



Educators and Students

Fadilla Rahmania¹, Cindy Khairana², Yuriz Zulmi³, Ike Krisnawati⁴, Adriantoni⁵
^{1,2,3,4,5} Universitas Adzkia, Indonesia

Corresponding Author: ✉ fadillarahmania33@guru.sd.belajar.id

ABSTRACT

This research aims to explore the dynamics between educators and students in the context of formal education, with a focus on the roles and interactions of both parties in the learning process. The methods used include direct observation in class, in-depth interviews with educators and students, as well as analysis of related documentation. The research results show that learning effectiveness is greatly influenced by the quality of the relationship between educators and students, where good communication and appropriate pedagogical approaches can increase student motivation and participation. Educators who are able to understand students' individual needs and apply inclusive and adaptive teaching methods tend to be more successful in creating a positive and productive learning environment. This research emphasizes the importance of professionalism and empathy in the role of educators as well as the active involvement of students in the educational process to achieve optimal learning outcomes. It is hoped that these findings can contribute to the development of more effective and humane educational strategies.

Educators, Students.

ARTICLE INFO

Article history:

Received

01 April 2024

Revised

20 May 2024

Accepted

01 Juni 2024

Key Word

How to cite

Doi

<https://pusdikra-publishing.com/index.php/jsr/index>

[10.51178/jsr.v5i2.2006](https://doi.org/10.51178/jsr.v5i2.2006)



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The relationship between educators and students is a vital component in an effective educational process. Formal education, which takes place in a school environment, not only aims to transfer knowledge, but also to shape character, social skills and critical thinking abilities in students. In this context, educators have a very significant role as learning facilitators, guides and mentors who help students develop their potential to the maximum (Rahman, 2023); (Paulsrud & Nilholm, 2023).

As time goes by, the approach to education has also changed. Traditional approaches that tend to focus on lecture and one-way methods are now starting to be replaced by more interactive and collaborative methods. This new approach emphasizes the importance of active participation of students in the learning process, which requires communication skills and empathy from educators. The ability of

educators to understand students' individual needs and apply adaptive teaching methods greatly influences students' motivation and learning achievement (Mayer & Schwemmler, 2023); (Brunsting et al., 2023).

However, there are still many challenges faced in creating harmonious and productive relationships between educators and students. Some of these include differences in socio-cultural backgrounds, variations in learning styles, and limited educational resources. Therefore, it is important to continue to study and develop interaction models and educational strategies that are able to answer these challenges (Grenier et al., 2023); (Sellars & Imig, 2023).

This research aims to explore more deeply the dynamics of the relationship between educators and students, as well as how this relationship influences the learning process and outcomes. By understanding the factors that support and hinder the effectiveness of interactions between educators and students, it is hoped that better approaches can be found in improving the quality of education. This research also aims to provide practical recommendations for educators and policy makers in an effort to improve the education system.

RESEARCH METHOD

This research uses a qualitative approach with a case study design. A qualitative approach was chosen to gain an in-depth understanding of the interactions between educators and students and the factors that influence this relationship. The case study design allows the researcher to explore this phenomenon in a real context and in detail.

This research was conducted in several secondary schools in Padang City, West Sumatra. Location selection is based on variations in school characteristics, such as public or private status, as well as the socio-cultural background of students. Research participants consisted of educators and students who were selected using purposive sampling, namely based on certain criteria that were relevant to the research objectives. The total participants were 20 educators and 40 students from various grade levels.

The data collection technique used is 1) In-depth Interview. Interviews were conducted with educators and students to explore their perceptions, experiences and views regarding relationships and interactions in the learning process. This interview was semi-structured to allow flexibility in the exploration of topics that emerged during the conversation. 2) Participant Observation. Observations are carried out in the classroom to see directly the interaction between educators and students. The researcher served as a participant observer, recording behavior, communication, and classroom dynamics. This observation aims to identify interaction patterns and teaching methods used. 3) Documentation. Data collection is also carried out through analysis of school documents such as learning implementation plans (RPP), assessment reports and

other relevant records. This documentation helps in understanding the context and policies that influence the relationship between educators and students.

