ABSTRACT

This research aims to determine the influence of teacher teaching creativity and interactional communication on student learning achievement. This research uses qualitative research with a descriptive approach. The results of this research are that teachers must have learning methods in teaching science. In the communication process between teachers and students, it can be seen that this gives rise to an interactional communication model. This interactional communication model is a communication model that is often used in everyday life and can build children's creativity. Education is a very important thing for someone to gain knowledge and improve one's self-quality. With the aim of this education, it can determine whether a person is successful or not based on the results they have achieved. There are several things that influence student learning achievement, in this case teaching creativity and communication between teachers and students are factors in achieving learning achievement.

Keyword: Teacher Teaching Creativity, Interactional Communication, Learning Achievement
INTRODUCTION

Communication is a process in which individuals exchange information and convey thoughts as well feelings, where there is a message sender who formulates the message and the recipient understands the message. Ability to communicate and language is an important part of everyday life - day. In the smallest environment such as a child's family can convey his wishes, for example a child wants something taking a walk, watching television, asking for food and drink. By having communication skills and good language, children can understand and convey thoughts and express desires for fulfill his needs. On communication itself, there are various models of false communication the other is the interactional communication model.

Yes, it is an interactional communication model. Fajar (2009:106) put forward a model interactional refers to a communication model that developed by social scientists who using the more familiar symbolic interaction perspective in sociology. According to this model, people as a communication participant is active, reflective and creative, interpreting, displaying complex behavior and difficult to predict. Blumer (in Mulyana, 2010:173) put forward three premises on which the model is based. First, humans act based on meaning given by individuals to their social environment (verbal symbols, non-verbal symbols, physical environment). Second, meaning is directly related to interaction social activities carried out by individuals in relationships with the social environment. Third, meaning is created, maintained, and changed through a process of interpretation carried out by individuals in dealing with social environment. The interactional communication model proposed by Wilbur Schramm (in Rosmawanty, 2010:27) emphasizes the process two-way communication between communicators namely between the sender and recipient of the message mutually come back.

Communication is one of the human activities recognized by everyone but very few can define it properly satisfying. Communication has an infinite variety of definitions such as; talking to each other, television, the dissemination of information, our hairstyles, literary criticism, and much more. Communication is one of the most popular terms in life man. As an activity, communication is always carried out by humans. Humans cannot help but communicate. If normal humans are creatures social which always builds interaction between people, hence communication is the main means. Communication is a social process that individuals use symbols to create and interpret deep meaning their environment. Communication theorists create models, or a simple representation of the complex relationships between elements in the communication process, which makes it easier for us to understand complicated process. Although there are many communication models, three will be discussed here the most important.

The word communication comes from the Latin word communicare, which means tell. This word later developed in English communication which means the process of exchanging information, concepts, ideas, feelings, and between two or more people. It can be stated simply The definition of communication is the process of sending messages or symbols contains meaning from a source or communicator to someone recipient or communicant with a specific purpose. A model is a simple drawing or scheme. Communication model intended to simply describe the process communication so that it is easy to understand. 13 According to another definition, a communication model is a description a simple form of communication process that shows the relationship between one communication components with other components. According to Sereno and Mortensen, the communication model is a description ideal regarding what is needed for communication to occur. Model Communication represents abstractly the important
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characteristics of eliminating unnecessary communication details in the real world. Gordon Wiseman and Larry Barker stated that there is a communication model three functions: First, describe the communication process; Second, show visual connection; Third, help in finding and repairing communication bottleneck.

Education is one of the important things to improve a person's quality. The success or failure of these educational goals can be seen from the results that have been achieved. In the world of education, success can be seen from students' ability to master the material provided by the teacher, completion of assignments and achievements achieved by students. According to Djamarah, Syaiful Bahri Djamarah, the things that influence teacher learning achievement are: teacher discipline, responsibility, and communication between teachers and participants. Factors that influence student achievement are in terms of communication and teaching creativity between teachers and students (Suryadi, 2019, pp. 190-199). According to Rusyan, Tabrani, and Cèce Wijaya (in Djamarah, 2002) creativity is usually defined as the ability to create new products, these new products can be new or things that already exist that need to be modified. If this concept is linked to teacher creativity, the teacher concerned may be able to modify existing things by producing new forms or by creating new things or strategies (Suryadi, 2019, pp. 190-199).

If you look at the current time, problems with teachers' teaching styles in the classroom often occur. If problems with teachers' teaching styles in this class continue to increase and continue to occur and cannot be resolved, it will have an impact on the quality of education. This education system has several components, one of which is educators or teachers. A teacher's teaching style is different, one of which is as explained above and can have an impact on the determinants of student learning achievement (Rahmatullah, 2022).

