

EFFORTS TO CULTIVATE CHARACTER EDUCATION BY INCREASING THE SUPPLY OF QUALITY TEACHERS: ANALYSIS OF ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS (SDGS)

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Abstract

This paper aims to describe the achievements of character education by increasing the supply of quality teachers in Indonesia. The government is promoting the existence of an independent teaching platform so that teachers can learn independently and with guidance. It's not enough just to stop there, the Indonesian government also recruits driving teachers, which are now in batch 7. One way for character education to develop in students is to be in the hands of the teachers, so quality teachers are urgently needed. The method used is a qualitative study approach, based on the results of a literature study through several previously published sources of books, articles, journals. Efforts to instill character education in Indonesia are very urgent considering that currently it has just emerged from Covid-19, which has a major impact on the character of students and the government's role in overcoming these obstacles, one of which is by improving the quality of education in Indonesia in the form of education reform, there are five ESD priorities (Education for Sustainable Development) as part of the SDGs, namely Campus Merdeka, Adjustment of Bos Funds, Mobilizing Organizations, Mobilizing Teachers and Mobilizing School Programs, as part of the 2030 SDGs agenda. The number of mobilizing teachers for class 7 which reached 20,000 people has shown that there is a supply of quality teachers as an effort to instill character education in schools. The achievement of the mobilizing teacher in the process of inculcating character education can be seen in the results of the real actions made by the mobilizing teacher; each module they work on shows a significant change in student behavior, especially after studying module 1.4.

Keyword: Character Education, Mobilizing Teachers, SDGs

Abstrak

Tulisan ini bertujuan untuk mendeskripsikan capaian pendidikan karakter dengan meningkatkan pasokan guru berkualitas di Indonesia, pemerintah menggalakan adanya platform merdeka mengajar agar guru dapat belajar secara mandiri dan terbimbing. Tidak cukup hanya sampai disitu pemerintah Indonesia juga merekrut guru penggerak, yang mana kini sudah berada pada angkatan 7. Salah satu cara agar pendidikan karakter berkembang pada diri anak didik adalah berada di tangan para pengajar, maka guru berkualitas sangat dibutuhkan. Metode yang digunakan adalah pendekatan kajian kualitatif, berdasar hasil study literature melalui beberapa sumber buku, artikel, jurnal yang telah terbit sebelumnya. Upaya penanaman pendidikan karakter di Indonesia sedang sangat urgent mengingat saat ini baru bangkit dari covid-19, yang berdampak besar terhadap karakter anak didik dan peran pemerintah dalam mengatasi hambatan tersebut salah satunya adalah dengan peningkatan kualitas pendidikan di Indonesia berupa reformasi pendidikan, ada lima prioritas ESD (Education for Sustainable Development) sebagai bagian dari SDGs yaitu Kampus Merdeka, Penyesuaian Dana Bos, Organisasi Penggerak, Guru Penggerak dan Program Sekolah Penggerak, sebagai bagian dari agenda SDGs 2030. Jumlah guru penggerak angkatan 7 yang mencapai 20.000 orang telah menunjukkan adanya pasokan guru berkualitas sebagai upaya penanaman pendidikan karakter di sekolah. Ketercapaian guru penggerak dalam proses penanaman pendidikan karakter dapat dilihat pada hasil aksi nyata yang dibuat para guru penggerak, setiap modul yang dikerjakannya menunjukkan perubahan yang signifikan hadap perilaku siswa terutama setelah mempelajari modul 1.4.

Kata Kunci: Pendidikan Karakter, Guru Penggerak, SDGs

INTRODUCTION

The decline in moral quality in people's lives, especially among students, makes it necessary to apply character education. The school is the starting place to be able to fulfill

these roles and responsibilities. Have good values and help students shape and build their own character. Character education aims to emphasize specific values such as respect, responsibility, honesty, compassion, fairness, and motivation. To anticipate this, the Indonesian nation must improve in terms of human resources. As explained in the National Education System Law No. 20 of 2003 that education is determined by the state and the target of community education is getting better. Indonesian humanity is humanity that believes in and fears God Almighty, has noble character, is unique, independent, advanced, tough, intelligent, creative, competent, disciplined, ethical, professional, responsible, healthy both physically and mentally.

Teachers as the spearhead in education will be urgently needed for reform, so that Indonesia's educational goals can be achieved properly. The government with its driving teacher program is expected to be a solution to various problems that arise. Based on the background of the problems above, the authors took the research title "Efforts to Instill Character Education by Increasing the Supply of Quality Teachers: Analysis of the Achievement of Sustainable Development Goals (SDGs). The purpose of writing this article is to find out and understand what role a mobilizing teacher plays and what values a mobilizing teacher must have to strengthen the profile of Pancasila students to support character education. Previous research was conducted by Dewi Umi Kulsum and Hermanto with the title The Role of Motivator Teachers in Strengthening Pancasila Student Profiles as Resilience in 21st Century Character Education. The benefits of this research are expected to be a trigger and encouragement for teachers to take part in the teacher mobilization program.

