

Social Interaction Patterns Between Teachers and Students in High School

Achmad Fikri Fahmi^{1}, Evi Aulia Rachma², Yayuk Chayatun Machsunah³*

¹²³ Universitas PGRI Adi Buana Surabaya, Indonesia

 Author Corresponding: achmadfikrifahmi1@gmail.com*

Submitted: 22-10-2026

Revised : 06-02-2026

Accepted: 09-02-2026

Abstract. This study aims to describe the forms of social interaction that occur between teachers and students at Darul Ulum Sugio High School. This study applies a qualitative approach with a descriptive design. This study involved three teachers and eight students who were deliberately selected based on certain criteria (purposive sampling). Research data were obtained through in-depth interviews, observation, and documentation, then analyzed using the Miles and Huberman model with the application of triangulation to ensure data validity. The results revealed that social interactions between teachers and students occurred in two forms, namely formal interactions that took place in the classroom and informal interactions that took place outside the classroom. Formal interactions were characterized by two-way communication, feedback, and student participation, while informal interactions took place through daily activities at school. However, one-way communication was still found to limit student activity. In general, open and respectful interactions had a positive effect on student motivation and learning comfort.

Keywords: Social Interaction, Student, Teacher, High School

 <https://doi.org/10.57060/muhqdarah.v1n1t26.4>

How to Cite Fahmi, A. F. Rachma, E. A., Machsunah, Y. Y., (2026). Social Interaction Patterns Between Teachers and Students in High School. *Muhâdarah: Journal of Islamic Studies*, 1 (1), 7-14. <https://doi.org/10.57060/muhqdarah.v1n1t26.4>

INTRODUCTION

The social relationship between teachers and students is a very important element in the implementation of the learning process at the secondary school level. According to (Rachma et al., 2024), schools not only serve as a means of imparting knowledge, but also as a place for character building and social interaction that influences student motivation and learning achievement. (Hasanah, A. U., Sari, R., & Ramadhan, 2023) states that the quality of interaction between teachers and students plays a major role in creating a conducive learning environment and encouraging student motivation. This shows that good interpersonal relationships between teachers and

students are a major factor in the success of the learning process at school. The pattern of social interaction between teachers and students covers various aspects, such as verbal and non-verbal communication, emotional involvement, and student activity in participating in learning activities in the classroom. Research (Ningsih, D., & Wulandari, 2022) found that two-way communication between teachers and students can improve learning effectiveness, especially when teachers apply an empathetic and participatory approach in the classroom. Similarly, (Rahmawati, 2022) revealed that two-way interaction can strengthen harmonious social relationships, where teachers not only act as educators but also as facilitators and mentors in the learning process. However, not all schools have succeeded in establishing ideal social interaction patterns. (Chandra, 2024). Previous research conducted at Talino Catholic High School showed that social interactions between teachers and students tended to be rigid, characterised by a lack of familiarity and emotional involvement between the two parties. This condition had a negative impact on student motivation and classroom dynamics. In addition, (Perangin-angin, 2023) found that social context factors such as cultural background and personality characteristics also influence the quality of interactions between teachers and students in secondary school environments.

In the context of secondary education in Indonesia, positive social interaction between teachers and students is one indicator of the success of a humanistic learning process. Teachers not only serve as sources of knowledge, but also as character builders, mentors, and motivators for students. Conversely, students are expected to demonstrate openness, active participation, and effective communication in building relationships with teachers. Therefore, understanding the patterns of social interaction between teachers and students is very important for improving the effectiveness of learning in schools, including at Darul Ulum Sugio High School.

In addition, developments in information technology have also influenced the patterns of social interaction between teachers and students in the school environment. The use of digital media in learning has not only changed the way material is delivered, but has also influenced the form of communication between teachers and students. Interactions that previously took place face-to-face now also occur through online media, such as class groups and digital learning platforms. These changes require teachers to be able to maintain warm and communicative social relationships even through technology so that student engagement in learning is maintained (Sari, M., & Prasetyo, 2022).

