

Educating For Character Happens Inside the Charming Teacher Room

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Abstract: The aim of this research is to describe that education for character happens inside the Charming Teacher Room (CTR). The CTR is a space where students dialogue with teachers and dialogue with the natural surroundings. This study uses a qualitative method with a phenomenological approach. The participants who were the subject of this study were 10 students. The source of the data in this study was a primary source, namely class IX student informants at Junior high school 3 Majalengka West Java, Indonesia. The results of the study show that students want the education that occurs in CTR to be a teacher who has the following characteristics: 1) able to explain subject matter that is easy for students to understand, 2) mastering science according to what is taught, 3) sophisticated in mastering technology, 4) teachers can be study partners, 5) good at making metaphors or parables in learning, 6) humorous but firm and disciplined, 7) willing to hear students' opinions, 8) empathize with students' conditions, 9) good at managing the class, 10) has a sense of whole heartedness and realizes that what is done is a calling, and 11) always looks clean and neat. The conclusion is that teachers in the CTR have a big responsibility to develop the potential of their students, and develop their character, so that they become the good character students.

Keywords: Educating, Character, Charming Teacher Room

Introduction

Teachers in Indonesia are devoted to the intellectual life of the nation and to improve the quality of the whole human being, namely those who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law on the National Education System Number 20 of 2003 Article 3). The teachers are essential in achieving the vision of the Ministry of Education and Culture 2025, which is to produce intelligent and competitive Indonesian people (Suryanto & Sunarto, 2022). The position of the teacher is as the foremost and central key in printing the provisions of human resources (Dzulkifli & Sari, 2014). In daily life of students there are many factors that play a vital role in their lives but the major aspect that plays a crucial role in building their personality and in

increasing their academic capabilities is a teacher (Bashir, Bajwa & Rana, 2023).

Willing or not, every teacher always appears professionally with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1). The father of Indonesian education, Ki Hadjar Dewantara, gave some guidelines in creating a positive culture of an educator. which is called the motto of the Education Trilogy, namely *Tut Wuri Handayani*, the teacher's job is not to indoctrinate, but to guard and direct from behind, because it recognizes autonomy and potential. *Ing Madya Mangun Karsa* at a time among students, teachers must create initiatives and ideas. *Ing Ngarsa Sung Tulada*, means that when the teacher is in front, the teacher must have an attitude of professional integrity so that he becomes an example and inspiration for his students (Yanuarti,

2017). Teachers' personalities, their regular habits and practices, and attitudes towards students from a particular culture determine their professionalism (Siddiqui & Ahamed, 2020). The teacher must carry out student-centered learning, so that students are able to develop their abilities and have critical thinking and have high creativity (Manao *et al.*, 2022).

Educating for character takes place in the Charming Teacher Room (CTR), a teacher in this CTR has a great responsibility to develop the potential of his students and develop all aspects of his personality, so that students become independent, diligent, disciplined, and moral human beings (Tilaar, 2002). Teachers are expected to be able to carry out professional duties as charming teachers, which are based on an attitude of love for the homeland, authoritative, firm, disciplined, full of soul calling, samapta, accompanied by a spirit of sincerity and generosity in the learning process (Decree of the Minister of Religion of the Republic of Indonesia Number 745 of 2020 concerning Guidelines for the Implementation of Teacher Professional Education in Positions at the Ministry of Religion). Relevant to the views above, Fatimaningrum (2022) says that in carrying out professional duties as good educators, teachers must master knowledge of the subjects being taught, be able to think critically and solve problems understand the characteristics of students and how to learn, and have teaching skills. and communication. Furthermore, Darmadi (2015) states that the professional attitude of teachers is manifested in the form of behaving, acting commendable and tested in carrying out their professional duties, and being able to control themselves which is expressed through spiritual mental attitudes, so that they always act based on moral values, principles of life, and behave religiously according to their religion and beliefs. The duties and responsibilities of teachers are professional duties, humanitarian tasks, and social tasks (Riyanto & Sayer, 2022).

