

Research Article

## Relationship Between Teacher-Student Interaction Quality And Learning Interest In Islamic Counseling At Vocational High Schools

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**Abstract.** The quality of teacher-student interactions in Islamic Guidance and Counseling (BKI) plays an essential role in shaping students' learning interest, particularly in Vocational High Schools (SMK) that emphasize skill-based learning. This study, conducted at SMK Armaniyyah Bekasi, aims to explore the relationship between the quality of teacher-student interactions and students' learning interest in BKI. The main objective is to examine how factors such as communication, emotional support, trust, and empathy from teachers influence students' motivation and engagement in BKI learning. The research employs a quantitative approach with a correlational design, gathering data through questionnaires distributed to students at SMK Armaniyyah Bekasi to assess their perceptions of teacher-student interactions. Additionally, a qualitative approach was implemented through in-depth interviews to provide a more comprehensive understanding of students' experiences. The initial hypothesis suggests that improved teacher-student interactions lead to increased interest in learning BKI. The study's findings are expected to offer valuable insights for educators, helping them enhance their interactions with students and develop learning strategies that cater to both the academic and spiritual needs of vocational school students. Moreover, these results aim to contribute to the development of adaptive curricula and Islamic education practices within vocational education contexts.

**Keywords:** Teacher-Student Interaction, Learning Interest, Islamic Guidance And Counseling.

## INTRODUCTION

This study highlights the importance of the quality of interaction between teachers and students within the context of Islamic Guidance and Counseling (BKI) in Vocational High Schools (SMK). Effective interaction not only focuses on knowledge transfer but also encompasses deep emotional and spiritual aspects. This aligns with the findings of Nurfatirah et al. (2022), who emphasized the role of BKI teachers in fostering social interaction among students<sup>1</sup>. Additionally, Rahmawati (2020) asserts that collaboration between BKI teachers and subject teachers can help address students' issues comprehensively<sup>2</sup>. Therefore, quality interaction between teachers and students in SMKs plays a vital role in shaping students' learning interests and engagement in the learning process.

Islamic Guidance and Counseling in SMKs significantly contributes to helping students develop character and religious understanding that supports their academic and life skills development. Hidayanti et al. (2023) highlight the role of BKI teachers in nurturing a sense of responsibility in students' learning at SMKs<sup>3</sup>. This study aims to examine how the quality of interaction between teachers and students affects

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<sup>1</sup> S. Nurfatirah dkk., "Peranan Guru Bimbingan dan Konseling dalam Membina Interaksi Sosial Siswa di SMPN 1 Simpati Kabupaten Pasaman," *Jurnal Pendidikan dan Konseling (JPDK)* 4(5) (2022): 2378-83.

<sup>2</sup> N. R. Rahmawati, "Bentuk Kolaborasi Guru Bimbingan dan Konseling dengan Guru Mata Pelajaran dalam Mengatasi Permasalahan Peserta Didik," *Al-Tazkiah Jurnal Bimbingan dan Konseling Islam* 9(2) (2020): 155-72.

<sup>3</sup> D. Hidayanti, N. N. Azizah, dan G. Murtadlo, "Peran Guru Bimbingan Konseling Dalam Menumbuhkan Karakter Tanggung Jawab Belajar di SMK Muhammadiyah 1 Metro," *An Najah: Jurnal Pendidikan Islam dan Sosial Keagamaan* 2(6) (2023), <https://journal.nabest.id/index.php/annajah/article/view/176>.

learning interest in BKI by measuring aspects such as communication, emotional support, trust, and teacher empathy towards students. Musyirifin (2015) emphasizes the importance of collaboration between BKI teachers, Islamic Education teachers, and homeroom teachers in addressing problematic student behavior, which can enhance their learning interest<sup>4</sup>. Therefore, this study is expected to contribute to improving the quality of interaction between teachers and students in the BKI context at SMKs.

Given the importance of teacher-student interaction quality in supporting the effectiveness of learning in Vocational High Schools (SMKs), particularly in the context of Islamic Guidance and Counseling (BKI), although many studies have discussed teacher-student interactions, few have researched the relationship between the quality of such interactions and students' learning interests in BKI in SMK<sup>5</sup>. SMK students are not only required to master practical skills but also need emotional and mental support that aligns with their developmental stage. The quality of teacher-student interaction becomes a crucial factor in shaping students' learning interest in religious and spiritual education, as shown by Rahmawati (2021), who highlighted the impact of teacher-student interactions on students' learning motivation during the pandemic<sup>6</sup>.

