

Analyzing the Teacher's Central Role in Effort to Realize Quality Character Education

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Abstrak

Berbagai kebijakan yang dikeluarkan oleh Pemerintah untuk meningkatkan kualitas pendidikan karakter, nampaknya masih memiliki kekurangan yang sangat mendasar. Kekurangannya adalah pada implementasi pendidikan karakter memposisikan peran guru sangat kecil. Padahal, sebaik apapun kebijakan Pemerintah dalam bidang pendidikan karakter, tidak mungkin berjalan dengan baik tanpa adanya dukungan dan peran guru yang optimal. Penelitian ini bertujuan untuk mengetahui peran sentral dalam upaya mewujudkan pendidikan karakter yang berkualitas. Metode yang digunakan dalam penelitian ini adalah kualitatif. Teknik pengumpulan data yang digunakan adalah studi literatur dan dokumentasi. Hasil yang diperoleh kemudian dianalisis secara deskriptif. Hasil penelitian ini menunjukkan, bahwa peran sentral guru dalam mewujudkan pendidikan karakter yang berkualitas dilakukan melalui pembelajaran. Dalam kegiatan pembelajaran, guru berperan sebagai model dan teladan bagi peserta didiknya. Peran sentral guru sebagai model dan teladan dapat dilihat dari pembelajaran yang di dalamnya menginternalisasikan dan menyisipkan nilai-nilai karakter pada diri siswa, seperti: kejujuran, rendah hati, terbuka, mau belajar, disiplin, tanggung jawab, dan adil.

Kata Kunci: Peran Sentral Guru, Pendidikan Karakter, Kajian Literatur

Abstract

Various policies issued by the government to improve the quality of character education still have fundamental flaws. The shortcomings are in the implementation of character education that positions the role of teachers very small. In fact, no matter how good the Government's policies in the field of character education, it is impossible to run well without the support and optimal role of teachers. This study aims to determine the role of the central role in efforts to realize quality character education (a literature review). The method used in this research is qualitative. The data collection techniques used were literature study and documentation. The results obtained were then analyzed descriptively. The results of this study show that the central role of teachers in realizing quality character education is done through learning. In learning activities, teachers act as models and role models for their students. The central role of teachers as models and role models can be seen from learning in which they internalize and insert character values in students, such as: honesty, humility, openness, willingness to learn, discipline, responsibility, and fairness.

Keyword: Teacher's Central Role; Character Education; Literature Review

INTRUDUCTION

After all this time Indonesia has been independent, this nation is still grappling with what is called character education. But why has the character of the Indonesian nation not shown in a good direction but instead shows the opposite (English & Kaufman, 2011). The character of the Indonesian nation, which was previously full of noble human qualities, has actually degraded and fallen into the abyss of humiliation. Many Indonesian citizens' behavior deviates from religious, moral, social and legal norms. Regardless of the life layer of society, nation and state, bad character has entered the personality of everyone who does not have a strong moral grip.

The fall of the morality of Indonesian society is marked by the rise of drug trafficking, murder, mugging, robbery, SARA (Ethnic, Religious, Racial and Intergroup) conflicts, theft, rape and KKN (Corruption, Collusion and Nepotism). (Khatimah et al., 2022). It is no less serious at the educational level, that Indonesian students as the nation's next generation are powerless to counteract negative influences on them. This is easily recognized in their school environment, where students bully, fight, smoke, do not attend lessons (skip), fight teachers (disrespect), plagiarize other people's work, are undisciplined and other bad activities that harm themselves. Observing these various complicated issues, the Government has actually taken tactical steps. To break the chain of human behavior that leads to something that is not good, the Government has encouraged the implementation of character education (Kandari & Afandi, 2021). Character education is one of the solutions that the Government considers accurate to be able to parse and destroy the crucial problems that arise as a result of the multidimensional crisis (Santika, Suastra, et al., 2022). The concrete effort taken by the government to achieve this goal is to instill and internalize values for students through character education.

