

The Role and Function of Teachers in Improving Effective Learning in Classes

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Abstract: This study aims to describe the role and function of teachers in enhancing effective learning, inhibiting factors and solutions to teacher barriers in carrying out the roles and functions of teachers at the Elementary School of Santa Maria 2 Malang (SDK Santa Maria 2 Malang). This study used a descriptive qualitative approach with a case study design. Data collection techniques used are observation, interview, and documentation. The results of this study indicate that the teacher's function in the classroom is following Law Number 14 the Year 2005 concerning Teachers and Lecturers. Which is mentioned that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education informal education, basic education, and secondary education.

Keywords: teacher's role, teacher's function, effective learning

I. INTRODUCTION

The teacher is one of the important elements and must exist besides students [1]. One of the important elements, when the school is built, is the teacher, the teacher is reputed as a benchmark in creating intelligent and talented generation. The teacher is the key where the student is very depending on them, the existence of the teacher is influenced by the student's life at school.

The teacher is also known as the source of knowledge for the student in the class. A good teacher is a person who can make alterations and able to influence the student in some aspects, such as scientific, action, norm, and behavior. One thing that should be owned to be a teacher is the ability to teach.

In the education process, the teacher has an important role as the key in both formal and informal educations. The teacher is also known as the person who has a lot of knowledge in society. So that teacher is respected by the local people because they are reputed as wise person.

Teacher can be said as the parent of the student in the school which makes them have the authority and duty to guide the student like the parent at home. In elementary education, the student still very needs guidance, so the teacher is demanded to be active and able to build the student's character. The role of the teacher to make fun learning can strive for the teacher being more creative and professional.

In the learning process, the teacher has the responsibility to bring and change the student to be an intelligent generation and able to make the student pursue their goal. Ali [2] has been said in his research that education is hoped to be able to make the student achieve happiness for real and back to the natural character of a

human being. The research conducted in SDK Santa Maria 2 Malang because the researcher observes based on the condition of the ongoing learning process.

This is also being the reason why the researcher conduct the research in SDK Santa Maria 2 Malang beside the total of the students are 547 and the interest of the society in choosing private school, SDK Santa Maria 2 Malang, especially on Muslim society as a place to pursue the education than public school which is better.

Learning is like the heart of the education process. Good learning will make an effective class that usually makes a good graduate. The planning of learning is one of goal to make a good result for education at school so that student can receive the subjects as it should be.

The teacher as an educator and a person who gives knowledge toward the students should understand well about education policy. Besides that, the teacher also should understand that the teacher is not one of the sources of knowledge, although the duty, role, and function in the teaching-learning process are very important.

II. METHODS

The research used descriptive qualitative, Bogdan and Taylor [2] state that qualitative research which resulted in descriptive words both orally and written from the source which is observed. The descriptive approach is research that aims at describing something which relates to the existing phenomenon and happens in the research process which is done.

Meanwhile, Sudaryono [3] states that qualitative research is the analyzing of the pursuit the social life with the social picture which happens as performance interpretation. This research planning uses a case study plan. The descriptive case study generally uses to answer

the problem which relates to the what, why, and how to question [4]. So, the implementation of this research is to find out the role and function of the teacher in the class to increase the effectiveness of learning in SDK Santa Maria 2 Malang.

In the data collection use an intensive interview procedure with 2 interviewees (classroom teacher and TIK teacher SDK Santa Maria 2 Malang), it is done to describe the role and function of the teacher in the learning process to run effectively. Moreover, the observation technique is also used to observe directly how the process of learning is and social interaction between stakeholders at school. The researcher also uses a documentation study. Supporting document used as proof of data source is an ongoing learning process video.

In the process of interview with classroom teacher grade 3 appear that there are many problems happened in doing the function of the teacher such as the existence of students as group ABK (special needs children), it happens because there only one teacher in the class which makes teacher confused in guiding the students who has two different characteristic between ABK and the normal one. It is also being an obstacle of the teacher is doing their function as an instructor.

III. RESULTS

1. The Role of Teacher

The result of the research about the role and function of the teacher in the class to increase learning effectiveness in SDK Santa Maria 2 Malang, the teacher acts actively in the learning process. When the teaching-learning process is ongoing, the teacher plays a role in building the character of the students, teacher able to create the student's behavior and always make student to get used to sit down and not make a noise. Besides that, the teacher also able to play a role as a parent at school. The teacher shows the togetherness between student and teacher and loves the student wholeheartedly. When there is ABK exists in the class, the teacher educates and guides them patiently. The teacher does not differentiate between ABK and other students.

