

THE ROLE OF THE TEACHER IN FORMING EDUCATION OF CHARACTER AND MORAL CHILDREN

Siti Hafsoh ^{1*}, Firman², Riska Ahmad³

^{1,2,3}FIP Guidance and Counseling, Padang State University, Padang, Indonesia

^{1*}siti.hafsoh7@gmail.com, firman@konselor.org, ra5402945@gmail.com

DOI: <https://doi.org/10.21107/literasinusantara.v2n1.287>

Received: October 07, 2021

Revised: October 11, 2021

Accepted: November 10, 2021

Abstrak

This paper is a scientific idea that aims to provide an overview of the importance of the teacher's role in shaping the education of children with character and morals through the ongoing process of learning in schools carried out by an educator. Here it is emphasized that the task of the teacher to students at school is not only to give lessons, but the real teacher is a teacher who is able to educate and be a good example to his students. Therefore the importance of the role of teachers in shaping the education of children with character and morals. The method used in this writing is literature research. The purpose of this paper is to remind the importance of the role of teachers in shaping children's education with character and morals.

Keyword – The Role of the Teacher, Character, Moral

1. Introduction

One of the aims of school education is to change character for the better and more moral. But in fact now there are still many people who do not have good character and morals, this can happen because of the current conditions, which are slowly disappearing. The situation is getting lower, the character of the nation's children, be it character, politeness, morals which in the past were the most prioritized. The loss of morals and the emergence of bad character in children is very worrying in today's life, the erosion of morals, no mutual respect,

Teachers are professional educators who are responsible for education, knowledge gained, guidance, training, evaluation, as well as providing assessments in the teaching and learning process to students. Teachers are models for their students. To become a teacher, they must be able to educate, give good examples to their students, not just be a sender of knowledge from books. Education aims not only to gain knowledge and understanding of the material, but also aims to form moral character in children. because science alone is not enough to determine the skills of a student if the student has no character and has good morals. The importance of the teacher's role in shaping character and morals is useful for giving birth to the nation's sons and daughters who are smart in science, broad in insight, both in character and morals so that the nation's children with character and morals are realized. But for that, of course, there is a good educational achievement to achieve this, the role of the teacher is very necessary, especially for students. Which is the purpose of educating itself is very helpful in forming morals in children.

2. Method

This article discusses "The Role of Teachers in Shaping Children's Education with Character and Morality." By analysis using the Literature Research method, this article will discuss several sub: understanding of teachers, understanding of education, character education, moral education and the role of teachers in shaping children's education with character and morality.

As well as discussing how the facts obtained in the field were obtained. Finally, it will be discussed in the discussion below.

3. Result and Discussion

A. Teacher's Role

1. Understanding Teacher

A teacher is someone who has devoted himself to teaching a science, educating, directing, and training his students to understand the science he teaches. In this case, the teacher not only teaches formal education, but also other education and can be a role model for his students. According to Law no. 14 of 2005 Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

according to Atmatic (2004:17)The teacher is the person who is responsible for helping students in physical and spiritual development. NextUsman (1997:15)argues that the teacher is the person who is authorized and carries out duties in the field of education and teaching at formal educational institutions. On the other hand,Jamaluddin (1978:1)argues that teachers are educators, namely adults who are responsible for providing guidance or assistance for the physical and spiritual development of students so that they reach maturity, are able to be independent and able to carry out their duties as creatures of Allah's caliphate on earth, as social beings and individuals who can exist independently. independent. "Teachers are all people who are authorized and responsible for the education of students, both inside and outside school, alone or classical. That is, teachers at least have basic competencies, such as the power and ability to carry out tasksDjamarah (1994:33). Usman (2001:5) states that "Teaching is a position or profession that requires special skills and skills in every teaching and learning process, this work cannot be done by just anyone without having special skills in a teacher." WhereasRamayulis (2002:88) states that the teacher is a person who is responsible for internalizing religious values and seeks to create individuals who have a perfect scientific and personal mindset.

Based on the opinion above, I can conclude that the teacher is an educator with a bachelor's degree (Strata 1) who is in charge of educating, guiding, transferring knowledge and providing evaluations to students through education in schools. Teachers aim to shape and create good character of the nation's children.

The teacher does not only teach and transfer knowledge, but educates children to become children who have good knowledge, character and morals. Therefore, teachers need to pay attention to aspects of character, attitude and morals that are passed on to children. So that later children become intelligent people and have good morals and character.

2. Teacher's Role

The teacher has an important role related to the tasks of providing assistance and encouragement. according to Usman (1997:4) The role of the teacher is the formation of a series of interrelated actions that are realized in certain conditions and are related to the progress of behavioral change and the development of students who are the goal. according to Wardani (2010:237) teachers as educators have a role as an example in developing character by making professional evaluations and decisions based on social and morals.

