

THE MULTI-FUNCTIONAL APPLICATION OF TEACHERS

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ABSTRAK

ABSTRACT

This study aims to obtain a picture of the multi-functional application of teachers. In addition, it is also to find out its effect on learning achievement in school. This study uses data collection methods, namely observation, documentation, interviews, and questionnaires. The object of the study population is the Modern Islamic boarding school is a teacher by taking or setting ten teachers. The results showed that (1) the level of application of multi-function teachers in Modern boarding schools is in the medium category, the multi-function effectiveness of teachers in achieving student learning achievement can be done with examine the supporting and inhibiting factors, so that solutions can be sought.

Keywords: Multi-Fuction; Education

INTRODUCTION

Authority and responsibility in accordance with the expression he lives to teach, not just he teaches to live ", so that maission Sacre a dignified teacher is devoting his whole life for the development of children's education. Because the teacher is one of the human resources in the teaching and learning process, which plays a role in efforts to form a potential human person in the field of development, the teacher must be active and position himself as a professional, in accordance with the demands of an increasingly developing society.

Such high teacher positions in Islamic educational institutions can still be witnessed today, especially in Indonesian pesantren. Santri did not even dare to oppose the rays of his kyai eyes. This is due to the view that knowledge is all sourced from God, as the word of God in the QS. Al-Baqarah (2): 32

Translate :

".....There is no knowledge that we have except what you teach us

The indication from this verse that knowledge comes from God is the first teacher is Allah. This view has given rise to the attitude of Muslims that knowledge is not separate from God. Science is not separate from the teacher. So the position of the teacher is very high in Islam, especially in Indonesia.

Thus, teachers must be sensitive and responsive to changes, renewals, and science that continues to develop in line with the demands of the times. This is where the teacher's task is to continually increase scientific insights, improve the quality of education so that what is given to students does not lag behind the development of the times.

Essentially in the teacher education process, it not only acts as a "teacher" who transfers knowledge, but also

"Educators" who are transfers of values.
"

But it is not realized in the practice of teaching and learning activities in particular, and in the educational process in general the function of the teacher as a "teacher" (transmitter of knowledge) still tends to be more prominent. This is reinforced in the daily reality that teachers in general only provide criteria for the success of children in school, through the values of the lessons being taught. But do not pay attention to their attitudes and behavior everyday.

Whereas the teacher's function is not only as a teacher and educator, but also functions as an informer, organizer, motivator, director, facilitator, transmitter, mediator and evaluator. All of these functions are integrated simultaneously and integrated within the teacher's person until they form the ideal and professional teacher personality. Apart from the teacher's function as a teacher and educator, the role is in accordance with the situational and conditional faced by the teacher in the teaching and learning process and beyond.

In connection with the role of these functions, how far will affect learning achievement achieved by students. The basic assumption that then arises is that the optimal teaching process allows optimal learning outcomes. So, there is a correlation between the teaching process and the results achieved. The greater the effort to create the conditions of the teaching process, the higher the results or products of the teaching.

The problem that then arises is whether the learning outcomes obtained by students from the teaching process

appear in the form of comprehensive behavior consisting of cognitive, affective and psychomotor elements integrated in students, or learning outcomes that are singular and independent of each other, so it does not form an integral student personality. And can it be believed that the change shown by students is a result of teaching or that change is also a result of outside the teaching process.

The author tries to focus on research in pesantren, given the existence of pesantren as a formal Islamic educational institution, growing and developing in the midst of Islamic society. According to Nurcholis Madjid, pesantren are referred to as institutions that are not only identical with the meaning of authentic Indonesia (indegenious). As indegenious, pesantren emerge and develop from the sociological experience of the environmental community. In other words, pesantren have close links that cannot be separated from the environmental community. Therefore, since the beginning of the growth of boarding schools have a uniform shape and there is no standardization that applies to boarding schools.

Due to the absence of a patent standardization, sometimes the assumption of a lack of pesantren's ability to respond and keep up with the times. Coupled with other diverse facts, which make pesantren products considered less ready to "melt" and color modern life.

DISCUSSION

Overview of the Multi Function Teacher

Before further looking at what multi-function teacher is, it will first be presented the notion of multi-function and teacher. The word multi function

implies various functions or tasks. Whereas the word teacher is a person whose job or occupation (profession) teaches. Thus, the multi-function teacher is a variety of functions or tasks of the teacher carried out in the learning process (teaching and learning process). In Law Number: 2 of 1989 concerning the National Education System, it is stated that education takes place through teaching and learning activities in the form of educating, teaching or training and guiding. Guidance and educational activities are more emphasized in the process of mental and spiritual development (spiritual, moral, and social). Teaching activities are emphasized on the process of intellectual development (intelligence, cognitive). Whereas the training activities emphasized the development of skills (intellectual and motoric). Teachers as professional educators must have the ability (skills) in managing these three activities efficiently and effectively.

Based on the education law above, the main duties and functions of teachers as a profession include three things, namely educating, teaching or training and guiding. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. Guiding means developing and directing the potential possessed by students.

Components of the Multi Function Teacher

a. Main Components

1) Teachers as Educators

The teacher, first of all, is an educator. Teachers in schools act as a substitute for parents, in loco parentis, for children. He became a role model (identification) for his students. Educate means transferring values to students. These values must be manifested in daily behavior. Therefore the teacher itself is an embodiment of the values to

be transferred. Educating is sending students to find themselves to find their humanity. Educating is humanizing humans.

As an educator, a teacher must have certain personal qualification standards, including:

a) Full of responsibility in the sense of knowing and understanding moral and social values and norms and trying to behave and act in accordance with these values and norms, especially in front of his students.

b) Authoritative in the sense of having advantages in realizing moral, social and intellectual values and norms in his personal self, as well as having advantages in mastering the knowledge and skills he intends to teach to his students.

c) Mature and independent in making decisions. In educating and teaching, especially in learning and teaching-learning processes, a teacher always needs to make various kinds of decisions to be able to act in accordance with the conditions of his students, because the teacher's duty must be so.

d) Disciplined in the sense of obeying the rules and rules of class and school consistently on their own conscious. Only in this way can he be respected and can he expect students to adhere to the implementation of class and school rules and regulations.

e) Dedicated in carrying out the work of the teacher as a vocation. For him the position of teacher is not just a job to make a living but as a dedication (worship) to God, to society and the nation and humanity.

The five things above are personal intrinsic qualities that need to exist in an educator, which applies to anyone who wants to be called an educator (in the process of formal, informal, and non-formal education).

CONCLUSION

The application of multi-function teachers in the Modern Putri pesantren is evident in the implementation of the teaching and learning process, both the main function and other supporting functions, and this has been going well, although it is not yet complete and complete. The implementation of multi-function teachers in Modern Islamic Boarding Schools has a positive and significant influence on the improvement of students' learning achievement (Y). The amount of X's contribution to Y was 36.6 percent. Thus, to improve and enhance student learning achievement, increasing the role of teacher functions needs to be a priority for all teachers. Empirically it is proven that the application of multi-function teachers provides a significant influence on student learning achievement.

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