

Structural Constraints Faced by Teachers in Forming Student Character in School

(Case Study of High School in Pauh District Padang City)

Santi Marlina¹, Azwar¹, Maihasni¹

Master of Sociology, Universitas Andalas, Padang, Indonesia



Abstract – Abstract - Formation of character to students in schools is expected to be one way to create young people who are knowledgeable and moral. The inclusion of character education in the national education curriculum, is evidence of the importance of the values of morality instilled in students. Teachers, as educators in schools, become the foundation and the spearhead of the success of all the processes of character formation. But sometimes, in carrying out its functions, teachers face obstacles in maximizing the achievement of character building to their students. The purpose of this study is to identify structural constraints faced by teachers in forming the character of students at school. The theory used in this study is the theory of structuration from Anthony Gidden. The method used in this study is descriptive with qualitative data. This study was conducted with an approach to the object of study studied. With this method, it is expected to get better study results. In addition, it also provides convenience for researchers in carrying out the research process that will be carried out in the field. Based on the results of the study, it showed that the structural constraints faced by teachers are unsupportive student environments, unsupportive school facilities and infrastructure, policies that do not run smoothly, organizations that do not enforce the rules, not achieving the minimum standards of character education, and internal conflicts of teachers.

Keywords – Character, Teacher, School, Student.

I. INTRODUCTION

Based on Law No. 20 of 2003 concerning SISDIKNAS article 3 which mandates that the purpose of education is to develop capabilities and shape the character or character and civilization of a dignified nation in the context of educating the nation's life. The national education system as stated in article 31 of the 1945 Constitution, is an instrument of a democratic education program that will lead to the formation of the character of the Indonesian nation. The ultimate goal is to develop the character of citizens who respect human dignity and dignity, are moral, heed the rules of play, critical thinking and compromise¹.

Normatively, schools are educational institutions that specifically conduct learning about science and personality formation that can be measured academically. Many experts

provide understanding of character education². Character education is a deliberate (conscious) effort to manifest virtue, that is, human qualities that are objectively good, not only good for individuals but individuals are also good for society as a whole.³

Pedagogically, the inculcation of strong and solid character values must be applied to all levels of educational institutions in the right format and in accordance with the characteristics of the nation⁴. Therefore, character building through educational institutions is very much needed to be considered. In this study, researchers highlighted the process of character building carried out by upper secondary level schools in Pauh District, where research sites will be conducted in three schools. Of the three schools, there are two public schools, namely SMA 9 Padang and SMA 15 Padang. While one other

school is a private school, namely Dian Andalas High School. Based on preliminary observations at the schools mentioned above, researchers can see that integrated character education in each subject has not been maximally implemented. Of the three high school-level schools in Pauh District, researchers found that there were still problems of student discipline such as the level of truancy, student absenteeism or discipline in carrying out a character culture within the school environment, at Dian Andalas High School, 9 High School, and 15 High Schools. Students are different in each school, but show the same symptoms, namely the existence of obstacles in the implementation of character education in the three schools. In addition, because some of the students and some of the teachers at the high school level schools in the District of Pauh come from the environment around the school or have an indigenous status, where the community is known to be quite communal, ignorant attitudes arise and are reluctant in enforcing school rules, which can also have success the running of character education in schools. Furthermore, what is also interesting is because the results of the study will be able to identify differences in the character education process between public schools and private schools.

The Character Education Program is listed in the National Education Curriculum and is one aspect of education that is increasingly vital in efforts to improve the nation's civilization.⁵ In practice, teachers are the focal point and the spearhead so that the achievement of the success of the program is maximized in the implementation of character education in formal educational institutions such as schools. But in reality, teachers are faced with various structural constraints in trying to shape the character of their students. Therefore researchers interested in studying "What are the Structural Constraints Faced by Teachers in Forming Student Characters in Schools?"

II. METHOD

This research was conducted through a qualitative approach with a case study method. Qualitative approach is research that intends to understand phenomena about what is experienced by the research subject such as behavior, perception, motives, actions, etc., holistically, and the way of description in the form of words and language, in a special natural context and by utilizing it as a scientific method.

