



Analysis of the impact of social interaction on learning interest at daarul qur'an islamic boarding school

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ABSTRACT

This study aims to analyze the pattern of social interaction on the learning interests of students at the Daarul Qur'an Islamic Boarding School. This study uses a qualitative descriptive method with data collection techniques through, direct observation and in-depth interviews with students, teachers, and caregivers. The results of this research show that the quality of social interaction is a factor that greatly affects learning interest. The pattern of teacher-student interaction (superordination-subordination) becomes effective and increases motivation when teachers adopt interactive, dialogical, and innovative models (such as PBL and PjBL). Based on the results of the study, it is concluded that it is necessary to evaluate the schedule of activities that must be carried out by teachers in using interactive techniques.

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INTRODUCTION

The Daarul Qur'an Islamic Boarding School began as a small initiative by Ustadz Yusuf Mansur in 2003, when he took care of his first eight students in a simple house located in Ketapang, Cipondoh, Tangerang. With the dream of producing a generation of capable Quran memorizers, the learning process, which was initially traditional and conducted at home, experienced rapid development in line with the increasing interest from the community. To manage this movement professionally, in 2007, the PPPA (Program Pembibitan Penghafal Al-Qur'an) Daarul Qur'an institution was established, which functions as a driving force in collecting alms and developing the pesantren's infrastructure.

Over time, Daarul Qur'an has undergone changes, starting from a place to learn to recite the Quran to a modern educational institution that demonstrates a formal curriculum with memorization. At its main location in Tangerang, educational units were built from junior high school to high school levels, which then developed to higher education through the Daarul Qur'an Institute (IDAQU). The success of the Islamic boarding school is inseparable from the implementation of the Daqu Method, a disciplined lifestyle system that prioritizes daily worship practices such as praying on time, tahajjud, dhuha, and charity. Currently, through the concept of social franchising or what can be called the Tahfidz House, this initiative has expanded to

thousands of locations throughout Indonesia and abroad, making it one of the largest Qur'an education networks in the country.

This research was born from the researcher's deep reflection as an alumnus who has devoted many years to the Daarul Qur'an Islamic Boarding School, from school to service. The researcher experienced firsthand how rigid one-way interaction patterns in the classroom can be a major obstacle to students' intellectual development. The lack of dialogic space causes the classroom atmosphere to become monotonous, so that it is not uncommon for students to lose their enthusiasm for learning, feel bored, and even choose to sleep in class as a form of escape from boredom. Departing from concerns about this demotivational phenomenon, the researcher felt the need to further examine the learning dynamics at this Islamic boarding school to create a more interactive and inspiring academic climate. According to Resianto et al. (2023), students at Islamic boarding schools have quite diverse learning motivations, which come from intrinsic and extrinsic motivation. Some of the main forms of motivation found include the desire to achieve academically, the ideal of continuing education to a higher level, moral and spiritual support from parents, and encouragement from teachers and ustadz who always motivate them to study diligently.

Improving the quality of teacher-student interactions in the learning process is crucial, especially in the modern education era, which demands not only mastery of material but also critical thinking skills, communication, creativity, and character development in students (Mashudi, 2021; Usman, 2025). Good interactions are the foundation of successful learning because the educational process essentially takes place through the relationship between teachers and students.

Some reasons why this is urgent include: it can increase motivation and engagement in learning, facilitate understanding of the material, two-way communication allows teachers to directly identify students' learning difficulties, support character and emotional development, reduce boredom in learning, and influence learning outcomes in responding to the challenges of the digital era (Handayani, 2020; Karina et al., 2024; Rasyad & Wulandari, 2024; Sopah, 2017; Wally, 2021). Good interactions help build students' self-confidence, discipline, empathy, and social attitudes (Fazli & Nirwana, 2025; Masyitoh & Safmi, 2024). Therefore, improving the quality of teacher-student interactions is not merely an add-on, but a primary need for creating effective, humanistic, and meaningful learning. Teachers need to develop open, empathetic, and participatory communication so that students can develop optimally, both academically and personally.

Georg Simmel's theory of social interaction explains that society is actually a form of reciprocal interaction between individuals, not just a collection of people standing alone (Spykman, 2017). Simmel divided the forms of social interaction into several types, such as superior and subordinate relationships (superordination and subordination), conflict, and social exchange that can be positive or harmonious (sociability).

