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paper text:

THE INFLUENCE OF INTERACTIONAL TEACHING STYLE ON THE INDEPENDENCE CHARACTERS OF ELEMENTARY SCHOOL STUDENTS Penulis Pertama, Penulis Kedua Lembaga Penulis Pertama, Lembaga Penulis Kedua Surel: author1@uin-suka.ac.id, author2@uin-suka.ac.id Abstract This study is motivated by the existence of problems about teachers in elementary schools, especially in grades IV, V and VI because there are still many who use traditional teaching styles, this makes it difficult

1for students to understand the learning material and students are less independent in

the learning process. a significant influence between teacher teaching styles that are interactional

4on the independent character of elementary school (SD) students.

This research uses quantitative methods with data

8analysis; validity test, reliability test, normality test, simple linear regression test.

While the sample in this study was selected randomly, namely students in grades IV, V and VI at SD at SDN Ketapanrame 1 Trawas.

3The results of the data analysis showed that there was a significant influence between the

interactional teaching style of the teacher

4on the independent character of elementary school students as evidenced by the t test results of

5.386 with a significant level of .000, then the interactional teaching style had an effect on the independent character of students. Keywords: Teacher Teaching Style, Independent Character, Elementary School Students. INTRODUCTION Teachers have an important role in determining student learning success (Maryani, Ika & Martaningsih, 2017; Rusman, 2018; Zainuddin, 2015). This success is in addition to the aspects of knowledge and skills, but the attitude or character of students is the main orientation of success in the learning process. Teachers are the main holders of learning, especially in shaping the character of their students (Brandmiller et al., 2020). The formation of the character of students by teachers is very

necessary in every school (Budyanto, Mangun & Machali, 2014; Larasati, 2017). The government formulates five main characters,

13namely, religious, nationalist, independent, mutual cooperation and integrity

(Kemendikbud, 2016). In the 2013 curriculum, students' independent character is also very necessary because independent character is included in the values of KDP (Fahmy, 2015). Independent means not depending on other people or friends, and using energy, thoughts, time to realize their hopes, dreams and aspirations (Widodo, 2019). Teachers as an element of student learning success, the

1need to understand the characteristics of elementary school students,

establish interactions with students for their academic achievements (Bae et al., 2020) and pay attention to the principles in implementing the 2013 curriculum, one of which is to provide opportunities for students to learn independently by utilizing technology information and communication. By understanding this, it is very possible for a shift in teaching styles to occur and create students to have character (Nurhamidah, 2018; Sulianto, 2019). The teaching style of educators is a technique, tactic, method or method used

1during the teaching and learning process

(Dilekli & Tezci, 2016; Suparman, 2010). Strengthening

1character education is very important in

a learning process so that students get what a teacher wants, this is where a teacher's teaching style is needed. In addition, the teacher's teaching style is an educator's habit of using methods or methods in conveying teaching content (Rahmat, Hery and Jannatin, 2018; Suparman, 2010). The teacher's teaching style is a form of the teacher's behavior in conveying the content of

6AL-BIDAYAH: Jurnal Pendidikan Dasar Islam Volume ..., Nomor ..., Bulan Tahun; ISSN (Cetak):; ISSN (Online):

learning, guiding, and developing students' abilities to carry out the teaching and learning process using classical, technological, personalization and interactional teaching styles (Ali, 2010; Thoifuri, 2013). Teachers in the learning process have several teaching styles including: a) Classical teaching styles; a series of learning procedures where at the same time and togetherness, learning activities are carried out by all students together in one class (Atmaja, 2015; Ali, 2010; Wiyani, 2013). b). Technological teaching style; the teaching style of teachers who deliver learning material is programmed in the media (Sari, 2019; Safari, 2014). Technological teaching styles are very dependent

