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THE ROLE OF INTERPERSONAL COMMUNICATION IN IMPROVING STUDENT INTERACTION SKILLS IN ELEMENTARY SCHOOLS

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Abstract

This study critically examines the role of social communication in enhancing interaction skills among elementary school students, with a specific focus on SD IT Al-Munawwar. Elementary education serves as a vital stage for cultivating social competencies that support meaningful engagement both within and beyond the classroom. Drawing on Durkheim's theory of social solidarity, the study explores how structured social communication fosters a collaborative and inclusive learning environment. Employing a qualitative research approach, the study involved homeroom teachers and students as participants. The findings indicate that implementing social communication strategies, such as group discussions, interactive learning activities, and creative pedagogical approaches significantly improves students' ability to interact effectively. Additionally, the study highlights the growing influence of digital platforms on student interactions, emphasizing the need to optimize communication strategies in response to the evolving educational landscape. These insights offer practical recommendations for educators, particularly at SD IT Al-Munawwar, in designing responsive and effective learning methods that address the communication needs of students in the digital era.

Keywords: Social Communication; Student Interaction; Elementary Education; Collaborative Learning; Digital Era Education

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INTRODUCTION

Elementary education is essential for developing students' social skills and interactions. Social communication is crucial in creating a collaborative and supportive learning environment. Durkheim's theory, which emphasizes the importance of solidarity and social interaction in forming society, provides a relevant theoretical framework for understanding these dynamics in elementary schools (Ariani, 2017). Efforts to realize communication positively impact interaction skills that influence students' actions or attitudes in the ability to behave with caution and certainty (Karlina et al., 2023).

Émile Durkheim, one of the pioneers of sociology, argued that education aims not only to transfer knowledge but also to shape morality and social integration. In his view, schools function as social institutions that teach the values and norms necessary for group life. Durkheim's concept of "social solidarity" suggests that interactions between individuals in an educational context will strengthen social bonds and build harmonious communities (Nasution & Siregar, 2023).

In the era of globalization and advances in information technology, basic education faces new challenges. Social interactions now occur in the classroom and through digital platforms. Therefore, exploring how social communication can be optimized in today's educational context is essential. Research shows that good interaction skills contribute to students' academic development, mental health, and well-being (Sajdah et al., 2022).

Secondary schools play a crucial role in shaping students' interactional capacities, and it is essential to explore the factors that influence the development of social skills in this context. Research has shown that applying social skills in learning significantly impacts students' interactional abilities and conceptual mastery (Ikadarny et al., 2023). In addition, cognitive competence is an essential variable for social skills in student interactions. Furthermore, intrapersonal intelligence and learning motivation are factors influencing social skills. Teachers need to understand the process of social skills and use learning activities to build on this process and teach social skills. By considering these factors and implementing effective strategies, secondary schools can effectively foster the development of students' interactive thinking skills (Akbar & Fahlevi, 2023).

Social skills are crucial to students' personal development, especially in elementary school. Effective social communication enables students to interact with peers, build relationships, and resolve conflicts. However, many students still experience difficulties in

communicating and interacting socially. This study explores how social communication can improve students' interpersonal skills in elementary school (AR & Ismail, 2024).

Reliance on language automation tools, such as automatic grammar checkers, can harm a deep understanding of language structure. Excessive exposure to informal language in digital communication can also negatively impact the development of formal language skills. Understanding these challenges is essential for designing a holistic and practical learning approach in the digital age, considering relevant education policies and thoughtful technology management strategies (Sembiring et al., 2024). Innovation in Indonesian language and literature education is crucial for continued development. Innovative Indonesian language learning pays close attention to students' competencies and rights, thus ensuring that innovative Indonesian language learning is essential for improving the quality of Indonesian language and literature education. Some creative ideas that have been proposed include utilizing the TikTok app in Indonesian language and literature learning, developing role-playing skills, and transforming literature learning based on local wisdom in the post-pandemic era of the Fourth Industrial Revolution (Dwiza Riana et al., 2022).

Social skills are crucial in creating a conducive learning environment in education. They help students understand social norms, develop empathy, and work together in groups. Social skills are also the foundation for effective communication. Implementing social skills in the field using various systems, methods, and strategies effectively influences learning, and the feedback is between students and between students and teachers.

