

The Urgency of Teacher's Example for Student Education in School

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ABSTRACT

Education is designed to form students with high moral ethics and character, both individually and socially. The teacher can form the students' character through speaking, tolerance, and conveying material and examples while at school. In addition, technology has contributed to the news lately, ranging from oppression and hostility to bringing each other down. The problem describes the phenomenon of moral decline, which is very concerning, so a solution is needed, one of which is the exemplary attitude of the teacher towards his students. So the purpose of this study is to describe the urgency of teacher exemplary for student education in schools. The method used is qualitative with a literature study approach followed by documentation techniques when data collection is then analyzed and finally concluded. The results of the study indicate that the Urgency of Teacher Exemplary for Student Education in Schools is more dominant in instilling their character either directly (formally) through words, actions, and ways of dressing or indirectly (non-formally) starting from wisdom, and tolerance, to sincerity.

Keywords: *Teacher's Example; Student Education; School*

INTRODUCTION

Education is a training process designed to shape students to have character, and develop their minds, skills, and knowledge through formal, non-formal and informal schools. In addition, students must also cultivate themselves as early as possible with a foundation of high moral ethics so that they are able to be committed, like to help, respect differences, work hard, be disciplined, and do their best and sportsmanship to actually achieve the expected goals Sagala (2013) said a number of learning experiences can develop students so that they uphold ethical values, have superior character and are able to interact with the community as a form of necessities of life.

Each student must have a different character where; at one time, he may show commendable morals, but at other times it can be the other way around. According to (Asrul & Mesiono, 2015) Character education is character education, morals, character, and values that are useful for students' lives and play a role in maintaining what is good, realizing goodness, and giving the best decisions wholeheartedly. Musfah (2012) argues that the teacher can form the character of students/learners through speaking, tolerance, conveying material and exemplary because it is the

teacher who deals directly with students. So when the teacher's behavior is negative, it can kill the student's character and vice versa.

The current era is very vulnerable to negative behavior, especially with the inclusion of technology in life, making moral decline very concerning. A lot of news lately contains oppression, hostility, fawning, dropping each other, fraud, or fraud. Besides that (Fahdini, Furnamasari, & Dewi, 2021) said that these negative actions also affected students and several parties involved in the world of education such as free sex, brawls, drug use, drunkenness, and a hedonistic lifestyle like Westerners.

The above phenomenon illustrates that the character values taught in schools are only contained in the report card values, so it becomes a dilemma because schools can no longer be a fortress in maintaining noble character and morals. Whereas (Pond, 2013) said that innovations in improving the quality of school standards had been carried out such as curriculum reform, learning systems, and teacher scholarships, but they had not yet been able to bring forth the character of students who were reliable and had character. So in order to achieve this goal (Abdul Aziz As-Syalhub, 2011) In the opinion that there must be an intense and holistic relationship between teachers and students starting from strengthening faith, instilling faith, being gentle, giving advice, giving reprimand, greeting or giving awards to students.

All of the above characteristics can be obtained through the example displayed by the teacher because example has an important meaning in the educational process, a teacher must be able to be an example for his students with positive behavior so that it can be used as a good example in their daily lives. In other words, teachers not only provide subject matter or act as a facilitators of knowledge resources, but also motivate, guide, build character, and develop their potential. Most importantly, they have to provide good examples in school through appearance, speech, and actions. From this background, the author is interested in discussing the Urgency of Teacher Exemplary for Student Education in Schools.

METHOD

The method used in this research is qualitative with a literature study approach. According to Bahri (2015) qualitative research uses books, journals, websites, transcripts, newspapers, magazines, or other supporting data as objects that can produce information in the form of descriptive data and notes on the text under study. While the collection technique uses documentation and then analyzed descriptively by using a series of logical thinking to construct. And the last is to conclude.

FINDINGS AND DISCUSSION

Meaning of Urgency

According to Daulay (2018), urgency comes from the Latin word “urgere” which means to push as a verb. In English, it is derived from the word “urgent” which

stands as an attribute. As for the Indonesian version itself, it becomes the word "urgency" which means an object. From this information, it can be said that urgency requires us to call and encourage us to quickly and immediately solve problems. So, Urgency can be interpreted by holding the main part and role that is so important because it comes from the sentence "urgent" which ends in "i".

