

# The Role of Teachers in Implementing Character Education in Sma Negeri 3 Bantaeng Regency

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**Abstract.** This research aims to; 1) identify the implementing of character education in SMA Negeri 3 Bantaeng Regency, and 2) identify the inhibiting factors of character education in Bantaeng Regency. The research was descriptive qualitative research with informants consisting of teacher and students in SMA Negeri 3 Bantaeng Regency taken purposive sampling. The data were collected through observation, interview, and documentation, and analyzed using descriptive qualitative analysis with data reduction, data display dan coclusion. The character education must involve aspects of moral feeling and moral action. The character education is not just teaching what is good and what is wrong. But more than the charater education intills habits so the students understanding (cognitive), are able to feel (affective), and have good values (psychomotor). The regular coaching process will shape the identity of students so that it can be made into a habit that will indirectly give birth to their character. Someone who has good and bad character does not lie in their knowledge of values tha come from conscience or arrogance. The role of the teacher in the formation of character based on values must be directed at fostering students to have attitude of respect for diversity and the importance of self-reflection in developing the values contained in character education.

**Keywords:** character education, role of teacher, dan student

## 1 Introduction

In the world of education, there is a lot of talk about character education. The fact that shows that the character of the nation in this era of globalization is very sharp, this is what lies behind the emergence of character education. Education itself is considered as the most effective medium in developing the potential of students in the form of skills and insights. Therefore, education is continuously built and d The development of the times is a condition that cannot be avoided and cannot be prevented. However, are we all ready for these conditions? If we look at the events that are happening today, it is undeniable that in Indonesia there have been frequent acts of crime, violence, brawls between students, promiscuity and the proliferation of pornographic videos circulating, and even worse, these videos are very easily accessible via the internet by the younger generation, In addition, there have been many cases of students making problems with their teachers, for example teacher abuse by their own students. This is an indicator that the Indonesian nation is currently facing a very big problem, namely the moral crisis and the character of the nation's children. eveloped so that the implementation process produces the expected generation.

Improvement of human resources also needs to be improved in order to be able to produce intelligent,

skilled, independent, and noble human resources which are continuously pursued through the educational process. Hanifah [1] explains the formulation of national education goals in the Law of the Republic of Indonesia concerning the National Education System Number 20 of 2003 article 3 as follows:

National Education functions to develop capabilities and shape dignified character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, and are knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The mandate of the 2003 National Education System Law is intended so that education does not only form intelligent Indonesian people, but also has personality or character. This will give birth to intelligent and characterful people. The expected education is education that can educate the nation's children as well as have character. In order for character to be conveyed to the nation's children, it is necessary to inculcate character values in schools in all schools.

In the process of character building, cooperation from all parties is needed, it is not entirely the responsibility of the school. However, the process of instilling character values is a shared responsibility between the government, schools, teachers, students and

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parents and of course the environment. Instilling character, especially in schools, is expected to be able to produce the nation's children who are intelligent and have character, and have high values and morals. So, the teacher bears the responsibility to bring his students to become individuals who have good morals and character.

The teacher is one of the most important components in the implementation of the learning process in schools. Teachers also have an important role in the formation of potential human resources. The teacher is an idol for students and the existence of the teacher cannot be denied as the heart of education. Good or bad education really depends on this one figure. All efforts must be made to equip teachers in carrying out their functions as actors in the history of human civilization by producing quality future cadres of the nation, both in terms of academic, affective, and psychomotor.

The teacher in his role as a teacher, educator is also a mentor in addition to teaching also provides direction and demands to students in learning. Learners are unique and very complex in each individual. Therefore, teachers must position themselves solely for the benefit of students in accordance with their profession and responsibilities.

One way for teachers to instill character education values in children is through habits, for example discipline, honesty, religious attitudes will be easily developed if these values have become daily habits at school. SMA Negeri 3 Bantaeng is an integrated school with 76 students consisting of 21 students in class X, 32 students in class XI and 23 students in class XII.

