



Original Article

Strategies for Forming Teacher and Student Interaction Patterns as an Effort to Increase Learning Motivation in Sociology Learning Class X at Sman 7 Surakarta

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Abstract:

This study aims to explore the interaction patterns between teachers and students in Sociology learning for Grade X at SMA N 7 Surakarta and to analyze the strategies employed by teachers to foster social interaction using Vygotsky's Zone of Proximal Development (ZPD) theory. A qualitative approach with a case study method was used, with data collected through interviews, observations, and documentation involving both teachers and students. The findings indicate that a multidirectional interaction pattern is applied in the classroom, allowing active and reciprocal communication between teachers and students, as well as among peers. This interaction model contributes significantly to the creation of a conducive and effective learning environment. Teachers utilize various strategies, including discussion methods, question-and-answer sessions, and scaffolding techniques based on ZPD to enhance students' comprehension and engagement. The use of digital media also plays a key role in strengthening communication and supporting learning outside the classroom. The study concludes that dynamic and student-centered interaction patterns are essential for increasing learning motivation and participation. These findings offer valuable insights for educators in designing more interactive, participatory, and inclusive learning strategies, particularly in the context of Sociology education at the senior high school level.

Keywords: Multidirectional Interaction, Sociology Learning, Zone of Proximal Development



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Introduction

Education forms a pattern of interaction between educators and students themselves during the teaching and learning process (Cikka, 2020). When education or the pattern of interaction occurs, a social space is also formed, which is a place where students carry out the learning process. The importance of these interactions is to help

achieve the goals of education itself, namely the development of students' potential, abilities, and traits in terms of motor, social, emotional, and intellectual abilities (Adinda, 2024). Learning sociology through associative interaction allows learners to learn from each other's experiences, share perspectives, and build shared understanding. In order to maximize this interaction, not only students as “main actors” in this learning process, but the role of teachers as “parents” of students is also something that should be a major concern (Agusfina, 2019).

Research conducted by Nursanti (2022) in Class XI IPA-2 SMA Negeri 1 Bungkal shows that the learning applied still uses a conventional approach that does not involve many strategies, methods, or procedures that can encourage students to learn actively. Therefore, educators need to choose and apply methods that can encourage more effective interaction between teachers and students, such as group projects and question and answer to create a competitive environment in the classroom. This is intended to improve students' communication and understanding of the material.

Another study by Cahaya et al. (2024) discussed the role of teachers in developing students' character through classroom interaction and management. In this study, it was explained that students' character development does not only depend on learning materials, but also on teaching methods, effective communication, and approaches that emphasize moral and ethical values in the learning process.

Social interaction occurs because of the presence of people or organizations that have an impact on each other. According to Cahaya et al., (2024), the associative social interactions that occur in the school environment include cooperation, accommodation, and assimilation. Learning is based on a reciprocal relationship between educators and students. A reciprocal relationship that goes well between educators and students can help students in receiving and understanding learning topic material (Fatmawati, 2021). Teachers have an important role to control the classroom environment so that changes in student behavior occur (Fahri, M., & Qusyai, 2019). Therefore, learning innovations are needed to create effective teaching and learning activities through associative social interactions.

According to Kartini (2020), achievement results cannot be achieved if the lack of students and teachers is minimal in interaction. Therefore, it is necessary to build good interactions so that the teaching and learning process in the classroom can achieve maximum achievement. However, not all sociology classes show optimal social interaction patterns. Several factors such as differences in social background, communication skills, self-confidence, and the teacher's teaching approach can affect how well learners interact with each other (Gunawan, F., & Hidayat, 2020). Kartini's research shows that dissociative social interactions make students feel isolated, less motivated, and ultimately affect their learning outcomes.

The research problem raised by Hatmiah (2023) is how the application of scaffolding techniques by teachers, such as providing clear explanations, real examples, and encouraging discussion and reflection, can support students in understanding sociological ideas and increase their independence in learning. The subject of sociology itself addresses social interactions, the structure of society, and group dynamics. Understanding these interactions through fun learning helps learners gain a deeper understanding of sociological ideas (Hamidah, F., & Mais, 2020). This is relevant to Widayati's research (2019) explaining that the role of teachers is very important in building positive interaction patterns. However, this cannot happen if the teacher lacks mastery of the material. Therefore, before teaching, teachers must make a solid strategy,

be flexible, continue to strive to improve themselves, and must pay attention to the needs and interests of students.