In carrying out the learning process as the core activity in schools, teachers need to show personality and social competence, one of which is a charming appearance in front of students. In addition to easy-to-understand explanations,

scientific mastery is correct, sophisticated in mastering technology, willing to listen to students, empathetic to students, and good at managing classes as controlling the situation in the classroom (Kemdikbud, 2019). The government has set four teacher competencies but in appearance it is necessary to look charming in front of students because they can have a strong influence on students' learning motivation (Hanafi, 2022). The charm or attractiveness of the teacher has great potential to attract the attention of students, so that learning interactions can run optimally, learning materials can be delivered smoothly, and learning objectives can be achieved (Bima, 2021). Being a teacher should have things that fascinate other people, be friendly and comfortable when nearby, master technology that always updates information, for that the teacher must be familiar with online systems, be interactive between the two while in the midst of participants students, and make students the center of activity (Yogyakarta State University, 2022). In addition to devices and all things related to teaching and the success of educational goals, it turns out that the teacher's personality is a very decisive thing for learning success (Huda, 2017). Great teachers are needed, not only professional but also great so that they can inspire their students to enjoy learning during the education and learning process (Sumaryati, *et al.* 2016). Good education, as expected by modern society today and its always challenging nature, requires good educators (Rusman, 2010). Students feel comfortable when taught by a teacher caring, empathetic and motivating student success (Emilia, Suhoyo & Utomo, 2022). Such is the greatness and influence of the teacher in an institution where he takes shelter. Henry Adam, a leading historian said: A teacher effect eternity, he can never tell where his influence stops (Iskarim, 2013).

The charming teacher is a basic requirement in character education. The Students are to be handled with affection and courtesy (Govindharajan, 2017). However, in reality, there are still many teachers who do not have charming figures. Mahyudin (2022) conveyed that the results of his research showed that there were some unsatisfactory symptoms about teachers in

learning at Madrasah Tsanawiah in Pekanbaru City, teachers who have passed certification and received professional allowances, have not had much positive impact on improving their performance abilities than before, the indicator is teachers do not take advantage of technological advances in teaching, do not evaluate and study the process and learning outcomes of students, do not analyze the results of learning evaluations, do not use media in learning, do not carry out self-development and increase teaching abilities. In addition, the work commitment of teachers also seems to have not increased from before, the indicators are low work discipline, lack of thinking about improvements to work and lack of ability to make changes. The results of the study by Dzulkifli and Sari (2014) at Madrasah Tsanawiah Nurul Huda Sedati, Sidoarjo Regency, stated that there were some teachers in delivering material that was not understood by students, boring in class, conventional and monotonous teaching models and not on time teaching according to what is expected. has been determined. So with the condition of the teacher as above, it seems difficult to be able to develop the potential of students.

In various parts of the world, including in Indonesia, there have been many similar and harmonious studies on education that have taken place in CTR to develop the potential of students and their personalities. Among these studies, Visiting the Virtual World Transforms Ordinary History Teachers into Charming Teachers of the 21st Century in the Age of Distance Learning. Becoming a charming teacher who has 21st century competencies during distance learning is not impossible. Although in its implementation there are still inadequate supporting infrastructure (Pratama & Cahyaningsih, 2021). The teacher profile that can describe a charming teacher in the eyes of his students is always thirsty for knowledge, always innovating in learning, having a good and high social personality, devoting optimal attention to his students, and mastering information technology (Ya'syahiba, 2020).

The research on education that occurs in CTR in classroom learning has new value because it is viewed from the perspective of teachers in Indonesia and even in the world, uses more recent

theoretical studies, and is based on the point of view of junior high school students.

Based on the explanation above, the aim of this research is to describe that education for student character occurs in Charming Teacher Room (CTR).

Materials and Methods

This study uses a qualitative method with a phenomenological approach. The qualitative research method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are combined (data triangulation), the data analysis is inductive and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2008). Phenomenology is explained as a phenomenon experienced by individuals to be retold and analysed to find an interesting discussion to be re-explained (Moeloeng, 2011). This research was chosen to get an idea of how to educate students' character through a charming teacher's room. This research collects data using in-depth interview techniques with open questions. In-depth interviews are repeated face-to-face meetings between researchers and research subjects, in order to understand the research subjects' views regarding character education that occur in a charming teacher's room (Taylor & Bogdan, 1984). The interviews conducted were first for data collection, and the second for validating data. The data source in this study is a primary source where informants who meet the criteria of informants who meet the criteria as informants in this case are ten class IX students who attend SMPN 3 Majalengka, Majalengka Regency, West Java Province. Secondary sources include journal articles, books on education and professional teachers. Data obtained from each source, both primary sources and secondary sources, is analyzed using a data triangulation strategy to ensure that all data from all sources leads to conclusions so that the conclusions drawn can be strong.

