



## Teachers and Character Education Challenges



**UNPAK** - Teacher, is a figure who is "digugu" and "imitated". That's the philosophy that we often hear. That is, the teacher plays a very important role in the matter of educating and providing knowledge and example to his students.

Then who can be a teacher? Ki Hadjar Dewantara, Father of National Education, said, "Everyone becomes a teacher, every home becomes a school."

"Parents, brothers, sisters, neighbors, coworkers, or anyone who gives new knowledge and have an example we can think of as a teacher. Every home becomes a school. At home, our parents begin to introduce education including character education."

Parents are the first teacher for their children. The family becomes the first place for each individual to form his character, where all habits and culture are implanted in the smallest sphere of society that will be attached and carried by children in their lives.

At present, one of the focuses of the Ministry of Education and Culture's human resource development is character education which is a priority at the level of basic education, and preparation of capable and skilled generations through secondary education and community education.

This is in line with the vision of the President, so that the development of national character, character, manners, ethical values, and religion become the attention of the world of education in the future and be celebrated with delight.

### **Current educational results**

Then what are the results of our current education?

We still often see events of school children and adults littering, not understanding how to queue, being indifferent, even disrespectful towards parents and teachers, lack of sensitivity, and fights between citizens or even students, harassment, even as well intolerant attitudes in school and in the community.

We also witness millennial changes in behavior that lead to symptoms of diminished socialization and direct interaction between individuals, as well as a tendency to want things instantly, even though all things can be achieved only through processes, namely to do hard work, discipline, focus, and patience as well not easily give up.

### **Teacher competence**

The focus of character problems is not solely on students but we need to ponder whether the teachers have good character, as expected of students?

In reality, related to teachers, we still find many problems and challenges that are not easy.

The main key to the success of character education in formal schools is the competence of teachers from PAUD to secondary and higher education.

Teachers in formal schools are required to have various competencies including pedagogics to be able to bring classes dynamically, communicatively, and be able to overcome the diversity of students in the classroom by designing appropriate learning programs.

A number of students greeted their teachers after attending a ceremony at 060813 State Elementary School Medan, North Sumatra, Monday (11/25/2019). Giving greetings to the teachers by these students in commemoration of Teacher's Day simultaneously held throughout Indonesia.

Teachers must also have social competence, good personality, and professionalism. The demands of teachers in formal schools are getting higher and heavier. One of the serious challenges faced

by education in Indonesia is that the results of the 2015-2017 Teacher Competency Test (UKG) are still below 70.

Another challenge is escorting future generations that cannot be underestimated. According to Kemendikbud data, there are 3,017,296 teachers in Indonesia. Compare with the number of students as much as 45,047,428 for public schools.



### **Character building**

Another problem, there are still mistaken views from teachers about character education.

For example, many teachers assume character education is only complementary so students are more crammed with academic subjects by putting aside character education.

In fact, it would be dangerous if students only develop academically but not in character.

Many teachers also think that character education is only a (cognitive) knowledge. In fact, character education is holistic, involving cognitive, affective, and psychomotor aspects that need to be sharpened specifically and planned.

It takes serious efforts in addressing fundamental problems in our education, including changing the educational approach and the mindset of teachers, not just changing the curriculum.

Nowadays teachers are expected to be students 'mentors in finding knowledge and leading to students' interests because teachers are not individuals who master all things.

Nor is it the time for the teacher to become a patron who demands to be listened to by all his "ramblings" but must be a discussion partner for each student, asking to think critically, logically and not demanding students to be memorizers, in line with the wishes of the Minister of Education and Culture.

It is not simple to educate children to be creative, responsible, disciplined, have a work ethic and empathy.

All that must start from the family while the child is at home and done by the teacher while at school. Teachers and students must have independence in learning, hone creativity.

Teachers are the movers, said Minister of Education and Culture Nadiem Makarim. Bureaucracy must be reduced. Administrative work which takes up time and teacher energy is minimized.

Teachers as professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education are formal education, basic education, and secondary education.

One more crucial teacher's assignment, he must invite students for social services that involve the whole class.



This point has a goal so that students have the character to work together as an Indonesian culture and have sensitivity to the environment. Culture-based character education will hone cognitive abilities, foster logic of thinking so that sensitivity is raised.

The teacher is also not a person who controls everything. Therefore, teachers should provide opportunities for students to teach in class because students who are creative and innovative can be teachers for their peers.

### **Irreplaceable**

by digital Era Industrial Revolution 4.0 which until now is still a talk in the education world raises many questions in everyone's mind to be able to translate its meaning.

Revolution 4.0, which operates a sophisticated digital technology, from the term internet of things to the analysis of big data and the term 5.0 which has a peek with the role of artificial intelligence (AI), is ready to replace human roles.

But, technology is not to replace the role of the teacher, especially in building character.

Technical skills were indispensable in the Industrial Revolution 4.0. However, the ability of soft skills is more important and cannot be replaced by technology.

Do not forget the intra and interpersonal skills, namely the ability to communicate, negotiate, think critically and solve problems. In 2030, Indonesia will get a demographic bonus.

In that year, the younger generation will be more than the old age generation. The golden generation of 2045 must be prepared.

The character that must be built in our education in order to meet the golden Indonesia is honesty, discipline, leadership capabilities, and teamwork and collaboration, emotional intelligence, ability to make decisions in any condition, have a service orientation, and the ability to speak, negotiating, the ability to create and sell products, and the ability to respond and adapt.

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