There are several forms of communication, but what is included in teaching creativity is included in one form of communication, namely interactional communication. This interactional communication is a communication model that prioritizes reciprocal relationships, by exchanging meaning or feedback between the recipient and sender of the message (Suryadi, 2019, pp. 190-199).

However, the results of a previous study by Azam Syukur Rahmatullah and Moh. Toriqul Chaer with the title The Effectiveness of Interactional Teaching Styles on Learning Interest of Class VI Students at SD Muhammadiyah 1 Tegal shows that student learning achievement is not yet optimal and student interest in learning is still low. Based on this, the problem formulation of this research is "what is the teacher's teaching style, what is the student's interest in learning, and what is the influence of teaching style between teachers and students at SD Muhammadiyah 1 Tegal?". Thus, the aim of this research is to determine the influence between the teacher's teaching style and the learning tension of students at SD Muhammadiyah 1 Tegal (Azam Syukur Rahmatullah, 2022).

So, the results of the author's research and the results of previous studies are not much different, because they still discuss the same teaching styles between teachers and students using interactional communication on student learning interest and student achievement. However, the difference is that the results of the author's research discuss more about teacher teaching creativity and interactional communication on student learning achievement, whereas the results of previous research discuss more about the effectiveness of the influence of students' learning interest.

There are several relevant studies that researchers have used as sources of comparison in this research, including:

The Plantation business field requires reliable personnel, especially plantation assistants who are needed in oil palm and rubber plantations, an assistant is required to be able to understand and master the communication model in plantations which is a condition for working on plantations. This research uses a descriptive method with a qualitative approach, the object of research is a model of communication in entering the world of work in research subject plantations at PTPN II North Sumatra. The results of the study stated that the relationship between assistants and
employees is a barometer in PTPN II plantations, moreover the position of plantation assistants is a challenge that requires each plantation assistant to have good communication skills when the implementation of leadership in plantations does not work. well. held. face obstacles. The main requirements needed in dealing with problems in plantations are mental, moral, and high motivation (Riadi & Hidayat, 2023).

Second research this research aims to describe the communication model used in remote working activities with a case study of PT employees. Riliv Indonesian Psychology. The research method used is descriptive qualitative using West & Turner's communication model theory. Data was collected through observation, structured interviews and documentation. The informants in this research were Human Capital, Partnership Manager, Product Operation, Social Media Manager, Creative Designer, and Senior Copywriter. The research results show that the communication model that occurs is an interactional communication model, where the communication process requires the sender and recipient of the message to both provide feedback. The interactional communication model is also used in new media so that it is in line with remote working activities which rely on communication technology in their activities. The type of communication in this activity is Computer Mediated Communication (CMC), where interaction occurs via a computer or internet as a medium for writing, sending, receiving and reading messages, either directly or indirectly. Communication process for work activities at PT. Riliv Psychology Indonesia uses three applications, namely Telegram, Google Meet, and Notion (Yulia & Sidharta, 2023)

Third research this study aims to determine the role of interpersonal communication of teachers in improving the ability to learn of Tarkiz Students in Alquran Elementary School Bandung. The concept of this research leads to the theory of interactional processes. This type of research is descriptive descriptive qualitative, namely making descriptions systematically, factually, and accurately. This research is carried out on people who experience and know firsthand. The subject or informant in this study amounted to five informants who were selected through a purposive sampling technique. Data collection is done through observation and in-depth interviews and using qualitative data analysis. The results of the study show that in the three components of the interactional role of the teacher in improving the learning abilities of Tarkiz students, among others, the first input shows that the teacher does the discussion method. The two processes in this case are the teacher providing a question and answer session method. The third output in this component is that the teacher provides a material that is in accordance with the students' knowledge (Rina, 2019)

Fourth relevant research the high number of unemployed in Indonesia need an effective strategy. One of strategy is preparing individual mental for job readiness by enhancing self-efficacy in work preparation. Self-efficacy in work preparation is influenced by internal factors and external factors. External factors are influenced by social persuasion and vicarious experience that obtained from parents. Research purposes to determine the correlation and effective contribution of interactional communication of parents and child with self efficacy in work preparation. The population in this research is 136 students and the samples are 95 students. This research used simple random sampling technique. The instruments used in this research consisted of two scales, Interactional Communication of Parents and Child Scale that consists of 24 items (α = 0.906) and Self-Efficacy in Work Preparation Scale that consists of 39 items (α = 0.932). The result of this research showed a coefficient of 0.486 (rxy = 0.486) with a significance of 0.000 which means a significant positive correlates between interactional communication of parents and child with self-efficacy in work preparation. Higher interactional communication intensity of parents and child correlates with higher self-efficacy intensity in the work preparation, and contrary. The effective contribution of the interactional communication of parent and child on the self efficacy in work preparation is 23.7%. The additional data analysis in this research is using
One-way Analysis of Variance that showed parents’ job have no influence to self-efficacy in the child’s work preparation (Siti Amalia, 2022)

