INTERACTIONAL TEACHING STYLE AS AN INTERDISCIPLINARY APPROACH TO STUDENT LEARNING CHARACTERISTICS

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Abstract: This study aims to determine the efforts of teachers to apply interactive teaching style as an interdisciplinary approach to identify student learning characteristics. This research includes phenomenological research with a qualitative approach. The research location was conducted at MTs. Raudhatun Nasihah, Alassumur Kulon Village, Kraksaan District, Probolinggo . Data collection techniques were carried out through a process of observation, in-depth interviews with 4 informants, and documentation. The data analysis technique uses the Miles and Huberman Interactive Model with data reduction activities, data presentation, and drawing conclusions. Data validity with source and technique triangulation process. The results of this study concluded that to identify student characteristics, the teacher made several efforts in the interactive learning process, namely by giving pleasant expressions and being a good listener to students. Of course, the identification of student character is reviewed from 3 main aspects, namely cognitive, affective, and psychomotor aspects of students. This research is a new breakthrough to be able to develop teaching styles of educators to get to know, explore, and develop interests and talents according to student characteristics.

INTRODUCTION

From a formal juridical point of view, the State mandates the government "to endeavor and administering a life-enhancing national education system nation" (Wahid, & Iq Bali, 2021) . Of course, it is realized that the main and first sector will receive priority in nation building is the education sector. On the other hand, the State 's efforts to face the industrial era 4.0 require institutions Education must be able to transform into an institution all digital (Rozi, 2019). As an assumption, it is possible that with the rapid progress of science and technology there will be global changes that will affect the values, attitudes or behavior of the lives of students and modern society. It could be that these values, attitudes and behavior are in line with Islamic teachings which support the success of the country's development. On the other hand, it could be the opposite religious teachings Islam does not even support the success of development, such as

weakness belief religion, individualistic attitude, materialistic, and hedonistic (Puriwat & Tripopsakul, 2020).

Based on the description above, it can be seen that the advancement of educational technology and information and communication technology will enable learning to be carried out according to the characteristics of students, because various sources of technology are available to assist the learning process (Pamungkas, 2017) . For students who have a level of independence high and regular, then study individual, programmed learning, and learning with e-learning will work, because the learning pattern is appropriate characteristics. Meanwhile, on the contrary, for students who level of independence and low regularity, hence predictable learning outcomes are not good when with individual learning patterns, programmed, and e-learning (Amaly et al., 2021).

In relation with the characteristics of students, Komariah and Triathna (in Staker et al. 2020) suggests that the teacher who carries out the learning based on student orientation focus on learning needs students, individual differences, and student personality. In order to preparation of learning plans, parties teachers really need knowledge about the state of students so that they can meet the individual needs of students. Each student has a different character and learning style different. Some of the students have capable brains absorb a lot of information at once, but some only able to absorb and process information bit by bit. There are capable of storing and retrieving information in the brain quickly while others are doing it with slow. explains that whether they realize it or not, many students feel hurt emotionally, feeling like a failure, and insignificant when you have to be faced with the fact that they could not live up to expectations of the people who are in around him. Or even unable to meet the expectations and demands of parents, especially in the academic field.

In this case, the teacher as a facilitator must be able to understand character and student learning styles (Cicekci & Sadik, 2019). It is so important to know and understand the character of students, a teacher must spend time with students and give maximum attention to students in guiding them to achieve educational goals (Rahmawati & Suryadi, 2019). Teachers are also required to be the most comfortable place for students to share or exchange thoughts, interests and feelings. In fact, the existence and sincerity of the teacher in carrying out the task will provide positive energy for students in realizing the beautiful hopes of achieving extraordinary goals. So in practice, the teacher's teaching style will determine the quality of the character's abilities and potential of each student (Siringoringo et al., 2020).

Sitanggang and Saragih (2017) suggested that identification of student characteristics are very important because it affects the process development of interactive learning . Interaction in learning is not just ignored by a teacher. Because of a good and responsive interaction relationship between teachers and students can lead to the identification of individual characters with each other. Green-Weir et al., (2021) The interaction must be directed at a specific goal that is educational, namely a change in the behavior of students towards maturity. So to build quality learning that is rich in active, collaborative, and responsive meaning.

Rahmatullah and Chaer (2022) states that the interactional teaching style is a good teaching pattern that can take action with each other in the teaching and learning process in which there is a relationship between students and teachers to achieve a goal. Dwi & Zulaeha (2017) mentions that this teaching style carries out interactions that build communication or relationships with students. As for "communication" stems from the word "communicare" which participates, informs, and belongs together.

