

The Role of Teachers in Strengthening Character Education to Prepare Students to Enter the Age of Disruption and Abundance Technology

Agus Yuliyanto
Graduate School
Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 agusyuliyanto.2017@student.uny.ac.id

Setyabudi Indartono
Graduate School
Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 setyabudi_indartono@uny.ac.id

Abstract-Technological progress is one important element in the world of education, especially in the face of the age of globalization that has eroded the values of the character of Indonesian society. The role of teachers in preparing students to attend the era of technological progress is one effort to equip them to face the power of technology that cannot be dammed. This research is a descriptive research using qualitative approach. This research aims to find out how the role of the teacher to strengthen Character of students in order to face the era of disruption and abundance of technology. Data collection using observation, interview and documentation techniques. Research subjects consist of Principals and Teachers. Validity of data obtained by using data source triangulation techniques, data analysis used is inductive data analysis techniques from Miles and Huberman with the steps of data collection, data reduction, data presentation and decision making. The result shows that teacher able to strengthen the student's character by using technology effectively. The learning effort is seemed increase when teacher control the learning activity of student by using IT. Student's teamwork is also shown in more productive when teacher assign the homework based on IT. Other student character able to be designed and controlled by teachers, in and out of the class.

Keywords: *technology advances, character education, role of the teacher*

I. INTRODUCTION

Technological progress is one of the things that cannot be avoided in the current era of globalization. The progress of a nation is marked by good and efficient technology mastery for the community. Globalization has a close relation with education. As education has an important place in shaping a society, globalization must be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world. The advancement of this technology is not only in the industrial and information sectors, but also advances in technology related to education. One important element in the world of education that is seen directly in the utilization of the advancement and abundance of this technology is students and teachers. The world of good education is very much determined by the quality and role

of the teacher in the learning system, both intra curricular, co- curricular and extracurricular. The Demands to be professional teachers are very important to improve the quality of education and student achievement. Quality teachers are very influential on students' motivation and perception in their learning activities, because the teacher figure is a role model for students. The words and actions of a teacher will be a role model for students, so the figure becomes a source of inspiration for students. The role of teachers in this digital era is very important in maintaining students so that they can use technology wisely. Students who face the onslaught of technological progress if they are not accompanied properly will make students unable to utilize this technology abundantly so that it will damage their character.

The role of the teacher in terms of preparing students to face the digital era is what needs to be considered and get the main priority scale. Teachers have a role in preparing students to face the advancement of this technology through strengthening character education, which is expected by the strong character possessed by students does not make them sway by the advancement of this technology. Students do not become soluble in technological progress, but they are able to use them wisely to support the learning process. The role of teachers in strengthening character education is carried out through several stages, both intra curricular, co-curricular and extracurricular. Strengthening this character education must be arranged with a good, planned and measurable schedule. Accordingly, it is important to investigate the model of teacher role on the Character Education of students heading the Age of Disruption and Abundance Technology.

II. RESEARCH METHOD

This research is a descriptive research using qualitative approach. This research aims to find out how the role of the teacher to strengthen Character of students in order to face the era of disruption and abundance of technology. Data collection using observation, interview and documentation techniques. Research subjects consist of Principals and Teachers. Validity of data obtained by using data source triangulation techniques, data analysis used is inductive data analysis techniques from Miles and Huberman with the steps of data collection, data reduction, data presentation and decision making. The

result shows that teacher able to strengthen the student's character by using technology effectively

III. RESULT AND DISCUSSION

A. Character Education

Koesoema states that character education was first coined by German education expert Foerster [1]. The birth of character education can be said to be an attempt to revive the spiritual ideal of pedagogy that was lost in the flow of positivism pioneered by French philosopher and sociologist Comte. Furthermore, Koesoema sees character education as the overall relational dynamics between individuals with various dimensions, both from within and outside the natural world, so that the person can increasingly appreciate his freedom so that he can be more responsible for his own growth as a person and develop in other people's living environment. Megawangi stated that being a person of good character is not due to being born (nature), but depends on how he is nurtured. Hasan mentions that education leads to the transfer of cultural values and social norms [2]. Character education is a character education plus which involves aspects of knowledge (cognitive), feeling (feeling), and action (action) [3]. Without these three aspects, character education will not be effective, so what is needed in character education is not enough with knowledge and then perform actions that are in accordance with knowledge. This is because character education is closely related to values and norms so it must also involve feelings.