The latest relevant research is related furthermore, related relevant research this research aims to analyze the interpersonal communication process that exists between parents and autistic children, as well as to find parents' communication models in introducing sexual education for autistic children. Researchers use a qualitative approach with methods phenomenological research. The research subjects were six parents who had autistic children as the main informant and three teachers as supporting informants. Data collection carried out through observation, in-depth interviews, and documentation. Research result shows that the interpersonal communication process that exists between parents and autistic children takes place in one direction and two directions. In the process of interpersonal communication that is established. Between parents and autistic children, there are three important things related to interaction theory symbolic, namely meaning, self-concept, and society. Communication models implemented by people parents in introducing sexual education to autistic children, namely the linear communication model and interactional. The linear communication model is applied by parents who use communication. One Way. In this model, parents play an active role in providing messages/instructions, while children. Autistics play a passive role in receiving messages/instructions. Then the interactional communication model implemented by parents who use two-way communication. In this model, it happens interactions between parents and autistic children. Parents introduce and teach about sexual education for autistic children continuously and repeatedly (Syaira Arlizar Ritonga, 2022)

RESEARCH METHODOLOGY

Previous research by Chuduriah Sahabuddin on the Relationship of Teaching and Learning Communication to Student Learning Outcomes at State Vocational High School 1 Majene Regency Pepatuze Journal, Vol. 10, no. 1 November 2015. Based on the results of the research, it can be concluded that the average score for the level of communication teachers in learning for students at SMK Negeri 1 Majene is relatively high. The student learning outcomes obtained an average score of 70.083. These results illustrate that the average teacher's ability to communicate with students at SMK Negeri 1 Majene Regency in the 2015/2016 academic year in the subjects given is quite good. Based on the correlation results, the r xy value is 0.462 with the alternative hypothesis (Ha), it is accepted that there is an influence between teacher communication on student learning outcomes (Sahabuddin, 2015).

Ratih Rahmawati and Edi Suryadi regarding Teacher Teaching Creativity and Interactional Communication as Determinants of Student Learning Achievement Journal of Office Management Education Vol.4 No. 2, July 2019 p. 190-199. Based on the results of his research, it can be concluded that there is an influence between teacher teaching creativity and interactional communication on student learning achievement in the Facilities and Infrastructure Administration class XI Office Administration subject which simultaneously has a strong influence (Suryadi, 2019, pp. 190-199).

Satria Wiguna, Nurmisdaramayani, Ima Sari Ramadhani, and Riski regarding the Socialization of Interactional Teaching Models for Teachers at MTS Babussalam Tanjung Pura Journal of Community Service e-issn: 2622-5646. Based on the results of the research, it can be concluded that the socialization of interactional teaching models between teachers and students at MTS Babussalam Tanjung Pura is an associative interaction model, where this interaction leads to forms of association such as cooperation, accommodation, and also assimilation. Interaction between teachers and students is always carried out both in the classroom and outside the classroom, both in teaching and learning activities and outside of teaching and learning activities (Satria Wiguna, 2021).

Purnomo Ratna Paramita on Communication Patterns in Meditation Practices in Buddhist-Based Schools Journal of Educational Communication, Vol. 5, no. 2 of 2021, pp 197-213
The results of this research can be concluded that the practice of meditation in Buddhist-based schools in Banten is based on Buddhist teachings with a complementary relationship type of communication pattern and an interactional type of communication pattern with the same goal, namely to shape students' positive character according to the expectations of the government, school and parents (Paramita, 2021, pp. 197-213).

Prabowo Adi Widayat, Bermawy Munthe, and Tulus Musthofa regarding the Application of the Interactional Intelligence-Based Learning Model to Improve Students' Arabic Language Competence Journal of Arabic Studies, 6 (1), 2021. Based on the results of their research it can be concluded that the application of the interactional intelligence-based learning model is very effective and provide a significant influence in improving students' Arabic language competence (Prabowo Adi Widayat, 2021, pp. 39-53).

The type of research used is qualitative research using a description approach. According to Sugiyono, the qualitative method emphasizes the importance of meaning rather than generalization aspects, is based on philosophy, and uses data collection techniques, data analysis is inductive.

