Student Interaction Patterns in Lecture-Based and Digital-Based Learning at Lasoani Public Elementary School

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Abstract: This study aims to determine the patterns of student interaction in lecture-based and digital-based learning at Lasoani Public Elementary School. This study is a qualitative study and classroom action research conducted in grades 2 and 5, involving 6 informants and relevant actions. Data collection was carried out through observation, interviews, and documentation. The results showed that the learning methods applied by teachers played an important role in determining the level of student interaction in the classroom. The lack of student involvement in asking questions often caused them to lose focus, play with their peers, and leave the classroom during lessons. This low level of student participation is often influenced using monotonous lecture methods, which make students feel bored and unmotivated. Conversely, the application of digital-based learning that presents material in an interesting and interactive way can increase students' interest in learning, encourage them to ask more questions, and participate actively in the learning process.

Keywords: Student Interaction Patterns; Lecture Learning; Digital

1. Introduction

The basic concept of education is the relationship between teachers and students during the learning process. Through interaction, educators can improve the intellectual abilities (social values), social skills (dependence on personality traits), and motor skills of all students in education. A dynamic social relationship is a relationship that is established between individuals, between groups, and between individuals and individuals. Interaction is characterized by the fulfillment of two conditions, namely social contact and communication. The interaction model requires individuals to engage in contact and communication to build mutually beneficial relationships. There is no specific place or time where this pattern can occur. The pattern of interaction between teachers and students can be seen in the classroom (Hasanah et al. 2023).

In education, teachers play an important role in dedicating themselves to their students. In the classroom, teachers and students must articulate an active relationship that results in interaction with knowledge to achieve the objectives of the learning process. Active

interaction in teaching and learning activities is a process that occurs between teachers and students, students and students, and the environment, and can result in internal changes in knowledge, skills, and attitudes throughout life. The interaction process can develop students' abilities to achieve the goals set in the learning process. Therefore, good cooperation between teachers and students is necessary during the learning process, and this is inseparable from the teacher's role as an instructor, educator, and mentor, who has a very important role in providing learning materials to achieve satisfactory results (Herin 2017).

Schools rely heavily on learning methods, especially in the classroom, because the application of appropriate learning techniques can produce successful results for students. Among the various learning methods, the lecture method is the most used by teachers. The lecture method is a way for teachers to interact with students, share information, and tell stories. The reading method is used to convey summary material to students. The information conveyed forms the basis of learning activities (Pradana, 2021).

During the learning process, teachers become more dominant and pay less attention to student activities, interactions, meaning negotiation, and knowledge construction. To use learning-based learning, teachers do not use innovative teaching aids or media when delivering learning materials, so that the learning process is teacher-centered, where the learning process is only focused on the teacher, making learning ineffective and, of course, making it difficult for teachers to achieve learning objectives in each subject (Ilham, 2020).

The education sector has undergone significant changes due to rapid advances in information and communication technology. Education has shifted from traditional learning methods that only involved textbooks and teachers teaching in front of the class. The use of digital learning is a rapidly developing technology in the world of education. Over time, technology has also been used in education. In a two-way learning system, educators act as mentors and guides for students. Students can be more active in the classroom, which involves interaction between teachers and students (Abdullah et al., 2023).

Conventional learning systems require adequate facilities and infrastructure such as the internet or digital media. Technology and information are defined as rapidly developing knowledge in the digital field. The digital media learning process is a medium that can attract students' attention because digital learning media does not bore them and can make the classroom atmosphere enjoyable. The importance of using digital learning media in teaching and learning activities. Like learning media, digital learning media can also improve student learning outcomes and has been proven to be effective in supporting the student learning process (Dinata, 2021).

Technology has enabled the creation of new and effective learning methods. Interactive animated videos are a prime example of how interactive animated videos can aid in teaching. Animations provide students with more engaging and realistic visuals, which can help them understand complex ideas. Learning materials can be presented in animated form to create an engaging and interactive experience that students can actively follow with visual aids (Melati et al., 2023).

The Symbolic Interaction Theory developed by Herbert Blumer, based on the ideas of George Herbert Mead, emphasizes that social interaction is formed with the use of meaningful symbols that influence individual behavior within a social group. In the context of learning, these symbols help students understand and give meaning to their learning experiences. Social interactions that occur through learning media enable students to interpret certain symbols and translate them into actions and behaviors. This concept is in line with the ideas of mind, self, and society in symbolic interaction theory, where individuals learn through reflection on the symbols and social interactions they experience (Tamunu, 2018).

