted by Andriati, N (2016) in the Gusjigang Counseling Journal with the title group guidance model with role playing techniques to improve students' social interactions. The results showed that the group guidance model with role-playing techniques could effectively increase students' social interaction on all indicators including being brave in front of the class, being active in speaking and asking questions, being able to interact with peers, acting positively, the ability to play with peers who evidenced by the difference in scores on the pretest and posttest which shows that students' social interactions have increased.

The use of gadgets by students during PJJ needs to be supervised by parents, in order to minimize the bad impact of gadgets on students. Research conducted by Syahyudin (2019) in Gunahumas: Journal of Public Relations, Universitas Pendidikan Indonesia with the title of the influence of gadgets on patterns of social interaction and student communication, concluded that unwise use of gadgets can have a negative impact, namely the emergence of a sense of laziness to carry out activities. social activities such as interacting, and communicating, and causing a decrease in the power of concentration while studying, this will have an impact on decreasing the cognitive value of students because they are not able to follow the learning process.

Based on the results of interviews with the fifth grade teacher of the Imama Mijen Islamic Elementary School, Semarang City regarding the intensity of students' social interactions, that the implementation of distance learning makes students' social interaction limited. Social interaction between teachers and students is only limited to providing materials, assignments, and giving grades, there is no optimal reciprocity. Due to the online learning system, it is difficult for teachers to monitor and control student development.

The perceived problems are important to be discussed in depth regarding students' social interactions during PJJ by maximizing the role of

classroom teachers in the learning process. The aims of this study are to describe the development of social interaction in distance learning for fifth grade students at the Imama Mijen Islamic Elementary School, Semarang City, and to describe the teacher's role in the development of social interaction in distance learning for fifth grade students at the Imama Mijen Islamic Elementary School, Semarang City.

## 2. RESEARCH METHODS

This study uses a descriptive type of qualitative method. According to Moleong (2017:6) explaining qualitative research is research that uses natural methods to study the phenomena experienced by research subjects in the form of behavior, motivation, and behavior as a whole and described by description through natural language and words. This research was carried out at the Imama Mijen Islamic Elementary School, Semarang City from March to April 2021. The research subjects included the principal, fifth grade teacher, and fifth grade student.

Data collection techniques using the method of observation, interviews, and documentation. Testing the validity of the data is done by testing the credibility, transferability, dependability, and confirmability. The data analysis technique used is an interactive analysis model by Miles and Huberman (1994) in Ulfatin (2015: 257) there are several activities in data analysis, namely data collection (data collection), data reduction (data reduction), data presentation (data display). , and drawing conclusions.

## 3. RESEARCH RESULTS AND DISCUSSION

### Social Interaction in Distance Learning

The development of students' social interaction skills is much influenced by the interaction patterns used by the teacher during learning. Based on the results of research conducted on fifth grade students of SD Islam Imama, the interaction pattern used is a multi-directional interaction pattern. Multi-directional interaction or also known as communication as a transaction emphasizes student activities with the aim of developing student learning activities. The teacher's effort to develop a multi-directional interaction pattern is by implementing group work with division based on where the students live. Students' houses that are close to each other are made into groups of 4-5 people. The implementation of group work is only carried out on certain subjects, such as SBdP whose results are presented via videocall. This is in accordance with Nana Sudjana's (2019:32) statement which states that learning activities that use multi-way

pattern interactions will refer to learning activities that can develop students to learn more actively, allowing interaction from teacher to student, student to student, and student to the teacher. By using a multi-directional interaction pattern, it will create a harmonious educational interaction process between teachers and students.

Based on the results of the research, the activities carried out in the development of social interactions for fifth grade students at SD Islam Imama with indicators of cooperation are obeying the teacher's orders, carrying out the rules set by the teacher, collecting assignments, being able to work together in teams, and establishing harmony in the classroom which is marked by no fights.

Social interaction development activities for fifth grade students at SD Islam Imama with communicative indicators, namely permission to teachers if they cannot follow zoom, answering teacher questions, opportunities outside of learning to ask teachers about difficulties faced by students, teacher communication with parents / guardians of students To find out the problems and development of students, students are given the opportunity to give opinions, and students can communicate well in teams.

The activity of developing social interaction for fifth graders at SD Islam Imama with indicators of solidity, namely the teacher fosters students not to choose friends by forming groups, students have a sense of responsibility and play an active role in doing group assignments, and students do not discriminate in making friends.

Teachers develop social interaction skills in students which include working together, communicative attitudes and solidarity by making efforts to implement group work that will encourage students to work together in teams. This is in line with the research conducted by Firdayanti, N (2017) entitled the teacher's efforts in improving children's social interaction skills through group work at Ar-Rohman Bajomulyo Juwana Pati Kindergarten which shows that the group work method applied by teachers in learning can increase social interaction. student. This is evidenced by the results that show an increase in students' social interaction skills from cycle I to cycle II.