The student-centered teaching style usually tends to use the interactional teaching style as an option in identifying student characteristics. This is what teachers at MTs are currently exploring. Raudhatun Nasihah. Students in their teens will tend to have individual characteristics that begin to develop standards and expectations of behavior himself according to his social environment. Another character that is more crucial is that teenage students will be more unstable in expressing their emotions. Like students who easily follow trends or the actions of their friends to satisfy themselves without knowing what the benefits and/or consequences are, and often prioritize emotions rather than think openly. So from the fact that students like this will burden the teacher in establishing good interactions and it is difficult to identify the characteristics of students both in terms of affective, cognitive, and psychomotor.

The characteristics of current students have been heavily influenced by new cultures and increasingly sophisticated technological developments. The impact of technology should make learning easily accessible and obtainable. However, technological sophistication cannot be denied as one of the causes of *uncontrollability* of desire, will, or excessive obsession with something that is not good for one's age. In the subject of aqidah morals, for example, students of class IX MTs. Raudhatun Nasihah too neglected the most important aspect of himself, namely showing his belief in Allah, such as knowing the beautiful names of Allah. Or Al-Qur'an Hadith learning materials that study honest attitudes based on the teachings of the Qur'an even though this attitude is the most basic value that must be carried out by all Muslims. Then MTs. Raudhatun Nasihah conceptualized the class with a heterogeneous pattern that combines male and female students, various cultures, and different characteristics. So in practice, the goal of MTs teachers. Raudhatun Nasihah applies this interactional learning style to explore and find out the various potentials and characteristics of students.

As a facilitator, MTs teacher. Raudhatun Nasihah uses this teaching style as his strategy to approach it more broadly and flexibly depending on the characteristics of the students. The approach taken by this teacher will also result in a problem-solving process based on several points of view. Whether it's in terms of affective, cognitive, and psychomotor students. This study can be called Durhan (2020) with an interdisciplinary approach that solves a problem by using a review of various viewpoints of allied sciences that are relevant and integrated. Relevant knowledge means sciences that are suitable for use in solving a problem. As for the integrated term, what is meant is the sciences used in solving a problem through this approach intertwined with each other implicitly.

Interdisciplinary approaches and disciplines which has begun to be forgotten or less attention from the teacher so that difficulties for the sake of difficulties are experienced by the teacher when dealing with various student characteristics. Lots of problems faced by students who are not too heavy but because they are lacking precisely the teaching style or approach and therapy used by the teacher in solve that problem (Chanifudin, 2017) . This does not result in a resolution completely and the problem still envelops students who burdensome for him to achieve his goals. Even though it should be the basis of a teacher's approach to interact intensely with students. If the teacher never examines how teenage students interact, then the teacher will lose the growth and development period of student characteristics which can be lost (Surohim, 2018) .

In research conducted by Novariana (2021) which states that the interactional teaching style as a step in an interdisciplinary approach to students shows results that are able to bring a new atmosphere for students to continue trying to learn so that noble ideals are achieved. Islamic religious education with an interdisciplinary approach has been able to change forms and ways of learning Islamic religious education from classical learning towards modern learning. Furthermore, explaining in his research Rahmatullah & Chaer (2022) regarding interactional teaching that teachers use to create life experiences that are complex and integrated, meaning that they involve various aspects that are interrelated. The learning process in schools can be carried out using a model of life experience in society, because such a learning process is in accordance with the realities of life. And Dwi & Zulaeha (2017) also explained in their research that education can occur through interaction with the environment, both physical and social environment. The interaction process will take place and be experienced by individuals during their learning process. The interaction of students in their social environment places him as a social human being who need each other, are interdependent, and need each other, including dependence in terms of education.

From the review of several studies above, this research certainly has a different side which can become a body of knowledge in the field of teaching styles and approaches to learning. This study examines the teacher's teaching style, which interactively can identify student characteristics with approaches from several scientific perspectives. So this research includes a dynamic approach, broadly and clearly can be internalized in the world of education. Not only that, this research is also a novelty which is a form of problem solving efforts that teachers should do to answer global educational problems and the development of current student characteristics. Because learning with an interactional (interdisciplinary) *teacher t*eaching style is flexible, and is able to reach almost all learning subjects and knowledge. Thus, the opportunity to get solutions to various social science problems is increasingly open and more effective.