In the SDK Santa Maria 2 Malang, the teacher plays a role actively in the teaching-learning process as its role and functions. The teacher was very enthusiastic about increasing the activeness and courage of the students. After the teacher giving the subject material, the teacher will give some questions to the students and directly ask them to come forward and answer it.

2. The Function of Teacher

Based on the observation in di SDK Santa Maria 2 Malang, the writer classifies that classroom teacher grade 3 has done 11 its functions such as: (1) educator, teacher of SDK Santa Maria 2 has the responsibility by coming on time during teaching process; (2) teaching, teacher gives a brief explanation at the beginning of learning; (3) mentoring, teacher gives directive to students who less understand about the material; (4) advising, teacher gives advice toward the crowds students; (5) classroom administrator, teacher manages the students who make noise; (6) corrector, teacher gives a value from the learning's result of the student; (7) inspirator, teacher gives guidance to the students in the teaching-learning process;

(8) organization, teacher makes the rules of classroom to make the student disciplines; (9) motivator, teacher motivates the students by telling a success story; (10) facilitator, teacher gives reading book to the students to do the assignment; and (11) evaluator, teacher gives a reflection and additional assignment to be more confident.

In addition, TIK teacher who is in the examination room also have done about 12 functions such as: (1) educator because teacher comes on time before students come; (2) teaching, teacher give an explanation before the examination is started; (3) advising, teacher gives an advice to the students who do not understand yet about the examination; (4) classroom administrator, teacher manages the class by concentrating worksheet in one of center computer; (5) corrector, teacher always give a value after doing examination; (6) information, teacher gives additional information about new knowledge; (7) organization, teacher makes the rules; (8) motivator, teacher act friendly to build up the student's learning desire; (9) initiator, teacher uses technology to make learning process easier; (10) facilitator, teacher gives a source of learning which is computer; (11) mediator, teacher uses IT media for learning process; (12) teacher is being an evaluator in the learning process. So, the teacher of SDK Santa Maria 2 Malang plays their role to run its functions that should be done by the teacher in the class and the learning process indirectly.

3. Effective Learning

The result which is gotten by observing in SDK Santa Maria 2 Malang shows that the learning process at school is ongoing effectively when there is no disability student both mentally and physically in the class. The observation which was held in grade 3 resulted that there is one disability student that makes the learning process is not effective. There is a difficulty which is faced by the teacher here due to one disability student that makes the class so noisy.

Besides that, the observation result shows there are differences between the learning process in the examination situation (grade 6) and the learning process as usual (grade 3). The huge differences appear because the examination situation force students to be more focus and stay silent, the teacher also more relax in doing their functions as an educator and also as instruction because the class situation is conducive and effective. The sensitivity level of the students toward the instruction that is given by the teacher is also different. The technique of data analysis used in this research is the analysis of field power, 2 powers support alteration (Table 1).

Table 1
Power Analysis in SDK Santa Maria 2 Malang

Proponent	Alteration Proponent
SDK Santa Maria 2 Malang has a good image in the learning process.	Adding a special teacher into the class for managing disability students due to make the teacher's functions in the class and the learning process will be effective.

Those two powers will be able to alter SDK Santa Maria 2 Malang to be better because SDK Santa Maria 2 Malang has the potential to be more excellent. The school has a good image that can be seen from parents' enthusiasm

in choosing SDK Santa Maria 2 Malang as their children's school and they have good input students who are smart and active. Moreover, the learning process in this school has no less learning model and has good learning tools and infrastructure. Also, the teacher in the school is known as a good and warm teacher.

IV. DISCUSSION

The teacher has an important role in achieving the education goal because the teacher is the main role in applying for the learning process and education program in the school [5]. In the teaching-learning process, the teacher has a duty and obligation to guide, motivate, and facilitate the students in studying [6]. The teacher has a responsibility and right in managing the class. Whether good or not and conducive or not the class depends on the teacher on how they control or manage their class. In managing the class, the teacher has to be able to look at everything which happened in the class to help children's development process.

In other words, the teacher is as known as an educator. An educator is a person who can teach and able to help students in solving the problem that is faced. A teacher or educator is a person who tries to improve, help, and guide every potential of students. Ahmadi and Supriyono [7] state that teachers' role in the studying process focus on: (1) educate children by giving guidance and motivation to achieve their both long term and short-term goals; (2) give facilitation, media, and good study experience; and (3) help in building students' characteristics such as attitude, behavior, and norms.