Results and Discussion

Research findings about educating for character occur in the Charming Teacher Room (CTR). Why is it called the Charming Teacher Room? This expression may sound strange, but it turns out it has a very deep and philosophical meaning. The author borrows the term "Charming Teacher Room" from Engku Muh. Sjafei founded the Indonesische Nederlandsche School Education Room or INS Kayutanam on October 31 1926. Kayutanam is a small village located in the middle of the journey from Padang to Bukit Tinggi. The independence education that Sjafei provides through INS is independence in the broadest sense, namely freedom to think, act, make choices and think based on reality. Sjafei's educational perspective promotes national education as an anti-thesis to colonial education, with the philosophy of 'harmonizing the heart, brain and hands' (Hastuti, 2020). Independence in the current context is how teachers and students as well as independent educational institutions carry out quality education to create students with character, skills and the ability to think critically and reason well (Marjanis, 2021).

If we look at Sjafei's perspective as relevant to Jurgen Habermas's thoughts (Tilaar, 2002) regarding living space, then human personal development does not occur in a vacuum, but in a real space, which is constantly developing. Human existence is not in an isolated or isolated state. Humans are not passive but have energy, humans are magmatic. Humans are not only autonomous and have energy but also have a dialogical existence. This means that humans are together with other humans who are also autonomous and energetic. A human being in dialogue means a human being who is always in the process of becoming.

In this space there is natural surroundings which provide stimulation for individual development and in this space also contains the richness of the surrounding nature. Furthermore, in this room there are teachers who have a big responsibility to develop the potential of their students, and develop all aspects of their personality, so that students become independent,

diligent, disciplined and moral. In this research, the author named the room, the Charming Teacher Room (CTR), which is a space where students dialogue with teachers, and dialogue with the natural surroundings. In CTR, an educational process occurs where students actively investigate, imitate, create and perfect what already exists. In this CTR there is also an active, innovative, creative, effective and inspiring educational pattern, which are also transformative pedagogical principles. Transformative pedagogy assumes humans continue to develop in the process of becoming human.

Learners want that educating for character occurs in this CTR are teachers who have the following characteristics: in explaining subject matter easy for students to understand, mastering science according to what is taught, sophisticated in mastering technology, teachers can be friends in learning, good at making metaphors or parables in learning. learning, humorous but firm and disciplined, willing to hear the opinions of students, empathizing with the condition of students, good at managing classes, having a sense of wholeness and realizing that what he is doing is a calling from the soul, and always looks clean and tidy. This is in accordance with the purpose of this study to obtain an overview of the educating for character that occurs in CTR according to the students of Junior High School 3 Majalengka, West Java Province.

The students want the teaching and learning process to occur in the CTR are: first, the teacher is able to explain learning materials that are easy for students to understand. Teachers must think of various ways so that students understand the knowledge conveyed. The teacher is well versed in the teaching material so he can explain clearly. The teacher explains the material that is easy for students to understand, so it doesn't have to be too difficult to study at home. If the teacher provides material that is difficult to understand, it makes students lazy to study and with easy-to-understand explanations makes students want to study harder. With good teacher explanation, students are not only easier to accept the material, but are also able to apply the concepts taught in their daily lives (Marpaung & Cendana, 2020). The

eachers must implement an easy and interesting teaching and learning process so that students can easily understand the lesson (Nurrita, 2018).