ZPD theory or the concept of scaffolding greatly influences the learning process of learners. According to [Valsiner \(1993\)](#), the concept of ZPD (Zone of Proximal Development) has three important aspects. First, there is a time dimension. The social-individual change dimension is second. Third, there is an assumption that education plays an important role in mental growth. Regarding the timing and estimation of children's mental development, there are some important things to note ([Swastika, 2025](#)). Vygotsky and other researchers used mental tests to estimate each child's ability. Children are given tests to see how they are likely to perform in school ([Husna, K., Fadhilah, 2023](#)).

Researchers have found a new and better way to assess a child's learning potential or intelligence. This method uses two stages of testing, first the child takes the test alone, then the next test the child is assisted ([Insani, 2025](#)). This method is proven to be more effective than just looking at a child's mental age or IQ score. This is because even though there are children with the same IQ score, they can have different levels of developing ability (zone of proximal development) ([Payong, 2020](#)). Therefore, what is meant by the Zone of Proximal Development is that the teacher must provide tasks with increasing levels of difficulty through assistance from the teacher, so that students can develop and improve their individual problem-solving abilities.

Thus, the way teachers teach is very important and is expected to be able to deliver lessons in an effective way both using different teaching methods and models but still adjusting to the needs of students and the school environment ([Lestari, 2020](#)). Students' feelings of pleasure towards the teacher will encourage students' learning motivation so that they follow the lessons happily. However, the opposite happens if students have a sense of discomfort and dislike for teachers, tending to reduce their interest in learning ([Marzulina, 2023](#)).

This research is different from the three previous articles because it focuses on the interaction patterns between teachers and students in Sociology learning in class X SMA N 7 Surakarta, with reference to the concept of Zone of Proximal Development (ZPD). This research explores how ZPD is applied in Sociology learning and teacher strategies in building social interactions. The use of ZPD theory provides an advantage because it allows analysis of how teachers can support students in overcoming learning challenges through productive social interactions. It is expected to help students to develop from existing abilities towards higher understanding, especially in the cognitive and social development of students in the context of Sociology subjects ([Nisa, Rachman, and Firmansyah 2024](#)).

Based on the above background, this study will try to examine the strategy of forming teacher and student interaction patterns to increase motivation to learn sociology ([Syawal and Trinugraha 2024](#)). This research is interesting because in previous studies researchers saw suggestions that further research and development should be carried out on social interaction patterns through learning with other material choices. In addition, there are recommendations to observe what difficulties students experience so that teachers can overcome them with certain strategies. Researchers apply Vygotsky's ZPD learning theory in learning to find the right interaction patterns that can increase student motivation. The results of this study are expected to help teachers in creating positive interaction patterns in learning.

Methods

This research uses a qualitative method with a descriptive approach, which is a type of qualitative research based on describing, identifying, and analyzing phenomena in depth (Sugiyono, 2021). This study uses two different types of data, namely primary and secondary data, collected from various sources related to the research focus, namely the associative interaction pattern between sociology teachers and class X students of SMA N 7 Surakarta. Purposive sampling is the sampling strategy used in this study (Creswell, 2018). In this study, the sample criteria based on purposive sampling were grade X sociology teachers and students who were actively participating in lessons at SMA N 7 Surakarta. The criteria for sociology teachers are those who teach in class X, while for students, the main criteria are those who actively take sociology lessons. The population in this study were all sociology teachers who taught in grade X and all grade X students who took sociology lessons at SMA N 7 Surakarta. In this case, researchers used data obtained from various sources, such as interviews with sociology teachers, classroom observations, and questionnaires or interviews with students. The Miles and Huberman interaction analysis model is the data analysis method adopted in this study. The Miles and Huberman interaction analysis model in this study follows three main interrelated stages, namely data reduction, data presentation, and conclusion drawing/verification. This data analysis process aims to facilitate the organization and understanding of complex qualitative data.