In social relationships, harmonious interactions between teachers and students are fostered by good communication. Teachers who communicate in a friendly, gentle, and non-judgmental manner create a sense of closeness, intimacy, respect, and affection for their students. Conversely, it's not uncommon to find students adopting a hostile attitude because they feel offended by a teacher's remarks (Nurina & Musthofa, 2023). Furthermore, this also influences students' affective and moral development and education. Teachers who correct students' mistakes using kind, polite, and pleasant language engage students, encouraging them to correct their mistakes. Delightful and meaningful words inspire students to follow the teacher's expectations (Mahdalena et al., 2024).

Previous studies have examined the relationship between social communication and students' interaction skills. For example, research by Bakhrudin All Habsy et al. showed that students who actively participated in group activities had better communication skills and

demonstrated improved collaboration (Bakhrudin All Habsy et al., 2023). Émile Durkheim's form of social learning is where individuals independently process knowledge or information obtained from observing models in their environment. Individuals organize all information into specific codes. Compiling each code is repeated so that individuals can respond accurately at any time. This learning process is highly effective in enhancing individual growth and development because learning is a comprehensive human activity encompassing all processes that influence each other between organisms living in the social and physical environment (Musa, 2024).

Learning as an alternative in developing social communication towards exploring interaction skills between students in learning activities. Exploration through social communication through notification (lecture), students are not asked to try to solve the problem first. Still, the teacher tends to directly explain the lesson material, providing examples and problems for practice. This results in a lack of students' ability to communicate mathematical ideas contained in the problem communication skills, teacher interaction, so that students are still not accustomed to expressing the results of their thoughts either orally or in writing (Prasetya et al., 2024).

This study explores how social communication can improve students' interaction skills in elementary schools by integrating Durkheim's ideas on social solidarity with recent findings in education. Based on recent theoretical and developmental foundations, this study makes an essential contribution to understanding social interaction in elementary education. It offers practical recommendations for educators and policymakers in designing effective curricula and learning strategies. The results are hoped to strengthen educational theory and improve students' social skills, preparing them to become competitive and contributing members of society.

METHODS

Qualitative research is grounded in post-positivist philosophy, as the study involves naturalistic phenomena (in contrast to experimental settings). The researcher acts as the primary instrument in data collection. Sampling and data sources are selected using purposive and snowball techniques. Data collection employs triangulation, combining multiple sources and methods (Rukin, 2019). Data analysis is inductive and qualitative, emphasizing meaning rather than generalizability. The main objective of qualitative research

is to facilitate a better understanding of facts or phenomena and to enable the development of new hypotheses based on the generated model. The subjects of this study include two class guardians, two accompanying teachers, and five purposively selected students.

There is no single approach to analyzing data in qualitative research. The choice of method depends heavily on the research questions, strategies, and theoretical framework (Rusandi, 2021). Researchers must capture, record, interpret, and present information to conduct analysis. Researchers need to note that data analysis cannot be separated from data collection and archival sources in qualitative research. Data analysis must be carried out immediately to determine the data collection (Abduh et al., 2021). The method for analyzing coding data is to find the overall meaning, selecting the most important and concise. Ask what the data conveys and look for the meaning contained within the information. Make notes of each statement. Coding can also be done by selecting topics according to the setting and context, participant perspectives, ways of thinking, processes, activities, and strategies (Ultavia et al., 2023).

RESULTS

The supporting elements that facilitate students' social communication skills include learning activities, social interactions between educators and students, and the school system. Supporting elements in the school environment impact student-to-student interactions. It is evident through group discussions during learning, problem-solving activities, and projects within the learning environment (Dzakirah et al., 2023). It answers the research problem, namely:

Durkheim's Theory of Thinking on the Role of Social Communication

Social skills, if practiced early on, can be used as a process for adapting to the school environment and forms of behavior within the community. Procedures carried out in the school environment serve as a process for interactions by students to become more skilled in using communication in learning and in the community. These social skills include the ability to communicate, interact with others, respect oneself and others in the interaction, be empathetic to others, give or receive feedback, give or receive criticism, act according to applicable rules, and so on. Social skills help a child relate to others (Wati, 2022).

