



The Impact of Educative Interaction of Christian Religious Education Teachers on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong in the 2025/2026 Academic Year

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ABSTRACT

The purpose of this study is to determine the positive and significant influence of the educational interaction of the Christian Religious Education teacher and the learning activeness of 9th-grade students at SMP Negeri 1 Siborongborong during the 2025/2026 academic year. The method used in this research is the quantitative method with inferential statistical analysis. The population consists of all Protestant Christian 9th-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year, totaling 209 individuals, and the research sample was set at 48 students, which is 23% of the population. Data were collected using a closed questionnaire consisting of 44 items. The results of the data analysis show that there is a positive and significant influence of the educational interaction of the Christian Religious Education teacher and the learning activeness of 9th-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year, which is proven through the following data analysis: 1) Analysis prerequisite tests: a) The positive relationship test obtained a value of $r_{xy} = 0.665 > r_{table} (\alpha = 0.05, n = 48) = 0.284$. b) The significant relationship test obtained a value of $t_{count} = 6.046 > t_{table} (\alpha = 0.05, df = n - 2 = 46) = 2.021$. 2) Influence test: a) Regression equation test, the regression equation obtained was $\hat{Y} = 14,50 + 0,78X$. b) Regression coefficient of determination test (r^2) = 44.25%. 3) Hypothesis test using the F-test obtained $F_{count} > F_{table} (\alpha = 0.05, df \text{ numerator } k = 14, df \text{ denominator } = n - 2 = 48 - 2 = 46)$, namely $36.55 > 1.92$. Thus, the hypothesis proposed, namely that there is a positive and significant influence of the educational interaction of the Christian Religious Education teacher and the learning activeness of 9th-grade students at SMP Negeri 1 Siborongborong in the 2025/2026 academic year, is accepted and H_0 is rejected.

Keywords: Educational Interaction, Christian Religious Education, Teachers, Student Learning Activeness.

INTRODUCTION

Learning activities are deemed successful when students actively participate in every learning process physically, mentally, and socially. Student engagement is influenced by the utilization of the students' own potential. Nur Hidayah et al. state that students who are accustomed to active learning will increase their learning independence by connecting the lessons they receive with inquiries about unclear matters, being creative in group work, and remaining active during the learning process (Hidayah., et al, 2017). According to Aghnina and Yusuf, communication is a relationship that always involves essential interaction where both the communicator and the communicant play vital roles, with the message serving as the primary medium; they further define "educative" as anything that is instructional or educational in nature (Aghina & Yusuf, 2024). Distinguishing it from general interaction, Evi Mularsih et al. argue that educative interaction is a deliberate reciprocal relationship bounded by norms as its intermediary. It functions as a two-way communication carried out intentionally to guide students toward maturity, where the teacher plays a crucial role in delivering material and guidance, while students endeavor to achieve learning goals through such assistance (Mularsih., et al, 2022). The involvement of educative interaction between Christian Religious Education (CRE) teachers and students is highly significant in encouraging active student participation in Christian Religious Education and Character Building. This involvement transcends the mere delivery of knowledge, as it encompasses spiritual, emotional, and social elements that contribute to the formation of a student's character. As competent educators, CRE teachers are expected to provide opportunities for students to reflect critically through actions and two-way dialogues, helping them understand the consequences of their actions based on the teachings learned. In line with the general concept of educative interaction, Ismail emphasizes that CRE teachers and students need to establish two-way communication so that teachers do not merely deliver church doctrines, but also actively guide students to reflect upon and live out their Christian faith in contemporary life (Ismail, 2019). Based on the results of interviews and observations conducted by the author with Mr. H. Siburian, a Christian Religious Education teacher at SMP Negeri Siborongborong on March 10, 2025, student passivity in the learning process of Christian Religious Education and Character Building is the most frequent problem faced by CRE teachers. According to Mr. H. Siburian, students are often not involved in the learning process. Difficulties in understanding the material presented and frequent daydreaming occur during lessons. Furthermore, students lack the enthusiasm to engage, resulting in them merely listening without responding to the subject matter. During lessons, many students are reluctant to seek answers to questions posed by the teacher. Additionally, Mr. H. Siburian explained that some students do not utilize learning resources effectively, fail to complete assignments properly, frequently feel drowsy, and are preoccupied with talking to their peers.

According to Akhiruddin, various learning problems from the students' perspective include low reading interest, lack of motivation, weak critical thinking skills, suboptimal learning independence, ineffective use of time and learning resources, low inquiry activity, and the negative influence of technology (Akhiruddin, 2019). Therefore, the relevance of educative interaction to learning activity is very high; effective communication can foster curiosity, increase participation, motivation, critical thinking,

and learning independence through collaboration and the exchange of ideas. To overcome the decline in student engagement, particularly in Christian Religious Education and Character Building, CRE teachers need to establish sound educative interactions accompanied by increased creativity in the use of media and varied learning methods to encourage active student participation. Referring to the background of the problems described above, the author is interested in conducting scientific research titled, "The Influence of Christian Religious Education Teachers' Educative Interaction on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong for the 2025/2026 Academic.

