

Social Interaction Patterns Of Teachers At Darussholah State Senior High School In Singojuruh Banyuwangi

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Abstract: This study aims to analyze the pattern of social interaction of teachers at Darussholah State Senior High School, Singojuruh, Banyuwangi, with a focus on the types of social actions and the factors that influence them. The research method used is qualitative with observation techniques, in-depth interviews, and document analysis. The results of the study indicate that there are four types that occur in schools, namely Instrumental Rational Action (Zweckrational), Value-Oriented Rational (Wertrational), Affective Action (Affectual Action), and Traditional Action (Traditional Action). Factors that influence social interaction include social contact and communication, imitation, suggestion, sympathy, motivation, and empathy. Social interaction between teachers includes associative interaction which leads to unification and cooperation and creates harmony, as well as dissociative interactions which emerge in the form of disputes, competition and conflict due to differences in goals between male and female teachers. These findings highlight the complexity of social dynamics in school environments and provide insight into how different types of social actions and influencing factors may affect the effectiveness and professional relationships among teachers.

Keywords : Social Action , Social Interaction Patterns, Interaction Associative , and Interaction Dissociative

1. INTRODUCTION

Social interaction between teachers in the school environment has a significant impact on the work atmosphere and quality of education [1] . Social interaction between teachers is a crucial component in creating a harmonious and productive work environment in schools [2][3] . The quality of relationships between teachers can affect not only the work atmosphere but also the effectiveness of communication and collaboration in completing academic and administrative tasks [4] . This study focuses on the pattern of social interaction among teachers at Darussholah State Senior High School, Singojuruh, Banyuwangi, which is located in an area with unique cultural and social richness. [5]

School Intermediate The Darussholah Elementary School in Singojuruh serves as an important secondary education center in the area, providing education for young people who will become an integral part of the local community. With increasing attention to teacher professional development and the creation of effective learning environments, it is important to understand how patterns of social interaction among teachers can influence the dynamics and learning outcomes in schools [6] . In this context, patterns of social interaction among teachers can have a major impact on school climate, work motivation, and overall educational outcomes. Understanding how teachers interact, collaborate, and communicate with each other in this environment is critical to identifying factors that influence the internal dynamics of schools.

This study aims to identify and analyze social interaction patterns among teachers. male and female teachers at Darussholah State Senior High School. The main focus of this study is to explore the frequency, type and quality of social interactions that occur among teachers and their impact on the work atmosphere in schools. Through an in-depth understanding of these patterns, this study hopes to provide insights into how social interactions affect the work culture in schools and how positive interaction practices can be strengthened to improve efficiency and well-being in the school environment. From the above explanation so will done study more carry on with title Social Interaction Patterns Of Teachers At Darussholah State Senior High School In Singojuruh Banyuwangi .

2. THEORETICAL REVIEW

2.1 Action Social

According to Max Weber, action social is action that has meaning subjective for the perpetrator and influenced by the interaction with other people. Weber defines action social as actions carried out by individuals with consider other people's actions and have meaning subjective for perpetrator . Action This No only depends on the individual's internal motivation but also influenced by method individual perceive and respond the actions of other people around him [7].

Classification Action Social

Weber identified four type main action social based on motivation and meaning subjective that is behind action the :

1. Action Rational with Purpose (Zweckrational)

Actions taken with consideration rational to objective certain . The perpetrator evaluate method best For reach

objective and choose the most efficient action . For example is a students who study hard For get mark tall .

2. **Action Rational with Value (Wertrational)**

Action This driven by belief or values that are considered important by the perpetrator , even though Possible No efficient in reach objective practical . For example , someone Possible involved in activity social Because feel that helping others is moral obligation , even though No There is reward direct .

3. **Action Affective (Affect)**

Actions driven by emotions or feeling right on time action the taken . For example , someone who acts aggressive Because angry or someone who shows love Darling Because Love .

4. **Action Traditional**

Action This done based on long - standing customs and traditions . The perpetrators act with method certain Because That is the way that always done , without Lots consideration rational . For example , following religious rituals that have been become habit family .

2.2 Interaction Social

Social interaction is a process in which individuals or groups relate to each other, communicate, and influence each other in a social context. This process includes various forms of communication, actions, and reactions that influence behavior and social relationships between individuals. Social interaction is a basic element in the formation of social structures and norms, and plays an important role in forming and maintaining social relationships in society [8].

2.3 Interaction Associative

Associative interaction is a type of social interaction in which individuals or groups cooperate, collaborate, and build harmonious relationships to achieve common goals. This interaction aims to create social integration, facilitate cooperation, and strengthen positive social bonds. In contrast to dissociative interactions, which often involve conflict or division, associative interactions focus on efforts to build and maintain constructive and productive relationships [9].