This is consistent with Lickona's opinion that character education requires emotional aspects. which by Lickona is called "desiring the good" which means the desire to act virtue. In addition, character education is not only an aspect of "knowing the good", but also "desiring the good" loving the good and "acting the good", so that humans are not like robots that are indoctrinated by certain understandings. Education policy should take the lead to actualize moral education. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives. [4]. The implementation of character education applied in schools can be carried out in four ways, namely: Learning, Modeling, Strengthening, and Habituating. The effectiveness of character education is very much determined by the teaching, modeling, reinforcing and habituating that are carried out simultaneously and continuously.

This strategic approach to implementation involves three components that are interrelated with each other, namely schools (campuses), families, and communities. When the components of the school (campus) will fully implement and implement certain values (characters) (priority), then each value that will be invested or practiced must always be delivered by the teacher through direct learning (as subjects) or integrating it into each subjects. These priority values must then also be modeled (modeled) regularly and continuously by all residents of the school (campus), since from parking attendants, janitors, security officers, administrative staff, teachers, and school leaders. Furthermore, these values must be strengthened by environmental arrangement and activities

in the school (campus) environment. The environmental arrangement here includes placing banners (banners) that lead and provide support for the formation of an atmosphere of school (campus) life with a commendable character. Character education values is very supportive if integrated into this lesson. Proved that character education contributed to social competence [5].

Strengthening can also be carried out by involving family and community components. The family component includes the development and character building at home. The school (campus) can involve parents to be more concerned about the behavior of their children. While the components of society or community in general are as a vehicle of practice or as a means of control for students' behavior in developing and shaping their character. The school (campus) can communicate and interact with this family and community from time to time periodically. Habituation can be done in school in various ways and involves many things such as time discipline, dress ethics, social ethics, student treatment of employees, teachers, and leaders, and vice versa. Habits made by leaders, teachers, students, and employees, in the discipline of an educational institution is a very strategic step in forming a character together. The plan should be performed by identifying needs, formulating vision, formulating missions, and defining programs. The character education in the learning material needed to support the implementation of character education target can be obtained in full. [6].

B. Teacher's Role

Social cognitive theory proposed by Bandura was social and cognitive factors and factor actors play an important role in learning. According to Bandura when students learn they can represent or transform their experiences cognitively. Bandura develops a deterministic reciprocal model consisting of three main factors, namely behavior, positive / environmental and environment. This factor can interact with each other in the learning process. Environmental factors influence behavior, behavior affects the environment, person / cognitive factors influence behavior. Person factor Bandura has no cognitive tendency, especially the personality and temperament. Cognitive factors include expectations, beliefs, strategies of thought and intelligence.

In the Bandura learning model, person factors (cognitive) play an important role. Factor person (cognitive) what is meant now is self-efficacy or self-efficacy. According to Bandura, individuals who have high self-efficacy will be very easy to face challenges. Individuals do not feel doubt because he has trust that is full of his abilities. This individual according to Bandura will quickly face problems and be able to generate from the failures he experienced. According to Bandura the process of observing and imitating the behavior and attitudes of others as a model is an act of learning. Bandura's theory describes human behavior in the context of continuous reciprocal interactions between cognitive, behavioral and environmental influences. Environmental conditions around individuals are very influential on social learning patterns [7]. The teacher is one component humane in the teaching and learning process, who participates play a role in business the formation of

potential human resources in development field. From this understanding it can be understood that teacher with all knowledge is able to develop the potential of every child his student. Teachers are required to be sensitive and responsive there are changes change, renewal, and science and that technology continues to grow in line with the demands of needs community and current development [8].