The urgency of this research lies in its potential to provide insights for the development of more effective BKI learning methods and strategies that meet students' academic and spiritual needs. Considering that SMK students often face challenges in maintaining learning motivation, this study is expected to contribute positively to creating a more inclusive, motivational, and relevant learning environment for them<sup>7</sup>. The synergy between BKI teachers and other subject teachers is also essential in developing students' character through effective interaction, as emphasized by Sari (2021), who discussed the role of BKI teachers in helping students overcome learning difficulties in SMKs<sup>8</sup>.

The author uses a quantitative approach with a correlational design, as well as a qualitative approach to gain a deeper understanding of the quality of teacher-student interactions in BKI. The quantitative method is used to measure students' perceptions of the quality of their interactions with teachers through questionnaires distributed to students at SMK Armaniyyah Bekasi. The collected data will be analyzed to examine the relationship between the quality of teacher-student

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<sup>4</sup> Z. Musyirifin, "Kolaborasi Guru BK, Guru Pendidikan Agama Islam, dan Wali Kelas dalam Mengatasi Perilaku Bermasalah Siswa," *Hisbah: Jurnal Bimbingan Konseling dan Dakwah Islam* 12(1) (2015), <https://ejournal.uin-suka.ac.id/dakwah/hisbah/article/view/121-03>.

<sup>5</sup> T. Haryanti, "Hubungan Interaksi Guru dan Siswa dengan Minat Belajar Pendidikan Agama Islam Siswa Kelas X (Studi di SMK Negeri 3 Parepare)" (Skripsi, Institut Agama Islam Negeri Parepare, 2020).

<sup>6</sup> I. Rahmawati, "Pengaruh Interaksi Guru dan Siswa terhadap Minat Belajar Siswa di Masa Pandemi Covid-19 di SMKN 2 Kuripan," *Visionary: Journal of Educational Research* 2(1) (2021): 15–25.

<sup>7</sup> M. Ismail, "Sinergitas Bimbingan Konseling dan Guru Pendidikan Agama Islam dalam Pengembangan Karakter Siswa," *Inspiratif Pendidikan* 10(1) (2020): 1–10.

<sup>8</sup> d. p. Sari, "Peran Guru Bimbingan dan Konseling Islam dalam Membantu Siswa Mengatasi Kesulitan Belajar di SMK Negeri 1 Tanjung Pura," *Counseling: Jurnal Bimbingan dan Konseling Islam* 2(1) (2021): 45–56.

interaction and students' learning interest in BKI. Findings from previous studies also indicate that good teacher-student interactions can enhance students' motivation and learning interest<sup>9</sup>.

The qualitative approach in this study is implemented through in-depth interviews with several students to obtain detailed descriptions of their experiences interacting with teachers in the context of Islamic Guidance and Counseling (BKI). This qualitative data is expected to provide deep insights into the influence of communication, emotional support, trust, and empathy on shaping students' learning interest. By combining both quantitative and qualitative approaches, this study aims to present a comprehensive understanding of the relationship between interaction quality and students' learning interest in BKI. As Sulastrri (2020) stated, effective educational interactions between teachers and students can increase learning motivation.

This study focuses on analyzing the impact of the quality of teacher-student interaction on learning interest in BKI at SMK Armaniyyah Bekasi. Specifically, this study identifies factors such as communication, emotional support, trust, and empathy that influence the quality of these interactions. Additionally, it assesses the extent to which interaction quality correlates with students' learning interest in BKI. The results are expected to provide practical recommendations for educators and SMK managers to improve the quality of interactions to support more effective and meaningful learning in BKI. As Ismail (2020) stated, the synergy between counseling and Islamic Education teachers plays an important role in developing students' character<sup>10</sup>.

Moreover, this research aims to provide broader insights into the implementation of BKI in vocational education settings and its contribution to the development of students' character and motivation. The research results are expected to significantly contribute to the improvement and development of curricula and learning strategies that are more adaptive and relevant to students' needs in SMKs. As Sari (2021) emphasized, the role of BKI teachers is crucial in helping students overcome learning difficulties in SMKs<sup>11</sup>.

To analyze the data obtained, this study uses relevant concepts and theories in the fields of education, educational psychology, and BKI. One of them is the theory of interpersonal communication, which emphasizes the importance of effective communication between teachers and students in facilitating learning. Good communication between teachers and students can build positive relationships and support a more effective teaching and learning process. As Rahmawati (2021) stated, good teacher-student interactions positively affect students' learning interest<sup>12</sup>.