RESEARCH METHOD

Research methods in this context require a systematic approach to data collection, processing, and presentation in order to produce valid and reliable findings. A well-structured research method enables researchers to examine phenomena objectively and to draw conclusions based on empirical evidence. According to Sugiyono, research methods are scientific ways used to obtain data with specific purposes and utilities. This definition emphasizes that research activities must be conducted through structured procedures, using appropriate techniques and instruments so that the data obtained can answer the research problems effectively. Based on this perspective, the present study adopts a quantitative research approach. Quantitative research focuses on the collection of numerical data that can be measured, analyzed, and interpreted through statistical techniques. This approach allows researchers to test hypotheses, identify relationships between variables, and measure the influence of one variable on another in an objective manner. Through quantitative methods, empirical data can be systematically recorded and analyzed, enabling the researcher to present findings in the form of statistical results that support scientific conclusions. The specific analytical approach used in this study is inferential statistics. Inferential statistics are applied to analyze data obtained from a sample and to make generalization about a larger population. According to Sugiyono, inferential statistics are statistical techniques used to analyze sample data with the aim of drawing conclusions that apply to the population from which the sample was taken. This method is particularly important in educational research because it enables researchers to interpret patterns, relationships, and effects that may exist within a broader educational context. By employing a quantitative approach supported by inferential statistical analysis, this study seeks to produce objective, measurable, and generalizable findings. The use of systematic procedures in collecting and analyzing data ensures that the research results are scientifically accountable and can contribute to the development of knowledge, particularly in the field of education.

RESULT AND DISCUSSION

Educative interaction is a planned and purposeful reciprocal communication process that occurs between teachers and students, as well as among students, within a learning environment. This interaction is not merely the delivery of information from teacher to student, but rather a dynamic communication process that aims to facilitate understanding, character formation, and meaningful learning experiences. In the educational context, interaction becomes an essential element because it enables the

exchange of ideas, values, and knowledge in a structured and intentional manner. Generally, educative interaction can be defined as a two-way communication process involving constructive feedback between the teacher as the communicator and the student as the communicant. Through this process, both parties actively participate in the exchange of messages, questions, responses, and reflections that contribute to the achievement of learning objectives. An interaction can only be categorized as educative when it contains reciprocal communication that encourages understanding and growth. If one of the components either the communicator or the communicant is absent, then the communication cannot function effectively as an educative interaction. Therefore, teachers are expected not only to deliver learning materials but also to create opportunities for students to respond, ask questions, and express their thoughts. High-quality educative interaction provides students with opportunities to participate actively in the learning process. Students are encouraged to provide relevant responses to questions or assignments, engage in discussions, and develop dialogues that build collective understanding. Through such interactions, learning becomes more meaningful because students are directly involved in constructing knowledge rather than simply receiving information passively.

In the context of Christian Religious Education (CRE), educative interaction carries an even deeper meaning because it not only focuses on cognitive development but also emphasizes spiritual and moral formation. Teachers of Christian Religious Education are expected to model Christian values and guide students according to biblical principles. The indicators of CRE teachers' educative interaction in this study consist of several important aspects. First, CRE teachers are expected to possess character qualities and spirituality that are grounded in the Word of God. This means that teachers demonstrate integrity, humility, love, and faithfulness as part of their daily interaction with students. Such qualities make teachers credible role models who can influence students positively. Second, CRE teachers are expected to provide holistic and contextual guidance based on the biblical command of love. This form of guidance involves caring for students not only academically but also emotionally, socially, and spiritually. Teachers show empathy, provide encouragement, and guide students in making responsible decisions based on Christian values. Third, CRE teachers implement a student-centered approach that considers the personal needs, interests, and learning characteristics of students. This approach emphasizes the importance of active participation, dialogue, and collaboration in the learning process so that students feel valued and motivated to learn. Fourth, CRE teachers demonstrate an understanding of student development and provide appropriate guidance according to students' cognitive, emotional, and spiritual stages. By understanding these developmental aspects, teachers can adjust their teaching strategies to support the holistic growth of students.

In addition to educative interaction, student learning activity is another important element in the learning process. Learning activity refers to the level of physical, mental, and emotional involvement of students during learning. Active learning occurs when students are not only listening to explanations but are also engaged in thinking, questioning, discussing, and solving problems. Students who are actively involved in learning tend to develop a deeper understanding of the material because they participate directly in the process of knowledge construction. Active students do not merely receive information passively but also demonstrate initiative, curiosity, and enthusiasm for

learning. They take responsibility for their own learning and seek opportunities to expand their understanding. In this study, several indicators are used to measure student learning activity. The first indicator is active involvement in learning activities, such as participating in discussions, asking questions, and responding to the teacher's explanations. The second indicator is the development of critical thinking and problem-solving abilities, where students analyze information, evaluate ideas, and propose solutions to learning challenges.