The role of the teacher according to Wijaya (1992:107-108) are as follows:

- a. Teachers as Advisors: Teachers are not the only transmitter of information and the only source of knowledge for students, teachers are only generators of student learning motivation.
- b. Teachers as Environmental Regulators: In essence, teaching is to regulate the environment so that a good teaching and learning process can occur. Teachers must be able to create an effective classroom atmosphere so that students can learn comfortably.
- c. Teacher as Participant: The teacher must also be a good teaching participant, he is a facilitator who mediates every problem in the subject, and provides direction and solutions when students are discussing
- d. Teachers as Counselors: The task of teachers as counselors is to provide advice to students according to their needs. For students who have learning difficulties, the teacher must be able to heal and bring students to overcome the problem, then the teacher must be able to give advice so that the child does not enter into bad deeds.

- e. Teachers as Supervisors: Teachers also act as supervisors to oversee teaching activities, so that classroom conditions are maintained in a conducive state, and the teaching and learning process can run smoothly.
- f. Teachers As motivators: Teachers must be able to provide learning motivation to students and keep their enthusiasm for learning high.
- g. The teacher as evaluator: After the teaching process is complete, the teacher's job is to conduct an evaluation to determine the level of success in giving topics to students.

B. Character Education

1. Definition of education

Education is an important thing and cannot be separated from one's life, both in the family, community and nation. The progress of a nation is determined by the level of success of education. Education is a process of changing the attitudes and behavior of a person or group of people in maturing the mind through teaching and training. Society interprets education as teaching in schools, namely the place where teaching or formal education takes place (Ivan Sujatmoko, 2011). according to Fauzi, Arianto, & Solihatin (2013:1) Education has a very important role in shaping character.

According to Law No. 20 of 2003 concerning the national education system, it is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, character strengths. noble character, as well as the skills needed by himself, the community, the nation and the state". More Driyarkara (Ali Muhtadi, 2010:32) states that education is basically an effort to humanize humans. The point here is that teachers are not just making tofu, but education aims to change people for the better. Meanwhile, according to Khan (2010:1) Education is a process of growth, development, maturity, organizing and coaching.

So the author can conclude that education is an attempt to make someone smarter by learning so that someone can develop whatever potential is in him so that he can develop and succeed. The success of education is the hope of all parties. Education that educates the life of the nation, which prospers the people, which increases the competitiveness of the nation. The fact shows that the quality of education of the Indonesian nation is still low, because there is still a lack of

success due to the declining character and morals of the nation's children. So it is necessary for us as children of the nation and educators to work together to make children's education in Indonesia higher so that they become educated, have character and have morals.

2. Character building

Character literally comes from the Latin "Character", which among other things means: character, character, psychological traits, character, personality or morals. Meanwhile, in terms, character is defined as human nature in general where humans have many characteristics that depend on their own life factors. Character is also defined as a steady attitude, character, character, personality, which is the result of a gradual and dynamic stabilization process.(Khan, 2010:1).

According to Chairiyah (2014:44) character is often equated with morality, which is a way of thinking and behaving, which characterizes the values of each person and is related to the values of right and wrong, good and bad, so that future character becomes a habit, which is always expressed in attitudes and behavior carried out in daily activities. According to the Ministry of National Education (2010:4) "Character education is defined as education that develops and characterizes the nation in students so that they have values and character as their own character, apply these values in their lives, as members of society, and citizens who religious, nationalist, productive and creative". Ki Hadjar Dewantara said that character is an act of character and character. In his view,

According to Albertus (2010:5) Character education provides a place for individual freedom, so that they can use good, noble and valuable values as a guide to the behavior of their personal life in dealing with themselves, others and God. Character education is also a means to socialize the character that humans should have, so that they can become creatures of noble character on earth.(Susilo, 2019:173). Next Megawangi(Darmiyati Zuchdi, 2004:110) defines character education as an effort to educate children so that they can make decisions and practice them in everyday life so that they can make a positive contribution to the environment.

Based on the above opinion, it can be concluded that character education is education that directs a person's personality to be better, where the character of a person can be seen from the attitude and behavior of a person expressed in his daily activities. Before the character of the child, the character of the teacher is

preferred because the teacher is a model or form of character that will be imitated by his students.