As conceptualized, social skills are at least minimally acceptable according to existing societal norms and do not harm others. It does not include exploitative, deceptive, or aggressive "skills," which may benefit the individual. Skills mutually beneficial to the user and others, such as cooperative skills, are valuable social skills. They also include skills that directly help others, such as behavioral skills (Nurjanah et al., 2021).

The role of teachers also needs to be maximized in instilling discipline in students. This discipline is maximized through several aspects, including discipline in attending school, discipline in completing assignments, discipline in participating in the learning process at school, and discipline in adhering to school rules. Another opinion states that the benchmarks for learning discipline are actions and time. Time discipline includes studying on time, attending learning activities, and diligently submitting assignments on time (Fadhilah & Mukhlis, 2023). Meanwhile, behavioral discipline includes obeying and complying with school rules and being diligent, independent, and honest. Furthermore, other parameters of learning discipline include awareness of obeying school rules, being obedient and orderly in class, completing and submitting assignments on time, and diligently studying at home (Pradana et al., 2021).

Fulfilling the first aspect involves progressive collaboration between teachers and parents in observing the factors influencing each individual's character development process. Recent research has shown that each student possesses and is influenced by various factors that influence behavioral changes as a form of character formation that is carried out and integrated into every learning process (Hasibuan, 2023).

Most students said they had difficulty understanding the material presented, because mathematics requires detailed explanations from teachers to be understood and comprehended. The motivation to learn and the creativity of educators will largely determine the quality of a learning experience. Some students said they were reluctant to ask teachers about material they did not understand because they lacked interest and enthusiasm in participating in mathematics learning. Their reasoning was also because they considered mathematics a complex subject; they preferred not to do it or to do it by searching for answers on Google for the assigned assignments (Simanjuntak et al., 2022). A small percentage of students reported experiencing no difficulties because they took independent math tutoring, allowing them to complete online assignments at their tutoring center. These students were from upper-middle-class backgrounds, so they encountered no difficulties.

Students' learning abilities during the pandemic depended on their parents' economic situation (Erna Lisnawati & Purwanto, 2022).

Implementation planning is a skill in communicating and sharing information, especially in education, which has become commonplace because communication skills can provide easy, fast and widespread access to information. SD IT Al-Munawwar, as a school tied to the JSIT network environment, also uses social skills in sharing information, namely discussions, questions and answers, and resource utilization in implementing learning. Participating in student interaction with teachers influences various activities and school systems that are more relevant to student interactions in the community and school environment (Widaswara & Putra, 2023). Actively, teachers carry out social skills through information on active learning activities, namely through analysis of mathematics, social studies, natural sciences, Indonesian language and citizenship education learning.

Television and newspaper news, on the other hand, have fewer opportunities to publish and are therefore relatively slow to cover news. Thus, their ability to set the agenda or set topics of conversation on other media platforms is limited. Radio occupies a middle ground. A fixed broadcast schedule binds it, but airs several daily bulletins (Astari, 2021). The setting in implementing learning activities as a media capacity study obtained findings that showed that learning media, such as notebooks, influence social interaction. The media teachers use as social skills to stimulate student responses are more likely to use interaction in the learning environment. The research results from two schools are detailed in the table below.

Table of results of observations and interviews in the field

1. SD IT Al-Munawwar

Durkheim's Theory	**Interaction Indicators**	**Results**
The Role of Creativity	Teachers are not only instructors of academic content but also agents of socialization who transmit moral values to students. They need to understand their role in shaping students' character through an ethical approach. Therefore, indicators of teacher creativity include responsibility and tolerance.	The creativity that exists in schools is obtained from the school system and the implementation of learning activities in the researcher's class, namely : 1. School system activities use various facilities for teachers to develop learning, such as creating icebreakers and learning creativity. 2. The activities obtained from the research with the teacher as the object are the teacher's initial