The second, the teacher must master the science according to what he teaches. The teacher must fully understand all the scientific material. Teachers must master the science according to what is taught, so it is something that is normal and should be. The teacher must master his knowledge and it will make it easier for students when they are understanding, and he will be happy and amazed by the teacher. If the teacher does not master the science, the students will hesitate and choose to study on their own. Teachers who do not master their knowledge do not deserve to be teachers. Charming teacher is of course by mastering the subject matter. How can you become a teacher if the subject matter is not mastered? For this reason, by mastering the material being taught well, the learning objectives can be achieved. Although students are provided with books, the internet and other media as learning materials, of course they also want to listen to direct explanations from teachers who master the material well. If not, it is not uncommon for students to underestimate teachers who do not master the material (Mustika, 2022). With mastering the learning materials, the process of learning activities in the classroom can be more productive and increase the activeness of students in learning activities (Richey In Rusman, 2010). Teachers must master the material, structure, concept, and scientific mindset that supports the subjects taught according to the level of education. This ability is very important for a teacher because what the teacher will convey is knowledge that has special characteristics (Pujiriyanto, 2019).

The third, advanced teachers master technology in learning. Teachers who master technology can make students comfortable and make things easier. Sophisticated teachers mastering technology in learning make students more interested in the material presented. Teachers who use sophisticated technology in learning make students enthusiastic about learning. Teachers who use advanced technology make learning fun and not boring. The teacher must look sophisticated so that Generation z feels there is something to be learned from the

teacher and is amazed. Sophistication does not have to touch technology, teachers can play magic, play music, sing, demonstrate tricks and so on. Challenges in 21st century learning require the pedagogical abilities of teachers as teachers to be better able to design more effective and innovative learning. The development of information technology media is one of the main foundations in the development of 21st century learning (Daryanto & Karim, 2017).

The fourth, the teacher must be a friend to study. With the teacher being a study partner, it is easier for students to ask the teacher and less awkward. If the teacher can be a friend to study, learning will be more comfortable and fun. Teacher loved by students is one of them being friends in learning with their students. Making students friends is a smart choice for a teacher who wants to be loved by his students (Busthomi, 2020).

Teachers must show the attitude of being a friend, maybe even being an idol for their students. With such an approach, teachers can easily provide the materials needed by students. Being a teacher is not being feared in the classroom, this phenomenon must be changed in the midst of the development of modern education today. It is proven that many students are easy to absorb learning material as long as it is brought by a teacher who puts forward his friendly attitude rather than having to be rude which actually scares most of the students in his class. Firm may not mean fierce, but firm is setting and not violating the rules that have been created. Therefore, be a friend to students because it will be easier for him to learn when he feels comfortable with friends who can be used as a place for beta, joking, laughing and also telling the problems experienced by him (Josua, 2018).

It is important for teachers to develop friendly characters with their students. Teachers must make efforts to cultivate a friendly attitude to their students in learning. Friendly attitudes that are developed in shaping the character of students, namely creating a harmonious atmosphere in the classroom, making friends and befriending each other, communicating in polite language, making friends with love and being willing to sacrifice, and not discriminating in friendship (Eliza, 2021).

The fifth, the teacher is good at making metaphors or parables in classroom learning. When teachers are good at creating metaphors that suit students' developmental characteristics, they can create an efficient education process (Ozdemir, 2023). The advantages of using metaphors in learning include: 1) giving metaphors can be done in every part when the learning process takes place which is expected that students will not feel bored and be more relaxed in participating in learning, 2) the metaphors that can be given vary widely so that teachers can freely adapt the appropriate metaphors to the learning material, 3) metaphor can be used as a tool to convey moral messages contained in the concepts or values of life, 4) with metaphors, students are given ample opportunity to think about and reflect on everything that is around them. Here, students are invited to construct teaching materials from what they see, do, and then discuss, 5) giving metaphors can increase students' interest and motivation to learn (Alhaddad, 2012). Learning strategies using metaphors have a significant effect on student learning outcomes than learning without using metaphors (Hartati, 2009; Bajuri, 2019; Illiyin, 2020).

The sixth, the teacher is humorous but firm and disciplined. The humorous teacher brings a closer and closer atmosphere, causing a cheerful atmosphere but still being firm and disciplined when it's time to study and when to be humorous. Establish trust and rapport, establish relationships with students to build trust. Humorous is one of the best ways (Elfindri, 2010). Use humorous that is still related to the lesson so that students do not get bored in learning in class (Mustika, 2022).

The teacher's ability to insert humorous in reasonable proportions and does not interfere with the lesson is something that can create a conducive and fun teaching and learning situation. So that it can increase students' learning motivation in class (Hafzah, 2013; Wamin, 2020).