Research conducted by Rosarian, AW, & Kurnia, PSD (2020) entitled the teacher's efforts in building student interaction through the learning while playing method in the journal *Johme: Journal of Holistic Mathematics Education*, explained that the application of the learning while playing method can create a pleasant learning atmosphere and useful for increasing student interaction. In its application,

the teacher designs the methods and rules of the game clearly and in detail to make it easier for students to enjoy the game. Efforts made through the learning while playing method are said to be able to build student interaction at school, based on the survey results and mentor feedback.

Research conducted by Mushfi. M (2017) entitled *Social Interaction Model in Elaborating Social Skills in a Pedagogic Journal*, expressed the opinion that the social interaction model is one of the learning models that develops students in interacting with other people. This model emphasizes the formation of self-concept that reflects social skills such as the ability to communicate, cooperate, participate in a group, have social sensitivity and other social behaviors.

Implementation of Distance Learning at Imama Mijen Islamic Elementary School, Semarang City

The COVID-19 pandemic that occurred in Indonesia had an impact on all fields, one of which was education. The government is making various efforts to minimize transmission by implementing a distance learning system. This certainly has an impact on teaching and learning activities in schools. It is necessary to make adjustments for teachers, students, and parents to switch the learning system which is usually done face-to-face in class, to distance learning (PJJ).

Based on the results of the research, online learning preparation activities at SD Islam Imama, namely the school facilitates facilities to support online learning, while on the part of the teacher, namely making weekly lesson plans, providing learning media such as videos from the city government, making power points filled with voice and then uploading on youtube , and make evaluation questions. The implementation of online learning activities at SD Islam Imama is the implementation of learning using the zoom application or google meet 2x a week, the material provided is more compact, sourced from teacher books and textbooks.

Evaluation and follow-up activities for online learning at SD Islam Imama are providing evaluation questions either through the google form, as well as working on questions in the LKS, having tests, and memorizing short letters that are carried out regularly. And if there are students who do not submit assignments, the teacher's follow-up is by visiting students' homes, and meeting parents because sometimes the problem is parents who are not paying attention.

During the learning process, teachers at SD Islam Imama try to maximize their role as classroom teachers so that learning success is achieved. This is reinforced by the results of a research conducted by Putri, H et al (2020) entitled an analysis of the online learning process

during the COVID-19 pandemic for elementary school teachers, which concluded that online learning is less effective for teachers, especially for elementary school-aged children. This is because the teacher is not optimal in delivering the material, especially since elementary school age is an active age and with online learning children feel bored and bored. In addition to teachers, parents also have a role in supervising children's learning while at home, although parents often have obstacles. This is in line with the research results of Wardani, A., & Yulia,

Research conducted by Nur, Y. DS., Harmawati., & Siti, N (2020) in the Buana Ilmu Journal entitled the impact of using gadgets on the social interaction skills of fifth grade elementary school students. The results showed that the impact of using gadgets on children's social interactions was categorized as quite large. It is proven from data collection that the effect of using gadgets on social interaction is 66.5%, as evidenced by the average answer to the YES statement "I am lazy to play with friends when I use gadgets", this indicates that the role of friends is starting to be replaced with gadgets, so that a sense of desire to play directly with friends will decrease.

#### The Role of Teachers on the Development of Social Interaction During Distance Learning

Teachers have an important role in achieving educational goals. Teachers must understand properly and correctly their role in the classroom during learning. Based on the results of the study, it shows that the fifth grade teacher at SD Islam Imama can carry out the teacher's role in distance learning well. Teachers can maximize their role in the development of students' social interactions during online learning even though there are some obstacles.

Based on the research results, aspects of the teacher's role as mentors have been carried out, namely by applying the 5S culture, the teacher provides guidance on how to interact with other people, both applied at school and outside of school. In this case, the teacher initially gave an example of a good attitude when meeting, namely greeting or smiling, and when speaking and acting, he was polite and courteous. With the example from the teacher and the habituation carried out, students are accustomed to interacting with others by applying 5S.

The role of the teacher as a supervisor is in accordance with the explanation of Oemar Hamalik (2016:124) which states that the role of the teacher as a supervisor is that the teacher provides guidance to students on matters that are in accordance with the objectives, both in learning activities and outside learning in the hope that students can adapt to the environment.

The second aspect of the teacher's role as a mediator and facilitator that has been carried out is (1) the teacher provides a place and time outside of online learning to communicate about the obstacles faced by students. sometimes teachers receive video calls at night from students to consult on certain issues. The existence of quality relationships creates students who are easy to interact with teachers, so that it will have an impact on success in learning. (2) In addition, teachers are also a driving force for good social behavior, marked by giving advice and motivation by teachers to students. (3) the learning resources used vary from teacher books, textbooks and learning videos from the city government,

This is in accordance with the statement from Usman (2017: 9) which states that the teacher as a mediator becomes a liaison in the interaction relationship, in terms of interaction in learning, namely the interaction between teachers and students, and students with students, as well as students with the environment, so that students know how to interact. and establish communication in order to achieve an interactive environment. Meanwhile, as a facilitator, the teacher provides effective learning resources in order to support teaching and learning activities so that they can achieve learning objectives.