Character building

Parents are the people who are most responsible for shaping the personality of their children, because the family is the most important and primary source of education before any other education. Parents also play a role in the personal development of their children at school. There are various activities parents can do. Observe children's behavior through student activity books made by the school and actively participate in routine or rotating activities carried out by the school in meetings with parents and homeroom teachers. In today's digital era, elementary school students are inseparable from gadgets and necessities. For them, gadgets are loyal friends. In such situations, parents should introduce their child to educational websites while using gadgets such as: Animated educational videos to keep children from getting bored or educational games to increase skills, awareness, videos and

devotional programs. lesson to learn. Parents also play a role in monitoring and limiting their children's cell phone use, schedule homework time, meet with friends and family, and use technology devices for educational purposes only.

The school environment is the basic environment that plays a very important role in the formation of a child's personality. Cultural heritage through the educational environment is the key to the successful formation of student personality. In fact, school is the most complete place to shape a child's personality, starting from general knowledge, science, to complete religious knowledge taught in schools. Skills, talents and interests trained. So if the government spends 20% of the state budget for education needs, there is nothing wrong with the government devoting itself to education. The role of the school is to carry out the government's mission, and through school policies, and through the hands of the teachers, the future destiny of the nation is in their hands.

Therefore the model of character education in the school environment is truly optimal and in accordance with the government's expectations, namely education for the life of the nation and the development of a complete Indonesian human being, namely human beings who are faithful and pious. We must make godly children have good personalities, and live for God Almighty. Have noble character, knowledgeable and capable, physically and mentally healthy, strong and independent in character, with a sense of social and national responsibility. Of course, this is not an easy task, so the school must meet several requirements.

- 1) Schools must be able to become the basis for the formation of student character after entering society.
- 2) Schools must be able to enforce rules, regulations and discipline properly.
- 3) Schools must be able to become a place of refuge from disturbances that can threaten children, both from peers and from outside the school.
- 4) Schools can teach specific skills and knowledge based on students' talents and interests.
- 5) Schools must be able to show empathy and concern for others.
- 6) Schools must be places where noble cultural values are transmitted to society. If done well, after graduation students will become good, courageous and tolerant individuals who can develop their talents according to their abilities.

The role of teachers and school members in shaping student personality. Teachers are second parents. As parents, teachers must treat their students like their own children. Discrimination, harsh treatment and words that hurt children are not allowed. Teachers must be role models for their students. Teachers are diligent in teaching and discipline, teach

tolerance of others, care about their students, and teach a simple life. It's a shame that there are still many good and loving teachers, but he never cares even if there is trash in the class, is rude to students, even though he himself taught him manners. These are things that are still seen in some schools.

Encouraging students to be honest, grateful, and obedient in worshipping God Almighty by getting them used to praying before and after lessons, praying on time, and developing good habits, can be trained. By holding a ceremony every Monday to foster a sense of love for the motherland and helping victims of natural disasters, students are trained to care for one another. This is important for the success of character building in schools. Of course it takes patience from the school, especially school teachers and parents, and not giving up every time the ingrained culture is implemented. school environment. Observing the school rules, the teacher must really apply the principles of Tut Wuri Handayani. That way you don't have to deal with violence, arrogance, anarchy and crime. students participate. Of course, the government and society want to create a golden future generation so that this country can be on a par with developed countries in the world.

Efforts to Cultivate Student Character

The school environment where children get character development is described in UUD no. 20 of 2003 concerning the Education System in Article 1 of the State as follows: Education is about creating an environment and learning process that enables students to actively develop a religious spirit, self-control, character, intelligence, noble character, and the desired abilities for themselves, society, and their own potential. This is a conscious and planned effort to do what the nation and state need.



Figure 1. How to shape student character in class

Student character building at school can be done in various ways. For example creating a reading corner, read aloud, literacy tree, etc. Smart teachers should organize themselves so that literacy activities are fun and not burdensome so that students can absorb every message from the literacy activities they carry out.

Qualified Teacher Supply with the Mobilizing Teacher Program

The MoEC program, specifically freedom of learning and teacher motivation has proven that different factors affect the quality of education to be the reason for announcing the program. Explained as "Free Learning", the Minister of Education and Culture said, "This means that educational units, namely schools, teachers and students have the right to freedom. Freedom to innovate, freedom to learn independently and be creative. Independent learning means freedom to learn. an atmosphere that is invisible is connected and does not feel overwhelmed for students seen having fun. They learn, seek information, discover their personal potential and are very enthusiastic and are manifested in the implementation of program assignments as indicators of key learning objectives (Nagri, Munastiwi & Santika, 2020: 582).