The data source referred to in this research can be obtained from where the data is obtained and has clear information, the data is taken and processed. The data source obtained by the author is data obtained directly from MAN I Padang Pariaman teachers, which is primary and secondary data for students and guardians of class X. The research subjects are teachers and students of class X MAN 1 Padang Pariaman.

This data collection technique is based on self-reports, or at least on personal knowledge or beliefs. The interviews that will be conducted in this research are unstructured interviews, observation and documentation as well as references to several journals related to the research title.

RESULT AND DISCUSSION

The communication model according to Aristotle (384 BC–322 BC) was a Greek philosopher. The communication model used by Aristotle is basically a communication model in the most classic way, this model is called the rhetorical model. The essence of this communication is Persuasion, namely communication that occurs when a speaker conveys his speech to the public in changing their attitudes. (Ruben Breat.D, 2013). Aristotle's model of verbal communication is the first model of communication in Communication Studies. He also wrote that communication will work if there are 3 elements. The main elements of communication are the speaker, message and listener. Aristotle focused communication on rhetorical communication or what is better known today with public communication (public speaking) or speeches, because at that time the art of giving speeches especially persuasion is an important skill needed in fields such as law courts, and rhetorical theory centers on thinking about rhetoric (persuasiveness). Focus This model is based on speaking ability or speech which is usually centered on ability a speaker's persuasion which can be seen from the content of the speech, the structure of the speech and the method delivery. By achieving these three things, a person's abilities can be measured his persuasion. These communication models are evolving over time, but there will always be three aspects that are always the same from time to time, namely: the source of the message sender, the message sent, and the recipient of the message (Riadi & Hidayat, 2023).

The rhetorical triangle is a method for constructing sentences that are appropriate in meaning application of the principles of persuasion. The rhetorical triangle consists of ethos, logos, and phatos

a) Ethos
Ethos is the component in an argument that establishes the listener's beliefs of the speaker's competence. The principles of persuasion can be included in the principles authority and liking. The insight, ethics and character of the person presenting the argument must be convincing. There are three categories of ethos, namely ability and wisdom which means expertise and the speaker's intelligence. The second is arete or the goodness and greatness of the speaker which is assessed as its credibility and reputation. And the last one is eunoia or good intentions communicator.

b) Logos

Logos is the content of an argument that is interesting from a logical perspective. The data presented must be accurate and not confusing. In-depth but easy to understand information will further increase the ethos dimension of the speaker. Rational language structure and proportion will be clearly captured by the minds of the listeners. Clarity of reasons and strong evidence will encourage messages and arguments to become more persuasive. Thorough preparation is the key.

The interactional model is opposed to the stimulus response (S-R) model and several other linear models. While these models assume humans as passive, the interactional model considers humans to be much more active. Symbolic qualities are implicitly contained in the term "interactional", so that the interactional model is much different from the usual interactions that are characterized with stimulus-response exchange. The interactional model refers to the communication model that is developed by social scientists who use a symbolic interaction perspective, with the main character George Herbert Mead who was one of his students is Herbert Blumer. The symbolic interaction perspective is better known in sociology, although its influence also penetrates other disciplines such as psychology, communication science, and even anthropology. Interactional models are actually very difficult to describe diagrammatic model, because of its qualitative, non-systemic, character nonlinear. Verbal models are more appropriate to use to describe this model. The transactional model does not classify communication phenomena into various elements or phases as described in communication models linear or mechanistic. Instead communication is described as formation of meaning (interpretation of other people's messages or behavior) by para communication participant (communicator). several important concepts used are: self, other self, symbols, meaning, interpretation and action. According to the symbolic interaction model, people are participants communication is active, reflective and creative, interpreting, displaying behavior that is complex and difficult to predict. This understanding rejects the idea that individuals are passive organisms (as in stimulus-response or models effect-oriented linear communication), whose behavior is determined by forces or structures outside himself. In this context, Blumer states three premises on which this model is based. First, humans acting based on the meaning the individual gives to the environment social (verbal symbols, nonverbal symbols, physical environment). Second, meaning directly related to the social interactions that individuals carry out with social environment. Third, meaning is created, maintained, and changed through the interpretive process carried out by individuals in dealing with the environment social.

Communication events can occur anywhere, anytime and by anyone. Interpersonal communication is a meeting of at least two people aims to provide messages and information directly. Interpre. Interpersonal communication is "the process of sending and receiving messages between two people, or a small group of people, with some effect or instant feedback.” Muhammad defined interpersonal communication as the process of exchanging information between one person and at least one person another or usually between two people who can be directly known back.