Judging from the 21 students in class X IPS and IPA, their discipline is good. The author sees that when they enter class, all students enter the classroom in an orderly manner and no one leaves the class again while waiting for the teacher to enter. The author observes again in class XI IPA which has 16 students, during computer lessons they are very focused on their lessons, no one interferes with each other between friends, the discipline is seen at the end of class hours, all of them finish doing the assigned tasks. It was also seen during recess; the writer stood near the security guard and saw that some students received a stern warning from the gatekeeper for wanting to leave school for a snack.

In addition to the visible discipline, the author also sees that the religiosity of students in this school is very prominent. It is proven that at the time of the dhuhur prayer, all students except for the female students who are hindered from leaving their class immediately go down to the prayer room to perform the dhuhur prayer. Based on interviews from sociology teachers, the form of character education in SMA Negeri 3 Bantaeng is shown through routine habituation when at 07.01 the students carry out routine activities, namely the Koran before learning activities begin. In addition, other routine activities are carrying out the dhuha prayer and the congregational dhuhur prayer. They already have high religiosity, this is evidenced by the habit of reciting the Koran, praying dhuha, praying dhuhur in congregation, students who enter the teacher's room by saying greetings.

Another character value that stands out in this school is honesty. Based on an interview with one of the teachers, the students at this school are children who have parents who are upper class status so the teacher has never had a case of theft at school. In addition, during the test, these students did not dare to cheat and were very easy to find out if they cheated because in one class there were only a few students, a maximum of 13-16 students in one class.

The author saw that at the time of initial observation in class X IPS students were given assignments, the number of those present at that time was 9 out of 11 students due to illness and indeed they only did assignments honestly even though there were students who claimed not to know but still did not cheat on their friends' assignments. In addition, the author sees that when students do assignments, they are responsible for their duties. The author interviewed one of the teachers about student responsibilities, from the group activities the characters that emerged were the character of discipline and responsibility, where students did their jobs well and in accordance with the instructions for working and taking responsibility for the tasks that the students had assigned to themselves in their groups.

Another thing that makes the writer interested is that there is a very conducive atmosphere that is safe and comfortable and the cleanliness of the environment is always maintained so that students feel safe, comfortable, happy and at home in school to learn. Therefore, it is not surprising that students in SMA Negeri 3 Bantaeng have good characters.

## 2 Research Method

This type of qualitative research with a descriptive approach. Silalahi explains that descriptive qualitative is "research that solely refers to the identification of distinguishing traits or characteristics of a group of people, objects, or events"[2]. This type of descriptive qualitative research aims to describe systematically, factually, and accurately about the situation, situation, or field of study that is the object of research. Therefore, this study focuses on knowing the application of character education and also knowing the supporting and inhibiting factors for the application of character education in SMA Negeri 3 Bantaeng Regency

## 3 Results and Discussion

### 3.1 The Role of Teachers in Implementing Character Education

The following will describe the results of research conducted in SMA Negeri 3 Bantaeng regarding the role of teachers in implementing character education. The role of the teacher being studied is the teacher as an educator, the teacher as a motivator, the teacher as a role model and the teacher as an evaluator.

### 3.1.1 *Teacher as educator*

The teacher has a dual role as a teacher and educator. The main task of an educator is to help mature children. This implies that it matures children psychologically, socially, and morally. Basically, the role of a teacher is to teach students, but in this case the role of the teacher is not only as a teacher but also as an educator, in the sense that a teacher does not only provide education in learning or only cognitively, but also provides education outside of learning that can develop students' affective and psychomotor aspects. This statement is supported by the opinion of Nurdin [3] which explains that "teachers in Islam are people who are responsible for the development of students by seeking all their potential, both affective potential, cognitive potential, and psychomotor potential"oose SMA Negeri 3 Bantaeng as the research location. character building. According to Sukmadinata [4] that "Psychologically maturing means that individuals

have been able to stand alone and not depend on others, have also been able to take responsibility for all their actions, and be able to be objective. Socially adult means having been able to establish social relationships and cooperation with other adults, has been able to carry out social roles. While morally mature, that is, he already has a set of values that he admits to be true, he holds fast and is able to behave in accordance with the values that become his grip.