Teacher's Example

Exemplary in the KBBI comes from the sentence "exemplary, " meaning something that can be imitated and should be imitated in the form of behavior, goods or actions. Meanwhile, in Arabic "exemplary" is often referred to as "*qudwah*" or "*uswah*". The two words according to Arief (2002) has the meaning of treatment and improvement because the root of the word both comes from 3 *hijaiyyah* letters. Ibn Zakaria defines that "*uswah*" as "*qudwah*" which is to be followed, to follow and to follow. So it can be said that good examples as a tool of Islamic education in accordance with the verses of the Qur'an and the hadith of the Prophet are things that can be imitated or imitated by someone from others.

Meanwhile Ulwan (1988) argues that one of the most convincing methods of success in shaping and preparing one's spiritual, moral and social character is exemplary. So if at school, of course, the role model, as well as the best example in the view of students, is the teacher starting from how to dress, how to speak, manners and all his actions will always be noticed by students.

So students will tend to imitate the teacher, because basically psychologically children really like to imitate and it will be more important for this attitude during the teaching and learning process, so that through this imitation students can learn, not only on good things but also on things that are good. bad/bad things.

As for the teacher himself, according to (Suprihatiningrum, 2013) means professional educators who have the main task of directing, educating, guiding, teaching, assessing, training, and evaluating student education from early, elementary, middle and upper levels on the formal education path. In addition, teachers are people who have the ability to organize, design programs, and manage classes so that students can learn to reach maturity levels as the ultimate goal of the educational process. Thus, it can be implied that the teacher is a person who is obliged to educate students by devoting himself to noble ideals. These nobles ideas include achieving institutional goals, curricular goals, learning goals and national goals in special places, so they are not just teaching anywhere.

From this explanation, it can be understood that the teacher's example is a good example starting from words, actions or ways of dressing that can be followed and imitated by students so that the ultimate goal of the educational process can be achieved optimally.

Teacher Attributes

Syar'i (2005) said that being a teacher is a requirement of conscience because people have to give up a large part of their lives to serve the nation and state in order to educate students to become fully human beings. And not everyone can do that. In addition, there are several characteristics that must be possessed by a teacher in order to carry out their duties and obligations properly, namely:

1. Zuhud, in the sense that they are more concerned with the pleasure of Allah in carrying out their duties than material interests, but that does not mean that they should not receive a salary and must be poor, but rather emphasize their intention to be sincere and motivate them to be more patient and grateful in every situation.
2. Clean-spirited both physically and spiritually so as to avoid bad nature and behavior by itself.
3. Being sincere is being open, willing to accept criticism and suggestions from students so as to create harmonious interactions between teachers and students in learning.
4. Forgiving, students as ordinary people cannot escape from mistakes so that they have the potential to make them less satisfied, irritated, offended and unpleasant when interacting.
5. It is motherly and fatherly, which means that he must position himself as a protector, protector and parent at school for his students.
6. Mastering the field of study being taught. This means that teachers must equip themselves with the knowledge and skills of the content of the material in advance which will be taught to students.
7. Ability to understand students, especially about character, character and talent. So in this context, a teacher must have the knowledge and skills of psychology in order to develop their potential.

Teacher's Exemplary Forms

Schaefer (1994) said that in human life it takes a character who can be an example in order to be a role model, so if it is contextualized in schools the teacher can set a good and right example in several ways, including:

1. Show a good attitude

This can be done in several ways, including:

- a. Attitude to deal with problems well
- b. The attitude of self-control from emotions and patience in dealing with the various characters of the students.
- c. The attitude of communication with students in order to create good teaching and learning interactions.

2. Reduce bad attitude

As a teacher, you should do and behave well, such as honesty, trust, iffa and so on so that it becomes a solid foundation of values as a provision for treading the next life. Not the other way around.

3. Show affection

Compassion is a weakness of heart and sensitivity to others in feeling their suffering.

Tafsiri (1994) argues that Islam presents this example not only to be admired or contemplated in dreams but must be applied in life. According to him, there are 2 types of exemplary, namely:

1. Deliberate exemplary

A form of exemplary that is accompanied by a formal explanation or order. For example, the teacher conveys an example of the correct reading of the Qur'an which is then followed by the students. Or another example of an imam praying well and perfectly and then followed by his ma'mum.