The communication process can take place well if the communication process goes well and smoothly. As a process, communication has something in common with how a person expresses...
feelings, things that are opposite (contradictory), the same (harmonious, harmonious), and goes through the process of writing, listening, and exchanging information. According to Effendy in his book Communication Science Theory and Practice quoting that the communication process is divided into two stages, namely as follows: The ongoing delivery of ideas, information, opinions, beliefs, feelings, and so on by communicators to communicants by using symbols, for example, 20 languages, images, colors, and so on that have conditions.

In the interactional communication model there are communication components that support the ongoing communication process. These components are as follows:

1) Source or sender of the message – the person who initiates the message.
   Encoder – the person who sends the message. The encoder and decoder are the same person as the source. The source acts as an encoder when sending messages and acts as a decoder when receiving messages.
2) Decoder – the person who receives the message. The decoder and encoder are the same person as the recipient of the message. The second source decodes the message then sends another message, encodes the message, and sends it to the first source.
3) Message recipient – the person who receives the message. Message – information sent during the interaction process.
4) Feedback – the decoder forms a second message after receiving the first message. Interference – various things that can interfere with the communication process and can occur at any stage of communication.
5) Barriers – various things that hinder the communication process such as physical barriers, mechanical barriers, semantic barriers, etc.

In the interactional communication model, when a source sends a message to a message recipient or second source, the first thing the source does is encode the message. The encoded message is then received by the message recipient or second source by decoding the message to obtain the complete message or information. Then, the message recipient acts as a source, encoding another message or feedback and sending it back to the message sender or first source. The messages formed by both or communication participants are influenced by their respective fields of experience. What is meant by field of experience is a communication pattern that is influenced by various factors such as cultural, social, psychological, situational, and the communication channels or media used. Overlapping areas of experience initiate conversations and those conversations ultimately expand each participant's areas of experience. These factors also influence the interpretation of messages made by communication participants. Another concept contained in the interactional communication model is interference and communication barriers such as language, network problems, etc. that affect the communication process.

Field of experience – the experience and knowledge that the source has and has an impact on the process of forming and interpreting the message. Included in the field of experience are cultural background, social behavior, etc. According to Wilbur Schramm, field of experience is an important factor in communication. If the source's field of experience is the same as the message recipient's field of experience, then communication will proceed smoothly. However, on the contrary, if the source's field of experience is not the same as the message recipient's field of experience, then effective communication will not occur (Effendy, 1984: 18).

The interactional model was developed by Wilbur Schramm in 1954 which emphasizes the two-way communication process between communicators. In other words, communication takes place in two directions: from the sender to the recipient and from the recipient to the sender. This circular process shows that communication is always taking place. Communication participants according to the interactional model are people who develop their human potential through social interaction, precisely through taking on other people's roles.
This model places the source and receiver on an equal footing. One element that is important to the interactional model is feedback, or responses to a message. Also read: Social Reality – Sociological Study – With Example Questions and Answers

The transactional communication model was developed by Barnlund in 1970. This model emphasizes the continuous sending and receiving of messages in a communication episode. Transactional communication is a cooperative process: the sender and recipient are equally responsible for the impact and effectiveness of the communication that occurs. The transactional model assumes that as we continually send and receive messages, we are dealing with both verbal and nonverbal elements. In other words, communication participants (communicators) go through a process of negotiating meaning.

In summary, the ongoing process of communication can be described as follows:

The communicator (sender) who has the intention of communicating with other people sends a message to the person in question. The message conveyed can be information in the form of language or through symbols that can be understood by both parties. The message is delivered or carried through a media or channel, either directly or indirectly. For example, talking directly by telephone, letter, e-mail, or other media. Media (channel) is a tool that transmits messages from communicator to communicant. The communicant (receiver) receives the message conveyed and translates the contents of the message he receives into a language that the communicant himself understands. The communicant (receiver) provides feedback or responses to the message sent to him, whether he understands or understands the message intended by the sender.

Teachers' teaching creativity is very necessary in the world of education, therefore it is necessary to achieve the teaching and learning process by increasing teaching creativity and communication between teachers and students. To achieve this increase in creativity in learning interactions requires the right role and position of the teacher in the teaching process. The teacher's role includes (Kamaruddin, 2020):

1. As a coordinator, namely coordinating or supervising the learning process and teaching exercises for educators and students.
2. As a resource person, where the resource person can share information regarding the data needed by students.
3. As a facilitator, prepare all facilities in the conditions and circumstances required by students.
4. As a motivator, to empower or motivate students to be more diligent and active in studying to achieve the desired achievements.
5. As a mentor, namely providing direction or guidance to students so that they can understand and adapt without obstacles.