The third indicator is independence in learning. Independent learners are able to manage their study time, seek additional learning resources, and complete tasks without excessive dependence on the teacher. The fourth indicator involves interaction and collaboration skills. Through collaborative learning activities, students learn to communicate effectively, respect different opinions, and work together to achieve common goals. The fifth indicator is self-reflection and self-evaluation abilities. Students who practice reflection are able to assess their own learning progress, recognize their strengths and weaknesses, and make improvements for future learning. Educative interaction and student learning activity are closely related elements in the learning process. Effective interaction between teachers and students can stimulate greater learning activity, while active student participation strengthens the quality of the interaction itself. Creating a learning environment that encourages meaningful interaction and active participation is essential for achieving optimal educational outcomes.

From the analysis requirement test, which examines whether there is a positive relationship between variable X and variable Y, the calculated r_{value} was found to be 0.665. This was compared to the r_{table} and value at a 5% significance level with a confidence interval (CI) of $100\% - 5\% = 95\%$ and $n = 48$, which is 0.284. The comparison shows that $r_{\text{value}} > r_{\text{table}} = 0.665 > 0.284$. Thus, it is evident that there is a positive influence between variable X and variable Y, specifically a positive influence of Christian Religious Education Teachers' Educative Interaction on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong for the 2025/2026 Academic Year. The analysis requirement test to determine whether there is a significant relationship between variable X and variable Y yielded a calculated t_{value} of 6.046. When compared to the t_{table} value for a 5% error margin and $df = n - 2 = 46$, which is 2.021, the result shows $t_{\text{value}} > t_{\text{table}} = 6.046 > 2.021$. Consequently, it is established that there is a significant influence between variable X and variable Y, specifically a significant influence of Christian Religious Education Teachers' Educative Interaction on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong for the 2025/2026 Academic Year. From the regression analysis, the following results were obtained: a) The regression equation is $\hat{Y} = 14,50 + 0,78X$, indicates that at a constant value of 14.50, for every additional unit of Christian Religious Education Teachers' Educative Interaction, Student Learning Activity will increase by 0.41 units from the Teachers' Educative Interaction. b) The coefficient of determination test yielded an r^2 value of 0.4425. From this value, it can be determined that the percentage of the influence of Christian Religious Education Teachers' Educative Interaction on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong for the 2025/2026 Academic Year is 44.25%.

Based on the F-test, the analysis of variance (ANOVA) yielded an F-count F_{count} value of 36.55. This value is greater than the F_{table} value with degrees of freedom $k = 14$ and $n - 2 = 46$, which is 1.92. Since $F_{\text{count}} \geq F_{\text{table}} = 36.55 > 1.92$, the null hypothesis (H_0), which states

there is no influence, is rejected, and the alternative hypothesis (H_a), which states there is an influence, is accepted. Therefore, the research hypothesis proposed by the author is accepted: there is a positive and significant influence of Christian Religious Education Teachers' Educative Interaction on the Learning Activity of Grade IX Students at SMP Negeri 1 Siborongborong for the 2025/2026 Academic Year.

CONCLUSION

Educative interaction plays a crucial role in the learning process because it creates meaningful communication between teachers and students that supports both academic and character development. Educative interaction is not limited to the transfer of knowledge but involves reciprocal communication that encourages participation, dialogue, and constructive feedback. In the context of Christian Religious Education (CRE), such interaction becomes even more significant because it integrates cognitive learning with spiritual and moral formation based on biblical values. CRE teachers are expected to demonstrate Christ-like character, provide holistic guidance, apply student-centered approaches, and understand the developmental needs of students so that learning can support their overall growth. The findings of this study also demonstrate that educative interaction has a measurable influence on student learning activity. Statistical analysis shows a positive correlation between Christian Religious Education teachers' educative interaction and the learning activity of Grade IX students at SMP Negeri 1 Siborongborong. The correlation coefficient ($r = 0.665$) indicates a strong relationship, while the t_{test} and F_{test} results confirm that this influence is statistically significant. Furthermore, the regression analysis and coefficient of determination reveal that educative interaction contributes 44.25% to the improvement of student learning activity. This indicates that the quality of teacher student interaction significantly affects how actively students participate in learning activities. Strengthening educative interaction in the classroom is essential for promoting active learning. When teachers build positive communication, encourage participation, and provide supportive guidance, students become more engaged, independent, and reflective in their learning process. Such conditions ultimately contribute to the achievement of more effective and meaningful educational outcomes.

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