2.4 Interaction Dissociative

Dissociative interaction is a type of social interaction that involves conflict, opposition, or separation between individuals or groups. Unlike associative interaction, which focuses on cooperation and harmony, dissociative interaction focuses on differences, competition, or opposition that can cause division or tension in social relationships. This interaction often reflects a mismatch of goals, values, or interests between the parties involved [10].

3. RESEARCH METHOD

3.1 Research Methods

In the research “ Social Interaction Patterns of Teachers at Darussolah State Senior High School in Singojuru Banyuwangi ” researcher use method qualitative with approach studies case studies. Research studies case done For review and analyze pattern interaction between male and female teachers Teachers At Darussolah State Senior High

School In Singojuru h Banyuwangi . Research done with analyze pattern interaction of teachers of Darussolah State High School in period time year 2023-2024 lessons are good to individuals , groups , organizations , and programs running at Darussolah High School For get complete and in - depth picture from entity in context the (Amtai Alaslan : 2021) .

3.2 Place and Time of Research

This research will be conducted at Darushollah Singojuruh State High School which is one of the educational institutions which is located in Singojuruh sub-district and is a school that has a big influence in the area. The time used by researchers for this research began with a pre-survey in September 2023. Meanwhile, the implementation of the research and data collection was carried out on July 6- July 9. 2024, early odd semester Academic Year 2024 / 2025 .

3.3 Research Subjects

The subjects or informants in this study were teachers at Darushollah Singojuruh State High School, Banyuwangi Regency. Of the 47 female teachers researcher choose 1 female teacher as informant key namely Lupita Rahayu , S.Pd physics teacher and 4 informants main namely Mei Rita Kumala , S.Pd, sociology teacher , Desy Putri Islamiyah, S.Pd, biology teacher , Wilda Rosidah , S.Pd, language teacher English , and Wahyu Windari, M.Pd Head of Darussalam State High School Complete .

3.3 Data Collection Instruments and Techniques

In Research This using 4 techniques data collection namely observation , interviews , and review documentation .

3.3.1 Observation

Observations were made as follows non- participant observation Because researcher No including members of Darussolah State High School . This is done so that researchers get accurate data .

3.3.2 Interview

Interview conducted in study carried out directly in September 2023 with informant Key Lupita Rahayu, S.Pd Then date 06 July 2024 with come to her house and on July 7-8 2024 it was done via WA telephone with Wilda Rosidah, S.Pd and WA video call with Mei Rita Kumala, S.Pd , and on July 09 , 2024 was carried out interview more carry on with all informant (Lupita Rahayu) S.Pd , Wilda Rosidah, S.Pd , Mei Rita Kumala S.Pd , Desy Putri Islamiyah, S.Pd and Wahyu Windari, M.Pd which was carried out at Darussolah State High School Singojuruh . Interview conducted to find out more in experiences or opinions of informants regarding gender analysis of the study case discrimination against female teachers at Singojuruh State High School in depth. (Feny Rita Fiantika : 2022).

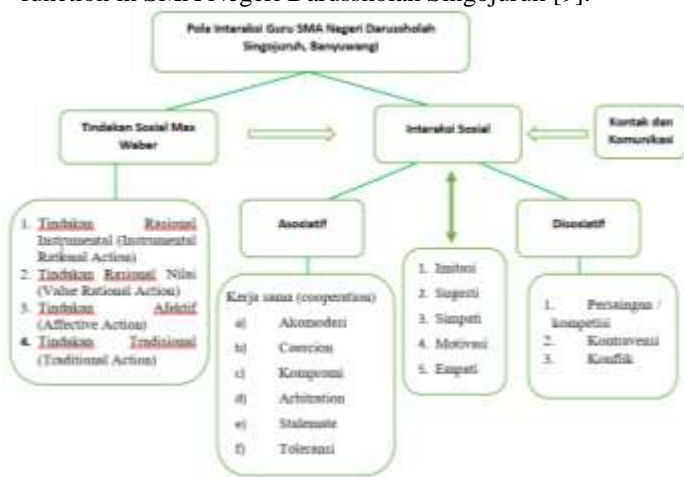
3.3.3 Documentation

studies are conducted by reviewing related documents. These documents can be in the form of photo archive, profile institutions , DAPODIK data (Basic Education Data), journals study about Darussolah State High School , and letters Darussolah State High School decision Complete .

4. RESULTS

4.2.1 Interaction Patterns of Teachers at Darussolah State High School Completely Consistent

The workplace is formed from communicative practices that develop in a particular social and cultural context. In SMA Negeri Darussolah Singojuruh Banyuwangi, the pattern of social interaction between teachers is an important element in analyzing gender in the school environment. Research This gender analysis that focuses on work requires special attention to these interaction patterns to identify how contact and communication and the power relations between male and female teachers affect their roles and positions, access, participation, benefits and control. By understanding the existing patterns of social interaction, researchers can better evaluate how gender factors affect the structure and function in SMA Negeri Darussolah Singojuruh [9].