In applying the role of the teacher in SDK Santa Maria 2 Malang, the role of the teacher in the class always give guidance and motivation to create a conducive class. The teacher also plays a role as a facilitator by giving reading books to the students and help the student to be a better student by being polite to the teacher. So, in the teaching-learning process teacher is not only able to give and deliver knowledge but also able to improve development students' behavior. In the learning process, the effectiveness and efficiency of learning very depend on the teacher's role. Syamsuddin [8] states in the education world, ideal teacher can be an: (1) innovator, the teacher is able to give developing of knowledge toward the students; (2) transmitter who is able to be a bridging toward the students; (3) organizer, the teacher is able to create an educative process which is able to be responsible formally or informally.

According to Nurabadi [9] generally the role of the teacher in managing the class are: (1) can push the students in developing each responsibility toward the surrounding; (2) build up the students' understanding in order to understand and adapt the attitude with the class' rules; (3) able to grow up students' feeling about their obligation to be active in the class. Meanwhile, according to Darmadi states, there are some of the teacher's role in managing the class, those are (1) take care of class condition, (2) guide the intellectual and social of the students in the class, (3) can lead the learning process effectively and efficiently [9].

In the SDK Santa Maria 2 Malang some of the teachers able to push students to develop their responsibility toward their surroundings such as students aware of keeping clean their school environment. The

teacher is also able to lead and give guidance toward the students about the teaching-learning process in the class by doing opening before the class is begun.

The teacher does not only have an important role in the school but also has an important role in the family and society. Surya [10] states the role of the teacher in the school, family, and society. In the school, the teacher has roles as a learning planner, learning manager and class, assessor of the students, learning guidance, and adviser of the students. Meanwhile, in the family, the teacher has a role as a family developer. In society, the teacher has roles as a social developer, social innovator, and social agent.

The teacher in SDK Santa Maria can do their role in organizing class by a guide and advise the intellectual and social process of the students, the teacher is also able to create the responsibility of the student to do their obligation as the rules and activity in the class. It relates to Yackel [11] that have stated in detail about teaching strategies that aim at building the class' norms in reciprocity. Another opinion comes from Yamaji [12] which declare about teacher's strategies in managing the class is the teacher who makes cooperative situation among the students which have appeared spontaneously as prototypical case and start the discussion all the obligation class and students' wishes.

Teacher as control holder in the class has the important functions and duties which are as follows: (1) educator, teacher is educator who is becoming character, research, and identification for the students and its surrounding; (2) instructor means a person who give a guideline in order to make other know about a knowledge or advice; (3) advisor in this case able to be called as an activity in guiding students in their development clearly by giving step and direction which relate to education goal; (4) trainer, education and learning process needs skills training both intellectually and motorically, so demand on the teacher to do as a trainer; (5) teacher is an consultant for the students; (6) class manager, teacher as the class manager should be able to organize the class well; (7) demonstrator, teacher have to try help student in understanding by demonstrate what teacher taught; (8) teacher as corrector have to differentiate between good and bad values; (9) teacher as inspirator have to be able to give good inspiration for students' improvement; (10) as informant, teacher have to be able to give information the development of knowledge and technology beside some of lesson material for every lesson that is programmed in the curriculum; (11) organizer, teacher also have to play their role as part of school organization who also has the main duty and function to organize academic activity, arrange the school's rules, arrange the academic calendar, etc.; (12) motivator, teacher should be able to motivate the student to be more spirit and active in studying; (13) initiator, teacher should initiate some improvement ideas in education world; (14) as facilitator, teacher should try in providing source of knowledge which support in achieving the goal and learning process; (15) innovator, teacher is a source of idea; (16) as mediator, teacher have to has knowledge and good understanding about education world; and (17) teacher is demanded to be an good and honest evaluator by giving a score in the aspect of attitude and test of the students [1].

Based on the observation in SDK Santa Maria 2 Malang, most of the teacher uses some of the functions that

have been explained above but not every function is done by them due to the differences of attitude among the teachers. Based on observation and interview on 2 difference teachers, the researcher found that they applied 11 to 12 functions of the teacher in the class which is used to be done by the teacher there. On the other hand, 3 teachers that have been interviewed said that being a teacher is one of their pride due to able to give a good example of the students and give an understanding to the students about the lesson. The teacher does not only play a role in the school but also reputed as a teacher outside of the school.