This research is located at a high school level in Pauh District, namely 9 Padang High School, 15 Padang High School, and Dian Andalas Padang High School. Research informants are teachers who have been in the profession for more than 10 years. The selection of research informants was

carried out using a purposive technique with the criteria that the researchers had set before, in order to obtain in-depth information in accordance with the research objectives. Data collection in this article was carried out by means of in-depth interviews. In this study, it will be described in accordance with the results obtained during the research process, namely regarding "Structural Constraints Faced by Teachers in Forming Student Character in School". Analysis of the data used in this article is the Milles and Huberman data analysis technique. Activities in qualitative data analysis are carried out interactively and take place continuously at each stage of the study so that it is complete, and the data is saturated.

The Miles and Huberman data analysis techniques consist of three activities that occur simultaneously: data reduction, data presentation, drawing conclusions / verification. Data analysis in a qualitative approach is an ongoing, continuous, and recurring effort. Each stage, starting from data reduction, data presentation and drawing conclusions or verification, becomes a picture of success in sequence and in the form of cycles.

III. RESULTS AND DISCUSSION

Regarding the formation of character for students in school, the teacher as the spearhead, encountered several obstacles in implementing character education policies according to the latest curriculum in the world of education. The constraints referred to are structural constraints faced by teachers in shaping the character of students in schools. The discussion of the structural constraints faced by the teacher referred to here is an obstacle that arises because of the level of authority possessed by the teacher in the school originating from outside of a teacher.

A. *Student Environment That Does Not Support.*

The geographical condition of Pauh sub-district in the suburbs, where there is a large indigenous population, is considered counterproductive in the efforts of these schools to educate their students. Cases where parents tend not to want their children to be penalized, by teachers who are mostly outsiders or migrants. Attraction of social tension between migrants and natives, clearly lies in the dynamics of the school.

In an effort to shape the character of students, informants sometimes take decisive action by calling parents of students who are deemed to often violate the rules. This action is intended for the family, especially parents, to be actively involved to support the student's character education program run by the teachers. The family as an intimate group for

students, naturally becomes a place where they learn to interact socially in accordance with applicable norms. Affective values in the family are expected to be a good introduction for students in their character building efforts. However, the act of informants calling parents to school was actually responded negatively by some parents of students. Informants who try to discipline students, are seen by some parents as the underlying attitude of their children. Parents who behave like that, do not even hesitate to act angry with various reasons to the informants and other teachers. In the informant's view, this happened because of the tendency towards the arrogance of the parents, because of their status as indigenous people in the area.

In addition, the actions of these parents could also be due to the school where their children study as private schools. In terms of the cost of education, private schools are generally more expensive than public schools. If state schools can operate from government funds, operational private schools rely on the income derived from the tuition fees incurred by parents. This can increasingly make parents feel superior and do whatever they want.⁶

But beyond that, challenges from the environment to schools that are trying to shape the character of students, are present in the presence of stalls and stalls around the school location. Some stalls and shops that are positioned near the school, are accused of not supporting the character education program run by the school. The owners of certain stalls and stalls, without hesitation, let the students buy and smoke cigarettes there. Meanwhile, the teachers and schools do not have the authority to prohibit stalls and shops to sell cigarettes to their students.⁷

Even worse conditions. Some of the stalls and stalls around the school not only sell cigarettes to students, but also provide a card game arena and the like. The situation not only encourages students to simply smoke, but also encourages students to gamble.

The existence of stalls and stalls that functioned as a gathering place for students during recess or return, should provide a place in accordance with applicable ethics and norms. Therefore, if there are stalls and stalls that actually provide cigarettes and gambling places for students, it can be considered a problem in an effort to educate students' character, for whatever reason. Moreover, other community members who are in the environment around the school also ignored the condition. There has never been any form of firmness from community leaders and *ninik mamak* in the neighborhood to try to curb the owners of stalls and shops

complained of by the school. This makes it more difficult for schools, especially informants, to achieve successful character education.⁸

B. School Facilities and Infrastructure that Are Not Supportive.

The existence of adequate bins in the school environment is considered as one of the facilities that will help the character education process. Besides functioning to maintain environmental cleanliness, the trash can also educate students to maintain discipline and care for the common good.