RESULT AND DISCUSSION

Research result

1. Educator and Student Interaction

Observation results show that interactions between educators and students vary greatly depending on the teaching style and personality of the educator. Educators who apply a humanist approach tend to create a more inclusive and interactive classroom atmosphere. Meanwhile, educators who use traditional approaches, such as one-way lectures, tend to have more passive classes with little participation from students (Razak et al., 2023).

2. Educators' Perceptions of Their Role

Interviews with educators revealed that most educators understand the importance of their role not only as presenters of material, but also as facilitators and motivators for students. However, some educators feel overwhelmed by dense curricula and administrative demands, which reduces their time and energy to build more personal relationships with students (Smolansky et al., 2023).

3. Learners' Perceptions of Interactions with Educators

Students generally state that they feel more motivated and eager to learn when educators show attention and concern for them individually. Students also mentioned that educators who use varied and interactive teaching methods make it easier for them to understand the lesson material.

4. Challenges in the Learning Process

Several challenges faced in the learning process were identified, including limited facilities, lack of interesting learning media, and the existence of monotonous teaching practices. Educators and students alike realize the importance of using technology and innovative learning media to improve the quality of learning.

Discussion

1. The Importance of Positive Interaction between Educators and Students

Positive interaction between educators and students is the key to creating a conducive learning environment. Good interaction can increase students' learning motivation and encourage them to be more active in the learning process. Educators need to develop interpersonal skills and show empathy and attention to students' needs.

2. The Role of Educators as Facilitators and Motivators

The role of educators as facilitators and motivators is very important in supporting students' academic and personal development. Educators who are able to arouse students' interest and enthusiasm for learning tend to be successful in creating a

dynamic and participatory classroom atmosphere. A student-centered learning approach must be prioritized.

3. The use of varied learning methods

Variations in teaching methods can increase student involvement in the learning process. The use of methods such as group discussions, problem-based projects, and technology-based learning can make the learning process more interesting and effective. This also helps students develop critical and creative thinking skills.

4. Challenges and Efforts to Improve Learning Quality

Facing challenges in learning, such as limited facilities and monotonous teaching practices, requires joint efforts from educators, students and the school. Providing adequate facilities, training for educators to develop innovative teaching methods, and using technology in learning are important steps to improve the quality of education.

CONCLUSION

This research shows that the interaction between educators and students, as well as the teaching methods used, greatly influence students' motivation and learning achievement. Educators need to develop a more humane and interactive approach, as well as utilize technology and innovative learning media to create a more effective and enjoyable learning process. Efforts to improve the quality of learning must be carried out continuously to achieve optimal educational goals.

REFERENCES

- Brunsting, N. C., Bettini, E., Rock, M., Common, E. A., Royer, D. J., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2023). Working conditions and burnout of special educators of students with EBD: Longitudinal outcomes. *Teacher Education and Special Education, 46*(1), 44-64.
- Grenier, M., Lieberman, L. J., & Beach, P. (2023). Training needs of educators for students with visual impairments and additional disabilities: A qualitative inquiry. *British Journal of Visual Impairment, 02646196231212740*.
- Mayer, S., & Schwemmler, M. (2023). Teaching university students through technology-mediated experiential learning: Educators' perspectives and roles. *Computers & Education, 207*, 104923.
- Paulsrud, D., & Nilholm, C. (2023). Teaching for inclusion—a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. *International Journal of Inclusive Education, 27*(4), 541-555.
- Rahman, F. F. (2023). Educators in the Perspective of Islamic Education. *Al-Fadlan: Journal of Islamic Education and Teaching, 1*(1), 1-6.

- Razak, A., Nayak, M. P., Manoharan, G., Durai, S., Rajesh, G. A., Rao, C. B. S., & Ashtikar, S. P. (2023). Reigniting the power of artificial intelligence in education sector for the educators and students competence. In *Artificial Intelligence and Machine Learning in Smart City Planning* (pp. 103–116). Elsevier.
- Sellars, M., & Imig, S. (2023). The real cost of neoliberalism for educators and students. *International Journal of Leadership in Education*, 26(1), 172–184.
- Smolansky, A., Cram, A., Radulescu, C., Zeivots, S., Huber, E., & Kizilcec, R. F. (2023). Educator and student perspectives on the impact of generative AI on assessments in higher education. *Proceedings of the Tenth ACM Conference on Learning@ Scale*, 378–382.