On the other hand, differences in students' individual characteristics also greatly influence their interaction patterns with teachers. Family background, social environment, and personality differences mean that not all students have the same level of courage and openness in communicating. Some students are active and confident, but others tend to be passive and less courageous in expressing their opinions. Therefore, teachers are required to have social sensitivity and good interpersonal communication skills in order to establish positive relationships with all students without discriminating against their characters (Putri, R. A., & Lestari, 2021). The school climate also plays an important role in shaping the quality of social interaction between teachers and students. Schools that implement a culture of openness, mutual respect, and togetherness will find it easier to create harmonious social relationships. Conversely, an unfavourable school climate can lead to rigid and formal interactions. Wahyuni states that a positive school climate will strengthen social relationships among school members and create a safe and comfortable learning environment for students. Humanistic relationships between teachers and students are the main foundation for creating meaningful learning. Teachers not only act as instructors, but also as educators who guide, direct, and shape students' characters. However, it also emphasises that a humanistic approach to education can strengthen the emotional bond between teachers and students, thereby creating a more effective, enjoyable learning process that is oriented towards the development of students' personalities. Therefore, studies on the patterns of social interaction between teachers and students are highly relevant and should continue to be conducted, especially at the upper secondary school level. Research on social interaction is important for understanding

the dynamics of adolescent social development in formal educational environments (Nurhayati, 2021).

METHOD

This study employed a descriptive qualitative approach to explore patterns of social interaction between teachers and students at SMA Darul Ulum Sugio within a natural school context. Participants were selected using purposive sampling, focusing on individuals who possessed direct experience and in-depth understanding of teacher–student interactions. The informants consisted of three teachers and eight students from different classes, as purposive sampling is considered effective in qualitative research for obtaining information-rich data (Sugiyono, 2016). Data were collected through in-depth interviews, direct observation, and documentation to capture participants' perspectives, interaction dynamics during learning activities, and supporting institutional records. The use of multiple data collection techniques aimed to obtain comprehensive and credible data (Miles, Huberman, & Saldaña, 2018).

The primary instrument of this research was the researcher, who played an active role in data collection, analysis, and interpretation, supported by interview guidelines, observation sheets, and field notes to maintain consistency. Data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing conducted iteratively (Miles et al., 2018). The findings were presented in narrative and tabular forms to identify patterns and key themes of social interaction. Data trustworthiness was ensured through source and technique triangulation, by comparing data obtained from teachers and students and verifying interview, observation, and documentation results to enhance research credibility and validity (Lincoln & Guba, 2017).

RESULT AND DISCUSSION

Teacher-Student Social Interaction

The results of the study indicate that social interaction between teachers and students at Darul Ulum Sugio High School takes place in two main forms, namely formal interaction in the classroom and informal interaction outside the classroom. In the learning process, most teachers have implemented two-way communication by giving students the opportunity to ask questions, discuss, and express their opinions. This interaction creates a livelier and more participatory classroom atmosphere. This is in line with Sanjaya's opinion that two-way communication in learning can increase student active involvement. (Sanjaya, 2016). Interview results with students indicate that they feel more valued when teachers are open and responsive to their questions and opinions. Students admitted to becoming more confident and motivated in their learning when teachers provided positive feedback. This condition reinforces the findings (Uno, H. B., & Mohammad, 2015) which explain that communicative and enjoyable interactions will increase student motivation to learn. Thus, the quality of social interaction between teachers and students greatly affects the comfort and enthusiasm of students in the classroom.

In addition to formal interactions, observations also show that informal social interactions take place outside the classroom, such as during breaks, school activities, and outside of class hours. Teachers often greet students, give advice, and engage in casual dialogue. These types of interactions create a closer and warmer relationship between teachers and students. According to (Suyanto, B., 2017), social interactions that occur naturally outside of formal situations play a significant role in building emotional closeness and trust between individuals. However, the results of the study also show that there are still some teachers who tend to use one-way communication patterns, especially when the learning material is considered difficult and time is limited. As a result, some students choose to remain silent and not actively participate in class discussions. Some students admitted that they were afraid to ask questions because they were worried that they would disrupt the lesson. These findings are in line with the opinion of Sardiman, A. M. in his research,

which states that dominant communication from teachers can inhibit active student participation in learning (Sardiman, 2014).

Overall, the results of the study indicate that effective social interaction patterns between teachers and students at Darul Ulum Sugio High School are characterised by open communication, mutual respect, and positive feedback. This harmonious interaction not only has an impact on good social relationships, but also influences an increase in student motivation and comfort in learning. These findings reinforce Creswell's (2015) view that meaningful social interactions in educational settings play a crucial role in shaping students' overall learning experiences. In addition, the results of the observation show that the teaching style of teachers also influences the intensity of social interaction in the classroom. Teachers who use group discussion, question and answer, and problem-based learning methods tend to be able to create more active interactions compared to teachers who predominantly use lecture methods. Students appear to be more confident in expressing their opinions when teachers provide ample space for dialogue. These findings are in line with research (Djamarah, S. B., & Zain, 2018) which states that varying teaching methods can increase student participation and strengthen social interaction in the classroom.

