

Teacher's Role in Fostering Students

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ABSTRACT

The role of teachers is enormous in educating, teaching, guiding, directing, training, assessing and evaluating must have competence. Competence includes pedagogical aspects, personality, professionalism, and sosial. This isa must for a teacher, because the teacher is a human choice that is not uncribulated man is able to implement it.

The problems in this article is: 1. what are the role of the teacher in fostering studen moral? 2. What is the barrier of the teacher's role in fostering studen moral? 3. What are the supporters of the teacher's role in fostering studen moral?. The research objectivities are: analyze the role of the teacher in fostering studen moral, analyze the barrier of the teacher's role in fostering studen moral and analyze the supporters of the teacher's role in fostering studen moral. The usefulness of this research is as follows: theoritically adds to knowledge, especially the morality, for anyone who needs. Practically can be a guide for teachers in foting student moral.

This research uses descriptive qualitative research and field research. Data collection methods through observation, interviews and literature studies. The data analysis technique of this study was three ways namely data reduction, data presentation and conclusion drawing.

The study produces findings:1. Teacher role in fostering student moral that is: all teacher always profide good famale tan, giving advice, profiding motivation, giving sanctions, garbage and habituation. 2. Barriers from the role of teacher's in fostering student morale that is: environment that is not conducive, including: family, technology and social environment and facilities that are not supportive. 3. supporters of the teacher's role in fostering student morals that is: the presence of teacher spirit in conducting coaching and cooperation between the guardian of the student with the school.

A. Introduction

The role of education is expected to be a driving force for students in the learning process according to the times that will come later. The most important thing in education is the teaching and learning process that is in accordance with the circumstances and future needs and is able to understand students better (Lalo, 2018).

Teachers are the main element in the entire educational process, especially at the institutional and instructional levels. The position of the teacher in the implementation of education is at the forefront. The existence of teachers and their readiness to carry out their duties as educators are very decisive for the implementation of an educational process. Without teachers, education will only be a grandiose slogan because the existence of teachers is considered the central point and the beginning of all educational development. In addition, the teacher as one of the main elements in education, seems to have certain aspects that are interesting to study, because it is possible to obtain a set of theoretical knowledge about teachers, especially regarding matters relating to improving the quality of students (Surya, 2003 : 3).

Knowledge of teachers as educators in an effort to improve quality is a normative reference in fostering awareness as one of the five educational factors whose existence determines the course of an educational process (Arifin, 1993: 32). As a teacher, of course, he must understand a number of things related to his profession, so that his awareness and awareness as an educator can always be maintained and fostered by himself in carrying out his duties as a professional teacher in the field of education. Teachers who do not have knowledge about themselves as educators, it is possible that their duties and roles in improving the quality of their students will not be achieved.

Teachers have a very big role in educating, teaching, guiding, directing, training, assessing and evaluating must have competence. Competencies include pedagogic, personality, professional and social aspects. This is a must for a teacher because the teacher is a human choice, which not just anyone

can do it. A teacher must have professional traits and attitudes in addition to science and other skills, namely: flexible, open-minded, independent, sensitive, diligent, realistic, forward-looking, high curiosity, expressive and self-accepting (Sukmadinata, 2009: 256-257).

Moral according to Al-Ghazali is Al-Khuluq (plural Al-Akhlaq) is like (nature or condition) of constant behavior (fixed) from which actions grow naturally and easily, without the need for thought and consideration. Morals that are in accordance with reason and the Shari'a are called noble and good morals, on the contrary, morals that are not in accordance with (contrary) to reason and the Shari'a are called misguided and bad morals, only misleading humans.

In essence, according to Al-Ghazali, morality must include two conditions, the first of which is that the act must be constant, that is, it must be repeated continuously in the same form, so that it can become a habit (habit forming). While the second condition is that the constant action must grow easily as a reflection of his soul without consideration and thought, that is, not because of pressures, coercion from others or beautiful influences and inducements and so on (Zainuddin, 1992: 102).

Educational institutions not only guide their students to have intelligence but also foster morals. However, the current reality that is happening to teenagers today is moral decadence and the weakness of the nation's character. Various cases of brawls between students and students who clash every year in several cities, from the results of the FEKMI survey in 2003 showed that there were youths or teenagers who had fought, namely 54%, lying 87%, drugs 28%, violence 17%, 13% addicted to narcotics or drinking alcohol, depression 12%, inappropriate or naughty behavior 47% and not obeying the rules at school.

From the description above, it is very concerning for students and makes the government and all education circles. This situation makes all parties, especially educators, more attentive in solving this problem so that problems with morals can be resolved in students. Considering the efforts of educational institutions in realizing the formation of morals, the most

important thing that must be instilled from childhood in the family, school and community environment, so that they have a noble character.

The role of the teacher is really needed in fostering students through moral learning for students as well as in their families, because moral learning must start from the family scope to do good things and stay away from bad things (Ginanjar, 2017).