The character education that the Government wants to implement certainly has different characteristics from before (Guntur & Aslinda, 2016). Therefore, a series of instrumental steps have been taken by the Government to realize quality character education. The Curriculum Center itself has formulated 18 character education values that are used as guidelines in learning in schools. The 18 character values in question are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communitive, love peace, love to read, care for the environment, social care and responsibility (Octavia & Sumanto, 2018). In addition, the Government also issued Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (Santika, 2021). In these provisions it is explained that strengthening character education is carried out through existing educational channels, namely formal, non-formal and informal (Sari, 2020). Then in order to strengthen character in the formal education environment activities that can be carried out by the school, both intra-curricular, co-curricular and extra-curricular.

It doesn't end there, the Government through the Ministry of Education, Culture, Research and Technology also issued Miniaterial Regulation of Education, Culture, Research and Technology No. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery which is the basis for implementing the Merdeka Curriculum. With the implementation of the Merdeka Curriculum, of course, it will strengthen the direction of implementing character education (Santika, Suarni, et al., 2022). This curriculum is expected to encourage students to become individuals with good character. All activities in learning must be directed to shape and strengthen the character of students (Flores, 2016). From the various government policies that aim to improve the quality of character education, it seems that they still have deficiencies. The deficiencies found in the solution above are in the implementation of character education which positions the teacher's role very small (Abidin, 2016). Even though the implementation of character education is carried out through learning. Without placing the teacher's role as central in learning, it is impossible for quality character education in Indonesia to be realized. Therefore the title raised in this article is Analyzing the Teacher's Central Role in Effort to Realize Quality Character Education (A Literature Review).

RESEARCH METHOD

The method used in this research was qualitative. The research method used was based on the formulation of the problem which requires researchers to carry out in-depth exploratory activities with the intention of explaining the existing problems. Data collection techniques used in this research were literature and documentation studies (Wahyuni et al., 2022). Through literature studies, researchers collect data from various journals obtained on the internet, especially Google Scholar. Documentation studies to collect data by collecting documents, both from researchers and other people. This research used descriptive data analysis techniques. Where the data that was successfully collected, then analyzed and presented by researchers descriptively..

RESULT AND DISCUSSION

In the view of character education, the teacher's role is no longer classical, namely only acting as a passive spectator (Davies et al., 2005). It is not surprising that character education implemented in schools does not show optimal results. So that the teacher should place his/her position as the center in the implementation of character education. Teachers in character education should not be placed as firefighters. Only plays an important role when there is a fire (Santika et al., 2018). Therefore, it is necessary to analyze how the role of the teacher is central in improving the quality of character education. The central role of the teacher analyzed in improving the quality of character education is carried out through learning (Duman, 2010).

The central role of the teacher in learning is by positioning himself/herself as a model and role model for his/her students. The importance of character education which places the teacher as a model and role model can be seen in research conducted by (Kandari & Afandi, 2021) in their work entitled *Guru Sebagai Model dan Teladan Dalam Meningkatkan Moralitas Siswa* explained that the teacher, whose capacity is as an educator, becomes a public figure and role model for students and also for the environment in which the teacher is located. This model and example must be internalized in classroom learning. Because it is in the learning process in the classroom that character education is taking place. Teachers must be able to show good character to students through the way they teach (Lickona et al., 1996). There are many things that teachers can do to transmit exemplary, so that the character education that is implemented is of higher quality. Through its role as a teacher, it can be used as a springboard to educate students to become good individuals and have noble character (Santika et al., 2019).

The classic slogan that is still relevant to show the teacher's central role in improving the quality of character education in Indonesia is a figure that students should look up to and imitate. Therefore, character education by positioning the teacher as a central role must understand that what comes out of his/her mouth must contain the character of honesty (Santika & Sudiana, 2021). Honesty implies that what the teacher says is a statement that is born and comes from a good conscience. If a noble conscience underlies the teacher's words, then it can be ascertained that what is expressed is honesty. If the teacher tells the truth, of course it will be easy to judge what is in his/her heart (Cahyani et al., 2020). Because from honest statements it can be assessed objectively whether the teacher is sincere.