Education is not the transfer of knowledge, but the encounter of dialogue subjects within seeker of the significance of the object of the process of knowing and thinking according to Freire. In communication that operates through words, the relationship between thought-language-context or reality which cannot be interrupted. Judging from the process, education is communication in meaning that in this process two components are involved, consisting of humans, namely teachers as communicators and students as communicants. Usually at the lower levels and secondary teacher. The aim of education is specific or special, namely improving a person's knowledge about something so that it can be mastered and the aim of that education will be achieved if the process is communicative because if the process is not communicative then the goal education cannot be achieved. Communication in the form of two-way discussions in the teaching and learning process takes place very effective, both between teachers and students and among the students themselves because the mechanism allows students to get used to expressing opinions openly argumentative.

From the description of the teacher's appropriate role and position in the teaching process above, it can be seen that this teacher has a very important position and role in teaching and
learning interactions, so that students can be more active in learning efficiently and effectively. Interaction is an activity carried out by one person with another person, through which the goals to be achieved can be achieved (Zaifullah, 2021, pp. 9-18).

According to Alvin W. Howard "teaching is an activity to try to help, guide someone to obtain, impart or develop skills, attitudes, ideals, appreciations and knowledge. In this sense, teachers must try to bring about changes in good behavior or have a direct tendency to change the behavior of their students." Another definition of teaching is that teaching is the handing over of culture in the form of skill experiences to our students or an effort to pass on the culture of society to the next generation as next generation. Meanwhile, according to the modern definition in developed countries, "Teaching is the guidance of learning." Teaching is guidance to children in the learning process, in this case it shows that the active one is the child, who experiences the learning process. The teacher only guides, shows the way to take into account the child's personality (Thoifuri, 2013, p. 37).

From the several definitions of teaching above, the author can conclude that teaching is a method or activity carried out by someone, both teachers and students, to be able to shape the behavior of students to become better personalities.

The principle of teaching is conveying knowledge to students so that they become human beings who know, understand and apply their knowledge, behave positively, adhere to academic conceptions, instill competition between students objectively, and dominate the class. In general, the principles of teaching are as follows: teaching must be based on the teacher's experience of students, the knowledge and skills taught must be practical.

Teaching style is a way or form of appearance of a teacher in imparting knowledge, guiding, changing or developing students' abilities, behavior and personality in achieving the goals of the learning process. According to Conti, teachers' teaching styles are divided into 2 types, namely teaching styles with approaches:

a) Teacher centered means that teachers carry out more teaching and learning activities in the form of lectures.

b) Student centered means encouraging students to be independent and active because students are used to solving problems.

Teachers as educators for each student are required to have obligations in terms of teaching, training and directing their students. In this case, the interactional communication model also applies. Which means that students carry out teaching and learning activities based on direction, even orders or instructions from the teacher. The interactional communication model has a purpose in the field of education. Where the process that takes place in interactional communication aims to teach students to be able to change for the better and be able to develop intellectually and behaviorally.

Of the three applicable communication models, there is the most effective communication model, namely the interactional communication model, both verbal and non-verbal interactional communication. This is because this communication can bring changes in a positive direction for students with special needs. Apart from that, the use of psychological communication models is also very helpful. Because the teacher will teach students with special needs, the child's psychological condition will receive more attention.

Conceptually, interactional intelligence can be formulated as a person's intelligence in global communicative interaction which is indicated by optimizing intrapersonal and interpersonal intelligence through the implementation of linear, interactive and transactional intrapersonal and interpersonal communication. Meanwhile, procedurally the formulation of interactional intelligence is combined with a learning model, namely one that directs and emphasizes each student to manage and actualize interaction skills through good and proportional global, linear, reflective and transactional communication (Prabowo Adi Widayat, 2021, pp. 39-53).
The use of an interactional communication model accompanied by a psychological communication model is the communication model that the author recommends. So that the teaching and learning process for students with special needs can run and the teacher’s goals can be conveyed well and correctly. So that students can move towards better change. Interactional communication between teachers and students is related to students’ active learning. Whether students are active or not in learning is greatly influenced by the process that students take in activities designed and implemented by teachers in the teaching and learning process.

The communication process carried out directly by teachers with students can motivate students to be enthusiastic about learning, doing assignments and completing assignments. Students who do not understand the material presented by the teacher often ask the teacher both in class during learning and outside of class. The teacher creates a pleasant atmosphere in teaching and learning activities, so that students are active in receiving the material provided by the teacher (Sahabuddin, 2015).