In accordance with the phenomena and facts that occur in MTs. Raudhatun Nasihah moved the writer to conduct a study that could see the professionalism of teachers who could balance their personality with student characteristics. This research will certainly focus on discussing the relevance of interactional teacher teaching styles to student characteristics which are an interdisciplinary approach

from several scientific aspects. Thus, this research is expected to be a reference for education activists to improve their relationships and interactions intensely with students.

RESEARCH METHOD

This study uses a qualitative approach to the type of phenomenological research. Phenomenological studies are research that uncovers phenomena that occur in the learning styles used by MTs teachers. Raudhatun Nasihah The location of this research was in MTs which is located in Alassumur Kulon Village, Kraksaan District, Probolinggo Regency and the subjects of the research were all teachers in MTs. Raudhatun Nasihah Data collection techniques for this study were observation, *in-depth interviews* which asked 5 informants directly, namely the school principal, Deputy Head of Curriculum, Deputy Head of Student Affairs, class IXA teacher, as well as subject teachers of aqidah morals, and related documentation with the object of research. The instrument used in this study was the researcher as the main instrument and with 2 auxiliary instruments, namely guidelines for observing the madrasah environment, and interview guidelines. The data analysis technique uses the Miles and Huberman Interactive Model with activities data reduction, display, and conclusion drawing/verification. Data validity with source and technique triangulation process.

RESULT AND DISCUSSION

The position of the teacher becomes urgent in the educational process. A teacher needs student support to be able to collaborate in the learning process in order to achieve predetermined learning goals (Rofie, 2017) . Teaching and learning activities should be able to attract attention and inspire students to contribute to the learning process. This requires teacher expertise in transforming the knowledge possessed in the teaching process (Hidayat & Haryati, 2019) . Usman (in Yulianingsih & Sobandi, 2017) stated that variations in teaching in the teaching and learning interaction process are directed to meet the needs according to the characteristics of students and overcome and overcome student boredom in a teaching and learning atmosphere. So that students are expected to grow perseverance, enthusiasm, and participation in the learning process.

Therefore, MTs. Raudhatun Nasihah, whose main task is to educate, guide, and produce young Muslim regeneration students who are smart and creative, needs to apply a teaching pattern that is rich in interactions and reciprocal implications between teachers and students. MTs Curriculum Deputy. Raudhatun Nasihah namely Mr. Joko Iskandar stated that the interactional teaching style is related to the character and interest in student learning because a good teaching style students will easily open their minds openly and be interested and understand the material presented by the teacher. Each teacher has the same learning goal, namely to provide broad knowledge and a teaching style that is easily understood and accepted by students so that the knowledge conveyed is not in vain. As the interactional teaching style is suitable for all ages and various characteristics of students.

This teaching style puts forward the principle of dialogue between the teacher and students. This process is an effort to establish dynamic interactions in the learning process. This learning pattern is also a teacher's approach in identifying student characters from various perspectives (Hasbullah et al., 2019) . Ideally, good interaction will create good relationship elements from both parties, relationships that are able to influence each other between parties, reciprocal relationships, and relationships that can form mutual respect and trust. From this, the authors describe below the teacher's interactional teaching style as an interdisciplinary approach to identifying the character of MTs students. Raudhatun Nasihah.

Giving Pleasant Expressions

This relates to one of the four competencies that teachers must have, namely the teacher's social competence. Social competence is the ability of educators as part of society to communicate and interact effectively among students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. Social competence carried out by teachers can create an atmosphere of interaction that is in accordance with educational goals (Tute et al., 2020) .

Mr. Adi Selamet as Deputy Head of Student Affairs explained that in order to create good interactions and give the impression of being comfortable, a teacher must at least be able to show body expressions and speech that are acceptable and pleasing to students. Students will show their interest, attention and concern if in learning an interaction is built according to their characteristics. So the teacher's attitude should be to adjust the language and body expressions in order to explore the personality characteristics of students. Students are like a bonfire , the flames cannot spread if there is no fuel in it. So it is important for a lesson, a teacher looks at the role of students in their interactions. Activeness and student participation in learning will be seen if a teacher is able to create interactional learning patterns.