According to Simmel, social interaction is a continuous process in which people influence one another (Spykman, 2017). For example, in Islamic boarding schools, there is interaction between teachers and students who have a superior-subordinate relationship, as well as interactions between students who have a superior-subordinate relationship, as well as interactions between students who are social and cooperative. These interaction patterns create a social atmosphere that influences the students' behavior and learning motivation. "An effective pattern of superordination-subordination (teacher-student) interaction in an Islamic boarding school environment occurs when the teacher functions not only as a conveyor of material, but also as a facilitator of dialogue. The Project Based Learning learning model has an influence on high school students' interest in learning (Risky & Liana, 2022). Problem Based Learning can increase students' interest in learning sociology subjects (Biyanti et al., 2023). Project Based Learning makes students

actively participate, produces significant learning for their professional future, and encourages contact with reality (Imaz, 2021).

Using Simmel's theory, this study examines how these social interaction patterns, both positive and negative, impact students' learning interests at the Daarul Qur'an Islamic boarding school (Spykman, 2017). Good and harmonious interactions can increase motivation and enthusiasm for learning, while conflict or poor relationships can decrease learning interest (Murni et al., 2023).

According to Hidayah et al. (2023) states that interest is a strong tendency and passion or strong desire for something. If a student's interest is strong, their drive to learn will also be strong. Conversely, if their interest is weak, their motivation to learn will also be low (Harefa et al., 2023). From the explanations of the experts above, it can be concluded that interest in learning is curiosity followed by a feeling of desire and interest in learning activities with a sense of pleasure without coercion from any party. Interest in learning can be seen from several symptoms such as passion, desire, a feeling of liking to learn, changes in behavior through various activities, and a desire to seek knowledge and experience (Kurniasari et al., 2021).

This research contributes to strengthening relational values in Islamic boarding school education. This study confirms that a close relationship between teachers (ustaz/kiai) and students is a crucial factor in fostering learning interest. In the Islamic boarding school system, interactions occur not only in the classroom but also in daily life, fostering emotional closeness, role models, and respect that foster students' enthusiasm for learning. Another contribution is the development of a humanistic learning model. The research findings can serve as a basis for developing a more humanistic learning model within the Islamic boarding school environment. Teachers serve not only as transmitters of knowledge but also as guides, motivators, and moral role models. This approach helps create a comfortable and conducive learning environment for students.

Interest in learning certainly plays a vital role in education. It has been found to improve student learning outcomes (Wahdi et al., 2024). When a student has a high interest in learning, his motivation to learn will also be high (Herpratiwi & Ahmad, 2021). High interest in learning will be directly proportional to learning achievement (Hendrawijaya, 2022).

Interest in learning is of course influenced by various factors. The high level of students' interest in learning is influenced by their level of social interaction (Murni et al., 2023). The use of information technology has been found to be able to increase students' interest in learning (Ahmad et al., 2020). The results of the study show that online learning is one of the factors that determines interest in learning (Yunitasari & Hanifah, 2020). Students who have high learning independence tend to have a high interest in learning a subject (Linisari & Arif, 2022). Students' interest in learning a subject is also influenced by facilities and infrastructure factors (Kartika et al., 2019). Other factors such as ice breaking techniques also play a role in increasing students' interest in learning (Prayuda et al., 2022). This study aims to analyze the pattern of social interaction on the learning interests of students at the Daarul Qur'an Islamic Boarding School.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive nature. The qualitative approach was chosen because the goal was to deeply understand the patterns of social interaction occurring within the Daarul Qur'an Islamic Boarding School and analyze how these interactions influence the students' learning interests. This approach allows for a clear and detailed depiction of the real-world situation without the use of statistical data. The research location was at the Daarul Qur'an Islamic Boarding School, with eleven respondents, consisting of one ustadz and ten students. The selection of eleven respondents for this qualitative study was based on the consideration that this number was sufficient to provide in-depth data and meet the research needs. Furthermore, after conducting interviews and observations, the information obtained indicated data saturation, meaning no significant new information was found from subsequent respondents. Therefore, the

eleven respondents were deemed sufficiently representative to describe the phenomenon of teacher-student interaction on learning interest within the context of the study.

The data collection techniques used included in-depth interviews with students, teachers, and caregivers, as well as direct observation of daily activities and social interactions. The information collection technique used purposive sampling, where informants were selected based on their direct involvement and perceived knowledge of the phenomenon under study. The respondent criteria in this study were teachers who had implemented the Problem-Based Learning and Project-Based Learning learning methods and students who had received both learning methods.

Data analysis was conducted through three interactive steps: data reduction, which is sorting and summarizing important information relevant to the research questions; data presentation, which is organizing data for easy understanding; and conclusion drawing, which is the meaning of the existing data to comprehensively describe how social interaction patterns are formed, their supporting and inhibiting factors, and their impact on students' learning interests (Mezmir, 2020). With this qualitative approach, the research can provide a deep and comprehensive understanding from the perspective of the direct actors in the Islamic boarding school.