The transactional model includes the strengths of the previous model and coping their weakness. The transactional model recognizes that noise is present in all interpersonal communications. In addition, this model includes a timing feature reminds us that how people communicate varies over time to time. Also note that the transactional model, unlike the previously, describe each area of personal experience and areas of experience vary between communicators as they change over time time. As we face new people and have new experiences that expands us personally, we change the way we interact with person. This approach focuses on shared or shared “meaning”, exchanged by taking into account various influencing factors communication process. A communication transaction is best described as effective communication. This model is the fullness of model one directional and bidirectional. This model describes the sender sharing a message or forward the message to the recipient. When the message arrives at the recipient, then recipient, can provide clear feedback where possible the sender can know whether the message was understood as intended by the sender (Permata Lani, 2022)

Teachers can provide understanding to students according to what the teacher means. Communication between teachers and students is a form of involvement of both elements in the ongoing learning process. Communication between teachers and students in this study was analyzed based on respondents' opinions related to interpersonal communication including understanding, enjoyment, influence on attitudes, improved relationships, actions of both parties, openness, empathy, support, positive attitudes, and similarities (Sahabuddin, 2015).

The interactional teaching style means that the roles of the teacher and students are both dominant. Teachers and students attempt to modify the sharing of ideas or knowledge learned into new forms based on research. The characteristics of the interactional teaching style are that the learning material is in the form of situational problems with socio-cultural and contemporary aspects, the delivery of material in two directions or questions and answers, the dominant role of students in expressing their views about reality, and the role of the teacher in creating an effective learning climate.

The interactional teaching style is related to students' interest in learning because a good teaching style will make students easily interested and understand the material presented by the teacher. Every teacher has the same learning goal, namely providing broad knowledge and a teaching style that is easy for students to understand so that the knowledge conveyed is not wasted.

Based on the results of the interview with the principal of MAN 1 Padang Pariaman regarding the interactional teaching style on the learning interest of class X students at MAN 1 Padang Pariaman as follows: first, interactional teaching style. Teachers have different learning methods with the same aim, namely to provide knowledge from a religious and social perspective, train students to be independent and responsible. Face-to-face learning was temporarily stopped due to the Covid 19 pandemic, so the teacher's interactional teaching style used the learning media Zoom, Whatsapp. The benefit of this media is that students are not embarrassed to ask the teacher.
Second, interest in learning. Each student's learning interests are different, the teacher's job is to provide learning stimulation in the form of motivation and encouragement to their students. Students' interest in learning during the Covid-19 pandemic using online media was very enthusiastic, students were closer to the teacher and were not reluctant to ask questions if they were experiencing learning difficulties. The obstacles experienced by students during online learning are limited distance between students and teachers, there is no face-to-face contact. The teaching style if used online will not work optimally because students have a closer relationship with the teacher when they meet in person, interact by looking at the teacher's body language, giving pleasant facial expressions, so students will easily understand all the learning material.

Third, the relationship between interactional teaching styles and students' online learning interest. The interactional teaching style is related to students' interest in learning because a good teaching style will make students easily interested and understand the material presented by the teacher. Every teacher has the same learning goal, namely providing broad knowledge and a teaching style that is easy for students to understand so that the knowledge conveyed is not wasted (Azam Syukur Rahmatullah, 2022).

According to W.J.S Winkel Purwadaminto, achievement is "the results achieved. Learning achievement is the "result achieved." Abdul Gafur believes that learning achievement is "students' mastery of certain subject matter which has been obtained from the results of learning tests expressed in the form of scores". Learning achievement shows the level of success expressed in the form of a score after students carry out the learning process. This success can take the form of aspects of knowledge, intellectual abilities, attitudes and skills. So, it can be concluded that learning achievement is the result of a person's ability as measured by the results of tests and assessments in the form of letters and numbers in certain fields to reach a level of maturity. The achievement in question is the achievement obtained and seen from learning results or what is usually called a report card.

Factors that influence Learning Achievement according to Muhibbinsyah are divided into three types, namely as follows:

a. Internal Factors (Factors from within the student) namely the physical or spiritual state/condition of the student
b. External factors (factors from outside the student) namely the student's environmental conditions
c. Learning Approach Factor (Approach to Learning), namely the type of student learning effort
   which includes the strategies and methods used by students to carry out learning activities regarding lesson materials as well as the learning media used by teachers.