The seventh, the teacher empathizes and loves students. The attitude of the teacher who is caring and full of love can support efforts to build the character of students (Yuniarti, 2013). Increased empathy of a teacher will directly affect the level of performance, behaviour, attitudes and appearance

of the individual students, with high empathy each student will feel that their problem or success is the success of the teacher and students (Badriyah, Zubaidah & Marhayati, 2019).

The eighth, the teacher wants to hear the ideas and opinions of each student. Teachers must facilitate children by always listening to children speak and always responding when children speak, so that children feel valued in speaking so that children want to talk and want to convey ideas or desires with the teacher (Rahmawati, Ali & Sutarmanto, 2015). Active listening shows that the teacher is really trying to understand verbally and non-verbally the message conveyed, feel the feelings and thoughts so that students are confident and feel appreciated that what they convey gets attention (Akuntono, 2012).

The ninth, the teacher is skilled in managing the class. The principles that the teacher pays attention to in managing the class are: 1) warmth and enthusiasm, 2) the use of challenging materials will increase students' enthusiasm for learning, 3) the use of media variations, methods, teaching styles, and interaction patterns, 4) flexibility of behaviour in changing teaching strategies to prevent disturbances that arise, 5) emphasizing positive things and avoiding focusing students' attention on negative things, and 6) encourage students to develop self-discipline by giving examples in the daily actions of teachers. The characteristics of teachers who are skilled in managing the classroom are as follows: 1) making students of centre of learning activities, 2) learning begins with things that are already known and understood by students, 3) always trying to arouse learning motivation of students by making subject matter as something interesting and useful for the lives of students, 4) immediately recognize material or learning methods that make students bored. When it is found, he immediately tackled it (Budimansyah, 2002).

Classroom management is a teacher's skill to create a conducive learning climate and control if there are disturbances in learning. Classes when managed properly will generate warmth and enthusiasm for learning in students (Fatimah, 2014). With this class management, students will be motivated in learning, especially in managing

the classroom atmosphere which in particular is an important capital for clear thoughts in following lessons, so students will feel comfortable and enthusiastic (Erwinsyah, 2017).

The tenth, teacher has a sense of sincerity and realizes that what he is doing is the calling of the soul. Teachers need to be generous so that our classes become a cool place for students and are motivated to become a strong and good generation. The burden of a teacher's life should not be expressed negatively in front of students, he should show a tough figure who should be imitated. Teachers must teach with a sincere heart (Mustika, 2022). The ideal teacher profile is a person who devotes himself based on the call of the soul, the call of conscience, not because mere money demands do not limit his duties and responsibilities not only to the walls of the school (Warif, 2019). When teachers educate their students based on a calling from the soul, they will also get an additional bonus of being loved by their students (Warsono, 2017).

The eleventh, the teacher always looks clean and tidy. Why is appearance considered important? Because by appearance someone will judge us. Especially we as educators must always look clean, tidy, unobtrusive so that a student will imitate the teacher. The teacher who is neatly dressed, it is not uncommon for his students to also follow the way the idol teacher dresses. The appearance of the teacher greatly affects students' interest in learning (Hatmasari, 2014). The teacher's example in instilling neat and clean character values for students is that the teacher always looks clean and tidy (Arma, 2020).

Conclusions

Success in educating the character of students occurs in CTR. The CTR is a space where students dialogue with teachers, and dialogue with the natural surroundings. In CTR, a character education process occurs where students actively investigate, imitate, create and perfect what already exists. In this CTR there is also an active, innovative, creative, effective and inspiring educational pattern, which are also transformative pedagogical principles. Transformative pedagogy

assumes humans continue to develop in the process of becoming human. Educating for character takes place in CTR which is facilitated by teachers who have the following characteristics: 1) able to explain learning materials that are easily understood by students, 2) mastering science according to what they teach, 3) sophisticated mastering technology in learning, 4) can be a friend to study students, 5) good at making metaphors or parables in learning in class, 6) humorous but firm and disciplined, 7) empathize and love students, 8) willing to hear thoughts/answers students, 9) the good managing in the class, 10) have a sense of sincerity and realize that what they are doing is a calling from the soul, and 11) looks clean and tidy.

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