The Relationship Between Assignment Methods and Social Interaction With The Level Of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes

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Abstract
Education is crucial in shaping and optimizing students' potential to succeed. One sign of educational success is the level of student participation in learning activities, which reflects the level of student involvement and activity in the learning process. This research analyses the influence of assignment methods and social interaction on students' active learning at Islamic Elementary School or Madrasah Ibtidaiyah (MI) Darul Ulum Tandes. This research involved 216 MI Darul Ulum Tandes students as a population, with 36 class VI students selected as samples using total sampling. The research results show that the assignment method significantly influences students' active learning. This method provides opportunities for students to apply the concepts learned and encourages their direct involvement in the learning process. Social interactions also have a significant impact, engaging students in communication, collaboration, and emotional connection. This research makes a theoretical contribution by improving understanding the complexity of the relationship between learning methods and social interaction.
Keywords: Student Learning Activeness; Assignment Method; Social Interaction.

Introduction

Education is a long process that involves dynamic interactions between teachers and students (Hutomo et al., 2012). The learning method is used as a tool and the main element that causes active student learning. As stated by Mardikaningsih (2014), Purwanti et al. (2014), HD and Darmawan (2023), learning methods are the key to creating conditions that can motivate students to be actively involved in the learning process. Choosing student-oriented learning methods, paying attention to individual learning styles, and encouraging social interaction can be the key to success in achieving active student learning. As an essential element for achieving optimal learning outcomes, learning activeness reflects students' conditions, behaviour and activities during the learning process (Darmanto et al. 2014). Someone is said to learn actively when fully involved in the learning process, create a supportive learning environment, and demonstrate independent involvement in academic tasks. In particular, students' active learning can be reflected in various forms, such as active participation in class discussions, high attention to lesson material, and persistence in completing assignments.

One significant indicator of active learning is students' ability to learn directly (Ulia & Sari, 2018). It includes their ability to absorb and understand the subject matter well, making each lesson an opportunity to develop a better understanding. Students' active learning can also be reflected through their efforts to create a conducive learning climate around them. It can take the form of active collaboration with classmates, sharing ideas, and creating an atmosphere that supports the exchange of ideas (Rasam & Sari, 2018). Students' involvement in carrying out test activities and assignments is clear evidence of the level of active learning. Although

tests and assignments are often carried out independently, extracurricular activities allow students to work in groups (Masnawati et al., 2023). It helps them hone collaboration and teamwork skills essential in the real world. Students who proactively take the initiative to test their understanding and complete assignments tend to achieve higher learning outcomes (Mardikaningsih & Hariani, 2016). Thus, student learning activity is not just a concept but a foundation that supports a meaningful learning process. Teachers and students work together to create an environment that stimulates active learning in students, forming individuals who have extensive knowledge and critical skills to continue learning throughout their lives (Wahyuningsih, 2020).

According to Safitri (2021), using the method of giving assignments to students contributes to activeness. Giving assignments directly impacts student involvement in learning (Akmal et al., 2015; Wahyuddin, 2020). In the classroom environment, well-designed assignments can increase students' interest in involvement. On the other hand, assignment methods that are less interesting or do not suit the characteristics of students can reduce the level of active learning. Therefore, it is essential to understand how assignment methods can influence student activity in class. Apart from that, changes in learning approaches and emphasis on student activity have become the focus of attention in education (Darmawan et al., 2021). Teachers and educational researchers are increasingly realizing that students' activeness is related to the extent to which they receive information and the extent to which they are involved in the learning process. Therefore, the need arises to assess the impact of assignment methods on students' active learning as an integral part of developing effective learning strategies. For example, assignment methods emphasizing collaborative approaches and project-based learning can encourage students to collaborate, think critically, and develop social skills.

On the other hand, methods that are too routine and monotonous may not be able to stimulate student interest, leading to low learning activity. This is used as evaluation material to improve student learning outcomes (Gunawan et al., 2016). Therefore, research on the influence of assignment methods on students' active learning is considered relevant for improving the quality of education (Yulianto & Darmawan, 2024). Technology changes and student lifestyles can also influence their response to assignment methods (Wahyudi et al., 2018). The use of technology in learning, for example, can provide variations in assignment methods, increase students' interest in the learning process, and motivate students (Djazilan & Harinai, 2022; Kholid & Darmawan, 2023). However, new challenges, such as electronic distractions, can affect active learning. Therefore, it is necessary to identify how these factors interact with the assignment method regarding student learning activity.