The teacher is a person who has a good idea us realized for the benefit of students, support good relationship good, in the framework of upholding, developing bro applying virtue concerning religion, cultural and science [9]. From this understanding that as educators have qualitative skills, the teacher must master teacher training and able to implement learning strategies for me send out students on educational goals, Constitution of Education number 20 in 2003 concerning the National Education System, where national education functions to develop the ability and shape the dignified character and civilization of the nation in the framework of developing the intellectual life of the nation. Then affirmed in Law Number 141 of 2005 concerning the explanation of the national education system (Sisdiknas) article 3 states that national education functions to develop the capacity and form dignified national character and civilization in order to educate the life of the nation. It is expected that education in Indonesia can develop the potential of students to become faithful and devout human beings, knowledgeable, capable, creative, independent, valid and become democratic and responsible citizens [10].

The world of education is a very complex, challenging and noble world. Complex because the spectrum is very broad, challenging because it determines the future of the nation, noble because it humanizes humans. The aim of education is to educate the lives of the nation and develop Indonesian people in its entirety, namely people who believe and are devoted to God Almighty and noble character, have knowledge and skills physical and spiritual health, a strong and independent personality and a sense of community and national responsibility

C. The Role of Teachers in Strengthening Character Education Through Preparation of Students Facing The Era of Disruption and Abundance Technology

In accordance with the concept of character education management which refers to management functions, management of character education in SMP Negeri 4 Pakem Sleman carries out management functions, namely: (1) planning, (2) organizing, (3) implementation, and (4) supervision (controlling). Planning is a basic component in the implementation of character education, so everything must be recorded in planning. This plan is important to know the extent to which targets must be achieved in the implementation of character education. Making this plan must involve all stakeholders in the school so that it can be monitored by all parties. This plan must be made before the implementation of character education is carried out.

The role of teachers in organizing the strengthening of character education facing the era of disruption of technology is very important because teachers are the spearhead in carrying out character education in schools.

Implementing organizing requires support from all who care about the character of the child. The role of teachers in implementing reinforcement of character education facing the era of disruption of technology must be done by all stakeholders, so that the implementation is not only within the school environment but all components that care about the future of our students. The implementation of this character education must be continuously monitored and accompanied by the teacher so that if something is not right it can be directly evaluated by the teacher.

Supervision activities related to the implementation of character education are carried out continuously, both when planning, organizing, implementing and supervising. These supervision activities are carried out routinely to determine the development of the implementation of character education, including obstacles in the implementation of character education. The school also continues to develop habituation and culture in character education. In the implementation of character education, a model or figure is needed which is an example of a role model in character education, so that the teacher has a big task because of being a role model. Strengthening this character education includes religious, nationalism, independence, cooperation and integrity. The implementation of policies related to character education, especially on the functions of character education management in SMP Negeri 4 Pakem are explained as follows.

The results of this study show that the Principal Character Education Planning has roles and responsibilities in carrying out its functions to plan character education, organize character education, carry out character education, and supervise character education. The principal is the spearhead in the success of character education in the 4 Pakem Public Middle School. The activities of the principal as the spearhead are very important in fostering togetherness with all school staff. In every activity meeting and service meeting the principal always mentions and mentions the character that the teacher must develop to convey to students. In preparing the character education plan, the principal is assisted by the vice principal and all teachers. In optimizing the planning of character education in schools, the principal refers to and in accordance with the grand design of the implementation of character education developed by the Ministry of Education and Culture, although the implementation is not yet optimal in the field. The grand design is a conceptual reference and operation for planning, developing, implementing and evaluating at every level and level of education.