Durkheim's Theory	Interaction Indicators	Results
		activities, preparing students to be active in learning. For example, the teacher prays the Duha prayer before learning at 07.30, followed by taking attendance and praying after that, "clap ready." After the obligation to implement the school system, the teacher continues with the Civics learning material titled "Rights and Obligations" for grade 3 in Egypt. 3. The creative activity used by the teacher, which linked previous learning to the learning activity on "rights and obligations," allowed students to provide answers to what they knew about rights and obligations. Students also demonstrated the rights and responsibilities they carried out in the activity. Furthermore, the teacher provided feedback by saying, "Thank you." 4. The teacher uses creativity by making small and large circles on the blackboard. After that, the students are invited to play with the teacher asking the question, "Is learning a right or an obligation?" Then, the students compete to show their "rights and obligations." The teacher gives points for the fastest assessment. In addition, the game has a jury team, namely the students. Students give scores without choosing friends. 5. The teacher's creativity also manifests in written assessments in student books, which include the motivational phrase "good job." Furthermore, the teacher approaches students and expresses "thank you" as a token of appreciation for their ability to answer questions.
Action Model	Addressing Value Controversies: In education, it is important to be aware of value controversies that may arise among students from different backgrounds. An inclusive approach is needed to	The action models that researchers see in learning activities are: 1. Students are trained to be more punctual when entering school, greeting teachers and

Durkheim's Theory	Interaction Indicators	Results
	address these differences constructively. Therefore, the action model in this case is: Creative, appreciating achievement, and caring for the environment.	friends. Actions that impact social communication include students being polite in their actions and caring for and loving those younger and older than them. 2. Classroom activities are conducted without discrimination, and students become closer and closer friends. Research has shown that when a judge is a judge, they are much better at judging their peers. For example, in the game "Catch it quickly," the teacher asks who responds first, and the student answers "honestly.". 3. Social interaction is also fostered within the school environment by promoting positive interactions between elementary and kindergarten students. This influence improves children's social skills, and students interact significantly more with their peers and the school environment. 4. The pattern of action is also seen when students are able to answer questions asked by the teacher to take a break during learning activities. For example, the teacher asks, "What rights and obligations have you carried out during learning activities at school?" When students are able to answer, they are allowed to take a break and invite one friend.
Action Regulation	Criticism of the Empirical Approach: There is criticism that the empirical approach often ignores the importance of theory in understanding social phenomena. Researchers must recognize that social facts cannot be understood without an adequate theoretical framework. Therefore, in this case, the regulation of action in the school environment, which is influenced by teacher communication, is democracy and national spirit.	The findings obtained by the research in the form of action regulations are in accordance with the implementation in the form of the school's vision and mission, goals and implementation system, so the action regulations include: 1. The things found in students are that they arrive on time and always maintain interactive communication with educators and peers. This is per the educator's statement: "students' speech is starting to be controlled and they have started

Durkheim's Theory	Interaction Indicators	Results
		to communicate well with friends and parents." 2. Praying Dhuha makes students more accustomed to being more diligent and more accustomed to doing it, even though it is a holiday. 3. Grade 3 in Egypt is an active class, making it easier to comply with school rules. When asked to be quiet, students stop making noise and continue with assignments unrelated to the subject. 4. Social communication in student interactions is also evident during classroom play, with no distinction between those with high intelligence and those with average knowledge. With a system of selecting friends who can move away, using questions posed by the teacher, students will choose their friends to join in the game first, and then take a break.
Symbolic and Cultural	Teachers and educational staff must learn from each other's work, be objective, and engage with complex research issues. It will lead to a broader consensus on fundamental issues than is apparent at first glance. In this case, the symbols and culture in the implementation indicators are: love of country and social concern.	In the implementation of school symbols and culture that are in accordance with the data in the field, namely: 1. The school culture is built according to the quality system and development of student knowledge, namely, timely school attendance and a warm welcome from teachers when entering the school gate. 2. A school environment that supports a beautiful culture, namely in accordance with the symbols and customs of the Mandailing culture, which is more respectful, polite and behaves better. 3. School culture is also more about the development system for student attitudes, so students are always given examples of how creativity is developed through art performances and scouting activities in the school environment.