Student learning activity is essential for optimal learning outcomes (Tegeh & Pratiwi, 2019). The importance of understanding the relationship between social interactions and students' active learning is becoming increasingly evident in contemporary education. As observed by Yanti and Darmawan (2016) and Perianto (2022), this factor creates a conducive learning environment and significantly impacts student participation in various aspects of learning. Social interactions involve complex dynamics between individuals in a group, including various forms of communication, collaboration and emotional connections (Bali, 2017; Darmawan & Mardikaningsih, 2022). Social interactions in the physical classroom involve online interactions and social networks. Understanding how social interactions influence student involvement in learning is becoming increasingly complex (Andayani, 2004; Murtado et al., 2023). Student involvement is based on physical presence in class, including active participation in discussions, ability to focus attention, and endurance on assigned tasks. According to Perianto (2022), social interaction has a role in student activity. It is essential to design learning strategies that consider cognitive aspects and the learning environment's social dimensions (Darmawan, 2007; Nesterova, 2017). By better understanding how social

interactions can increase student interest, educators can create more effective teaching styles and encourage the formation of positive interpersonal skills (Safitri & Darmawan, 2023).

This research needs to be carried out in order to obtain a complete study to explore and understand how the interaction between assignment methods and social interaction can influence each other to shape students' active learning. These factors can motivate and influence student involvement in the learning process. Thus, this research aims to determine the role of assignment methods and social interaction on students' active learning.

Research method

This research uses a quantitative approach to measure and analyze the influence of assignment methods and social interaction on students' active learning. A quantitative approach was chosen to provide data that can be measured statistically, allowing a more objective analysis of the relationship between variables (Mardikaningsih & Darmawan, 2013).

This research focuses on the MI Darul Ulum Tandes student population, totaling 216 students. In order to collect representative data, the research sample was taken from class VI students, with a total sample of 36 students. Sample selection was carried out through total sampling, which means that all class VI students who met the criteria were part of the sample for this study. The total sampling approach is expected to ensure the representativeness of research results for the entire population. The independent variables in this research are the assignment method (X1) and social interaction (X2), while the dependent variable is students' active learning (Y).

1. Assignment Method (X1) is the type and approach to assignments given to students, including variations in complexity, type and assessment method. Yunita (2022) gives assignments or recitations by giving assignments to students to do at home or school and holding them accountable in front of the teacher. Azizah (2022) revealed six indicators to measure assignment method variables: providing feedback to improve learning activities, developing thinking skills, attention to selected tasks, being positive when completing tasks, developing self-ability to complete tasks, and interest in doing the task.

2. Social Interaction (X2) is student participation in social interactions inside and outside the classroom, including collaboration, discussion and social relationships. Student social interaction is all forms of communication, contact and involvement between students in the learning environment (Bali & Naim, 2020). According to Sugiyo (2010), social interaction indicators include five characteristics, namely openness, empathy, support, positive feelings, and similarities.

3. Student Learning Activeness (Y) is the level of student involvement and response in learning activities, including participation in discussions, understanding material, and completing assignments. Active learning means an effort or activity carried out by studying actively (Hasanah & Himami, 2021). Indicators of active learning, according to Rikawati and Sitinjak (2020), are enthusiasm for learning, daring to ask, answering questions, and presenting student learning results in front of the class through existing interactions.

Data will be collected through surveys and observations. The survey will include a questionnaire to measure students' perceptions of assignment methods, social interactions, and active learning. Observations will be carried out to observe student involvement in learning activities directly. The collected data will undergo analysis using statistical methods, especially regression analysis, to analyze how assignment methods and social interactions interact and influence the level of student learning activity. Regression analysis will provide a robust framework for evaluating the relative impact of each independent variable on the dependent

variable. The analysis results will provide a clear picture of the relationship between variables and show the significance level.

Result and Discussion

In the distribution of questionnaires to students at MI Darul Ulum Tandes grade VI, a total of 36 students responded well. This is demonstrated by the return of one hundred percent of the questionnaires distributed to MI Darul Ulum Tandes students, which shows that the sample represents grade VI students. Thus, the results of this questionnaire can be considered representative and reliable in providing an accurate picture of the understanding and views of MI Darul Ulum Tandes students regarding the topic studied.

In this study, variable validity was measured using corrected item values, and the test results showed adequate validity. Testing was carried out on the assignment method (X1) and social interaction (X2) as independent variables while learning activeness (Y) was the dependent variable. Validity criteria with a corrected item value greater than 0.3 indicate that all statement items in the research instrument correlate adequately with the measured construct. This is reinforced by the SPSS output results, which show that not a single statement item was eliminated because the total correlation value of the corrected items all exceeded the threshold of 0.3. The absence of elimination of statement items indicates that each question in the instrument significantly contributes to variable measurement.