4.2.1.2 Actions Social Teacher of Darussolah State High School Completely Consistent

Interaction social focus analysis on activities level micro, namely interaction between individuals, for to reveal influence structure social level macro to action social and patterns interaction daily life of teachers at Darussolah State High School Singojuruh. At Darussolah State High School Complete, pattern interaction social between teachers, both individual with individual others, groups of teachers with other teachers, or teachers with students, showing connection lead complex return. Connection This reflect How structure more social wide influence interaction social [10].

In social interactions at SMA Negeri Darussolah Singojuruh, there is an attitude of mutual need between teachers. This pattern of social interaction reflects various behaviors that support common goals as social beings, and every interaction is based on social action. Action social according to Max Weber is a action individual throughout action That have meaning or meaning subjective for himself and directed to actions of others [11].

Development interaction social teacher of Darussolah State High School Completely Consistent can explained through the teacher's goal as individual who does interaction social when He utilise action That Alone in his actions; giving different meaning to action That Alone in journey time. In

short, the paradigm This own three premise as following (Umanailo, 2019); 1. Teacher as man is creative actor, 2. Facts social have meaning subjective teacher (motivation & goals), 3. How teachers become actor define fact social is method they define situation.

Weber argued that to understand social action, we must look at how it is given meaning by its actors in their social context. By analyzing social action, we can gain insight into the social structures and dynamics that affect individuals in society [12].

Referring to Max Weber's thoughts on action social, then action social teacher at Darussolah State High School Completely Consistent can shared in a number of type:

1. Rationale (Zwerk) Rational)

Rational social action is action social activities carried out with careful consideration and choice conscious (reasonable). Action rational instrumental that is actions that are determined by expectations that have objective For achieved and determined mark from objective That alone. If individual the act rational so his actions can understood (Muhamad Chairul Basrun: 2019). This action is driven by rational considerations to achieve certain goals in an efficient manner. Individuals plan and carry out actions based on calculations about the best way to achieve the desired results. This action focuses on efficiency and effectiveness (Max Weber: 2022). Every teacher at Darussolah State High School operate his job with structured Because existence evaluation from head school in the form of SKP (Target) Performance Employees) found on PMM (Merdeka Mengajar Platform). Female teacher as well as male teachers who oppose Lots policy head school they all do his job with as much as possible maybe so that the value report card at PMM is good.

2. Rational Value Oriented (Werk Rational)

Action rationalist oriented mark that is action based on awareness belief about important values like ethics, aesthetics, religion and values others that affect behavior teacher behavior in school. Action This Still rational even though No rational action first, so that his actions Still can understood. Action This done with take into account its benefits, but goals achieved No too considered, which is important action the good and right according to evaluation society. According to informants example teacher action oriented mark Lots carried out by junior teachers who help senior teachers in do tasks administrative in PMM. Senior teachers are lacking adaptive with existence innovations latest about curriculum independent, then from that senior teacher also participated share in matter This although No get equal reciprocity they do action This based on moral values.

3. Action Affective (Affectual Action)

These actions are driven by emotions or feelings. They are not always rational or efficient, but are based on emotional responses to situations. Action affective appear moment interview ongoing, informant cover up the

conflict that occurred at Darussolah State High School Because there is a sense of belonging and love place they Work especially informants who are already ASN. In addition That action affective often carried out by the guardian class Because feel as a parent womb from students in class the .

4. Action Traditional (Traditional Action)

Action traditional is action based on on habits that have become ingrained . Actions This usually done on base tradition or custom customs in a way hereditary . Action even this difficult For understood Because not enough rational or even No rational . Action traditional activities carried out by teachers at Darussolah State High School is custom For celebrate Prophet's Birthday with decorate banana tree with *flower spoon* or what is called with In addition to That action traditional teacher of Darussolah State High School Still apply understand patriarity . This is proven from confession informant that female teacher more Lots own access in room scope school (domestic). Female teacher considered more low Good from IT skills , the role of female teachers as leader not enough valued such as Wahyu Windari, M.Pd who has not yet Can valued entirely by a group of male teachers .