Durkheim's Theory	Interaction Indicators	Results
Order is the central puzzle of every sociological theory.	Research on moral development records the existence of actions and shows that these findings are causal factors in the action process. These findings are indicators of religiosity and a love of reading.	Findings in the field through order through sociological theory through the results of observations and interviews, namely: Social built in the school environment, namely in accordance with the corridors in the Integrated Islamic school environment and supplemented by the school system, namely the application of school regulations, school goals, and the development of student knowledge that leads to Islamic religious knowledge and general knowledge that leads to the world of education in its entirety.
Normative Regulation	Integration of Theory and Practice: Sociological research must integrate theory with educational practice to understand how moral values are taught and received by students. It includes analyzing how educational curricula and policies reflect broader societal values. Therefore, in this case, indicators of normative regulation are: independence and honesty.	Normative regulations are in accordance with the results of field review observations and interview results, namely: 1. The results of an interview with the school principal regarding quality development within the school environment as a forum for all skills that lead to students' character. For example, extracurricular development in scouting activities is carried out during school activities at the end of the week. 2. There are regulations for students and educators within the school environment. These regulations apply to students: coming to school, complying with the consequences of not arriving on time, participating in extracurricular activities according to the rules and grade level, performing the Dhuha prayer, and carrying out learning activities. 3. Social communication that leads to student interaction, namely implementing school rules and learning from classmates, is motivation for implementing the school rules system.
Normative Regulation	Empiricists frequently criticize the lack of theoretical consideration in their research. They tend to focus on facts without considering the	The reference for actions in observations is in accordance with the results of observations in the field, namely:

Durkheim's Theory	Interaction Indicators	Results
	logical structure of the theoretical schemes that support data selection. It demonstrates the need to integrate the two paradigms to ensure more comprehensive and meaningful research results. Social interaction in action aligns with the action's framework of reference: communicative and inquisitive.	1. The framework that guides student social interactions is the principal's structure, which provides direction and development for small organizational structures within the classroom. The class structure impacts the responsibility of being a class leader, meaning that the class leader must be able to help friends in need and support others. Furthermore, the class leader also serves as a role model in various school activities. 2. Educators who have a high level of social interaction with fellow educators implement this, and students also implement it within the school environment: classroom activities and implementation must be carried out in a unified manner.

2. MI (*Madrasah Ibtidaiyah*) Model

Durkheim's Theory	Interaction Indicators	Results
The Role of Creativity	Teachers are not only instructors of academic content but also agents of socialization who transmit moral values to students. They need to understand their role in shaping their students' character through an ethical approach. Therefore, responsibility and tolerance are indicators of a teacher's creative role.	The creativity that exists in schools is obtained from the school system and the implementation of learning activities in the researcher's class, namely: 1. Developing the curriculum and implementing an educational renewal system in accordance with the development of technology and media demonstrates the creativity of educators in the school system. 2. The school provides guidance and support to educators in developing the quality of learning. 3. As experts in controlling effective learning processes, educators always provide creative learning media to develop students' skills and communication.

Durkheim's Theory	Interaction Indicators	Results
		4. One way to foster collaborative interaction is by forming groups in second-grade classes, focusing on mathematics, such as addition and subtraction. This cooperative system allows students to interact more with their deskmates and classmates. The social and interpersonal skills developed are much more effective, and the class becomes more active. It is because students help their classmates who struggle to understand or are slow to answer questions.
Action Model	Awareness of Value Controversies: In education, it is essential to be aware of value controversies that may arise among students from different backgrounds. An inclusive approach is needed to address these differences constructively. In this case, the action model is: creativity, appreciation of achievement, and environmental awareness.	The action models that researchers see in learning activities are: 1. The action models seen in students are constantly arriving on time, carrying out class duties, and participating in ceremonial activities. 2. The consequence for students who do not arrive on time during the ceremony is that they will stand until it is complete. The ceremony, held on October 28, 2024, was carried out per the instructions of the ceremony instructor, namely, to maintain and be able to act in accordance with the rules and regulations, "do not take action without first considering it." 3. Social communication influences interactions between students because it uses many symbols that affect students' affective actions, such as "stop building, let's build characteristics of change," and so on. Through symbols, children are much friendlier and more polite, which positively impacts students' actions.
Action Regulation	Criticism of the Empirical Approach: The empirical approach is often criticized for ignoring the importance of theory in understanding social phenomena. Researchers must	The findings obtained by the research in the form of action regulations are in accordance with the implementation in the form of the school's vision and mission,