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<sup>9</sup> E. Sulastrri, "Pengaruh Interaksi Edukatif Guru terhadap Motivasi Belajar Siswa di SMP Negeri 2 Bantul," *Jurnal Pendidikan* 5(2) (2020): 123–30.

<sup>10</sup> Ismail, "Sinergitas Bimbingan Konseling dan Guru Pendidikan Agama Islam dalam Pengembangan Karakter Siswa."

<sup>11</sup> Sari, "Peran Guru Bimbingan dan Konseling Islam dalam Membantu Siswa Mengatasi Kesulitan Belajar di SMK Negeri 1 Tanjung Pura."

<sup>12</sup> Rahmawati, "Pengaruh Interaksi Guru dan Siswa terhadap Minat Belajar Siswa di Masa Pandemi Covid-19 di SMKN 2 Kuripan."

Additionally, student motivation and engagement theories, such as the Self-Determination Theory<sup>13</sup>, will be applied to analyze the impact of emotional support, trust, and empathy from teachers on students' learning interest and motivation. This theory explains that students' intrinsic motivation, driven by a sense of autonomy, competence, and social relationships, is greatly influenced by their interactions with teachers. In the context of BKI, the emotional and spiritual relationship between teachers and students is crucial for building strong learning motivation.

The author will also refer to relevant previous research on the quality of teacher-student interactions and their influence on students' learning interest, both in Islamic education and vocational education, as references to strengthen the argumentation and findings in this study.

By combining theories and up-to-date references, it is hoped that the analysis in this study will provide deep and applicable insights into the importance of interaction quality in enhancing students' learning interest in BKI.

## **RESEARCH METHODS**

This research employs a mixed-method approach, combining quantitative and qualitative methods. The primary objective is to analyze the relationship between teacher-student interaction quality and students' learning interest in Islamic Guidance and Counseling (BKI) at Vocational High Schools (SMK).

The research type used is a correlational quantitative design to measure the relationship between variables through statistical analysis. Additionally, a qualitative approach is applied to gain deeper insights into students' perceptions and experiences regarding their interactions with teachers in the BKI context.

The data sources in this study consist of primary and secondary data. Primary data is collected through questionnaires distributed to students at SMK Armaniyyah Bekasi and in-depth interviews with selected students. Meanwhile, secondary data is obtained from previous studies, books, and journal articles relevant to teacher-student interaction and learning motivation.

The data collection methods include surveys using questionnaires to measure students' perceptions of teacher-student interaction quality, as well as interviews to explore students' experiences in greater depth. Additionally, document analysis is conducted to review relevant literature to support the research findings.

For data analysis, statistical methods such as correlation analysis are used to assess the relationship between teacher-student interaction quality and students' learning interest. Meanwhile, thematic analysis is applied to qualitative data to identify key themes related to students' experiences. This approach provides a comprehensive understanding of how teacher-student interaction quality influences students' learning interest in BKI at vocational schools.

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<sup>13</sup> E. L. Deci dan R. M. Ryan, "Self-determination theory: A macrotheory of human motivation, development, and health," *Canadian Psychology/Psychologie canadienne* 61(2) (2020): 197–211.

## **RESULTS AND DISCUSSION**

### **RESULT**

#### **Analysis of the Quality of Teacher-Student Interaction in Islamic Guidance and Counseling in Vocational High Schools**

This study uses various data collection methods to gain a comprehensive understanding of the quality of teacher-student interactions in the context of Islamic Guidance and Counseling (BKI) at SMK Armaniyyah Bekasi. Quantitative data were collected through a questionnaire distributed to 100 students, aimed at measuring their perceptions of interactions with their teachers. Meanwhile, qualitative data were obtained through in-depth interviews with 20 students and 5 teachers directly involved in the BKI process. A data triangulation technique was applied to enhance the validity of the research results by combining multiple information sources to provide a more accurate picture.