The existence of landfills in various corners of the school, will indirectly encourage students to care about the environment, discipline by not littering and cultivating good behavior that is the core of character building. That is, the existence of the trash can will be seen as a symbol, to create a good culture within the school environment.

Therefore, the school as an institution where the moral and moral development of students must provide complete facilities and infrastructure. Supporting facilities such as trash cans, digital clocks or school prayer rooms, are things that are actually simple. However, the benefits of these facilities are felt to have an impact on the formation of student discipline and character. Meanwhile, supporting infrastructure such as school entrances and exits, are also the same things as simple, as well as the same benefits in minimizing the potential violations of school rules by students.

C. Policies that do not run smoothly

The naughty behavior of the students is considered as a form of seeking outlet and stealing the attention from their surroundings. Typical students today, are considered informants to no longer work just by scolding and giving punishment alone. However, at the same time, it must be approached persuasively so that the teacher can identify the sources and causes of student delinquency.

Not optimal approach to students is actually not caused by mistakes of students who have a closed personality. In the analysis of researchers, this is actually more due to difficulties in making policies or in other words difficulties in making decisions, because sometimes decisions that are final in accordance with the school rules, can be canceled for a moment by the foundation as a result of reporting by parent's guardians.

Sociologically, teachers must be able to develop themselves following various social phenomena in the changing times. This is so that in interacting with students, the

teacher is able to easily identify the social style of today's children and can also follow their thinking lines. In turn, this will make it easier for informants to communicate and interact with their students. In addition, so many studies and literature from the perspective of child psychology can also help teachers in approaching their students.⁹

D. Organizations that do not enforce rules.

The teacher's attitude and example will become a benchmark for the school environment and also demonstrate the commitment and ability of the teacher to implement character education for students. As an educator, all teachers' actions will be highlighted not only by their students, but also by the community.

There is little attitude of a teacher who seems not good, not only will create a negative image of the teacher concerned, but also will have an impact on the school institution where he teaches. Every teacher must realize that their behavior will be imitated by every student, so it must reflect the behavior in accordance with the character education he teaches.

In an effort to educate the character of students, teachers must first give appropriate examples of their behavior and actions. This includes how patterns of interaction and communication are good, especially with the students themselves. So if there is a habit from a handful of teachers who often say rude and full of sarcasm to their students, the informant regards it as a bad example which of course will be seen, heard and then imitated by their students later.

Although smoking is bad for health, it is quite common for various groups of people, including teachers. However, as an educator, smoking habits practiced by some unscrupulous teachers in the school environment are considered unethical informants. In addition to disturbing the creation of a culture of healthy living in schools, it is also seen as giving examples of negative habits to students. It would be nice if all forms of negative habits are not done in front of students or are far from the school environment.

As individuals who are central in the teaching and learning process at school, the teacher will be the center of attention of students both inside and outside the school. Not only the behavior and thoughts, even the way to dress and dress up the teacher will not escape the attention of students. Then, the existence of a handful of teachers who are excessive in the way they dress and dress up when going to school, will be seen as a negative model by the informants. Besides being considered unethical with the environment of educational institutions, these habits will also be imitated by students so as to make

students who are still categorized as adolescents and minors will dress up beyond their normal limits.¹⁰

E. Minimal Character Education Standard Not Yet Achieved.

Based on the 2013 curriculum, where character education is integrated into each subject, teachers are provided by the government through seminars, training and workshops with the theme of character building. However, some informants considered the seminars and workshops did not provide clear methods and standards as clear benchmarks in character assessment of students.

The absence of clear and standardized standards in character education assessment is also seen as an obstacle for teachers in implementing character building. Even beyond that, seminars, workshops and training activities participated in by teachers were considered to be an increase in workload. The involvement of teachers in the provision of character education ultimately leads to the fulfillment of the teacher's workload in the form of administrative completeness that makes teachers unable to provide character education perfectly. Meanwhile, the essence of these activities does not have a direct impact on teacher performance and teaching patterns.