RESULTS AND DISCUSSIONS

Teacher-Santri Interaction Patterns (Superordinate and subordination relationships)

The results of this study found that the pattern of interaction between teachers and students greatly determines the effectiveness of learning and student motivation. These results are in line with previous findings that the higher the interaction between teachers and students or vice versa, the higher the students' interest in learning (Irfan, 2018). Social interaction offers various benefits, such as improving social skills, encouraging learning motivation, and strengthening emotional bonds between students and teachers (Wanudyastuti et al., 2025). The pattern of teacher interaction with students greatly influences the teaching and learning process in the classroom (Yasin & Nasution, 2022). In an interview, one teacher used a constructivist approach, making analogies, and prioritizing teacher-student interaction. However, the teacher acknowledged that student initiative still needs to be encouraged, with the percentage of student initiative ranging from 40% to 60%. The application of the think-pair-share learning model is one way to develop student initiative in the learning process through the stages of thinking, thinking in pairs, and sharing discussion results in class (Situmeang & Tammu, 2024).

To increase interaction, teachers use a variety of methods, including group discussions related to current issues; Problem-Based Learning (PBL), which encourages students to analyze and solve problems; Project-Based Learning (PjBL), which is considered effective and requires students to complete a project; and field learning (outside the classroom), such as visiting cultural heritage sites, which is considered more motivating for students.. Test-enhanced learning results in better learning than discussion groups (Stenlund et al., 2017). The Problem Based Learning model in learning can improve problem-solving skills, learning interest, critical thinking skills, learning motivation, and student learning outcomes (Meilasari & Yelianti, 2020). Project based learning (PBL) is based on cross-disciplinary "design principles" that often relate to what is taught, how it is taught, and how students should be evaluated in classrooms. Project based learning design principles emphasize the importance of projects as the primary vehicle for instruction and students as active participants in the construction of knowledge (Condliffe, 2017).

Interaction Patterns Among Students (Sociability Relationship)

Interaction patterns among students have a direct and collective impact on their enthusiasm for learning. Their friendships significantly influence their interest in learning. These results are in line with previous findings where friendship has an influence on students'

psychosocial experiences and also the results of learning engagement (Picton et al., 2017). There's a tendency to say, "If the environment feels lazy, they'll be lazy too." This is because students' motivation to learn is greatly influenced by environmental factors and the role of teachers (Dewi & Yuniarsih, 2020). To maintain their motivation to learn, students strive to build their own enthusiasm and remind each other to stay enthusiastic about learning. Students believe that if they want to stay motivated to learn, they must find good friends to reap the positive benefits. The results of this study revealed that in an effort to maintain learning motivation, students strive to build their own enthusiasm and remind each other to remain enthusiastic in learning. Students believe that if they want to stay motivated to learn, they must find good friends to reap positive benefits. This improvement is evident in students' participation in group discussions, ability to express opinions, confidence in asking questions, and active involvement in group work (Pane et al., 2026). Previous research has found that collaborative learning has significant benefits, including improved critical thinking skills, social skills, student motivation, and teamwork skills (Wahyuningrum, 2022).

The results of this study are in line with previous findings. The learning interaction pattern has a fairly strong relationship with students' learning motivation, then interest and learning motivation have become factors that determine the level of student learning achievement (Pahendra et al., 2017). The research results show that the interaction patterns formed within study groups that influence student learning motivation are associative and interpersonal (Nabila & Masri, 2025). The associative interaction patterns consist of investment, assimilation, and acculturation. Meanwhile, the interpersonal interaction patterns consist of openness, mutual trust and respect, collaboration, and support.

The Impact of Interaction Patterns and Islamic Boarding School Activities on Learning Interest

Interviews revealed several key factors identified by informants as contributing to demotivation and decreased interest in learning, including the busy schedules in the Islamic dormitories. This is due to students' lack of time management skills for studying and resting (Nemickiene & Nemickaite, 2020). Islamic dormitory activities, such as the dawn prayer group (halakwah) and language learning after the Isha prayer (Islamic prayer group), are major factors affecting sleep time. Sleep factors must be addressed properly to optimize educational learning, especially in students who are most vulnerable to sleep deprivation (Gao et al., 2019). Students who lack sleep will feel physically tired and this will result in decreased concentration when studying (Kadir et al., 2025).

Lack of closeness with teachers and teachers who are not focused on hinders students' learning. Research findings indicate that the main challenges emanating from teachers include less varied teaching methods, rigid leadership styles, limited classroom management knowledge, and a lack of emotional connection with students (Amin et al., 2025). The results of this study found that internal and external factors, such as family factors, were contributing to demotivation. This aligns with previous research that found the influence of the family environment on students' learning motivation (Iskandar, 2021). Furthermore, numerous distracting thoughts and difficulty understanding the material also impacted learning interest. The results of previous studies stated that factors that cause difficulties in understanding the material of a lesson can influence students' interest in learning (Febriani et al., 2024)..