Those are based on Ki Hadjar Dewantara ever taught, "*Tringa*" which include understand, feel, and do, remind about every lesson, life goal that we believe is needed an understanding, awareness, and sincerity in doing it. Know and understand is not enough if they do not feel, aware, and there is no meaning if they do not do and strive for it. Just like knowledge without good deed like a tree with no fruit. The teacher based on Yoesoef has three main duties, those are professional duty, human being duty, and social duty [13]. Professional duties from the teacher are continuing knowledge, skills, and other values that should be known by the students.

Besides the function of the teacher in SDK Santa Maria 2 Malang, the teacher is also doing their function in the learning process, those are instructional function, educational function, and managerial function. Instructional function relates to the role of the teacher as an educator that educates their students to have the strong characteristic. Meanwhile, managerial function relates to the role of the teacher as a class manager that is managing class administration to support the learning process.

TIK teacher in SDK Santa Maria 2 Malang is also doing 12 functions of the teacher in the class during the examination which relate to the theory by Gunawan [1] which explains about 17 functions and teacher's duties which very important. The teacher here has shown 12 functions of the teacher by applying it in the class. It is not only applied in the learning process but also in the examination period. Although all functions cannot be applied altogether the teacher tries to habituate the students to make a good learning process. The example is after using learning media, they have to keep them in its place to make it look good, so this habitable to be applied by the students. The function of the teacher as an educator, advisor, and instructor can be used.

States that effective learning able to be materialized by doing some steps as follows: (1) decide the class' rules (class routine) the teacher has to apply the teacher's functions which relates to the class condition. The teacher may not blame or hate the student because of the students' bad habits. In this case, the teacher can create the new habits of the student by giving the rules in the learning process especially in the first meeting; (2) Start the activity on time. In this case, the teacher has to be responsible because of their profession as a teacher. There is a term "*digugu lan ditiru*" which make teacher have to keep their good attitude and behavior in front of the students. If the teacher often comes late in starting the learning process, so the learning process will not run effectively; (3) managing the lesson to make effective learning so the teacher has to manage and keep the teaching-learning process. The

teacher also has to play the role as class organizer; (4) grouping the student when the teacher plays the role as educator and instructor, the teacher also have to understand about students' characteristic if needed the students have to make a group so that they can work together and able to manage themselves to socialize with their friends; (5) ending the lesson, in the end of the lesson, students are hoped to give feedback toward the material have been taught by the teacher, so that the teacher has to do the function as reflector and corrector for the students [9].

Based on the theory that has been explained above, SDK Santa Maria 2 Malang has done the steps that should be done to create the learning process effectively. Unfortunately, there is a problem while doing those steps, that is grouping student, in this step teacher has difficulty when grouping the students to make them work as a team because it is applied in the third grade and also there is 1 disability student who is different from others who are very active. It blocks the teacher because this student is very hard to be controlled and often disturbs his friends.

In this case, the teacher has to play double roles because the teacher has to look after the different students. To make it easier, the school should prepare the shadow teacher to make the learning process more effective. Unfortunately, based on the observation the school did not prepare the shadow teacher yet to solve this problem, but the teacher only asks for help toward the helping teacher or other class' teacher to join in looking after the different students in SDK Santa Maria 2 Malang.

Based on the result that shows there is no shadow teacher, so that it does not relate to the theory of Rahmianar [14] states in her undergraduate thesis which concern about shadow teacher which has the role to serve the needed of students' education who is different from other or disability student at school and collaborate with class teacher to give good education service for disability student in the regular class.

V. CONCLUSION

The role of the teacher in the teaching-learning process in the class is one of the success benchmarks or the effectiveness of learning for the students. It can be proved by the result of group observation in SDK Santa Maria 2 Malang where the role of the teacher as a learning controller conductively to make the teaching-learning process effective and easy to be understood by the students. There are some of the students' characteristics that should be controlled by the teacher as a controller in the class. In this school found one disability student who should be solved by the teacher to make an effective situation in the learning process and able to be understood by all the students.

The role of the teacher in the teaching-learning process in the class can be related to some of the teacher's functions. This function can be proved by the result of the observation that was held in SDK Santa Maria 2 Malang. The group finds out some functions in the 2 different classes, a class teacher in grade 3 and TIK teacher in grade 6. The teacher uses 12 functions that relate to the theory. The function is from the educator to the motivator.

The effective learning able to be happened by doing some steps as follows: (1) decide the class rules; (2) start the learning process on time; (3) organize the lesson; (4)

grouping the students; and (5) end the lesson. Based on the comparison between the theory and the observation there are some problems because of grouping students which consist of one disability student and the school did not have a shadow teacher to solve the problem.

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