### 3.1.2 *Teacher as motivator*

Motivation is a driving force that arises from a student, which directs students to take part in learning activities towards a better direction. The motivation given to students can be implemented through the role of a teacher. The teacher as a motivator provides understanding to students about human relationships with others and human relationships with God. Such as filial piety to parents and teachers, establish good relationships between friends. The teacher gives awareness and understanding to students about Islam in order to produce good character so that students are able to live and practice it in everyday life, without forcing and suppressing students. The teacher approaches students such as asking whether there is a problem, whether students have obstacles in learning or making friends. The teacher.

### 3.1.3 *Teacher as role model*

Exemplary is an effective method in shaping students religiously, morally, and socially. This is because a teacher is a central example in the school environment, whose behavior and actions can be followed by students, both consciously and unconsciously. Exemplary is a determining factor in shaping the good and bad morals of students themselves. As the theory in [5] states that "the teacher is a role model, which means a teacher really becomes an example in behavior and habits both outside and in the learning process carried out".

Teachers as role models provide examples and good habits to students, especially religious characters, such as praying in congregation regularly, being a prayer priest, teachers cultivating greetings between teachers and students. Teachers get used to speaking good and polite words, being friendly to anyone referring to the 5S rules (smiles, greetings, greetings, politeness and manners). The teacher as an example in instilling the character of responsibility, namely when borrowing someone else's property we must return it intact, the teacher in the class carries out tasks with full responsibility in the hope that students can carry out their duties with full responsibility as exemplified by the teacher, as for the teacher as role model in instilling independent character through giving examples of independence carried out by teachers gives encouragement and encouragement that builds for the future of students.

### 3.1.4 *Teacher as evaluator*

The teacher as a teacher evaluator assesses the character of students through direct observations made by the teacher, for example when praying, when praying or when doing other habits, also through self-assessment of students themselves, and teachers assessing through assessments between friends, teachers usually get reports from students who saw their friends doing something for example not praying or other habits, while the teacher as an evaluator in assessing the character of student discipline through observing students directly, from the daily habituation carried out it will be seen that students are disciplined or not, for example when students come to school, it is appropriate time or late, when carrying out tasks such as student worksheets, whether students can complete them on time or not. While the teacher as an evaluator in assessing the character of student responsibilities assesses the responsibility of students every day through direct observation and assigning tasks that must be done by students, while the teacher in assessing honesty through providing evaluations, direct observation of students and to assess character independent assessment is the same as other character assessments.

## 3.2 **Factors Affecting Character Education in SMA Negeri 3 Bantaeng**

The factors that influence the teacher's role in implementing character education in SMA Negeri 3 Bantaeng are:

### 3.2.1 *Family factor*

Family factors, especially parents who are too busy working, so that the monitoring and interaction of parents with children is getting less and less, this causes the good characters that are carried out by children when at school are less applicable in children's lives when they are at home and parents are difficult to be role models for their children. As Zubaedi said that "many parents are more concerned with aspects of brain intelligence

than character education. In addition, many parents fail to educate their children because they are busy or because they are more concerned with the cognitive aspects of their children.[6]"

### 3.2.2 Peer environmental factors

The peer environment is the most influential thing in relationships, especially teenagers who are still in the growth stage who are still unstable about their thoughts, as stated by Gunawan [7] that "the environment is something that surrounds a living body, such as Plants, soil, air, and human interactions are always related to other humans or to the natural surroundings. That is why humans have to get along and, in that association, they influence each other's thoughts, characteristics and behavior. Even in the school environment, students are far from being monitored by their parents, there are many friends at school who have groups to compete with each other. This can cause a huge impact on students. Emotions of children who are still unstable are also easily influenced by friends so that this is one of the obstacles, so extra patience is needed from educators to teach and develop character values in children.ely through direct observation.

## 4 Conclusion

Based on the results of research conducted in SMA Negeri 3 Bantaeng, it can be concluded as follows:

- a. The role of teachers in implementing character education in SMA Negeri 3 Bantaeng, namely: a) Teachers as educators. b) Teachers as motivators, c) Teachers as role models, and d) Teachers as evaluators.
- b. The inhibiting factors are; a) family factors and b) peer environmental factors.

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