Followed by the opinion of Mr. Ahmad Nawawi as the Head of MTs. Raudhatun Nasihah said that the pleasant expressions and utterances displayed by the teacher must be channeled and conveyed in a clear and tangible form. Of course, the speech acts and expressions that are built must be of a character humanist which creates a positive impression on students . When associated with the world of education, humanistic theory explains that the purpose of learning is to humanize humans. Kadi & Awwaliyah, (2017) explains that the educational process that humanizes humans is the process of guiding, developing, and directing the basic human potential both physically and spiritually in a balanced way by respecting other humanist values. This is also in accordance with Sitanggang & Saragih, (2017) explained that the main purpose of teacher activities in teaching is to influence changes in the behavior patterns of their students. So it is clear that the teacher teaches expressions and speech acts that are polite, gentle, pleasant, reassuring, motivating , respecting the opinions of all students , friendly, and open.

Table 1. Speech acts of teachers to students

Examples of Humanist Expressions and Speech Actions Given by the Teacher	Example Dialogue
(1) Motivate students	Teacher : " Please write a concept map on matters relating to the Qur'an! Whatever you know about the Qur'an, please write it down. or Teacher: " Don't be afraid to be wrong or wrong, we 'll discuss it together later . "
(2) Creating interactions with soft speech	Teacher: " Others, try to pay attention to what your friends have done, is it correct or not? Every wrong answer can be justified by another answer." Or Teacher: "You know the Koran, right? What do you know about the Koran?"
(3) Building open minded students	Teacher: " You write what you understand, if you don't understand, you do *n't have to write it down* !" 'You write what you understand, those who don't understand don't need to write ' Or Teacher: "Please correct your friend's answer. And write down your suggestions or criticisms but *enjoy the language* ." 'Please correct your friend's answer. And write down your suggestions and criticisms but use good language.'
(4) Forming student self-confidence.	Teacher: "This class is great, I understand." Or Teacher: "Your task is done good, even better if the writing is tidied up again"

Humanist expressive speech acts in conversations that occur between teachers and students in learning interactions such as the dialogue examples above. The class IXA teacher, Mrs. Sukmawati, stated that the context of conversation (1) was a form of the teacher motivating students by giving advice not to be afraid of making mistakes in working on questions and giving suggestions to write down only known material . In the observing step, the teacher accompanies students in writing material and working on questions while helping to re-explain questions or material that has not been understood. The teacher discusses one by one the questions students are working on and then asks the

parts that have not been understood. After that the teacher explained the questions again according to the material.

In the dialogue example (2), conveyed directly by the teacher of aqidah morals, namely Mrs. ZM, that the teacher's role in learning is to become a facilitator for students who give soft speech in any case and to any students without discrimination and discrimination. Soft speech is built so that the teacher's interaction with students is built on the basis of caring and pleasant feelings. Students can also provide a reciprocal relationship to the teacher. So that in this case, students are not required to do something, but are influenced and encouraged to do something according to the wishes of the teacher.

Dialogue (3) provides an opportunity for students to get used to involving their thoughts openly and to be able to respect (tolerate) the familiar language presented by the teacher. Students who perceive themselves as someone who needs more love and attention from the teacher or other friends will display intimate interactions and awareness of the meaning of learning in students' lives. Because from familiarity, students can get to know, accept and respect every other person's opinion about him. Then in dialogue (4), an example of a dialogue given by the teacher to be able to naturally increase student self-confidence. The teacher's speech in the dialogue is not only a form of teacher appreciation for each student's learning outcomes, but is a direction that can arouse students' interest in doing things even better than what was done at that time. Of course, this interest will make students' self-confidence develop with their abilities.

This interactional teaching style is not only to establish relationships between a teacher and students, but also to establish relationships between students. The Deputy Head of Student Affairs (Mr. JI) added to his statement that students are usually formed into several heterogeneous groups (with different characteristics or abilities of students). From group activities according to social interactions such as giving motivation, speaking gently, to giving speeches of appreciation as a humanistic form built by the teacher, it will get used to students being able to interact with their friends with encouragement to achieve good learning results. Because competing to achieve teacher appreciation and praise is what every student hopes for later.

Based on some of the characteristics of these students, assignments educators is to provide various types of assistance in a positive way Children are able to realize themselves as adults. In an effort to achieve each of these developmental tasks, teachers are required to provide assistance in the form of: a) Developing learning activities that provide concrete or direct experience in building concepts. b) Carry out learning that can develop values so that students are able to make stable choices. c) Creating a peer environment that teaches physical skills. d) Carry out learning that gives students opportunities to socialize and work with peers, so that their social personality develops (Septianti & Afiani, 2020) .