Regulations related to the teacher mobilization program are efforts to reproduce qualified pedagogical educators, starting with Law no. 14 of 2005 Article 8 explains the meaning of teacher professionalism which emphasizes that teachers must have competency standards both in terms of education, teacher certification and physical and spiritual health to achieve educational goals. (Darmawan, 2020). The number of driving teachers per generation continues to grow. There were 19,218 driving teachers registered in the first phase. The number of teachers registered for the second time was 19,218 people. Registration for Class III teachers for this group recorded an increase of 23,274. In addition, the number of driving teacher applicants continued to increase in the fourth recruitment, reaching 42,009. The number of registrants for the 5th Training Course increased significantly to 105,643. The number of registrants reached 131,444 in this 6th edition as well. Likewise with the practical instructors of batch 7, totaling 17,885 people. Registration for batches 8, 9 and 10 has been opened to meet the growing demand for quality teacher supplies.

Sustainable Development Goals

Change our world: The 2030 Agenda for Sustainable Development, consisting of 17 goals and 169 sub-goals, aims to eradicate poverty, reduce inequality, and protect the world over the next 15 years (2016). form a global action plan, effective from 2020 until 2030. Because environmental SDGs apply (universal) to all countries, all countries without exception have a moral obligation to achieve their SDGs goals. Increasing the education of the Indonesian population will accelerate the achievement of other goals and targets of the 17 SDGs, in particular increasing Indonesia's Human Development Index. Therefore, in

supporting the 2030 SDGs, the role of education is expected to increase Indonesia's competitiveness.

Goal 4 of SDGs is to ensure inclusive, equitable and quality education and enhance lifelong learning opportunities for all by 2030. 10 goals measured using 23 indicators have been set to achieve the goal of achieving healthy, successful and lifelong well-being by 2030. The aim is to ensure access to affordable and quality early childhood education, primary and secondary education, and vocational training, including tertiary education; to close the gender gap in education; building and improving child-friendly institutions; It aims to increase the number of teachers with efforts to achieve this goal reflected in the policies, programs and activities implemented by the government and non-governmental organizations.

Internationally, the quality of education in Indonesia ranks 64th out of 120 countries in the world according to the 2012 UNESCO Global Monitoring Report on Education for All. Indonesia ranks 57th out of 115 countries in the 2015 Education for All Index (EDI). In 2015, the report The most recent UN Development Program ranked Indonesia 110th out of 187 countries on the Human Development Index (HDI). Score 0.684. Indonesia is far behind its two neighbors in ASEAN, Malaysia (62nd) and Singapore (11th).

Based on the foregoing, the educational goals are based on the guidelines agreed upon by the United Nations Forum on the progress of the government's efforts to increase the achievement of the Sustainable Development Goals (SDGs) era of the Sustainable Development Goals and targets by 2030. It will also serve as a foundation. Promoted on August 2, 2015. Increasing the education of Indonesian citizens will accelerate the achievement of other goals and objectives of the 17 SDGs, in particular increasing Indonesia's Human Development Index.

METHODS

This study uses qualitative methods to describe the problem and research area. Qualitative methods are steps in social research to obtain descriptive data in the form of words and pictures. This is in accordance with the findings of Lexy J. Moleong that qualitative research data is collected in the form of words and pictures rather than numbers. Literature study, or what we usually call library research, is one of the most popular secondary data collection methods. Imagine, researchers only need some literature to assist in research or research conducted. Literature studies are also carried out with the help of library literature research and research collection or research related to books, literary materials and sources. Literature study is an activity that cannot be separated from research.

Theories behind the problems and areas studied can be found through literature studies. In addition, researchers can find out about similar or related research. And the research that was done before. By conducting a literature review, researchers can take advantage of all the information and ideas relevant to their research.

RESULTS AND DISCUSSION

Based on the number of prime mover teacher applicants which has increased from year to year, character cultivation can be achieved by habituation at school, because each prime mover teacher is required to take real action as a module assignment. The achievement of instilling character education has become one of the concrete manifestations of the learning outcomes of module 1.4, namely positive culture, this can be seen from the real action posts that are shared both via YouTube and on the independent teaching platform.

The task of the driving teacher is as an agent of change, with the values and role of the driving teacher. So it is ensured that the modules learned by the driving teacher while attending education are sufficient to be implemented in daily life in class, so that character education can be achieved. Likewise, the SDGs target in the field of education has proven to be at the level expected, this is evidenced by the results uploaded by the driving teachers. The supply of quality teachers through the teacher mobilization program has boosted students' habituation in the classroom, resulting in the desired character.

CONCLUSION

In Weber's concept the bureaucracy as a management apparatus plays a decisive role in the growth and development of organizations, and Weberians pay more attention to the standardized structure (bureaucracy) and the mechanisms to maintain this structure to ensure the achievement of organizational goals. (Bakti et al., 2018 this is the case with the teacher as a bureaucracy carrying out the function of education and teaching for the purpose of enriching the life of a nation. In this position, the teacher is the mover and pedagogic supervisor has a great responsibility in fostering knowledge and technology through education in schools .

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