That's why the teacher may not say a statement that contains untruth to students. In the context of character education, this honesty can be seen from the relational relationship or interaction between teachers and students (Wahyuni et al., 2022). Because in daily life that relationship creates a framework that gives rise to the concept of evaluating each other or assessing whether the teacher is an honest person or not. For example, a teacher promises his students that tomorrow he will give a multiple-choice test, even though he is fully aware that the test that will be given is an essay (Hinton, 1974). At other times, the teacher says that material B will be discussed at the next meeting, even though the teacher knows that during the lesson, the material to be discussed is C. If the teacher repeatedly shows lies consistently, then this can have a bad effect on perceptions. students for honesty. Because lying by the teacher can actually hurt the confidence of students. Lies committed by teachers are clearly very detrimental to students in learning (Santika et al., 2021). Even though students have prepared well to take exams or learning. But because the teacher's lies finally make students disappointed.

In the long term, it goes unnoticed in the minds of students, what is the point of preparing or studying, after all, the material or exams are not in accordance with what the teacher said (Awaru, 2017). Then it will appear in the minds of students, that lies can destroy the hard work they are doing. The most terrible image of this lie is that hard work is easily destroyed by lies. So that negative statements don't come out, that teachers are allowed to lie, why can't we as students do it. This is where the teacher must understand that everything he says is recorded by the student's memory. Especially for students who have a strong memory, the teacher's lies can be something they remember for a very long time and are very difficult to forget (Khoirurrijal et al., 2022).

Even in learning, the teacher must be able to teach students to always be honest about their abilities (Raharjo, 2010). The teacher's role as the center of character education must recognize all the advantages and disadvantages inherent in him. In the era of the industrial revolution 4.0, there are no more teachers who feel they are the most correct, know the most, and are basically the best in class (Pertiwi et al., 2019). Because without realizing it, such an attitude will teach high-minded or arrogant character to students. Moreover, the truest feelings often humiliate themselves in front of students. Especially in the era of technology, information and communication which is growing rapidly, what often happens is that students know more than their teachers (Kosim, 2011). The emergence of the internet makes students learn anywhere and anytime.

It can be illustrated, the teacher in explaining certain material turns out to be different from what students know from other sources (Maryati & Priatna, 2018). This is where the weakness sometimes lies, that the teacher is so quick without thinking, convicting the student's view is wrong. The funny thing is, the teacher is not able to provide comprehensive explanations and satisfy students' curiosity (Hasan, 2012). In contrast to other types of teachers, who tend to put forward purely emotional in response to student curiosity. Not the explanation that students get, but the anger that the teacher takes out blindly to cover up his mistakes. Anger without a clear reason against students will lead to misguided understanding in the student's personality. Anger can be understood by students as a perfect solution to cover up the truth or ignorance (Wangid, 2018). The side effect that is caused is the appearance of the character of students who no longer respect their teacher (Maulida et al., 2015).

On the one hand it is very unfortunate, many teachers fail to understand, that actually admitting a deficiency will bring out high respect from students (Choli, 2020). Recognizing oneself as imperfect and still having flaws so being open to receiving input from anyone, including even from students, is very good (Mustaqim, 2015). This is where the teacher's efforts to teach students to always be open to their own shortcomings and open themselves to continue learning from others can be seen (Santika, 2022). If indeed the teacher has not been able to respond to student statements, then he can temporarily suspend it. It is better for the teacher to position himself like a student who makes it as homework which will be answered in the following meeting (Nasrudin et al., 2015). Such a teacher's character is much more respectable than pretending to know but actually not understanding what is being explained. Because the character that students get is actually hypocrisy (Simarmata, 2018).

Another central role of the teacher as a model and role model is to be able to shape the character of student discipline through learning (Safitri et al., 2021). This character building can be done by the teacher by always being present on time for his teaching sessions. If necessary, the teacher has stood in front of the class door before the start of learning (Abidin, 2012). This teacher's disciplinary attitude will teach children to be disciplined by being present in the classroom before the teacher who stands at the front door of the class. Without realizing it, the character of discipline also grows in the character of students, because they feel ashamed of their teacher. Respect also appears for the figure of a teacher who has a disciplined character. This discipline is not only at the time before learning begins but also after learning is complete (Hidayah et al., 2018).