On the other hand, apart from parents, family and community, schools play an important role in shaping children, because school is the second teaching after home. According to Lickona (Inanna, 2018:31) There are several reasons for the need for character education, including:

- a. Many young people hurt each other due to lack of awareness of moral values
- b. Giving moral values to the younger generation is one of the most important functions of civilization.
- c. When many children do not receive moral guidance from their parents, society, or religious institutions, the role of schools as character educators becomes increasingly important.
- d. There are still generally accepted moral values, such as caring, trust, respect, and responsibility.
- e. Democracy requires special moral education, because democracy is social domination, social domination, and social domination.
- f. No education is wasted. Schools teach valueless education. Schools teach value by design or not every day.
- g. If we want and continue to be good teachers, then our commitment to character education is very important
- h. Effective character education makes schools more civilized, more concerned with society, and a means to improve academic achievement

3. Moral Education

Moral comes from the Latin *mores*, the Latin *mores* which means customs, habits, or way of life. In essence, ethics is a measure accepted by society, and ethics is more related to the principles of professional development (Istanto, 2007:4) Morals are teachings or discourses, standards or a collection of rules, both oral and written, about how humans should live and act in order to become good human beings.

Moral education is a comprehensive process and method, this education must be carried out usefully in the school, family, and community environment, involving all parties and the community. Socialization of moral education needs to be done to school principals, teachers, students, parents and community leaders. Pay attention to the background of students who take part in the moral

education process. The focus on moral education must be long-lasting (continuous), and moral learning must be effectively integrated into school and community curricula (Setyo Raharjo, 2005). according to Inanna (2018:30) Moral education is an important thing in education, with moral education making students recognize, know and realize the importance of moral educational values which are the main thing in determining a person's attitude or behavior. Moral values are the basis for principles and norms in guiding human behavior in which there are moral values.

Moral education involves the support of normative authority, that is, a set of rules or standards of judgment relating to some aspect of personal behavior. Schools are communities that can do Develop norms to encourage Authority in the specifications themselves, but in reality Schools are weak communities, often the wrong Specifications are applied. Norms are important because they are a way to shape ideas, feelings, and change character. Norms are also transformative, Will become someone else after being absorbed Some specifications. Standardization and habituation are very important Character building.

C. The Role of Teachers in Shaping Character and Moral Education

A teacher who not only teaches, but also educates and trains in order to achieve the expected learning goals. Teachers must also educate and instill moral values in children by becoming a professional teacher, being a good model for students such as respecting students' opinions, being responsible, friendly, instilling a spirit of decency, being a figure that should be imitated by everyone. Regarding the role of the teacher in character education, the teacher plays an important role in shaping the character and morals of children. The teacher is the second parent after the child's own parents. Being a teacher, of course, has criteria such as having earned a bachelor's degree so that you can be accounted for, because teachers have their respective duties and obligations. To be a teacher, you must have a good character. According to Ngainun Naim (2009: 6-7) the characters that must be possessed by teachers are: A teacher must be visionary, what the teacher conveys must be true and useful, a teacher must address every problem with an objective attitude, a teacher must have professionalism, strong motivation and loyalty. With a quality and moral personality, teachers must form students' humanistic literacy, and teachers must also have information technology literacy. Furqon, (2010:14-15) stated that the Indonesian character education

platform was created by educational leader Ki Hajar Dewantata, which contains three sentences (although the concept has not been fully implemented by our nation) which reads: Ing ngarsa sung tuladha Ing madya manguk karsa Tur wuri handayani Ing ngarsa sung tuladha (in front of setting an example). When in front can provide examples, examples, and role models. As someone who is respected and at the forefront or at the front among the students, he always provides good role models so that he can be used as an example for his students. Ing madya manguk karsa (In the middle of building the will). When in the midst of his students, he should be able to unite the goals and ideals of his students.

A teacher among his students always consolidates through careful deliberation and consensus, provides guidance and decision making, and puts the interests of the students' future first. Tut wuri handayani (giving push from behind). When they are left behind from students, they must be able to provide encouragement and motivation, so that students have the spirit and fighting power to develop their potential. Teachers with the notion of "guidance and imitation" (trust and imitation) also indirectly provide character education to students. Therefore, the image and appearance of the teacher must have characteristics that can guide students to form a strong character. In this context, the teacher acts as a good example for his students.

It seems that society places teachers in a respectable position in people's lives, namely before setting an example, during coaching, and after providing encouragement and motivation. (Isjoni, 2009:10). The position of such a teacher is always related to the times, whenever needed. Such a position is not only a community award for teachers, but also a challenge to the dignity and achievements of every teacher who is always commendable, not only in front of the class, not only at the school fence, but also in the community.