Durkheim's Theory	Interaction Indicators	Results
	recognize that social facts cannot be understood without an adequate theoretical framework. Therefore, in this case, the regulation of action in the school environment, which is influenced by teacher communication, includes democracy, national spirit, and hard work.	goals and implementation system, so the action regulations include: 1. Actions tailored to various activities and implementations involve students being heavily involved and participating in classroom cleaning activities, which fosters greater independence. Students are also encouraged to arrive at school on time. 2. School activities have a positive impact on the development of students' character, namely that students see and use them as examples in carrying out activities that provide positive direction for themselves, for example, students are responsible for being class leaders, on duty in class, getting involved in preserving the environment, maintaining friendships in the class, loving the younger ones and respecting the older ones. 3. This action regulation also impacts academic implementation, namely, providing achievements in the form of being the best class, being creative, and having art.
Symbolic and Cultural	Teachers and educational staff must learn from each other's work, be objective, and engage with complex research issues. It will lead to a broader consensus on fundamental issues than is initially apparent. In this case, the symbols and culture in the implementation indicators are love of country and social concern.	In the implementation of school symbols and culture that are in accordance with the data in the field, namely: 1. The first symbols in the school environment are the vision, mission, goals, and various writings that provide meaning to social skills in interactions between students. The influence generated through symbols affects psychomotor skills that implement student character. The character of shame that is built in the school environment through symbols has a creative impact on students' playing games, according to their age and environment. In addition, the use of 5S symbols is also applied in

Durkheim's Theory	Interaction Indicators	Results
		schools: smile, greet, say hello, and be polite and courteous. 2. According to interviews with the school, students will have a much better understanding of the reading system and the creation of support systems for their activities. Their reading activities reflect what they must do in their behavioral activities, such as not teasing friends, which negatively impacts the character of their peers, seniors, and all students in their environment.
Order is the central puzzle of every sociological theory	Research on moral development records the existence of actions and shows that these findings are causal factors in the action process. It is indicated by religiousness and a love of reading.	Findings in the field through sociological theory, through the results of observations and interviews, namely: 1. Teachers' parenting patterns are in accordance with the school system, which develops order in the form of student character development. The thing in order, as the central puzzle of every sociological theory, is culture as a development carried out through the material "Rights and Obligations," which is introduced with the tradition of Mandaling Natal culture in the form of maintaining cultural sustainability. 2. Sociology is built through order, a social structure that teaches students to influence each other positively in learning activities. This is evident in games played in a sporting manner among peers.
Normative Regulation	Integration of Theory and Practice: Sociological research must integrate theory with educational practice to understand how moral values are taught and received by students. It includes analyzing how educational curricula and policies reflect broader societal values. Therefore, in this case, indicators of normative regulation are: independence and honesty.	Normative regulations are in accordance with the results of field review observations and interview results, namely: 1. Normative regulation refers to students recognizing and describing themselves by playing their roles. Students will become more accustomed to positive interactions and collaboration by following normative rules. It is evident through sharing food, completing assignments in class,

Durkheim's Theory	Interaction Indicators	Results
		and providing positive learning experiences for their peers. 2. Students' literacy learning reveals natural and social phenomena. It is a process of habituation in learning techniques that allows students to become accustomed to reading.
Terms of reference for action	A frequent criticism from empiricists concerns their research's lack of theoretical consideration. They tend to focus on facts without considering the logical structure of the theoretical schemes that support data selection. It demonstrates the need to integrate the two paradigms to achieve more comprehensive and meaningful research results. Social interaction in action aligns with the action's frame of reference: communicative and inquisitive.	The reference for actions in observations is in accordance with the results of observations in the field, namely: 1. Students' actions, in the form of habits, are in accordance with the school development program, namely by arriving on time, doing homework, carrying out obligations as students and explaining obligations as children in the home environment. This is per the interview in grade 3, namely, learning provides opportunities to obtain information and learn about work as students. 2. The normative action pattern is that students must be able to carry out their obligations to God, namely performing prayers, eating and drinking with good ethics, and the stories of the prophets as a reference in the form of action patterns to be used as examples in behavior.

Social communication is vital in developing students' interpersonal skills in the school environment. This study, conducted at both SD IT Al-Munawwar and MI Model Panyabungan, found that effective communication practices facilitate the learning process and enhance students' ability to interact with peers, a crucial aspect of children's social development.