From the description above, this article seeks to examine the role of teachers in fostering student morals. It is very important the role of the teacher in fostering and instilling morals in students, because with moral development in students, students will later become good and their lives are in order.

B. Problem Formulation

The problems to be investigated in this article are:

1. What are the teacher's roles in fostering student morals?
2. What are the obstacles to the teacher's role in fostering student morals?
3. What supports the teacher's role in fostering student morals?

C. Research method

1. Research approach

The approach in this study uses a qualitative approach. Qualitative is an approach that emphasizes analysis on data that is not related to numbers or statistics. However, this research focuses on the process of deductive and inductive conclusions and looks at the observed phenomena using natural reasoning (Azwar, 1998: 5). Researchers will describe how the role of students in fostering student morals

2. Type of research

This research includes field research, which is research carried out in the place of the sources to be researched or investigated (Arikunto, 1992: 62).

3. Data type

The types of data obtained in this study are classified into two types. Namely primary data and secondary data.

a. Primary data

Primary data is data that researchers get by going directly to the field being studied. The primary data of this research is in the form of data or information about the teacher's role in fostering student morals.

b. Secondary Data

Secondary data is complementary data to primary data obtained from existing literature. The secondary data of this research are in the form of statements that explain the teacher's role in fostering student morals.

4. Data collection techniques

To collect data, researchers used the following techniques:

a. Observation

Observation is an investigation in research that is carried out sequentially and neatly carried out with the senses of the symptoms that occur at a certain time (Munaris, 1999: 49-50).

b. Interview

Interviews are a technique to obtain teacher and student data by meeting directly with actors in the research area (Walgito, 1995: 63).

c. Documentation

This documentation technique is a way of collecting data through notes on the respondent's personal data or data about the thing being researched. Such as notebooks, magazines, meeting minutes, agendas, and other supporting data (Fatoni, 2006: 104).

5. Data analysis techniques

This data analysis technique is a step in sorting data into patterns, categories and basic units of description so that themes can be found about the role of teachers and students' moral development and hypotheses can be found for the data contained by the data.

The data analysis technique was used after data on the teacher's role in fostering student morals had been collected, worked on and in such a way that it succeeded in concluding the truth that was obtained to answer the problem formulation used in the study.

The analysis used is a qualitative descriptive technique, after all the data about the teacher's role in fostering Mazmumah morals that is needed is collected and then compiled and classified. Furthermore, it is analyzed and interpreted with words in such a way as to describe the research objects when the research is carried out, so that proportional and logical conclusions can be drawn. In carrying out the above analysis technique using inductive thinking patterns, namely thinking techniques that depart from facts, special events are then drawn generalizations that are owned and are general (Hadi, 1987: 42).

From the description above, it can be concluded that data analysis intends to sort the data. The data that has been collected consists of researcher comments, photos, pictures, report documents, biographies, articles and so on.

D. Discussion results

1. Analysis of the teacher's role in fostering student morals

It is necessary to know that teachers have a very important role in fostering the morals of students or their students, either through special religious education or general education. The teacher's role in fostering student morals is carried out through example, giving advice, giving sanctions or rewards and daily habits at school, for example by shaking hands, praying dhuha, praying in congregation and tadarus.

All teachers always set an example or example of good morals to students and control my emotions so that students can accept, respect and obey the rules that I make for students. If there are still naughty students, I will still give sanctions so that they have a deterrent effect on these students and do not disturb other students. Therefore, we as teachers are the first to set good examples for students. So basically, that's where our job as teachers is to always show good morals to students.

In addition, the form of student development efforts is the provision of advice that is always carried out to students as material to deliver to him goodness and truth. Advice is also the most important moment to raise children. Every time you start a lesson, advice is always put forward, as well as when ending a lesson, advice is always inserted. In terms of advice, all teachers always do it and the results are quite good for a pattern of learning and fostering students' noble character.

Efforts to foster students are also carried out by providing intensive motivation, especially in activities that involve many students and are packaged as attractively as possible. Motivation is almost the same as giving advice, sometimes it is done in the classroom and outside the classroom. This motivation is important because children are motivated to do things that become the substance of the motivation and motivation is relatively more liked by students because of the form of delivery that triggers students' enthusiasm, especially if this motivation is delivered by teachers who have personal capacities that are imitated by students.

Habituation becomes an activity that is carried out routinely by students so that these activities become attitudes and behaviors that are inherent in individual students. This habituation process is carried out for students, including shaking hands, morning tadarus, dhuha prayer and midday prayer in congregation.

Another phenomenon of the positive impact of this habituation activity is the habit of picking up trash that is done by students every day,

researchers witnessed some students picking up trash when they stepped into the madrasa environment in the morning. This is done by students without orders and without supervision. This phenomenon is a factor that has been possessed in the students' souls of awareness of cleanliness and beauty. Loving beauty and cleanliness is one of the noble morals.