D. Application of Education in Indonesia

The application of education in Indonesia is currently very worrying. Many students still do not have good character and morals. We can see this in today's life. Start small. Many children do not obey school rules, children are not disciplined and many children do not give such examples. Maybe one of those things happened starting from the educators themselves. which Kihajar states that educators are to be nurtured and imitated, teachers or educators are the main model in shaping children's education with character and morality. .

In today's era, education generally only focuses on intellectuals, children are only required to be smart while children's character is ignored, nowadays many teachers only teach, not educating as in Kihajar Dewantara's book, it is not wrong if today many children have bad attitude. Many teachers just become teachers, such as transferring material to children, coming to class, giving books to the secretary, playing cellphones in or even going out of class, so that indirectly the teacher does not set a good character for the students. And another example is there are still teachers who speak impolitely to children, there are still many teachers who like to speak harshly so that the visible character becomes an example for them. children are asked to be disciplined, come on time to school and wear neat shoes like students, while the teacher comes late, enters class sometimes only wearing sandals. That's just a trivial example but it can have a bad impact on teaching children. Other examples we can see are many cases of teachers and students, such as teachers who abuse their students, teachers who beat their students, and other examples of cases that are so common among these people. The character of the teacher who is not good will be imitated by the child. This is in stark contrast to Kihajar Dewantara's concept of the *tut wuri handayani* and *tringa* education system which should be applied by teachers as educators and role models for their students. If the teacher becomes an educator like educating and exemplifying good character, more or less it will be imitated by children especially starting from early school, everything that children get from the teacher will be done and will become a habit, be it right or wrong. Therefore, let us together in realizing and creating the nation's children with character and morals.

4. Conclusion

A person's character and morals really reflect how a person is in the eyes of others. In shaping the character, there are many important roles in it. One of them is an educator. Teachers as educators play an important role in shaping the character and morals of children. How a person's character and morals can be seen in his attitude or behavior in his daily life. The good and bad character of the child is also driven by the upbringing he gets in his environment. In addition to parents at home, teachers at school also have a role in shaping the character and morals of children. Therefore, to become an educator, one must

have good character and morals, because the teacher is a role model for his students, the teacher is inspired and imitated.

References

- Albertus. (2010). *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- Ali Muhtadi. (2010). Strategi Implementasi Pendidikan Budi Pekerti yang Efektif di Sekolah. *Jurnal Dinamika Pendidikan*, 1(1).
- Atmatika, D. (2004). *Tips Menjadi Guru Kreatif*. Bandung: Yrama Widya.
- Chairiyah. (2014). Pendidikan Karakter dalam Dunia Pendidikan. *Jurnal Literasi*, 4(1).
- Djamarah. (1994). *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional.
- Fauzi, F. Y., Arianto, I., & Solihatin, E. (2013). Peran Guru Pendidikan Pancasila dan Kewarganegaraan dalam Upaya Pembentukan Karakter Peserta Didik. *Jurnal PPKN UNJ ONLINE*, 1(2).
- Furqon, M. H. (2010). *Pendidikan Karakter Membangun Bangsa*. Surakarta: Yuma Pustaka.
- Inanna. (2018). Peran Pendidikan dalam Membangun karakter Bangsa yang Bermoral. *Jurnal Ekonomi Dan Pendidikan*, 1(2).
- Isjoni. (2009). *Guru Sebagai Motivator Perubahan*. Yogyakarta: Pustaka Pelajar.
- Istanto, B. (2007). *Pentingnya Pendidikan Moral Bagi Generasi Penerus*. Yogyakarta: FIP UNY.
- Jamaluddin, N. (1978). *Pengertian guru*. Jakarta: Kusuma.
- Khan, Y. (2010). *Pendidikan Karakter Berbasis Potensi Diri: Mendongkrak Kualitas Pendidikan*. Yogyakarta: Pelangi Publishing.
- Ramayulis. (2002). *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- SetyoRaharjo. (2005). *Pendidikan MultiKultural*. Yogyakarta: FIP, UNY.
- Susilo, A. & I. (2019). Peran Guru Sejarah dalam Pembentukan Pendidikan Karakter Anak Era Globalisasi. *Indonesian Journal of Social Science Education*, 1(2).
- Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Usman, M. U. (1997). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.

Wardani, K. (2010). *Peran Guru Dalam Pendidikan Karakter Menurut Konsep Pendidikan Ki Hadjar Dewantara*. Bandung: UPI & UPSI.

Wijaya, C. (1992). *Kemampuan Dasar Guru dalam Proses Belajar Mengajar*. Bandung: Remaja Rosda Karya.

Zuchdi, D. (2009). *Pendidikan Karakter: Grand Design dan Nilainilai Target*. Yogyakarta: UNY Press.



© 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).