At SD IT Al-Munawwar, the implementation of creative learning methods, such as icebreakers and group discussions, creates an atmosphere that supports active student participation. These methods encourage students to communicate and share ideas, which are the foundation of good social skills. Research by Halimatus Sa'diyah et al. shows that social

interaction is essential in learning, where students learn from teachers and peers. When students engage in discussions and collaboration, they learn to listen, respect others' opinions, and express their thoughts clearly (Sa'diyah et al., 2023).

DISCUSSION

Challenges in Improving Communication and Interaction Skills among Students

The description of the roots and character of moral commitment in the SD IT Al-Munawwar and MIS Model environment, which is described in the context of the growth of virtue, emphasizes that this commitment grows from existing involvement and attachment, from the sense experienced by the subject himself about what has meaning and value. In accordance with the policies and regulations in the school environment, two scientific groups are applied simultaneously to form good character in the interaction between students in the educational environment and the community environment.

The whole issue of the voluntariness of moral choices and actions would be much less significant, since the imposition of punishment is not a key element in moral judgment in the aretaic framework. We naturally admire, praise, and reward those who are kind, considerate, and courageous, and we dislike and condemn those who are evil and unwise (Turner, 2003). Furthermore, the Duha prayer, held before class at SD IT Al-Munawwar, allows students to interact more flexibly and spiritually. This ritual teaches discipline and strengthens social bonds among students, reducing the tendency for individualism. Through this activity, students learn to respect and support each other, which is crucial for building group cohesion.

Meanwhile, at MI Model Panyabungan, the use of symbols in social communication reminds students of the values expected in daily interactions. These symbols create a collective awareness among students regarding the importance of polite behavior and mutual respect. An environment that facilitates positive communication and collaboration can improve students' social skills (Nevgi et al., 2006). Students in study groups learn academic content and essential skills such as leadership, negotiation, and conflict resolution.

In addition, extracurricular activities at MI Model Panyabungan provide a platform for students to interact outside of the academic context. Involvement in activities like scouting or the arts enriches the learning experience and helps students develop broader

social skills. Interactions outside the classroom facilitate more natural social learning, where students learn to adapt and cooperate in different situations. Both schools demonstrate that effective social communication can enhance students' interpersonal skills. From creative learning activities to the use of symbols and involvement in extracurricular activities, all contribute to a positive learning environment. By focusing on developing communication and interaction skills, these schools prepare students for academic success and a better social life in the future.

Implementing learning is more effective by using traditions in society with culture and learning methods that mix modern and traditional social skills-based learning. This is very beneficial for the meaning of the process and interaction between students, because students get contextual learning experiences and appropriate materials to understand the concept of science in their local culture. Culture is integrated as a tool for the learning process to motivate students in applying knowledge, working cooperatively, and perceiving the relationship between various subjects (Wanhar & Hasibuan, 2016).

Positive correlation and regression coefficients indicate that educators and institutions can improve student interaction skills through social communication skills by utilizing program features, templates and wise words in the school environment (Judijanto et al., 2023). Strategies that promote interactive and thought-provoking content in social skills can contribute significantly to the development of student interaction. The positive correlation and regression coefficients associated with interaction intensity emphasize the importance of fostering strong interactions in elementary school learning environments, consistent with research. Implementing discussion forums, collaborative projects, and other interactive elements can significantly foster critical thinking skills (Ikadarny et al., 2023).

CONCLUSION

Social communication is crucial in enhancing elementary school students' interpersonal skills. Developing social skills through effective communication contributes to academic achievement and supports students' overall mental health and well-being. With the era of globalization and advances in information technology, new challenges in social interaction in educational environments are becoming increasingly complex. Therefore, the judicious integration of technology into learning is crucial to facilitate more optimal interactions. The findings of this study indicate that teachers and schools need to play an

active role in creating a learning environment that supports social interaction. By implementing interactive and collaborative learning activities, students will be more motivated to participate and be actively involved. For example, at SD IT Al-Munawwar, implementing a creative and innovative learning system has proven effective in improving communication skills among students, thus creating a conducive learning atmosphere. This research is expected to be a reference for education practitioners and policymakers in designing curricula and learning strategies that are more effective and relevant to students' needs. It is hoped that students will not only become academically competent individuals but also be able to interact and collaborate well in an increasingly complex society.

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