A comparison of lecture-based learning methods and digital-based learning methods reveals different dynamics of interaction. Traditional lecture-based learning places the teacher at the center of material delivery, while students become passive recipients. Lecture-based learning, although effective in delivering a large amount of material in a limited time, often hinders active student engagement. This pattern of interaction is usually one-way, with questions and answers or discussions only occurring at the end of the session, so students do not have many opportunities to express their ideas or questions throughout the learning process. As a result, students tend to become more passive, and their involvement in the learning process decreases (Yahzanuna, 2022).

Conversely, advances in information and communication technology have resulted in a more interactive digital learning environment. This approach encourages higher levels of student engagement in the learning process, which can be achieved through direct contact with teachers and other students. However, digital learning is not without its challenges. The availability of technology is still uneven; teachers are still unfamiliar with technology and how to use learning media and still prefer learning methods that are more practical to apply (N. Afif 2019).

Teaching activities in the classroom are an interactive process that involves delivering subject matter to students with the aim of achieving specific understanding and skills. Teachers in grades 2 and 5 conduct classroom learning using the lecture method, delivering material orally to a group of students. This lecture method is based solely on textbooks. Frequent use of this learning method makes students feel bored and tired. The interaction that occurs is only one-way, with the teacher dominating the explanation rather than the students. Conversely, students only listen to what the teacher says. On the other hand, students also answer when asked by their teacher. However, there are still some students who are not involved in learning. The learning process is not very engaging due to the lack of student interaction. The researcher assisted in teaching in the classroom by providing interesting lessons through the application of digital learning.

Digital-based learning displays videos, audio, images, and learning animations that make students more interactive in classroom learning activities. This is done by researchers by developing educational activities in the classroom. This is in line with the researcher's observation that teachers often give lectures, resulting in collaboration between teachers and researchers to provide learning in the classroom.

This can be seen in the differences between teacher-student interactions in lecture-based learning and digital-based learning. Therefore, the researcher raised issues found

in both learning methods applied in the learning process between teachers and students at Lasoani Public Elementary School. Based on the significant differences between interaction patterns in lecture-based learning and digital-based learning, it is important to conduct further research on how these two methods affect the learning process of students.

In this study, the interaction patterns of both methods were explored to determine their influence on student engagement and motivation, as well as learning outcomes. In this context, the researcher wanted to conduct research on the Study of Student Interaction Patterns carried out by teachers in Lecture-based Learning and students in Digital-based Learning at Lasoani Public Elementary School.

2. Method

The social practitioner method emphasizes direct observation and real interaction between individuals and groups in various social situations to order to analyze and understand how individuals and groups interact in concrete social contexts. According to Kemmis & Taggart (1988), the social practice method is described as a collaborative process consisting of a series of actions, where each action involves planning, action, observation, and reflection, with the aim of solving problems faced by the community. This social practice was carried out at Lasoani Palu State Elementary School, located at Jl. M.T Haryono No. 5, Central Besusu, Lasoani Subdistrict, Mantikulore District, Palu City, Central Sulawesi Province. Lasoani Palu State Elementary School was chosen as the research location because there were differences in student interaction patterns in learning, so the researchers were interested in conducting research there because it was considered capable of providing relevant data.

3. Main Heading of the First Analysis or Discussion

Student interaction patterns in learning refer to the way students communicate and participate during the learning process in the classroom. This interaction occurs when teachers apply learning methods that are appropriate to students' learning abilities. Teachers' ability to deliver material in accordance with students' learning styles will create a more active classroom atmosphere. Thus, there is an active response between students and teachers during the learning process. These interaction patterns play a role in influencing the effectiveness of learning and the level of students' understanding of the material.

Teaching methods must be well prepared by teachers before implementing the learning process. The methods used by teachers in teaching in the classroom will affect students' understanding. Teachers who teach in grades 2 and 5 apply the lecture learning method.

The lecture learning provided by teachers is carried out in a specific way, where students listen to the explanations given. During each meeting, teachers only use the lecture

method in the learning process. However, if this method is combined with a more participatory approach, such as discussion or the use of learning media, student interaction can still occur in various forms, depending on how teachers manage learning in the classroom. Students' lack of focus in learning, which is influenced by the surrounding environment, can reduce their motivation to learn. As a result, the learning process in the classroom becomes less conducive and can have an impact on other students.

In addition, student interaction in the learning process tends to be passive, where they only listen to the teacher's explanations. Student participation in asking questions and responding to the material tends to be minimal because the teacher dominates the conversation, so students have little opportunity to speak in class.

However, when teachers deliver material interspersed with stories or relevant illustrations, students tend to understand the lesson more easily. As implemented by the fifth-grade teacher, this method allows students to ask questions related to the story being told. Although it does not happen often, some students show interest by asking questions. However, most students still only listen without responding or challenging the material being presented. Some students can understand the lesson only through explanations from books, while others need additional illustrations or stories to better understand the concepts being taught.