Teachers should not buy time for students to finish following the lesson (Peterson, 2020). Sometimes there are teachers who like to continue learning, even though the bell has rung (Phenice & Griffore, 2003). The teacher's model like this is what students don't like, because they are not disciplined and punctual in teaching. This action is certainly contrary to the teacher's central role in character education who wants to teach discipline (Apriyanti, 2020). The teacher must understand the psychology of students, that they have studied all day in a state of fatigue and

hunger, so the teacher should no longer hold them back just to finish their work (Santika, 2019). Because of the character captured by the students here, the teacher is very selfish and violates the rules set by the school (Nugrahani, 2017). This should not happen in a learning environment that wants to instill disciplinary character values in students' personalities (Octavita & Saraswati, 2017). As far as possible the teacher must avoid attitudes and actions that are disciplinary. Do not let students also act undisciplined with the excuse of an undisciplined teacher. It must be understood by the teacher, that by means of disciplined action, indirectly the teacher has shown a love for his profession (Kurniawan, 2015). Because his profession is based on discipline which is built on a foundation of responsibility (Swarniti, 2020).

Here students understand how their teacher loves their profession which contains duties and responsibilities. This means that in the character of discipline the teacher indirectly participates in instilling a responsible character in students. By paying attention to the teacher who carries out his profession in a disciplined manner as a form of responsibility towards students (Fajarini, 2014). So on the contrary students are also able to internalize the character of responsibility towards the teacher. Here students will learn what to do as a form of responsibility as a student. Of course, they understand that the teacher's job is to teach, and the student's job is to learn. Such character must be firmly embedded in the student's personality (Harris, 2004). Apart from discipline, its central role in character education as a model and role model through learning can be carried out when giving rewards and punishments (Althof & Berkowitz, 2006). This principle is very important because it becomes a student's assessment of how the teacher acts fairly in class (Andriani, 2016). The character that can be built from this learning process is to instill the value of justice in personal learners. Often teachers in class act unfairly and discriminatively in giving rewards and punishments. Teachers are often trapped in what is called favoritism towards certain students (Bjeki & Milo, 2010). This actually makes other students feel left out in learning. Because only certain people are valued by the teacher on the basis of the teacher's own subjectivity considerations (Dewi, 2020). So the character that appears in students is insecure, filled with pessimism and fear in participating in the learning carried out by the teacher (Desfandi, 2015). Student motivation also decreases to learn the material taught by the teacher. In the long term, the character of hatred appears in students towards these subjects. If feelings like that already appear in the hearts of students, it is very difficult to recover (Swarniti, 2021b).

As a teacher who has a central role in character education, he must be able to provide rewards and punishments in learning based on the principles of equality and justice (Ariandy, 2019). There should be no partiality or favoritism towards certain students. Every student has the right to equal treatment in learning (Swarniti, 2021a). Actions like this can actually prevent teachers from discriminating. Because the act of discrimination is something that is actually contrary to the principle of justice. By giving proportional rewards and punishments, the teacher indirectly shows himself as a fair judge (Raden & Lampung, 2015).

In this situation the teacher is able to provide learning based on the principle of equality when giving rewards and punishments directly as well as teaching students to always act fairly and not discriminate against anyone (Pedersen, 2003). Because in the future they are the generation that plays a major role in decision-making, so it is important to internalize the principle of justice in their character through learning at school. If the teacher is able to become a model and role model for students in an effort to achieve justice in learning, then students also have a figure to idolize to be remembered as a just person (Matiisen & Schulman, 2017).

CONCLUSION

Based on the discussion above, it can be concluded that the analysis of the teacher's central role in realizing quality character education is carried out through learning. The learning that is done by the teacher is to make himself a model and role model for his students. The central role of the teacher as a model and example can be seen from the learning in which he internalizes and instills character values in students such as honesty, humility, openness, willingness to learn, discipline, responsibility, and fairness.

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