Results

Based on research conducted through interviews with class representatives, it provides a form of student and teacher interaction patterns during Sociology teaching and learning. Interviews with Sociology teachers also provide an overview of the approaches used in managing classroom interactions and the learning strategies applied. The results of these interviews provide a number of data that can be explained as follows:

Sub 1 The Class Adopted a Collaborative, Multi-directional Interaction that Encouraged Active Engagement Through Group Work and Digital Media.

The students who participated as informants expressed their appreciation for the multi-directional learning approach implemented in Sociology classes. They felt that this method was particularly well-suited to the subject, as the dynamic interactions between teachers and students, as well as among peers, made the learning process more engaging and meaningful.

“...We can also combine our thoughts—maybe we each have four different opinions, and our friend has another idea—then we can merge our perspectives to arrive at a more relevant answer. And the teacher can help guide us too.” (Fidela, X-B, 12/02/25).

Through a multi-directional approach, learning was no longer centered solely on the teacher's explanation but also involved students actively participating in discussions, sharing ideas, and expressing opinions. This enabled them to engage more deeply with the material and facilitated better comprehension. Group discussions, question-and-answer sessions, and peer collaboration contributed to a more vibrant and meaningful classroom atmosphere.

The non-monotonous learning environment at SMA N 7 Surakarta fosters greater student comfort and enthusiasm in attending classes. The Sociology teacher avoids rigid and monotonous teaching methods by employing a variety of engaging strategies and media, such as group discussions, videos, PowerPoint presentations, quizzes, Kahoot, and

Google Forms. These approaches create a more dynamic and interactive classroom atmosphere, where students are not merely passive listeners but actively involved in the learning process. This variation in instructional methods facilitates better absorption of the material, as students can learn in more enjoyable and stimulating ways. The use of creative and engaging approaches contributes to a more positive classroom experience, increasing students' motivation and willingness to learn.

The adoption of a collaborative, multi-directional interaction model in the classroom proved effective in fostering active student engagement. Through strategies such as group work, interactive discussions, and the integration of digital media, students were encouraged to participate more fully in the learning process. This approach not only supported deeper understanding of the material but also created a more inclusive and dynamic classroom atmosphere. It highlights the importance of interactive and student-centered pedagogy in enhancing learning outcomes, particularly in subjects that benefit from critical thinking and dialogue, such as Sociology.

Sub 2 Scaffolding Was Implemented Progressively Based on Students' ZPD, Using Questioning, Discussions, and Digital Tools to Enhance Guidance.

The implementation of scaffolding, grounded in Vygotsky's concept of the Zone of Proximal Development (ZPD), was carried out in a gradual and responsive manner by the Sociology teachers, Bu Sofi and Bu Qory. At the beginning of the learning process, structured support was provided to guide students through unfamiliar material. As students demonstrated increased competence and confidence, the level of assistance was progressively reduced. This scaffolding process was facilitated through questioning techniques, guided discussions, and the use of digital tools, which collectively enhanced teacher-student interaction and knowledge construction. The approach allowed for more personalized learning, empowering students to reach deeper understanding while fostering autonomy. Students felt supported throughout the learning journey, yet were also given space to grow at their own pace, in accordance with their individual capabilities.

In learning sociology at SMAN 7 Surakarta, teachers often use various interesting and interactive learning media to improve students' understanding. Media that are generally used include video, PowerPoint (PPT), Quiz, Kahoot, and Google Form. Learning videos help students understand social concepts more easily, because they provide a clear and relevant visual picture of the material being taught. PPT is used to deliver material in a structured and systematic manner, display important points, graphics, pictures, or diagrams that facilitate students' understanding (Mustofa, 2021).

In the context of Sociology education, scaffolding strategies offer students the opportunity to construct their own interpretations of social phenomena. When assigned tasks such as analyzing cases of social deviance or community issues, students are encouraged to articulate their thoughts regarding the causes, consequences, and possible solutions. This process enables learners to engage in critical reflection and apply theoretical knowledge to real-world contexts. Rather than providing direct answers, teachers create space for students to explore ideas, fostering a more student-centered learning experience.