According to the analysis that the researchers did, many of the things students did had a pattern conformity with what was done by the teacher. The researcher saw that on several occasions after the muazzin called to perform the dzuhur prayer in congregation, at that time the teachers took off their shoes to take ablution water, followed by the students, almost no longer heard the voice of the teacher shouting inviting the students to pray. Apparently it was the teacher's exemplary pattern that moved the students to perform congregational prayers. So, the researcher concludes that exemplary patterns are one of the most powerful weapons for teachers to foster students' noble character.

From the description above, it can be analyzed that the teacher's role in fostering student morals is:

1. All teachers always provide examples or examples of good morals to students and control emotions, respect and obey the rules that I make for students.
2. Giving advice that is always done to students as a material to deliver to him goodness and truth.
3. The provision of intensive motivation is carried out especially in activities that involve a lot of students and are packaged as attractively as possible.
4. This method of sanctions and rewards is applied.
5. Habituation method of shaking hands and habituation of morning tadarus and dhuha prayer and dhuhur prayer in congregation.

2. Analysis of obstacles from the teacher's role in fostering student morals

The Muslim family is basically the first foundation for the Muslim generation to be raised with Islamic knowledge. The Muslim family here is a family place whose life is based on fostering or forming a family in accordance with Islamic teachings.

After the analysis researchers, as for the obstacles in fostering student morals, namely: at least the supervision of guardians of students on their children. Many influences from outside the school are brought by students to school so that all become one complex unit on the problems faced by students in fostering student morals.

Constraints of fostering students' morals are influenced by the environment, the amount of information from TV, facebook and the lack of supervision of students' guardians and an unsupportive environment.

Furthermore, the obstacles to fostering students' noble character are environmental factors that are not supportive, electronic media factors, for example: Facebooks, the internet, Play Station and the lack of parental supervision of students.

So, the environment is all the scope of a person's life, such as plants, soil conditions, air, social interaction between one another, and the natural surroundings. That way humans will experience the process of association and influence each other's thoughts, traits, and behavior.

From the description of the analysis above, I conclude that the obstacles in fostering students are the family environment, community, mass media and the lack of attention from parents and the social environment.

The solution to the obstacles in fostering student morals is to provide extracurricular activities that are in line with student development activities, the existence of collaboration between student guardians in fostering student morals in the school environment and family environment.

3. Analysis of supporting the role of teachers in fostering student morals

Supporting the teacher's role in fostering student morals include the collaboration of parents with teachers and the community, without a good relationship it is impossible for student moral development to be realized.

The hope to see students on the axis of good values cannot be separated from the role of all elements. The family institution as the first institution recognized by students has no small role in coloring the lives of their children. That is why parents as educators are known as first and foremost educators. Madrasah as a formal institution and a symbol of coaching and education for the children of the community is a follow-up operation of the educational efforts of parents. Therefore, madrasahs become educational institutions that are designed as well as possible to give birth to superior generations in all aspects. Society as a collection of individuals larger than the household (family) also has a powerful intervention to change the attitudes and behavior of children. The situation and condition of the community even has broad access to affect the souls of children, because the range of space for children to pick up the community situation is very large. Therefore, the role of the community is also very much needed in order to bridge the introduction, transaction and actualization of good values to children as future generations.

Without the cooperation between the three of them will clearly result in defects that can destroy all hopes and dreams of all. With difficulty fostering and educating their students with various programs so that students can internalize the values of goodness in themselves, but in the end it doesn't work just because students again find situations and conditions that are not quite right with the values of goodness that already exist in school.

The role of the teacher in collaborating with the guardians of students and the local environment for the success of the moral

development of students is considered a success by the guardians of students, the community and teachers. The results have a major influence on the behavior and attitudes of students in implementing the noble moral values of students.

E. Concluding Remarks

1. The role of the teacher in fostering student morals is: 1. All teachers always provide an example or example of good morals to students and control emotions, respect and obey the rules that I make for students. 2. Giving advice that is always done to students as a material to deliver to him goodness and truth. 3. The provision of intensive motivation is carried out especially in activities that involve a lot of students and are packaged as attractively as possible. 4. This method of sanctions and rewards is applied. 5. Habituation method of shaking hands and habituation of morning tadarus and dhuha prayer and dhuhur prayer in congregation.
2. Barriers to the teacher's role in fostering student morals are an environment that is not conducive, including: the family environment, the influence of mass media, technology and social environment and the lack of inadequate facilities and infrastructure. The method taken to anticipate the existing obstacles is by holding regular meetings with the school's parents, giving a statement about the results of student development to the parents. Organizing extracurricular activities to fill students' free time, instructing them not to bring communication tools to school.
3. Supporting the teacher's role in fostering student morals is the determination and enthusiasm of the teacher in conducting coaching and the collaboration between parents and the school.

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