In normative subjects such as PKN and Religious Education, there was a shift in memorizing material rather than teaching values and norms. This indeed happened in accordance with various other changes in the education curriculum. According to the current curriculum, the material contained in PKN subjects includes matters that are subject to laws, articles and state symbols. While in Religious Education, there are various authentic hadiths and sunnah, which lead to memorization not to application, even if there is an application only in the form of religious practice. This is considered to have eliminated the nuances of character education that should actually be contained in these subjects.¹¹

F. Internal Conflicts of Teachers

Internal conflicts among teachers can arise because of disagreements. Although initially the conflict caused small disputes, it turned out that in the future it seeped into other matters.

The habits of a handful of teachers who do not understand the school bureaucracy have sparked spark with other teachers. Conflict between teachers creates an atmosphere that is not conducive in the school environment. In addition, more importantly, the teacher's internal conflict also triggers negative impacts on the psychology of students. So it is seen

as adding to the problem in the midst of school efforts to educate and shape the character of its students.¹²

IV. CONCLUSION

The implementation of character education as a forum for the formation of character against students by teachers in schools, has various obstacles and obstacles. Each structural obstacle is motivated by various causes and reasons for the triggers.

The results of the study indicate that there are constraints in the form of structural constraints that can be found in the form of sub-optimal support from the student environment, both intimate and surrounding communities. In addition, there are also constraints in the form of inadequate facilities and infrastructure provided by schools to support the process of forming the character of students.

In addition, other obstacles faced by teachers in the form of policies that do not run smoothly. Students who often break the rules tend to be closed and ignorant, so the teacher has difficulty identifying the source of the problems faced by the students concerned. The next obstacle is the unclear standard for evaluating character education. This ambiguity also includes technical aspects in the delivery of character education materials.

The next obstacle is the organization that lacks upholding the rules. The behavior of a handful of teachers who not only can give a negative image to educational institutions, but will also be imitated by students. And, the final obstacle in the form of not achieving the minimum standards of character education and the internal conflict of teachers. The lack of harmony among fellow teachers makes their coordination poor in the midst of efforts to equip students with character education.

REFERENCES

- [1] Afrizal. 2014. Metode Penelitian Kualitatif. Jakarta: Raja Grafindo Persada.
- [2] Badudu. JS. & Mohammad Zain, 1996, Kamus Umum Bahasa Indonesia, Jakarta: PT. Pustaka Sinar Harapan.
- [3] Damsar. 2011. Pengantar Sosiologi Pendidikan. Padang: Kencana Pranada Media Group.
- [4] Daryanto. Suryatri. 2013. Implementasi Pendidikan Karakter di Sekolah. Yogyakarta: Penerbit Gava Media
- [5] Depdiknas. 2011. Rambu-Rambu Pelaksanaan Pendidikan Karakter. Jakarta: Dikdasmen.
- [6] Durkheim,E, 1973,Moral Education A Study in The Theory and Application of The Sociology of Education, alih bahasa: Everest K Wilson and Herman Schnurer The Free Press of Glencoe, New York.
- [7] ,1989, Sociology dan Filsafat, Alih Bahasa:.
- [8] Elfinadri. Dkk, 2012. Pendidikan Karakter: Kerangka, Metode, dan Aplikasi Untuk Pendidik dan Professional. Jakarta: Baduose Media.
- [9] Giddens, Anthony. 2009. Problematika Utama Dalam Teori Sosial; Aksi, Struktur, dan Kontradiksi Dalam Analisa Sosial. Yogyakarta: Pustaka Pelajar.
- [10] 2004. The Contitution of Society: Teori Struktural untuk Analisis Sosial. Malang: Pedati.
- [11] Gunawan, Ary H. 2000. Sosiologi Pendidikan: Suatu Analisis Sosiologi Tentang Pelbagai Problem Pendidikan. Jakarta. PT. RinekaCipta.
- [12] Fattah, Nanang. (2012). Standar pembiayaan pendidikan. Bandung: Rosda.