Within this scaffolding approach, the teacher's role evolves from being a sole provider of information to a facilitator who guides students through their learning journey. Teachers offer structured support in the form of feedback, probing questions, and clarification of concepts, which helps deepen students' understanding. As learners become more confident and competent, the level of assistance is gradually reduced, promoting greater independence. This dynamic interaction between teacher and student not only enhances comprehension but also encourages active participation and intellectual autonomy.

Sub 3 Multi-way Learning Preferred by Students

The students who became interviewees stated that they liked the multi-directional learning method applied in learning Sociology. They feel that this approach is very suitable for Sociology lessons, because the two-way interaction between teachers and students, as well as between students, makes learning more dynamic and interesting.

“I think what is more effective and more suitable for sociology is multi-way. Because we are already discussing, if it is multi-way, we also have to establish cooperation between one student and another. We can also unite our thoughts, maybe we have four opinions, this friend has another opinion, and we can unite our opinions to get an answer that might be more relevant. And it can also be helped by the teacher too”. (Interview with Fidela X-B)

With the multi-directional method, learning involves not only the teacher giving explanations, but also students actively participating in discussions, sharing ideas, and expressing their opinions. This allows them to be more involved in the learning process and digest the material more easily. Group discussions, questions and answers, and collaboration between students make the classroom atmosphere more lively and meaningful (Simatupang, 2024).

The application of multi-directional method in learning is proven to be effective in improving learning effectiveness as it involves students' active participation in the learning process. In this method, it is not only the teacher who provides the explanation, but students are also given the opportunity to discuss, share ideas, and express their opinions. The interaction that occurs in the form of active discussion allows students to dig deeper into their understanding of the material being taught. By being directly involved in class conversations, students can help each other understand concepts that may have been difficult for them to grasp before. In addition, the multi-way method creates a more collaborative and dynamic learning environment, where each student feels more valued and has an important role in the learning process. This makes it easier for students to digest the material better, as they can relate the information provided to their own perspectives and experiences, ultimately improving their understanding and engagement in learning.

In addition, filling out the questionnaire by 96 students provide information related to their perception of the quality of communication and the relationship between the teacher and students. This questionnaire also revealed the factors that influence the pattern of interaction, such as the classroom atmosphere, learning methods used, and the level of student involvement in the learning process.

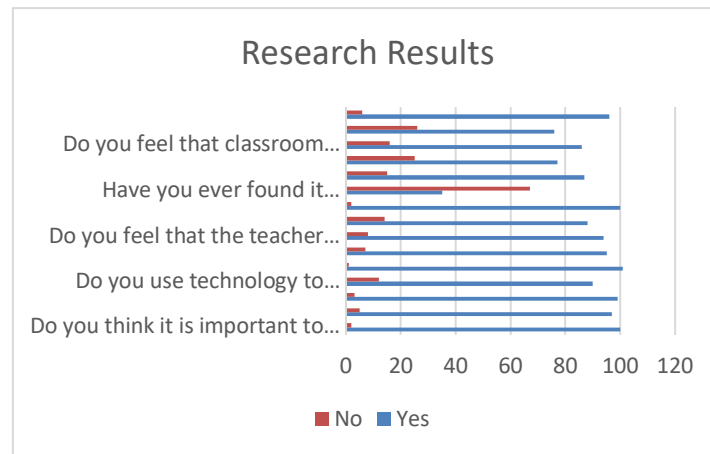


Figure 1. The Matriks of Research Results.

Based on data gathered both in interviews and Google Form, students feel that sociology teachers always provide assistance or guidance when they experience difficulties in learning. This creates a supporting atmosphere of learning, where students feel accompanied and cared for by the teacher. With the continuous guidance, sociology learning becomes more easily understood by students. The teacher is considered as the main source that helps them understand the material better, so that the learning process becomes smoother and not boring.