Field findings indicate a tendency among students to prefer Social Sciences (IPS), particularly sociology. This strong interest in this social science group is based on the perspective of the material's functionality and relevance to future life. Students explicitly stated that they preferred IPS because they learned more social material and believed it could be applied in the future. They viewed sociology as a practical science, even stating that it was used to develop a social approach. Furthermore, this practical orientation was reinforced by the recognition that IPS, in addition to sociology, also helped students understand history and provided important skills such as financial management. In other words, their learning interest was driven by the pragmatic

value (practical utility) of the knowledge they learned, which aligns with the characteristics of some students who are concerned and aware of their individual needs. Similar things were revealed by previous research that the high relevance of learning materials to everyday life, varied teaching methods, perceptions of ease of learning, and family support also play a role in influencing students' interest in learning social studies (Nahla et al., 2024).

An effective superordination-subordination (teacher-student) interaction pattern in Islamic boarding schools occurs when teachers function not only as conveyors of material but also as facilitators of dialogue. The effective implementation of project-based learning models can stimulate and optimize students' interest in learning (Mokalu et al., 2023). Previous research results found that project-based learning can improve several aspects such as student learning outcomes, thinking skills, affective attitudes, and academic achievement (Zhang & Ma, 2023).

Previous research found differences in interest in learning history between science and social studies classes (Mardhatillah & Basri, 2022). Teachers play a crucial role in fostering students' interest in learning through learning strategies tailored to their needs (Lisnawati et al., 2023). Furthermore, teachers must act as facilitators who understand students' needs and interests, thus creating an engaging learning environment.

Nevertheless, science subjects remain appealing. The appeal of science lies not in its social utility, but rather in its cognitive aspects and broadening of horizons. Science is popular because it broadens students' horizons and exposes them to new knowledge. This indicates that students' learning interests are divided into two orientations: applied science (social studies) and exploratory science (natural science). Interest in learning science is characterized by a feeling of enjoyment towards science subjects, a high level of student attention towards teachers using online learning methods, students' enthusiasm for following the subject, and interesting learning reference sources (Dalimunthe et al., 2021).

The implications of social interaction on shaping the learning environment in Islamic boarding schools are profound, as life in Islamic boarding schools is a collective and intensive process involving students, teachers, and caregivers. Good social interaction fosters a conducive, religious learning environment that supports both the academic and character development of students.

CONCLUSION

This study aims to analyze social interaction patterns and their impact on students' learning interest at the Daarul Qur'an Islamic Boarding School using Georg Simmel's Social Interaction Theory framework. In general, it is concluded that the quality of social interaction in the Islamic boarding school, both between teachers and students and between students, is the main determinant of learning interest. The teacher-student interaction pattern, analyzed as Simmel's superordination-subordination relationship, shows that students' learning motivation increases significantly when teachers adopt interactive, dialogical, and innovative models (such as PBL or giving quizzes/games), while rigid one-way interactions actually create social distance and demotivation. Meanwhile, the interaction pattern between students (sociability) functions as a collective regulator of learning interest, where the friendship environment can create a contagious phenomenon of "collective laziness," even though students show adaptation efforts by proactively seeking supportive friends and reminding each other to study. However, learning interest is also hampered by structural conflicts, namely the density of the mandatory schedule of the boarding school (dawn halaqoh, language learning) which sacrifices rest time and causes chronic fatigue. Lastly, the students' interest in learning shows a functional and pragmatic orientation, marked by a high preference for social studies, especially sociology, because it is believed that it can be applied practically in future social life, in contrast to natural sciences which are of interest for purely cognitive reasons.

Social interaction plays a significant role in improving students' academic achievement, as the learning process is influenced not only by individual abilities but also by the social relationships established within the educational environment. These contributions include increasing learning motivation, creating a conducive learning environment, facilitating understanding of the material, developing communication and collaboration skills, training students to work together, increasing student self-confidence, fostering discipline and responsibility, and reducing learning barriers.

The practical implications of Georg Simmel's theory are strengthening social relations between kiai, teachers, and students, establishing a collective learning culture, developing character and discipline, preventing social conflict, increasing interest and motivation in learning, strengthening the values of solidarity and brotherhood, and developing community-based education. Practically, Georg Simmel's theory helps explain that the success of Islamic boarding school education is not only determined by the curriculum, but also by the quality of social interactions that occur in everyday life in the Islamic boarding school environment.

Further research could use quantitative methods with either students or teachers as sample categories to generalize to the Islamic boarding school context. Further research could examine the impact of teacher-student interactions on academic achievement, creativity, and critical thinking skills.

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