The third aspect of the teacher's role as a demonstrator is related to the development of students' social interactions, namely the teacher becomes a figure who provides an example of how to interact both in learning and outside learning. In teaching the teacher at the beginning and at the end of the lesson to say hello, the teacher always uses polite language, when reprimanding students using polite language, the teacher establishes a harmonious relationship with students so that students are expected to create harmonious relationships among other students. This is evidenced by the absence of births between students, and the habituation of 5S which is categorized as quite successful in having a positive impact on students so that the teacher becomes an example for students to apply good social attitudes and behavior. Other than that,

This is in accordance with the statement from Usman (2017: 9) which states that the teacher's role as a demonstrator makes the teacher have a responsibility as an exemplary figure including character, behavior, good social attitudes for students.

The fourth aspect of the teacher's role as an evaluator that has been carried out is that the teacher evaluates by giving cognitive questions, and giving additional tasks such as reading and summarizing tasks, making videos of daily activities, memorizing short letters, and there is also a group task of making crafts. Evaluation

questions are given at every meeting, and collected on the same day via WhatsApp. If there are some students who do not collect, the teacher asks the problems faced by students, and usually the students' problems are because their parents are still borrowing cellphones. Meanwhile, group work assignments are not carried out at any time because it is still a pandemic. Group work is done only occasionally on certain subjects, and the results of the work are presented via videocall.

This is in accordance with Sardiman's statement (2018:146) which states that teachers have the skills to assess students, both in the academic field and in social behavior. Teachers not only assess learning success from indicators of academic knowledge, but also about student behavior, so that the assessment is more complex and considers the learning process in addition to the final score.

The success of teachers in developing students' social interactions is much influenced by the ability of teachers. This is in line with the results of Nurlaili's research (2012) entitled the role of classroom teachers in increasing students' social interaction in the learning process at the 008 Sungai Jalau state elementary school, North Kampar District, Kampar Regency. It can be concluded that teachers in carrying out their role in improving students' social interaction skills must have skills in using methods, strategies, and learning media, so that there is feedback from students that creates a more active learning atmosphere.

The learning design prepared by the teacher produces learning activities that determine student development. This is as the results of research Yestiani, DK, & Nabila. Z (2020) entitled *The Role of Teachers in Learning for Elementary School Students* which can be concluded that teachers arrange effective learning activities so that students at Al-Azhar Pontinak Elementary School can achieve good interaction development, namely in the form of planting empathy, and suggestions that motivate students and have an impact good at improving learning outcomes.

Research conducted by Inah, EN in 2015 in the *Journal of Al Ta'dib: Journal of Educational Studies* Volume 8 Number 2 with the title *the role of communication in teacher and student interactions*, stated that the interaction process that occurs during the learning process is carried out in order to achieve the goal of developing In education, the interaction is generally educative. During the interaction process, communication between the teacher and students is needed as a feedback activity. The better the communication, the better the quality of learning.

Riansyah, H., & Wulandari's research (2017) entitled *group guidance services in improving students' social interaction in the journal Therapeutics: Guidance and Counseling Journal*. The results showed that group guidance services were effective in increasing students' social interactions. This is evidenced by the difference between before the pre-test and after the post-test.

Thus, it is necessary to have group guidance by the teacher in order to develop the student's personality.

Research conducted by Chalim, S., & E.OOs. Anwar (2018) with the title *the role of parents and teachers in building the internet as a learning resource in the Extension Journal*, stated that the intensity of internet use by children is quite high, i.e. an average of more than 2 hours per day. Besides being used as a learning resource, children also often use gadgets for social media and playing online games. Therefore, it is necessary to supervise parents and the role of teachers in regulating children's internet use, for example by using the internet as a learning resource.

Research conducted by Mudzahid, TEA (2020) in *Empathy: Guidance and Counseling Journal* with the title *the effect of social guidance using film media on increasing students' social interactions*. Based on the results of the analysis, it can be concluded that there is a significant effect of social guidance services using film media on students to improve students' social interaction skills as evidenced by the difference in average between before and after treatment.

#### **4. CONCLUSION**

The development of social interactions that occur in learning in general has been applied in class V SD Islam Imama. Aspects of social interaction between students and teachers in learning that have been applied are communicative, cooperative, and solidarity. The teacher's role in the development of student social interaction shows that the teacher has understood properly and correctly about his role based on several aspects, namely the teacher as a guide, the teacher as a mediator and facilitator, the teacher as a demonstrator, and the teacher as an evaluator. Based on the research data the development of social interaction of fifth grade students of SD Islam Imama in distance learning is influenced by the teacher's role in managing learning. The interaction between teachers and students that occurs during the learning process is built on good communication, so that students are able to be communicative.

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