Become a Good Listener

Being a classroom manager, the teacher must be able to establish relationships that are ready to receive a reciprocal response from students. Whatever response students give, it must be properly appreciated without any unpleasant emotions for students (Nugraha, 2018) . The teacher, as a form of interaction in the classroom, should be able to provide reinforcement by becoming a learning partner who likes to accommodate students' opinions, ideas, and criticism. Teachers who can be good listeners in every situation and for each student's characteristics will make it easier for the teacher in the learning process that is tailored to the needs of these students.

In accordance with the statement from the head of MTs. Raudhatun Nasihah, namely Mr. AN, who explained that the student needed attention and at the time he wanted to get a lot of attention. So preferably in interacting, the teacher must be a good listener to complaints, needs, or expectations of students. The point is to be able to see, identify and examine what are the needs, characteristics, interests, and talents of each student. In carrying out the task, a teacher can act as a psychologist, who can educate and guide students, motivate and give appropriate suggestions, and provide solutions that are complete to solve problems by paying attention to the character and psychology of students.

Getting to know and understand students can be done by paying attention to and analyzing speech (way of speaking), attitudes and behavior of students, because from the three aspects above each person (student) expresses what is in him (character or soul). For this reason, according to Amaly et al. (2021), a teacher must be careful in communicating and interacting with students in every educational activity. In order to understand the characteristics of a teacher's students should first understand the understanding of himself self-understanding, as well as understanding of others. Without widespread understanding and deeply about oneself and others then the teacher will not understand the characteristics of students, so it must be done overall mastery.

Identify Student Characteristics

Many benefits are obtained by teachers and students, if they know each other's characteristics. For students, they will get excellent service, good treatment fair, no discrimination, feel the maximum guidance and solve students' problems by paying attention to their character. For teachers, the benefits of knowing and understanding the character of students are (1) the teacher will be able to map the conditions of the students according to each character. (2) Teachers can provide excellent service and give assignments according to the needs and abilities of students. (3) Teachers can develop their potential in the form of interests, talents and hobbies and trying to suppress potential negative that may arise from the character of students who do not good he has (Fauzi, 2018) .

The class IXA teacher, Mrs. SW explained that there were three basic studies of a teacher knowing the characteristics of students, namely in terms of cognitive, affective and psychomotor. The following presents an overview of the

characteristics of students based on their cognitive, affective, and psychomotor aspects.
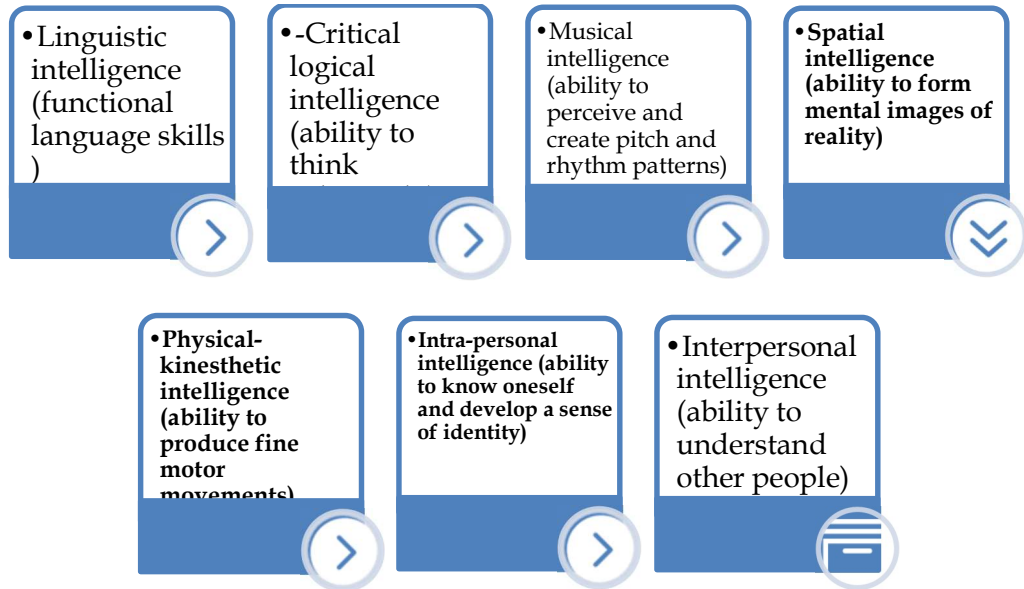
- Linguistic intelligence (functional language skills)
- -Critical logical intelligence (ability to think
- Musical intelligence (ability to perceive and create pitch and rhythm patterns)
- **Spatial intelligence (ability to form mental images of reality)**
- **Physical-kinesthetic intelligence (ability to produce fine motor movements)**
- **Intra-personal intelligence (ability to know oneself and develop a sense of identity)**
- Interpersonal intelligence (ability to understand other people)