The reliability test produced a Cronbach's alpha value for the assignment method variable of 0.916, social interaction of 0.781, and learning activeness of 0.987. All research variables show Cronbach's Alpha values that exceed the limit of 0.6. This indicates that the questions or items measuring the assignment method in the research instrument have a strong relationship with each other, and the measurement tool can be relied on to obtain consistent data regarding these variables. Thus, all variables are considered reliable as measurement tools and show adequate consistency.

Table 1. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	798.747	2	399.374	21.836	.000[b]
	Residual	603.558	33	18.290		
	Total	1402.306	35			

As depicted in Table 1, the F test results show that the calculated F value reached 21.836, with a significance level 0.000. Because this probability value is lower than 0.05, it can be explained that the regression equation shows high significance. For this reason, this analysis shows that the method of giving assignments (X1) and social interaction (X2), when accumulated, have a significant influence on the level of student learning activity (Y) at MI Darul Ulum Tandes. These results confirm that factors such as assignment methods and social interactions play an essential role in simultaneously influencing the level of active learning of MI Darul Ulum Tandes students.

Table 2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.847	3.819		5.459	.000
	X1	2.305	.693	.495	3.324	.002
	X2	1.955	.872	.334	2.243	.032

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The results of this research produce a regression model with the mathematical equation $Y = 20.087 + 2.305X1 + 1.955X2$. From this model, it can be concluded that if all variables, namely the method of giving assignments (X1) and social interaction (X2), have a value of zero, the predicted learning activity value (Y) will be around 20.847. The constant 20.087 is the value of learning activeness when the two independent variables do not contribute. The coefficients of 2.305 and 1.955, respectively, indicate how much change is anticipated in learning activity when there is a one-unit change in the assignment and social interaction method. With a positive value, this coefficient shows that improved assignment methods and social interaction positively correlate with increased learning activity. It is possible to see the positive relationship between these variables. However, it cannot be concluded that changes in assignment methods and social interactions directly cause changes in learning activity because this results from correlational statistical analysis.

In Table 1, significance appears in the assignment method with a value of 0.002. The social interaction variable at MI Darul Ulum Tandes also shows a significance of 0.032. By reaching the level of significance, it can be explained that the method of giving assignments (X1) and social interaction (X2) play a significant role in creating a level of learning activity (Y) at MI Darul Ulum Tandes. This is caused by the enormous significance value, which is below the limit of 0.05. Regarding the coefficient of each independent variable, it can be observed that between the assignment method and social interaction, the assignment method has a more excellent value, namely 2.305, compared to the social interaction coefficient value of 1.955. This indicates that the method of giving assignments is a variable that has a more dominant influence on student learning activity than social interaction.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755[a]	.570	.544	4.27664

The next step involves analysis using the coefficient of determination. This research reveals a strong relationship between the observed variables, namely the method of giving assignments and social interaction, and the level of student learning activity at MI Darul Ulum Tandes. The R-value obtained reached 0.755. Furthermore, R Square was recorded at 0.570. These findings indicate that around 57% of the variation in the level of learning activeness can be explained by variables such as assignment methods and social interaction at MI Darul Ulum Tandes. The remaining 43% is influenced by other factors not included in the scope of this research.

The assignment method has been proven to increase the learning activity of MI Darul Ulum Tandes students. Journalists (2017), Safitri (2021), and Wijayanti (2023) also found something similar this method provides opportunities for students to apply the concepts learned and encourages their direct involvement. Research conducted at MI Darul Ulum Tandes shows that using assignment methods has been proven to be an effective strategy for increasing student learning activity. Students involved in learning tasks tend to show higher levels of participation and are more active in the learning process. Through engagement in tasks, they develop an understanding of concepts and gain relevant practical skills.

Using technology in a learning context brings many significant benefits, especially in designing varied task methods and increasing student engagement. According to research by Borba et al. (2016); Al Mursyidi and Darmawan (2023), technology allows teachers to create interactive, creative and exciting tasks. By using applications, software or online learning platforms, teachers can provide learning experiences that are more dynamic and relevant to current technological developments (Simamora et al., 2020; Kurniawan et al., 2022; Evendi & Masfufah, 2023).

This approach creates a more engaging learning environment and allows students to participate actively in the learning process. Through interactive and creative tasks, students can develop essential digital skills in the modern era. Research by Masnawati et al. (2022) and Masfufah and Darmawan (2023) show that the use of technology in learning can help increase students' interest in the learning process, create a positive atmosphere, and motivate them to be more active in exploring learning material. Thus, integrating technology in education provides innovation in teaching methods and contributes to developing skills relevant to the demands of today's digital society.