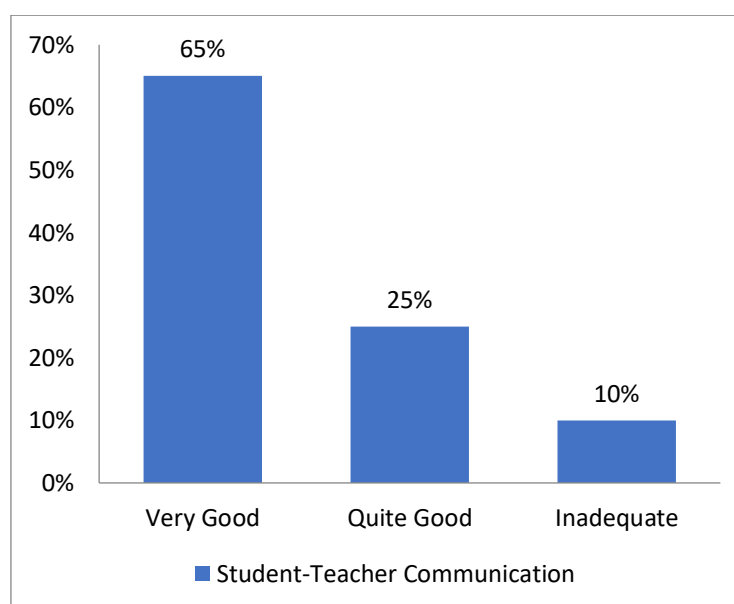
Additionally, direct observations were conducted for three months to observe teacher-student interactions in the classroom and BKI sessions. These observations provided a deeper perspective on communication dynamics, emotional support, and the approaches used by teachers in guiding students. Documentary studies were also employed to review academic records, counseling reports, and school policies related to BKI. A literature review was conducted, referring to various previous studies that discuss teacher-student interactions in religious education and Islamic counseling. With this approach, the research aims to make a significant contribution to the development of more effective learning and counseling strategies in vocational education environments.

#### **Student Perceptions of Teacher Interaction Quality in Islamic Guidance and Counseling (BKI)**

The questionnaire distributed to students aimed to measure their perceptions of the quality of interaction with teachers in the context of BKI. Several indicators were measured, including communication, emotional support, trust, and empathy provided by the teachers during the guidance process. Respondents were asked to rate on a Likert scale from 1 to 5, with 1 indicating dissatisfaction and 5 indicating very high satisfaction.

The depiction of students' perceptions of communication with teachers in BKI can be seen in the diagram below.

Diagram 1. Student Perceptions of Communication with Teachers in BKI



Among the students, 65% felt that their communication with the teacher was very good, 25% felt it was quite good, and the remaining 10% felt the communication was inadequate. These results indicate that most students feel they can communicate well with their teachers in the BKI process, which is a key factor in supporting student engagement in learning.

In-depth interviews with students revealed further insights into their experiences. For example, one student said, "My teacher always listens to our complaints about personal or academic issues. This makes me feel more comfortable and motivated to learn." This shows that emotional support and trust between teachers and students can increase student engagement in BKI.

### **The Influence of Teacher-Student Interaction on Learning Interest in Islamic Guidance and Counseling**

During the observation in the Islamic Guidance and Counseling (BKI) class, it was found that the interaction between teachers and students was greatly influenced by the emotional atmosphere in the classroom. Teachers who showed empathy and listened to students' feelings were able to create a conducive and comfortable learning environment. For instance, in a BKI session discussing family issues or personal problems, the teacher did not just provide theory but also applied a humane approach grounded in Islamic values. This shows that BKI teaching not only impacts the academic aspect but also helps in the emotional and spiritual development of students. High-quality interactions between teachers and students play a key role in increasing student involvement in learning.

Documentary studies of BKI materials at SMK Armaniyyah Bekasi also reinforce these findings. The BKI curriculum documents show that topics often include personal issues relevant to students' lives, such as family problems, self-confidence, and social skills. This approach provides space for students to be more open in interacting with their teachers, strengthening trust and comfort in learning. This trust contributes to increased learning interest, as students feel academically and emotionally supported. Therefore, teaching strategies based on interpersonal approaches become an essential factor in the success of BKI in vocational schools.

In-depth interviews with students further confirmed the importance of quality interaction in BKI. One student expressed that the teacher's attention and support made them more motivated to participate in learning. "My teacher always listens to our complaints, whether about personal issues or academic matters. This makes me feel more comfortable and more eager to learn," they said. This testimony shows that good communication, emotional support, and trust between teachers and students play a significant role in shaping learning motivation. Therefore, improving the quality of teacher-student interactions in BKI can be an effective strategy for enhancing student engagement in learning at vocational schools.