1. Character Education Planning

The character as the axis of education according to the Ministry of Education and Culture which is scheduled in Nawacita 8 revolutionizes the nation's character by: building citizenship education (history of national formation, patriotism and love of the country, spirit of defending the country and character), reorganizing the national education curriculum a model of uniformity in the national education system, adequate life insurance for teachers, especially in remote areas, increasing access of poor people to education. This will support the

Character Education Strengthening Movement as the main foundation and spirit of education. To achieve the expected national character as mentioned above, it requires individuals who have character. Psychologically the individual character is interpreted as a result of the integration of the four parts, namely if the heart, though thinking, exercise, taste and intention. The process is holistically and coherently having interrelations and complementarity, and each of them is conceptually a noble value group which contains a number of values. There are five main values of priority character reinforcement of character education originating from Pancasila, namely religious, nationalist, integrity, independent, cooperation. The five main values of character are not values that stand and develop independently but values that interact with each other, which develop dynamically and form personal wholeness.

2. *Organizing Character Education*

The organization of character education involves various components of the school, both the Principal, Deputy Principal, and teachers with the following tasks: a) Principal The principal serves and acts as an educator, manager, administrator and supervisor in the implementation of character education, b) Deputy Head The school is assisting the activities of the principal in: (1) implementation, (2) organizing, coordinating and directing, (3) monitoring of calmness, (4) assessment, identification and collection, and (5) preparing reports on the implementation of character education, c) The teacher, the teacher is responsible to the principal and has the task of carrying out character education in the teaching and learning process effectively and efficiently. Among the duties and responsibilities of the teacher include: (1) making teaching programs, analyzing subject matter, annual programs, unit learning programs, learning, weekly teacher programs, student worksheets including character education; (2) carrying out learning activities integrated with character education; (3) carrying out learning assessment activities, daily, semester, yearly tests related to character education; (4) carrying out activities of guiding and educating in the teaching and learning process; (5) regulating the cleanliness of classrooms and practicum rooms; and (6) be responsible and report on their duties, including in educating students to the principal.

Character Education Implementation The teacher plays a very strategic role, especially in shaping character and developing the potential of students, especially in dealing with the era of technological advancement today. Technological progress is one thing that cannot be avoided. The advancement and abundance of this technology is utilized by the school and allows for the use of technology. The school requires every student to own a laptop, even using high-priced and expensive laptops. This situation further spurred the school to use more laptops in teaching and learning activities. Even when students are at home, the school also often gives online assignments to be done at home and corrected online. The existence of a teacher in the community can be used as an example and reference for the surrounding community so that the teacher is the spreader of the truth and the greatness of the value. The teacher must move to empower students

towards a good quality of life in all aspects of life, especially knowledge and morality. The teacher's presence is also not replaced by other elements. The teacher has a very important role in determining quality graduates. Professional teachers are expected to produce quality graduates. Through the touch of the teacher, it is expected to be able to produce students who are not only intellectually intelligent, but also emotionally and spiritually intelligent, and have life skills.

In the whole process of character education, the teacher is the main factor that serves as an educator. The teacher must be responsible for the results of student learning activities through teaching and learning interactions. Thus, the role of the teacher in the implementation of character education in schools is to provide examples, inspirers, motivators, dynamicators, and evaluators. Exemplary in relation to the teacher's task as a model student is to set a good example of relationships with moral, ethical and moral issues wherever they are. Inspirator, a teacher will become an inspirational figure if he is able to arouse enthusiasm to move forward by mobilizing all the potential he has to achieve achievements. Automatically the success of the teacher will inspire students. Motivator, after becoming an inspiration, the next role of the teacher is a motivator. The teacher must strive so that in carrying out the task can really be a motivation for students. Dynamic, meaning that a teacher is not only able to arouse enthusiasm but also become a locomotive that really encourages students towards their goals with speed, intelligence, and high wisdom. Evaluators, as teacher evaluators must always evaluate learning methods that have been used in character education. In addition, the teacher must also be able to evaluate the attitudes and behaviors shown by students.