1on the use of media as a tool to convey learning materials

so that teachers are no longer viewed as a central point in learning (Ali, 2010; Thoifuri, 2013). c). Personalized teaching styles are based on the preferences, skills, and psychological growth systems of students (Ali, 2010; Nurizzamani, 2017) d). In this interactional teacher's teaching style, the position of an educator and students is seen in this style. They are equally influential (Ali, 2010). In this teaching style, usually in the content of learning, it focuses on events related to the social and cultural aspects of society, especially on current characteristics (Safari, 2014). In addition, the intercational teaching style also adjusts to the stage of student development so that students feel comfortable and more independent in the learning

process (Vygotsky, 1980). Independent character is an attempt to regulate and control a thought in a person, act and feel doubtful to solve problems (Desmita, 2011). Independence in learning in elementary schools is an important role in which students can complete assignments, believe in their own abilities and not depend on others will affect their personality in the future. Cultivating independent character in students is very appropriate when children are elementary school age. Because at that age the child is developing (Maryono, 2018). A form of independent character education that needs to be instilled in elementary school children, namely being able to analyze, solve problems, take responsibility, not give up easily, be confident and use free time well (Budiyanto, Mangun & Machali, 2014; Paranti, 2015). This research is in line with the research that has been conducted (Al Khumaero, Latifah & Arief, 2017) on teacher teaching styles, the

3results of the study show **that the** teaching style **of** teachers, **learning**

discipline,

2and peers **simultaneously** influence **learning achievement**, while **partially the** teacher's **teaching** style, **Learning** discipline **and peers have a positive effect on learning achievement.**

So that

2teachers are expected to have a fun **teaching** style **so that**

in the teaching and learning process, students do not feel bored or upset. Then the independent character of a student in learning has a high relationship or influence on learning outcomes (Rahmayani, 2019). So that independent learning will encourage someone to take an aspect

10of learning activities. This statement **is in accordance with the** statement of

Vygotsky (1980) which states that the results of the interaction between teachers and students according to the stages of student development are very important because it will make it easier for teachers to communicate with

1students in the learning process. In addition to

the interaction

1of teachers and students, the process

of understanding each other and providing opportunities for students to learn independently by utilizing information and communication technology (Bae et al., 2020) is also an important component in the learning process. By understanding this, it is very possible to have a style shift in teaching teachers and create students to have a character of independence (Nurhamidah, 2018; Sulianto, 2019). Based on the results of observations with students' independent character indicators (Fahrادina, 2014) in the learning process in SD in the odd semester of 2019 2020, the teaching styles of teachers in elementary schools, namely grades IV, V, and VI as a whole have many similarities, namely using classical teaching styles in teaching. However, there are some teachers who use personalized and interactional technological teaching styles. There are students who are still unable to complete their assignments independently. In addition, students do not pay attention when the teacher is explaining the material and assignments to be done. When the discussion was taking place the students did not pay attention to what task they had to do, still roaming around looking for answers even though groups had been formed. Based on these problems the researcher will use an

interactional teaching style because the interactional teaching style is considered appropriate for the early stages of development for elementary school students. The interactional teaching style is a teaching style that is appropriate for the developmental stages of students at elementary school age (Ahmad et al., 2016; Barker et al., 2015; Ghazi & Ulah, 2016). Piaget (1952) The age of elementary school children between 7-11 years is a concrete operational stage where children can begin to be invited to learn independently because children can think logically about concrete events, classify objects into different groups, understand the concept of conversation, organizing objects into hierarchical classes (classification) and placing objects in an orderly order (serialization). So the interaction teaching style can be used as an alternative in increasing the independence of students at the elementary level because the independent nature is very important for students, given the tendency of students who are currently developing in the presence of dependency, lazy and undisciplined characteristics (Nasution, 2018) because children at elementary school age have to fight for independence. The independent character that is in students, will indirectly be reflected in everything they do. The problem of the character of the nation's children is also the responsibility of the school as well as the teachers in the school (Febriana, 2019; Widodo, 2019).

5The purpose of this study was to determine the effect of interactional teaching styles on the independent character of

elementary school (SD) students.

15RESEARCH METHODS The approach in this study

uses quantitative research, which is a technique or method that emphasizes a subject that is observed in large numbers using numbers of statistical work, design, and controlled experiments (Arifin, 2013; Sugiyono, 2018). The reason for using quantitative research is because the researcher intends to eliminate subjectivity or angles in the study in order to obtain valid data. This type of research is causal associative because it analyzes the relationship between one variable and another. The total

14population in this study were 170 high grade elementary school

students at SDN Ketapanrame 1 Trawas, namely class

9IV A, IV B, VA, VB, VI A and VI B

in the even semester of 2019/2020. The error rate taken by the researcher was 5%, so the sample size was 113 (in the formula table from Issac and Michael). By using simple random sampling technique or taking randomly. The method of data accumulation used in this study was a questionnaire and documentation. The statistical description

7used is validity test, reliability test, normality test, simple linear regression test.