### **Analysis of Theory and Influence on Student Learning Interest**

Based on the data collected, there is a significant relationship between the quality of teacher-student interaction and students' learning interest in Islamic Guidance and Counseling (BKI). These findings are highly relevant to interpersonal communication theory and motivation theory. According to interpersonal communication theory, effective communication can strengthen the relationship between teachers and students, which in turn enhances student involvement in the learning process<sup>14</sup>. In this study, the majority of students who reported good communication with their teachers also reported higher levels of learning interest. This aligns with Self-Determination Theory, which emphasizes that students' intrinsic motivation is strongly influenced by positive interactions with their social environment, especially teachers<sup>15</sup>.

Motivation theory, particularly Self-Determination Theory (SDT), provides a foundation for explaining how the quality of interactions can enhance students' intrinsic motivation. Students who feel valued and understood by their teachers tend to be more engaged in learning activities, especially in BKI sessions. This study found that students who felt supported by their teachers, both academically and personally, were more active in participating in learning. This indicates that students' learning motivation is influenced not only by internal factors but also by external factors, particularly the quality of their relationship with the teacher<sup>16</sup>.

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<sup>14</sup> H. P. Grice, *Theories of communication* (Wiley, 2021), 35.

<sup>15</sup> Deci dan Ryan, "Self-determination theory: A macrotheory of human motivation, development, and health."

<sup>16</sup> Ismail, "Sinergitas Bimbingan Konseling dan Guru Pendidikan Agama Islam dalam Pengembangan Karakter Siswa."



Furthermore, this study also shows that the emotional support and trust provided by teachers play a significant role in increasing students' learning interest. Emotional support from teachers can create a sense of security for students, motivating them to be more open in interacting with teachers and classmates<sup>17</sup>. One of the main findings in this study is that students who feel they have a good relationship with their teachers are more likely to feel motivated to actively participate in BKI sessions. Teachers who show empathy towards students' emotional needs can increase student engagement in learning.

This study shows that the quality of teacher-student interaction in BKI at SMK Armaniyyah Bekasi has a major impact on students' learning interest. Teachers who can communicate well, provide emotional support, and show empathy can build positive relationships with students, which ultimately enhances their involvement in learning. This suggests that teacher-student interaction is a crucial element in vocational education, where learning involves not only knowledge transfer but also the emotional and social development of students<sup>18</sup>. Therefore, it is important for education managers to pay attention to this aspect when developing curricula and teaching methods that are more effective and relevant to the needs of vocational school students.

Curriculum management that includes high-quality interactions between teachers and students can create a more inclusive learning environment that supports students' intrinsic motivation. This study suggests that education managers continue to develop strategies that strengthen communication and empathy between teachers and students. With a more humane approach, it is hoped that students can more easily adapt and achieve their full potential, both academically and in character development<sup>19</sup>. Thus, BKI education that prioritizes the quality of interaction can play a significant role in shaping a generation that is not only skilled but also character-driven and highly motivated.

## **DISCUSSION**

This study aims to explore the quality of interaction between teachers and students within the context of Islamic Guidance and Counseling (BKI) at SMK Armaniyyah Bekasi. In this discussion, the data collected through questionnaires, in-depth interviews, observations, and documentation studies will be analyzed using relevant interpersonal communication and motivation theories, as well as the application of psychological and educational concepts to understand their impact on students' learning interests.

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<sup>17</sup> Sari, "Peran Guru Bimbingan dan Konseling Islam dalam Membantu Siswa Mengatasi Kesulitan Belajar di SMK Negeri 1 Tanjung Pura."

<sup>18</sup> Rahmawati, "Pengaruh Interaksi Guru dan Siswa terhadap Minat Belajar Siswa di Masa Pandemi Covid-19 di SMKN 2 Kuripan."

<sup>19</sup> Haryanti, "Hubungan Interaksi Guru dan Siswa dengan Minat Belajar Pendidikan Agama Islam Siswa Kelas X (Studi di SMK Negeri 3 Parepare)."

### Teacher-Student Interaction Quality Based on Questionnaires

The results from the questionnaires distributed to 100 students indicate that the majority of students (65%) feel their communication with teachers in BKI is very good, 25% feel it is fairly good, and 10% feel the communication is inadequate. This result shows that most students feel comfortable interacting with their teachers, which is an important indicator of effective learning<sup>20</sup>. Effective communication between teachers and students becomes a fundamental element in creating a mutually supportive relationship during the learning process, as well as encouraging student engagement in BKI activities.