4.2.2 Interaction Social Teacher of Darussolah State High School Completely Consistent

At Darussolah State High School Completely Consistent happen interaction social involving teachers with teachers , teachers with students , relationships between teachers and group students (in class , OSIS, extracurricular, etc.) and also groups of teachers with other groups of teachers . Social interaction occurs when one individual does actions that cause reactions in other individuals. Interaction social studies at Darussolah State High School happen Because existence of :

a. Contact Social

Social contact is a basic interaction in which individuals or groups come into direct contact. Social contact can be physical, such as shaking hands or making eye contact, or symbolic, such as through verbal or non-verbal communication. Social contact is the first step in a more complex process of social interaction. It includes a variety of forms of interaction from the very routine to the emotionally or culturally significant. Social contact allows individuals to adapt to existing social norms and values and build interpersonal relationships (Bryant & Oliver : 2023).

Social contact based on form (manifestation) : Based on its form, contact can be distinguished to be as follows (Mada Sutapa : 2019): 1. Contact between individuals , contact between teachers and teachers inside Darussolah State High School Office Singojuruh , 2. Contact between individuals with group , contact between teachers and students in class . 3. Contact between groups , contact between male teacher group with a female teacher inside teacher's room .

b. Communication

Communication at Darussolah Singojuruh State High School is the process of delivering messages that is carried out either directly or with aids to obtain certain responses or actions (Gibb & Hargie : 2022). In this school, communication can be divided into several directions:

- Downward Communication: This is communication from the highest hierarchy to the lower, including instructions, implementation guidelines, directions, work procedures, suggestions, and decisions from superiors. Head Darussolah State High School Completely Consistent give Instructions to all to run his job with good and able accountable in a way administrative .
- Upward Communication: This communication occurs from a lower level of hierarchy to a higher one, such as periodic reports, information, and explanations requested by superiors . often happen moment meeting ongoing .
- Horizontal Communication: Communication between members of the same group or between sections at the same level, aimed at facilitating coordination and avoiding rigid procedures in carrying out tasks. Communication This Can in progress when MGMS teachers are meeting .
- Diagonal Communication: Occurs when members need to communicate across hierarchical lines for efficiency of time and effort, especially if existing communication channels are ineffective. Communication between Darussolah High School teachers and KATAS for take care of work decree .

4.2.2.1 Factor affecting Interaction Social Teacher of Darussolah State High School Completely Consistent

Social interactions between teachers at SMA Negeri Darussolah Singojuruh, which include actions and reactions in their relationships, are influenced by various external factors that shape the dynamics of their interactions. These factors include imitation, which is the process of imitating the behavior or actions of others that are considered effective, which can encourage teachers to imitate the teaching methods or communication styles of their colleagues. Suggestion, or external influences that influence attitudes and behaviors unconsciously, also play a role in shaping the way teachers think and act. In addition, sympathy, or feelings of empathy for the circumstances of others, helps create a harmonious and supportive working atmosphere, facilitating collaboration in the school environment. Motivation, which is an internal or external drive to achieve certain goals, such as professional achievement or recognition, also influences how teachers interact. Finally, empathy, which is the ability to understand and feel the feelings of others, is important for strengthening mutually supportive relationships between teachers and with students. These factors together influence how social interactions are realized and developed at SMA Negeri Darussolah Singojuruh [13].

4.2.2.2 Interactions Associative and Interaction Dissociative Teachers of Darussolah State High School Completely Consistent

Social interaction of teachers at Darussholah State High School Completely Consistent formed become two type interaction social, namely interaction associative and dissociative interaction .

a. Interaction Associative

Social interaction is associative in nature leading to unification and collaboration among individuals or groups. In this context, cooperation is a key element, where various mechanisms support unification. Accommodation involves adjusting oneself to avoid conflict and facilitate harmonious cooperation. Coercion or coercion occurs when one party forces another party to follow his will through pressure or threats, which can affect the dynamics of the interaction. Compromise is a conflict resolution in which all parties make concessions to reach a mutually beneficial agreement. Arbitration involves a neutral third party to make decisions to resolve differences, helping to resolve disputes objectively. Stalemate occurs when no solution is possible, requiring a change in strategy to address the situation. Finally, tolerance is an attitude of accepting differences and respecting the views and customs of others, which allows for peaceful coexistence despite differences. The application of this mechanism in an environment such as SMA Negeri Darussholah Singojuruh plays an important role in creating a cooperative and harmonious working atmosphere, supporting the achievement of shared educational goals.

b. Interaction Dissociative

Interaction social in nature dissociative focus on form relationship that gives rise to split or the conflict between individual or group . Competition or competition is one of the form interaction dissociative , where the individual or group fight For reach results best without threat physique to opponent . Besides that , controversy involving difference opinion that is not develop become conflict open , but need dialogue for understanding together . Conflict , as form more dissociative intense , involving opposition as direct as possible need mediation For completion . Understanding various form interaction dissociative This important in manage dynamics social in the environment such as Darussholah State High School Complete , for create more atmosphere harmonious and productive .

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