The pattern of interaction between teachers and students in sociology subjects in class X SMAN 7 Surakarta reflects collaborative and interactive learning, which aims to improve students' understanding. The teacher provides various facilities to facilitate communication and information with students, such as the WhatsApp group to disseminate information about tests, additional materials, and share PowerPoint (PPT) presentations. When students find it difficult or do not understand the material properly, the teacher is ready to provide additional explanations, both directly in class and outside of class hours. Students are also encouraged to find material on the internet as part of the learning process, which gives them the opportunity to learn more in depth independently.

In learning sociology at SMAN 7 Surakarta, the teacher gives group assignments, as in the Problem-Based Learning (PBL) method that encourages students to work together to analyze problems and find solutions together. Through group discussions, students can overcome the difficulties or confusion that they face in understanding the material so as to create a more dynamic learning environment and support their cognitive development in the Zone of Proximal Development (ZPD).

Zone of Proximal Development (ZPD) is a concept put forward by Lev Vygotsky, which refers to the range between the level of ability that students can achieve independently and the level that can only be achieved with the help of others, such as teachers or peers. ZPD reflects the potential development of students that they cannot achieve themselves, but can be achieved with the right support. Scaffolding is one of the strategies used to support students in their ZPD, where the teacher provides temporary assistance or support that is in accordance with the needs of students, which gradually is reduced in line with the increasing ability of students. By using scaffolding, students can exceed their limitations and reach a higher level of understanding in the learning process (Suardipa, 2020).

In line with the ZPD concept, scaffolding is an important concept introduced by

Vygotsky in the context of learning (Nurdin, 2024). Scaffolding can be understood as support given by teachers or more competent parties to students, so that they can complete tasks or problems that are more complex than the level of cognitive development they have (Fatkhurrozy, 2024). The pattern of interaction between teachers and students in sociology subjects in class X SMA Negeri 7 Surakarta can be closely related to the concept of scaffolding that is in line with the Zone of Proximal Development (ZPD). In learning sociology, teachers often provide assistance needed to students, such as in group assignments and problem-based learning (PBL) methods. This creates opportunities for teachers to provide support that suits the needs of each student, helping them overcome the difficulties that may arise when analyzing more complex material (Kartini I. P., 2024).

For example, when the teacher gives the case of case analysis or guiding students in group discussions, they provide scaffolding by giving additional explanations, direction, or facilitating the exchange of ideas between students who are more competent and who need help. This process is in accordance with the ZPD concept, where the teacher provides initial support that allows students to complete tasks that are more difficult than they can do independently (Putri, 2024). After getting this assistance, students can gradually do the task themselves without further assistance, which reflects the reduction of scaffolding.

The pattern of interaction that occurs in the sociology class in SMA N 7 Surakarta creates space for students to develop in their ZPD, where they not only learn material passively, but also actively involved in discussions, sharing ideas, and solving problems collaboratively. With the help of adaptive teachers, this process strengthens the critical thinking skills and independence of students, so that they are able to overcome the challenges of learning independently as time goes by.

Conclusion

The research found that Sociology lessons in Grade X at SMA N 7 Surakarta adopted a multi-directional interaction model, promoting active engagement between teachers and students as well as among peers. This approach, involving discussions and group work, was preferred by both parties for its dynamic and collaborative nature. Teachers implemented scaffolding strategies based on Vygotsky's Zone of Proximal Development (ZPD), offering gradual support to enhance student understanding and autonomy. The use of digital tools, such as WhatsApp groups, further supported communication and learning beyond the classroom, contributing to a more effective and inclusive educational environment.

Suggestion

Teachers are encouraged to actively implement interactive learning methods that directly engage students, such as group discussions, case study simulations, and project-based approaches. Additionally, maintaining reflective journals could help monitor students' social and emotional development. For SMPN 7 Surakarta, it is recommended that the school provide regular training for teachers on interaction-focused teaching strategies to foster a dynamic, participatory, and conducive classroom environment, supported by learning facilities such as projectors and other technological tools. Students, meanwhile, are expected to participate more actively in class discussions and make use of communication platforms provided by teachers and the school to enhance their understanding of the subject matter.

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