In terms of interpersonal communication theory, as explained by McCroskey and Richmond (2020), good communication involves not only the clear delivery of messages but also an understanding and response to the emotional and social needs of students<sup>21</sup>. Effective communication creates a stronger bond between the teacher and student, which can boost students' confidence and motivation to learn. This aligns with the findings of this study, which show that good communication is directly related to students' interest in learning.

### In-depth Interviews: Teacher's Emotional Support and Trust

In-depth interviews with students and teachers provide deeper insights into the quality of interactions that occur in BKI. One student shared that the teacher always listens to their complaints, whether related to personal issues or lessons. This creates a supportive atmosphere for students to be more open, reduce stress, and increase their motivation to learn. For example, the student felt more comfortable and motivated when the teacher offered empathetic and non-judgmental advice.

In Deci and Ryan's Self-Determination Theory (SDT) (2020), students' intrinsic motivation is significantly influenced by positive and supportive social relationships, including those with teachers<sup>22</sup>. In the context of BKI, a relationship full of emotional support can reduce students' feelings of isolation and encourage them to engage more in the learning process. Based on these findings, it can be concluded that the trust and emotional support provided by teachers are essential in motivating students to participate more actively in BKI.

### Teacher Empathy's Influence in Classroom Observations

During BKI class observations, the teacher-student interactions were greatly influenced by the emotional atmosphere created in the classroom. Teachers who demonstrate empathy and listen attentively can create a comfortable and supportive environment for students. For instance, during a BKI session addressing family issues or self-confidence, teachers showed great care for students' feelings. By offering advice grounded in Islamic principles and displaying empathy toward the students'

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<sup>20</sup> R. D. Wright dan K. A. Bell, *Effective communication in educational settings* (Pearson, 2022).

<sup>21</sup> J. C. McCroskey dan V. P. Richmond, *Communication in interpersonal relationships* (3rd ed.) (Boston: Allyn & Bacon, 2020).

<sup>22</sup> Deci dan Ryan, "Self-determination theory: A macrotheory of human motivation, development, and health."

issues, teachers create a closer relationship and help students feel valued and supported.

The importance of empathy in teacher-student interactions is also supported by research conducted by Andriana (2023), which indicates that empathetic-based interactions play a significant role in building students' learning motivation<sup>23</sup>. Additionally, Putra (2022) emphasizes that a positive emotional atmosphere can strengthen teacher-student relationships and support students' academic and emotional development<sup>24</sup>. Empathetic and attentive interactions enable students to feel more comfortable and open to learning, which improves the quality of classroom learning.

Empathy theory in the context of education, as explained by Noddings (2021), stresses the importance of teachers attending to students' feelings and needs<sup>25</sup>. This empathy not only helps students feel more appreciated but also has a positive impact on their emotional and psychological development. Teachers who show empathy increase students' sense of safety and self-confidence, which in turn enhances their interest in participating in BKI sessions.

### **BKI Curriculum Documentation and Materials**

The documentation of the BKI curriculum at SMK Armaniyyah Bekasi shows that the topics covered in BKI sessions focus on personal issues relevant to students' everyday lives, such as family problems, self-confidence, and social skills. This approach is based on Islamic values, offering students the space to talk more openly about personal issues. Through this approach, students feel heard and understood by their teachers, which plays a vital role in enhancing interpersonal relationships<sup>26</sup>.

Additionally, the Islamic values taught during BKI sessions serve as a foundation in shaping students' character. Through lessons that emphasize moral and ethical values in everyday life, students can develop positive attitudes and increase their self-confidence. This faith-based approach not only focuses on academic teaching but also on students' emotional and spiritual development<sup>27</sup>. This helps students become more prepared to face their personal and social challenges.

Openness in communication between teachers and students in BKI further strengthens the relationship between them. Teachers who adopt an empathetic and understanding approach create a more inclusive classroom environment. This aligns with previous findings that effective communication improves the quality of learning

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<sup>23</sup> R. Andriana, "The Role of Empathy in Teacher-Student Interaction and Student Motivation," *Journal of Educational Psychology* 14(3) (2023): 227–38.

<sup>24</sup> M. F. Putra, "Emotional Climate in Classroom Interaction and Its Impact on Student Learning," *Jurnal Psikologi Pendidikan* 11(2) (2022): 150–63.

<sup>25</sup> N. Noddings, *Caring: A relational approach to ethics and moral education* (University of California Press, 2021).

<sup>26</sup> A. Hidayat, "Pendekatan Berbasis Nilai Islam dalam Bimbingan dan Konseling," *Jurnal Pendidikan Islam* 15(2) (2022): 123–38.