Other findings indicate that teachers' empathy greatly influences their social closeness with students. Teachers who are able to understand students' emotional conditions, provide moral support, and do not act authoritarian are considered more likable by students. Students feel more comfortable communicating and expressing the problems they face, whether related to learning or personal issues. This is in line with the opinion (Mulyasa, 2017) which emphasises that teachers' empathy and exemplary behaviour are important factors in building positive social relationships with students.

The role of teachers as mentors and motivators is evident in various activities outside of formal learning, such as extracurricular activities, character building, and religious activities. In these activities, the interaction between teachers and students tends to be more flexible and intimate. Students appear to be more open in communicating and show mutual respect. These results are in line with research (Sudrajat, 2019) which states that non-academic activities at school are an effective means of strengthening social interaction and emotional relationships between teachers and students. On the other hand, the results of the study also revealed that differences in student characteristics affect the level of activity in interacting. Students who have high self-confidence tend to be more active in asking questions and expressing opinions, while quiet students more often choose to remain silent even though they understand the material. This condition shows that teachers need to apply more inclusive communication strategies so that all students have the same opportunity to participate. This finding is reinforced by Slameto (2016), who states that differences in students' individual characteristics affect their responses in the learning process.

In general, the additional findings of this study show that the effectiveness of social interaction between teachers and students is not only determined by communication patterns in the classroom but is also influenced by learning methods, teachers' empathy, extracurricular activities, and the characteristics of each student. Open, humanistic, and participatory interactions have been proven to create a more conducive learning atmosphere and increase students' confidence in communicating. These findings are in line with (Nurkholis, 2020), which emphasises that positive social interactions at school contribute greatly to the success of the learning process and the formation of students' character.

DISCUSSION

The findings of this study demonstrate that teacher–student social interaction at SMA Darul Ulum Sugio occurs in both formal and informal forms, with formal classroom interactions generally characterized by two-way communication, feedback, and student participation. This interaction pattern supports previous studies emphasizing that dialogical communication enhances student engagement and learning motivation (Sanjaya, 2016; Uno & Mohammad, 2015). When

teachers adopt an open and responsive communication style, students feel valued and become more confident in expressing ideas, reinforcing the importance of reciprocal interaction in creating a supportive learning environment.

Despite these positive tendencies, the persistence of one-way communication in certain instructional contexts indicates a limitation in interactive pedagogy. Teacher-centered communication, particularly under time constraints or complex material delivery, reduces opportunities for student participation and may inhibit critical engagement, as noted by Sardiman (2014). This finding suggests that effective interaction is not solely dependent on teacher intention but also on pedagogical choices and classroom management strategies that allow dialogical learning to occur consistently. Informal interactions outside the classroom play a significant role in strengthening emotional bonds and mutual trust between teachers and students. Such interactions foster a more humanistic educational atmosphere, where teachers function not only as instructors but also as mentors and role models. This result aligns with Suyanto (2017) and Creswell (2015), who argue that meaningful social interaction beyond formal instruction contributes to students' emotional well-being and overall learning experience.

Furthermore, the quality of teacher–student interaction is influenced by teaching methods, teacher empathy, and individual student characteristics. Interactive learning approaches and empathetic teacher behavior promote greater participation, while differences in students' confidence levels affect their engagement in classroom interaction. Consistent with Djamarah and Zain (2018), Slameto (2016), and Nurkholis (2020), these findings highlight that effective social interaction in schools requires inclusive communication strategies and humanistic pedagogical practices to support both academic achievement and character development.

CONCLUSION

This study concludes that teacher–student social interaction at SMA Darul Ulum Sugio occurs through formal classroom interactions and informal interactions outside learning activities, both of which play a crucial role in shaping students' motivation, comfort, and engagement. Two-way communication and positive feedback foster active participation and supportive learning environments, while informal interactions strengthen emotional bonds and trust. However, the persistence of one-way communication in certain situations indicates the need for more consistent implementation of participatory teaching strategies. Overall, effective teacher–student interaction is influenced by communication patterns, teaching methods, teacher empathy, and individual student characteristics, underscoring the importance of inclusive and humanistic pedagogical practices to support academic learning and character development.