Learning tasks play an important role in students' development by allowing them to apply acquired knowledge in real contexts. This process not only improves critical thinking but also forms learning independence, which at the same time motivates students (Irawan & Darmawan, 2023). When students are faced with assignments requiring them to solve problems or develop projects, they naturally explore concepts and strategies more profoundly. As a result, students gain a deeper understanding and build skills that they can apply in everyday life situations or the world of work. Thus, findings from research at MI Darul Ulum Tandes consistently support the statement that assignment methods are essential in increasing student learning activity. The implication is that teachers and school administrators may consider strengthening the use of assignment methods to plan their learning in the hope that this will continue to motivate students to engage in their learning process actively.

Social interaction plays a role in developing active learning for MI Darul Ulum Tandes students. This is to the findings of Linton et al. (2014), Molinillo et al. (2018), and Perianto (2022). Social interaction is a communication process between individuals and the main driver that increases student involvement in learning activities. In social interaction, students can share their insights, ideas and experiences. The discussion, collaboration and cooperation between students enriches their understanding of the subject matter and creates a learning environment that supports social and academic growth (Mardikaningsih & Darmawan, 2021). Therefore, social interaction is essential for forming students' active learning.

Social interaction plays a vital role in the learning process at MI Darul Ulum Tandes. Students at MI not only learn to master academic material but are also guided to develop social skills that involve listening, speaking, working together, and respecting other people's points of view. These skills are considered essential not only in educational contexts but also in everyday life.

The importance of social interaction in increasing students' level of active learning is evident. Students involved in positive social interactions tend to be more motivated to participate in learning actively. Effective communication with classmates and teachers creates an environment that supports exploration and understanding of learning material. In the context of MI Darul Ulum Tandes, social interaction also shapes students' social and academic personalities.

By understanding the importance of social interaction as a means of learning, MI Darul Ulum Tandes can take concrete steps to improve it. Teachers can integrate learning methods that better support positive social interactions, such as group projects, class discussions, or other collaborative activities. In addition, education stakeholders, including parents and schools, can work together to create an environment that supports good social interactions inside and outside the classroom.

By integrating proven learning strategies, MI Darul Ulum Tandes has created an optimal learning environment for students. This approach, as expressed by Ummat and Retnowati (2022), has been proven to significantly boost student motivation in achieving better academic achievements. Through this approach, schools can pay attention to essential aspects, including

developing students' social and emotional skills, making learning a routine activity and a valuable experience that encourages personal and intellectual development.

Additionally, these strategies not only impact individual students but also create a positive environment throughout the school. With full support from educators and school staff, MI Darul Ulum Tandes succeeded in establishing a collaborative learning culture. It creates an environment that motivates students to support each other and share knowledge. This approach aligns with research by Rafiuddin and Darmawan (2023), which shows that positive social interactions can improve academic achievement and strengthen student bonds.

The importance of this strategy is also reflected in research by Ya'lu and Darmawan (2024), who state that using learning methods that emphasize active involvement and problem-solving can increase students' absorption of lesson material. Integrating this approach at MI Darul Ulum Tandes creates a dynamic and challenging learning environment, motivating students to develop the critical and creative skills needed to face the challenges of the modern world.

These findings have significant practical implications for developing MI Darul Ulum Tandes learning strategies. By improving the quality of social interaction between students and teachers, schools can create a positive atmosphere that encourages activity and better understanding of learning material. Thus, implementing learning strategies that promote social interaction can be the key to achieving educational goals at MI Darul Ulum Tandes.

Conclusion

The research findings are that the method of giving assignments and social interaction has a significant effect on the active learning of MI Darul Ulum Tandes students. The method of giving assignments has a significant influence on students' active learning. This may indicate that a learning approach that involves tasks can increase the level of student involvement in the learning process. Social interaction also has a significant impact on students' active learning. This can include interactions between students, interactions with teachers, or interactions in learning groups. Positive social interactions may increase student participation. Student learning activity at MI Darul Ulum Tandes is a dependent variable influenced by the method of giving assignments and social interaction. This shows that combining these two factors can form a learning environment that supports active student involvement.

Based on the research results, several suggestions can be given as follows:

1. They are varying assignment methods by, providing a variety of assignment methods, such as group projects, individual assignments, presentations, or independent research. Also, adapting assignment methods to the subject matter and students' learning preferences to increase their involvement and interest.

2. Emphasis on tasks based on creativity and problem-solving by encouraging the use of tasks that emphasize creativity, problem-solving, and practical application of learning concepts. Next, challenges should be provided that stimulate students' minds and encourage critical thinking.

3. Facilitate collaboration and social interaction by providing opportunities for group work or collaborative projects that allow students to interact socially. In addition, it provides clear guidance on how to collaborate effectively and gives balanced responsibilities to each group member.

By implementing these suggestions, assignment methods and social interactions can be optimized to increase student learning activity and create a more dynamic and participatory learning environment.

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