Meanwhile, data analysis using simple linear regression test is seen from the t test. RESULTS AND DISCUSSION This study

12used a simple regression model, because only one independent variable

was analyzed, this study used two variables, namely the teacher's teaching style and the students' independent character. Based on data processing using SPSS version 22.00 for windows. To find out the

significant effect of the independent variable teaching style of the teacher with the dependent variable of the student's independent character, namely using the t test, the results of the research

1 can be seen in the table below: Table 1 The results of the

t test (significant test partial) Teacher Teaching Style Towards Independent Character of Students To test the effect of learning method variables on students' independent character is as follows: Based on table 01 above the results of the t test (partial significant test) class 4 A classical teacher teaching style above the t-count value for variable X (classical teacher teaching style) of .461 with a significant level of .651. Because the significance level is greater than 0.05, the X variable (classical teacher teaching style) has no effect on the Y variable (students' independent character). Based on table 01 above the results of the t test (partial significant test) for class 4 B, the teaching style of technological teachers is above the t-count value for variable X (teaching style of technological teachers) of 6.733 with a significant level of .000. Because the level of significance is less than 0.05, so the variable X (teaching style of technological teachers) affects variable Y (student's independent character). Based on table 01 above the results of the t test (partial significant test) of class 5 A for the personalization teacher's teaching style, the result is that the t-count value for variable X (personalization teacher teaching style) is 5.106 with a significant level of .000. Because the significance level is less than 0.05, so the variable X (personalization teacher teaching style) affects the Y variable (student's independent character). Based on table 01 above the results of the t test (partial significant test) in class 5 B, the teaching style of the interactional teacher is above the value (t- count for the variable) X (teaching style of the interactional teacher) of 5.386 with a significant level of .000 Due (the significance level is smaller of 0.05, then the variable) X (interactional teacher teaching style) affects the variable Y (student's independent character). Based on table 01 above the results of the t test (partial significant test) for class 6 A classical teacher teaching style above the t-value for variable X (classical teacher teaching style) of -780 with a significant level of .447 Because the significance level is greater than 0.05, the variable X (classical teacher teaching style) has no effect on the variable Y (student's independent character). Based on table 01 above, the results of the t test (partial significance test) of class 6 B above the t-value for variable X (teaching style of technological teachers) amounted to 3.845 with a significant level of .001. Because the level of significance is less than 0.05, the variable X (teaching style of the technological teacher) has an effect on variable Y (student's independent character). Judging

11 from the results of the t-test data description, it is said that

there is a significant influence between the interactional teaching style and the students' independent character. With the indicators of teachers and students both having their respective roles, learning in groups, always inviting to interact with students, and relating the material to the actual situation. Based on table 01 t test (partial significant test) class 5 B the teaching style of interactional teachers is above the t-count value for variable X (teaching style of interactional teachers) of 5.386 with a significant level of .000 Because the significance level is less than 0.05, the variable X (the interactional teacher's teaching style) affects the Y variable (students' independent character). So that there is a partially significant influence between the teaching style of the interactional teacher and the character of the students. The roles of teachers and students in this interactional teaching style are equally influential (Liao et al., 2020). Students here as social beings certainly interact with other people with various problems that must be faced individually. The teacher can design a situation in the classroom where it bonds with each other and can lead to a conversation between students (Ali, 2010; Yandri, 2017). In this teaching style, usually in the content of learning, it focuses on events that are related to the social and cultural aspects of society, especially the current characteristics (Safari, 2014). CONCLUSION From the

1 analysis of the research data, it can be concluded that

this interactional teaching style is suitable for elementary students, because teaching elementary students requires a good approach and interaction between teachers and students. And in order to get perfect suggestions for further researchers, we recommend examining the influence of teaching styles for tall students regarding personalized teaching styles and technological teaching styles as appropriate for higher

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