BIBLIOGRAPHY

- Chandra, A. (2024). Pola interaksi sosial antara guru dan siswa di Sma Katolik Talino. *Jurnal Pendidikan Sosial Humaniora*, 12(1), 45–53. Retrieved from https://jurnal.untan.ac.id/index.php/jpsh/article/view/22039?utm_source=chatgpt.com
- Creswell, J. W. (2015). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.
- Djamarah, S. B., & Zain, A. (2018). Strategi belajar mengajar. *Rineka Cipta*.
- Hakim, L. (2019). Pendidikan humanistik dalam pembelajaran. *Kencana*.
- Hasanah, A. U., Sari, R., & Ramadhan, A. (2023). Hubungan interaksi guru dan siswa terhadap motivasi belajar siswa kelas XI SMA Negeri 2 Padang. *Jurnal Pendidikan Bahasa Dan Sastra*, 8(3), 121–130. Retrieved from https://ejournal.unp.ac.id/index.php/jelt/article/view/121811?utm_source=chatgpt.com

- Lincoln, Y. S., & Guba, E. G. (2017). *Naturalistic Inquiry*. Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (3rd ed). SAGE Publications.
- Mulyasa, E. (2017). Menjadi guru profesional: Menciptakan pembelajaran kreatif dan menyenangkan. *Remaja Rosdakarya*.
- Ningsih, D., & Wulandari, F. (2022). Interaksi dua arah antara guru dan siswa dalam pembelajaran Bahasa Inggris di SMA Banjarbaru. *Englisia Journal*, 10(2), 55–67. Retrieved from https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/10843?utm_source=chatgpt.com
- Nurhayati. (2021). Psikologi pendidikan remaja. *Remaja Rosdakarya*.
- Nurkholis. (2020). Manajemen berbasis sekolah. *Grasindo*.
- Perangin-angin, A. (2023). Analisis konteks sosial dalam interaksi antara guru dan siswa di SMA Negeri 1 Medan. *Bahas Indonesia Prima*, 5(1), 98–107. Retrieved from https://jurnal.unprimdn.ac.id/index.php/BIP/article/view/598?utm_source=chatgpt.com
- Putri, R. A., & Lestari, S. (2021). Karakteristik kepribadian siswa dan pengaruhnya terhadap interaksi sosial di sekolah. *Jurnal Psikologi Pendidikan*, 13(2), 112–120.
- Rachma, E. A., Kuswanto, Youhanita, E., Nurdiana, R., Eryadini, N., & Astutik, N. F. W. (2024). Pengembangan Literasi dan Numerasi di SD Negeri Kaliwates Kembangbahu Lamongan. *SENTRA DEDIKASI: Jurnal Pengabdian Masyarakat*, 2(1), 1–12. <https://doi.org/10.59823/dedikasi.v2i1.45>
- Rahmawati, N. (2022). Komunikasi interpersonal guru dan siswa dalam membangun suasana belajar aktif di sekolah menengah atas. *Jurnal Pendidikan Dan Pembelajaran*, 11(4), 201–210. Retrieved from https://jonedu.org/index.php/joe/article/view/2325?utm_source=chatgpt.com
- Sanjaya, W. (2016). Strategi pembelajaran berorientasi standar proses pendidikan. *Kencana*.
- Sardiman, A. M. (2014). Interaksi dan Motivasi Belajar Mengajar. *Jakarta: Rajawali Pers*.
- Sari, M., & Prasetyo, A. (2022). Pemanfaatan media digital dalam pembelajaran dan implikasinya terhadap interaksi guru dan siswa. *Jurnal Teknologi Pendidikan*, 24(1), 45–54.
- Slameto. (2016). Belajar dan faktor-faktor yang mempengaruhinya. *Rineka Cipta*.
- Sudrajat, A. (2019). Pengembangan karakter melalui kegiatan ekstrakurikuler. *RajaGrafindo Persada*.
- Sugiyono. (2016). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Suyanto, B., & S. (2017). Metode penelitian sosial: Berbagai alternatif pendekatan. *Kencana*.
- Uno, H. B., & Mohammad, N. (2015). Belajar dengan pendekatan PAILKEM. *Bumi Aksara*.
- Wahyuni, S. (2020). Iklim sekolah dan hubungan sosial warga sekolah. *Jurnal Manajemen Pendidikan*, 12(1), 67–75.