The obstacles encountered in classroom learning can vary, depending on the conditions of the students, the learning environment, and the methods used by the teacher. The obstacles faced by teachers in grade 2 include a lack of student participation, where they tend to be passive and only listen to the teacher's explanations without actively asking questions. In addition, disturbances from the learning environment are also a challenge, such as limited classroom space and noisy conditions due to the sound of vehicles and activities from other classes. This is especially true

in temporary housing (huntap) environments, which can disrupt students' concentration during the learning process. Unlike grade 5 teachers, there are several obstacles faced during the learning process in the classroom. One of the main obstacles is the lack of student motivation, where some students appear bored and unenthusiastic about learning activities. In addition, there are differences in academic abilities among students, with varying levels of understanding. Some students are quick learners and can understand the material after only one explanation, while others need repeated explanations to help them to understand the material well. This makes it challenging for teachers to adjust their teaching methods so that all students can understand the material at the same time.

In the learning process, every teacher faces various different obstacles. One of the main challenges is how to encourage students to be more active in learning. The role of

teachers is very important in creating a conducive learning environment, so that it can increase student motivation and make the classroom atmosphere more interactive.

Digital-based learning in the classroom has different interactions compared to lecture methods. Based on observations conducted in grades 2 and 5, interactions in digital learning show that students are more active and find it easier to understand the material compared to lecture methods. This is due to the use of digital media, which can help students understand the material in a more visual and interactive way. Unlike textbooks, which only provide explanations in text form, digital media provide a more interesting and in-depth learning experience for students.

Through the actions taken by the researcher while teaching in grades 2 and 5, there were differences between the digital learning method and the lecture method applied by the teacher. In digital learning, there is a reciprocal relationship between the teacher and students during the learning process. The interaction involves active communication, where students respond to the material presented through animated videos. This allows students to be more engaged and understand the material better compared to the lecture method, which tends to be one-way.

Digital learning is learning that uses media in the form of video presentations with animated images. Meanwhile, lecture-style learning does not involve media and consists only of verbal explanations using textbooks. In fact, the second method is the same as digital learning, which is a summary of the explanations in the textbook, explained thoroughly through animated images. Student interaction can be said to be active because learning is interesting and combines media as a learning tool. The learning style provided is diverse, from images that can be seen by students to explanations. In fact, in lecture-based learning, we explain the material in the book directly, but not all students understand what we explain, so teachers must know their students' learning styles.

It is important for teachers to use media in classroom learning. In this era of technological development, the world of education, especially in learning activities, has also undergone changes. Therefore, the learning methods applied by teachers must keep up with the times. Currently, many teachers have applied more interesting and interactive learning methods, which can increase student involvement and activity in learning. Thus, students do not easily get bored with the learning process. The presence of digital learning is considered very effective in supporting the learning process in the classroom. In general, students find it easier to understand material through audiovisual means, so they are more interested in lessons delivered through animated images. Delivering material through these media makes it easier for students to remember and understand the content of the lesson, which of course must be supported by the active role of teachers in managing learning activities in the classroom.

The use of learning media is very effective when applied in the classroom learning process. The availability of learning media devices allows students to learn lesson material in a variety of forms. Interaction between students and teachers can also be optimized with the support of learning media.

With the development of the times, the use of media devices in learning has become a necessity for teachers to improve the effectiveness of the teaching and learning process. Digital learning allows for more dynamic interaction between students and teachers compared to traditional methods. In digital learning, students do not only receive information passively but also play an active role in the learning process. In addition, it is easier for students to ask questions and respond to explanations given by teachers through images or videos. Thus, learning becomes more interesting, interactive, and helps improve students' understanding of the material being studied.

Each learning method applied by teachers has its own characteristics. Lectures and digital learning each have their own advantages and disadvantages when implemented in the classroom.

In the learning process, the use of learning media is essential to increase the effectiveness of teaching activities. The media used in these activities include discussions, question and answer sessions, and collaboration on projects, as well as the use of animated learning videos. With this media, the learning process becomes more interactive, allowing for interaction between teachers and students as well as among students themselves. This is expected to improve students' understanding through the exchange of ideas and learning experiences.

4.   Conclusion

Teaching methods used by teachers. In the lecture method, interaction between teachers and students tends to be one-way, with teachers dominating the classroom by explaining the material. This can be seen in students in grades 2 and 5, who are less actively involved in asking questions and responding to teachers' explanations, because the lecture method often makes them feel bored and less motivated to learn. In contrast to digital learning, the use of media such as videos and animations with more complex explanations can increase student engagement. With a more attractive display, students become more active in asking questions and participating in the learning process. This difference shows that the symbolic meaning given in lecture and digital methods affects student interaction. Student gestures and responses are more visible when the learning method used can attract their interest in the learning process in the classroom.

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