<sup>27</sup> A. Alamsyah, *Nilai-nilai Islam dalam Pendidikan Karakter Siswa SMK* (Jakarta: Al-Mizan, 2020).

and strengthens social bonds in an educational context<sup>28</sup>. Thus, good interaction between teachers and students becomes a key element in boosting motivation and students' interest in learning in BKI.

Moreover, in the learning process, teachers who provide emotional support and listen to students' feelings can create a conducive learning atmosphere. This is in line with the concept of social support in educational psychology, which emphasizes the importance of positive relationships in supporting students' well-being<sup>29</sup>. Through this emotional support, students feel more valued and motivated to engage more actively in learning, which in turn enhances the quality of interaction in the classroom.

The approach based on Islamic values and the emotional support given by BKI teachers illustrates that education not only imparts knowledge but also shapes character and provides students with the life skills they need. Therefore, it is essential for education managers to develop curricula that consider students' emotional and social aspects. This study shows that good interaction quality can create a positive learning environment and significantly impact educational success<sup>30</sup>.

### **Interpersonal Communication and Motivation Theories**

Based on the research findings, the quality of teacher-student interaction in BKI has a significant impact on students' learning interest. Interpersonal communication theory explains that clear, open, and empathetic communication strengthens the social bond between teacher and student. Research by McCroskey and Richmond (2020) suggests that effective communication can enhance trust and create relationships that support students' development within the educational context<sup>31</sup>. Therefore, good communication becomes a primary factor in creating a conducive learning atmosphere and increasing students' interest in learning.

Furthermore, motivation theory, particularly Self-Determination Theory<sup>32</sup>, emphasizes the importance of emotional support and trust in enhancing students' intrinsic motivation. In this study, students who felt supported and understood by their teachers were more motivated to participate in BKI activities. This shows that a positive relationship between teacher and student can encourage active student engagement in learning.

Emotional support provided by teachers has also been shown to strengthen students' involvement in BKI. When teachers show care for students' personal issues and offer helpful advice, students feel more appreciated and motivated to learn. This emotional support is crucial as it gives students a sense of security and confidence to

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<sup>28</sup> M. Suryani dan A. Sumarno, "Pengaruh Komunikasi Efektif terhadap Keterlibatan Siswa dalam Pembelajaran," *Jurnal Komunikasi Pendidikan* 7(4) (2021): 92-104.

<sup>29</sup> R. N. Putri dan S. Hartini, "Dukungan Emosional dalam Pembelajaran di SMK," *Jurnal Psikologi Pendidikan* 10(3) (2021): 200-213.

<sup>30</sup> D. Mulyadi dan S. Azizah, "Peran Guru dalam Pembentukan Karakter Siswa Melalui Pendidikan Islam," *Jurnal Pendidikan* 19(1) (2023): 45-57.

<sup>31</sup> McCroskey dan Richmond, *Communication in interpersonal relationships* (3rd ed.).

<sup>32</sup> Deci dan Ryan, "Self-determination theory: A macrotheory of human motivation, development, and health."

explore deeper topics within BKI. Research by Rahayu and Wulandari (2022) also supports this finding, showing that emotional support from teachers can improve the quality of interactions in learning<sup>33</sup>.

Students who feel understood by their teachers are more likely to be open and participate in the learning process, especially in BKI, which covers personal issues. Additionally, positive and empathetic communication allows students to feel more comfortable discussing their personal problems. This is highly relevant to findings by Astuti (2021), which show that open communication between teachers and students can strengthen social relationships and encourage students to be more active in the learning process<sup>34</sup>. Therefore, the quality of teacher-student interaction plays a crucial role in the success of BKI in increasing students' learning interest.

Thus, the quality of interaction between teacher and student is essential for improving students' learning interest in BKI. With effective communication and strong emotional support, students will feel more motivated and engaged in the learning process. Teachers who can build positive relationships with students will create a more inclusive and supportive learning environment, which in turn improves the quality of education. Therefore, it is important for education managers to focus on this aspect when developing curricula and more effective teaching methods.

### **Implications for the Development of BKI Learning**

Based on the data analysis results, several implications can be applied to improve the quality of teacher-student interactions in BKI. First, training for teachers in interpersonal communication skills, particularly in active listening and providing emotional support, is highly needed. This will enhance teachers' ability to build stronger relationships with students, which in turn will improve student engagement and learning interest.