2. Unintentional exemplary

The form of exemplary in the figure and nature of teachers ranging from knowledge, leadership, to sincerity so that it is not formal but always becomes the attention of students spontaneously. So it is necessary to control his behavior and consider all the actions followed by other people.

Student Education

Mudyiharjo (2002) said that education in a broad sense is life, namely all learning experiences that last throughout life under any conditions and anywhere. In addition, education is also something that can affect the life and growth of individuals. In a narrow sense, education is defined as a school or a teaching held at a formal educational institution. In addition, education is also said to be all influences that the school strives for so that students become complete and perfect human beings so that they have full awareness of their individual or social relationships and tasks.

According to Oemar Hamalik, students are a component in the education system, which is processed to become qualified human beings in accordance with the goals of national education. Meanwhile (UPI, 2009) argues that students are individual human figures that have their own desires and are not forced from outside, meaning they are not too dependent on others. As for (Hasbulloh, 2010) argues that students are one of the inputs that determine the success of the educational process so that in the teaching process teachers try to meet the needs that exist in their students.

Thus, it can be understood that student education is an effort made by schools including teachers so that their students gain learning experiences and fulfill all their

needs in order to become perfect human beings in carrying out their individual and social tasks in life.

School

Admodiuro (2000) said that the school is a system of organic relationships that cause personal and social interactions as a whole. Meanwhile, based on Law No. 2 of 1989, the school is defined as a continuous and tiered educational unit in carrying out teaching and learning activities. Meanwhile, Daryanto himself argues that schools can be called institutions or buildings that function as places to learn, give and receive lessons. Thus, schools are creatively active in forming a social unit and interaction that is limited by a set of activity elements so as to produce something that is beneficial to society.

As for Tirtaraharja (2005) said that the school is an institution or place for learning such as writing, reading, and good behavior as well as being an organization that is authorized to organize learning activities. In addition, the school is also an integral part of a society in growing its personality and becoming a place to practice in the present which is faced with real conditions. On May 16, 2005, government regulation (PP) number 19 of 2005 was issued on national education standards. With PP 19/2005, all schools in Indonesia are directed to be able to provide education that meets eight national standards which are met gradually and are always evaluated.

Based on the explanation above, it can be said that schools are an integral part of a society that causes organic interactions both personally and socially and dealing directly with real conditions in the field at the present time so as to produce something useful and able to achieve quality and standardized education. national.

The Urgency of Teacher's Example for Student Education in Schools

There is a saying that the teacher pees standing up, the student pees running which means that if we want to see the quality of a teacher then try to look at his students, because he is a mirror for his students. In education itself it is not enough just to say / say but also must be accompanied by an example from the teacher so that it is very important that the attitude is owned by the teacher whose task is not only to transfer knowledge but also to transmit attitudes or character to students at school.

The example of a teacher becomes very urgent for students and plays a very important role in instilling their character because he is the second closest person to students after parents, besides that they also need role models at school so that all teacher actions, from words, clothes or actions will become highlight. This example can be obtained by students through 2 things, namely:

1. Direct example where it can be obtained through the five senses or in formal activities such as when the teacher reads something and the students imitate and follow. Another example is when the teacher dresses in front of the students, when the teacher explains the learning material, when the teacher walks around

the students and so on. It can all be detected by the five senses of students and obtained formally in teaching and learning activities.

2. Indirect example, it can be obtained through non-formal activities or outside of learning. For example, when the teacher is wise in the event of a dispute between students, the teacher is sincere, the teacher is tolerant of various kinds of differences, and so on. All the examples above indirectly become the attention of students and will be a provision and will be imitated / used as an example in their lives.

CONCLUSION

Based on the explanation above, it can be concluded that the Urgency of Teacher Exemplary for Student Education in Schools is more dominant to instill their character as a form of teacher implementation in the transfer of value. This can be done directly (formally) starting from words, actions and ways of dressing or it can also be done indirectly (non-formally) namely in attitudes ranging from wisdom, tolerance, to sincerity.

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