The results of this study show that In the implementation of character education in SMP Negeri 4 Pakem, all subjects have made syllabi and Learning Implementation Plans that integrate character values in them. In this case, several subjects are closely related to the implementation of character education, such as subjects: (1) Civics, (2) Religious Education, and (3) Sports. Implementation of Character Education in schools is also carried out through activities in the form of channeling talents and interests of students, as well as through extracurricular activities organized by the school. all of these activities are contained in the school program planning. The application of technology in learning participates in strengthening character education, students are invited to be independent in learning and are taught how to use technology wisely. Technological advancements are used by schools by giving assignments at home that are directly connected to the school so students can be monitored from school.

3. *Supervision of Character Education*

Supervision of character education in schools can be achieved effectively and efficiently, because it is supported by an appropriate education management process. School is a system which involves various components and several activities that need to be managed well and orderly. Schools without the support of a good management process will only result in a hindrance to the

pace of the organization, which in the end will never be achieved properly. Supervision is an activity that seeks to control so that the implementation of character education can go according to plan and ensure whether the goals of the organization are achieved. If there is a deviation, where is the deviation and how is the action needed to overcome it.

The results of this study show that the Supervision of character education in SMP Negeri 4 Pakem is an activity to obtain certainty whether the implementation of character education activities has been carried out according to the original plan and purpose. Supervision is carried out by vice principals in the field of curriculum and student affairs including the student council supervisor as the spearhead of the successful implementation of character education in the field, as well as the Counseling Guidance teacher. Results The implementation of this supervision activity was reported by stakeholders so that it would be easier to make improvements in the implementation of character education. all that is given is then discussed by the school and improvement efforts are always an important part in implementing this character education.

Various kinds of results of supervision in strengthening character education after being followed up with various kinds of improvements will be distributed to various schools around SMP N 4 Pakem, because as one of the reference schools it is required to share experiences in strengthening this character education to surrounding schools. In addition to sharing experiences with other schools, it is also necessary to make a module for the implementation of character education strengthening. the existence of this module will make it easier for other schools to replicate or design additional ones that are appropriate and suitable with their respective schools. Strengthening character education is essentially the same for all schools, but each school has its own ways and uniqueness in implementing character education.

4. The Result of the Teacher's role on the character education by using IT

The role of teachers in character education is very important in shaping the character of students, and reinforcement is included in terms of learning using information technology. In this IT use the teacher has carried out democratic learning in the classroom that is by giving students the freedom to use IT in learning, but the teacher keeps monitoring the content and material that students need to read. In addition, students are also given assignments at home using IT media, so that all student activities at home will be monitored by the school. This information is also given to parents about students' academic and non-academic developments, so that the school and parents have the same perception in forming student character.

In implementing this character education, the school conducts preventive actions, namely by limiting any content on the internet that can be used by students in schools, so that students cannot freely access material freely. This was done by the school in order to preserve Indonesian culture so that it would not fade by western culture. In strengthening this character education, the

teacher has a role in creating a comfortable classroom environment in learning that uses IT, so that students will feel more comfortable in using technology media in learning. This comfortable classroom environment ultimately makes students more confident in their abilities.

IV. CONCLUSION

Based on the data collected and the results of the analysis, it can be concluded that the implementation of the character investigation policy in SMP N 4 Pakem is as follows. Character education planning is carried out by the principal as the person in charge assisted by the vice principals and all teachers. Organizing character education is carried out jointly between the principal, vice principal, all teachers, administrative staff, students and parents. The implementation of character education is fully supported by all components of the school, namely the principal, the principal representatives, teachers, employees, students and parents. Supervision of character education is delegated to the vice principal of the curriculum affairs in relation to teaching and learning activities and the vice principal of student affairs, especially the student council supervisors as the spearhead of the successful implementation of character education in the field, as well as guidance and counseling teachers.

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