Second, efforts should be made to create more open spaces for students to discuss their personal issues without fear or shame. For example, more interactive and student-needs-based guidance sessions would allow students to open up more about their experiences and issues, both personal and academic.

Third, the Islam-based approach that prioritizes empathy, trust, and emotional support needs to be maintained and further developed within the BKI curriculum. This will positively impact students' emotional and spiritual development, as well as improve the quality of interactions between teachers and students.

### **Recommendations and Implications for the Development of BKI Learning**

Based on the findings of this research, it can be concluded that the quality of teacher-student interaction in BKI at SMK Armaniyah Bekasi plays a crucial role in shaping students' learning interest. Therefore, it is important for teachers to improve effective communication, provide appropriate emotional support, and show empathy

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<sup>33</sup> L. Rahayu dan R. Wulandari, "Peran Dukungan Emosional Guru terhadap Keterlibatan Siswa dalam Pembelajaran," *Jurnal Psikologi Pendidikan* 10(3) (2022): 145–60.

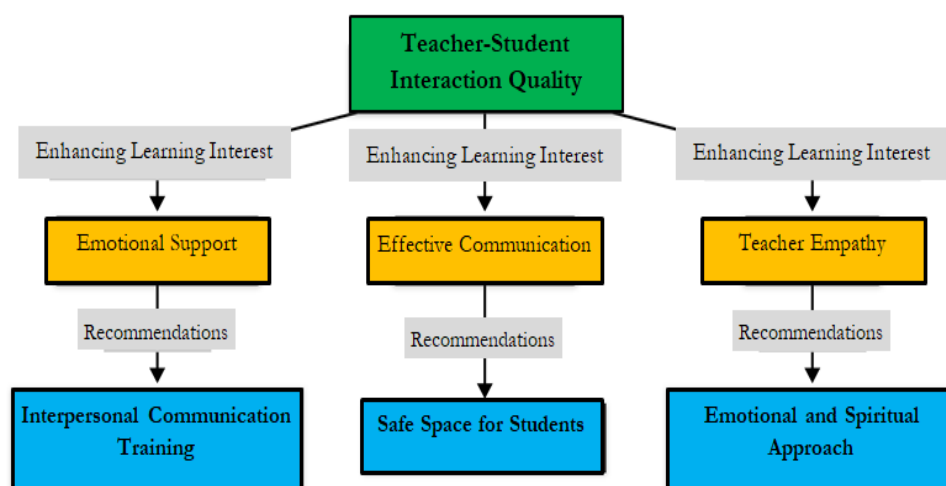
<sup>34</sup> T. Astuti, "Komunikasi Efektif antara Guru dan Siswa dalam PembelajaranN," *Jurnal Pendidikan* 5(1) (2021): 105–17.

in every interaction with students. This study recommends several practical steps to improve the quality of interactions, including:

1. Enhancing teacher training in interpersonal communication and active listening skills.
2. Providing space for students to discuss their personal and academic issues without feeling judged.
3. Introducing approaches that are more focused on students' emotional and spiritual needs in BKI learning.

By implementing these recommendations, it is expected that the quality of teacher-student interaction in BKI will improve, which will, in turn, enhance students' learning interest and support their academic and personal development. A detailed representation of the role of teacher-student interaction quality in enhancing learning interest and recommendations for improvement can be seen in the flowchart below.

Diagram 2. Flowchart illustrating the role of teacher-student interaction quality in enhancing learning interest and recommendations for improvement]



## CONCLUSION

Based on the findings of this study, it can be concluded that the quality of teacher-student interaction in BKI at SMK Armaniyyah Bekasi significantly affects students' learning interest. Effective communication, emotional support, and teacher empathy are crucial in fostering a positive relationship between teachers and students. These elements create an environment where students feel valued and motivated to engage in the learning process. When teachers communicate clearly and empathetically, students are more likely to feel comfortable and supported, which boosts their confidence and intrinsic motivation. Additionally, emotional support helps students feel understood and cared for, creating a sense of security that encourages participation. Therefore, it is essential for education managers and

teachers to focus on enhancing their communication skills and addressing students' emotional needs. By doing so, the BKI process can become more effective and positively influence students' learning interest. This can lead to greater engagement and improved academic outcomes, as students are more likely to be motivated to participate actively when they feel their emotional and academic needs are being met. Overall, improving teacher-student interactions through better communication and empathy will foster a more conducive learning environment, positively impacting students' development both academically and personally.

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