Figure 1. Cognitive Aspects of Student Characteristics

Among these seven kinds of intelligence characteristics, the head of MTs. RN explained that if the teacher is able to concoct learning according to the character of the students combined with the characteristics of each subject, then it will be able to help students to carry out exploration and elaboration in order to build concepts. Aslan & Aybek (2019) describes intellectual/cognitive functions into three perspectives, namely: (1) the fundamental processes of how cognitive development occurs (assimilation, accommodation, and equilibrium) ; (2) how to form knowledge; and (3) stages of intellectual development. In the following, a very close development is presented related to learning, namely the development of cognitive aspects, psychomotor, and affective.

The psychomotor aspect is an important aspect for teachers to know. Development of psychomotor aspects as well Through several studies, three characteristics of students are marked as follows.
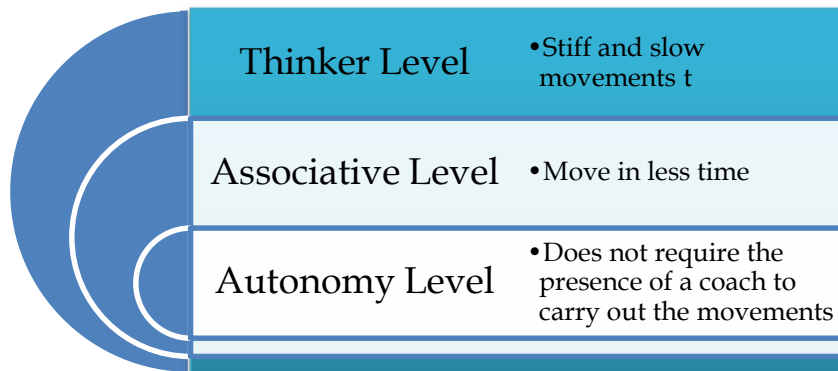
Thinker Level	•Stiff and slow movements t
Associative Level	•Move in less time
Autonomy Level	•Does not require the presence of a coach to carry out the movements

Figure 2. Cognitive Aspect Student Characteristics

The three characteristics of students based on the psychomotor aspects above, namely the first with the character of students who are still at the learning

stage to control their movements. He should have thought before making a move. Then, students with an associative level need more time shorter to think about the movements. he started can associate the movement it is learning with familiar movement. This student's character is still in its mid-stage in psychomotor development. And students who have reached the level high autonomy. The learning process is almost complete though he can still improve the movements he learned. The character of this autonomy is no longer needed presence of the instructor to perform the movements.

Understanding of what is felt and responded to, and what is believed and appreciated is a very important thing important in the theory of second or foreign language acquisition. The success of the learning process is also determined by understanding about the development of affective aspects of students. affective realm This includes the emotions or feelings that are owned by each learner (Kanmaz, 2022) . Then the characteristics of MTs students. RN is divided into characters that are Self-esteem (an attitude of expecting appreciation and appreciation from others), inhibition (an attitude of defending one's own ego), anxiety (an attitude that is difficult to control which results in frustration, confusion, worry, and tension), expecting positive support and encouragement from the people around him, risk-taking (an attitude of taking risks), and empathy (an attitude of caring or wanting to be involved in the feelings of others).

Of course, from the various characteristics of MTs students. RN which has been found above, will make it easier for teachers who are able to work on developing better emotional intelligence, can become more skilled at training students to calm down quickly, rarely catch diseases or excessive obsession, are more skilled at getting students to concentrate, better at establish relationships with students, are more proficient in understanding the feelings or thoughts of students, and for better academic work in student schools.

CONCLUSION

The results of this study concluded that to identify student characteristics, the teacher made several efforts in the interactional learning process, namely by giving pleasant expressions and being a good listener to students. Of course, the identification of student character is reviewed from 3 main aspects, namely cognitive, affective, and psychomotor aspects of students. This research is a new breakthrough to be able to develop teaching styles of educators to get to know, explore, and develop interests and talents according to student characteristics. This study also examines students' personalities which are formed from the results of internalizing various virtues and interactions that are believed and used as a basis for perspectives, thinking, and behaving.

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