Communication can take place well if there is mutual understanding between the sender and the recipient of the message to understand an idea or idea. Through a good understanding, the purpose of communication to provide a stimulus for attitude change will be easily achieved. The communicant will receive the message conveyed by the communicator for the communication itself (Lani et al., 2022)

CONCLUSION

Teachers' teaching creativity, which includes fluent thinking skills, flexible thinking skills, rational thinking skills, detailing/elaboration skills and assessment or evaluation skills, is in the high category. Interactional communication which includes responses, openness, exchange of meaning, positive attitudes and attitudes of equality are in the effective category. Student learning achievement in the subject of facilities and infrastructure administration is in the high category. The aim of learning is to help students develop their mental and intellectual capacities. The interaction of teachers and students in teaching and learning activities are two factors that cannot
be separated and influence each other, because the relationship between teachers and students is very determining in carrying out teaching and learning activities. The teacher functions as someone who can regulate the continuity of the learning process, one of which is the use of learning methods that have a big impact on the learning process. Therefore, the method is a tool or medium for establishing more structured and focused engagement. Choosing a learning method is an important aspect in the learning process. So that students' enthusiasm for learning can increase and have a positive influence on students' success in the learning process.

Teachers' teaching creativity has a negative effect on student learning achievement and interactional communication has a positive effect on learning achievement. This shows that teachers' teaching creativity must be further improved in order to improve student learning achievement.

The process of delivering messages to children with special needs uses an interactional communication model, to train students with special needs to interact with their environment. Psychological communication models are also used so that teachers are able to understand students psychologically. As well as the instructional communication model, where the teacher teaches, trains, directs and even orders or gives instructions to students with the aim of providing positive changes to the students.

Based on the results of research conducted by researchers, it can be concluded that; First, the interactional teaching style when learning online is very appropriate to the students' age criteria. Because students easily understand and comprehend the material presented. Interacting via the WhatsApp, Zoom and YouTube applications makes it very easy for children to ask questions about material difficulties they are experiencing. Teachers will monitor children's learning progress through the WhatsApp group application. Parents will also monitor children's learning.

Second, students' interest in learning during online learning is very enthusiastic, interested and enthusiastic about learning. Because teachers provide stimulation in the form of motivation and rewards in the form of additional grades, learning media facilities in the form of cellphones and laptops really support students' interest in learning, as well as motivational encouragement from parents and family.

Third, the interactional teaching style is related to students' interest in learning because a good teaching style will make it easier for students to be interested and understand the material presented by the teacher. Every teacher has the same learning goal, namely providing broad knowledge and a teaching style that is easy for students to understand so that the knowledge conveyed is not wasted.

Factors that influence Learning Achievement according to Muhibbinsyah are divided into three types, namely as follows:

1) Internal Factors (Factors from within the student) namely the physical or spiritual state/condition of the student
2) External factors (factors from outside the student) namely the student's environmental conditions
3) Learning Approach Factor (Approach to Learning), namely the type of student learning effort
   which includes the strategies and methods used by students to carry out learning activities regarding lesson materials as well as the learning media used by teachers.

The interactional communication model or also called the convergent communication model is a communication model that has similarities to the transactional communication model because both are two-way communication models. However, the interactional communication model is mostly used for new media such as the internet. One communication model that includes the interactional communication model is the Schramm communication model.
Communication must observe the relationship between a sender and a recipient, as stated by communication figure Wilbur Schramm. So he conceptualized the interactional model of communication which emphasizes the two-way communication process between communicators. Communication takes place in two directions from the sender to the recipient and the recipient to the sender.

One important element in this communication model is feedback or a response to a message. This feedback can be verbal or non-verbal, intentional or unintentional. Another element in this model is a person's field of experience or how a person's culture, experiences and ancestry influence their ability to communicate with each other.

The interactional model refers to a communication model developed by social scientists who use a symbolic interaction perspective, with the main character being George Herbert Mead, one of whose students was Herbert Blumer. The symbolic interaction perspective is better known in Sociology, although its influence also penetrates other disciplines such as Psychology, Communication Studies, and even Anthropology.

Interactional models are actually very difficult to describe in diagrammatic models, because of their qualitative, non-systemic and non-linear character. Verbal models are more appropriate to use to describe this model. The transactional model does not classify communication phenomena into various elements or phases as described in linear or mechanistic communication models. Instead, communication is described as the formation of meaning (interpretation of another person's message or behavior) by communication participants (communicators).

Communication can take place well if there is mutual understanding between the sender and the recipient of the message to understand an idea or ideas. Through a good understanding, the purpose of communication to provide a stimulus for attitude change will be easily achieved. The communicant will receive the message conveyed by the communicator for the communications itself so that the interactional model is much different from the usual interactions that are characterized with stimulus-response exchange.

REFERENCES


