

Enhanced Psychology and Activities of Pancabudi Students with the Role of Teachers in the Time of Covid 19

Munisa¹, Rita Nofianti², Rika Widya³, Salma Rozana⁴

^{1,2,3,4}Universitas Pembangunan Panca Budi Medan, Indonesia

Abstract

This study aims to determine the role of teachers in improving the psychology and morals of class X students of Panca Budi College and to find out how to improve the morals of class X students of Panca Budi College. (3) Inhibiting factors in improving the morals of students of X Panca Budi college. This research type is stratitative with direct observation and data retrieval at the research site and data collection techniques using observation, interviews, and documentation.

Keywords

psychology; moral; methods



I. Introduction

In the era of covid 19, humans are faced with changes which must be at home. And the unusual phenomena behind globalization have been responded to in various ways by many people, especially by those who have become the general public, especially the younger generation (students). The flow of change besides globalization increasingly shows how to lead the world. All free ideas are unlimited and have permeated the world community. Human activities cause countless human rights violations. The problem of moral decadence (decline) has been felt to be very global in line with global values. Various approaches have been and are being implemented to save human civilization from low moral behaviour. The importance of moral education is not felt by people whose majority are Muslims, but now it has begun to be applied in various countries.

Development of Islamic Religious Education Curriculum in Madrasah Schools and Universities communicate with anything in this world. Likewise, illegal drugs, liquor, and materialistic and hedonistic lifestyles are increasingly becoming symptomatic. Since the beginning, Islam has instilled an awareness of the obligations of its adherents to maintain good manners (adab) in various aspects of life because manners (adab) show the characteristics of personality qualities.

The word education, in Indonesian, comes from the word "educating," which has the prefix pe and the suffix an. In the Big Indonesian Dictionary, the word "dikti" means maintaining and providing training (teaching, guidance, leadership) regarding morals and intelligence of the mind. Thus, education is defined as "the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts." This understanding seems to explain that education contains three elements: the existence of a process, an act, and a way of educating. Teaching is also defined as a process, action, way of teaching, and all things related to teaching. Based on that explanation, the terms education and teaching, in Indonesian, on the one hand, are sometimes always interpreted the same way.

Education is considered to have a very important role in promoting the civilization of a nation. Good quality education can encourage the creation of a quality society, creative and productive until finally able to achieve welfare. Through this national education system, the government should be able to ensure equal distribution of educational opportunities, as well as the relevance and efficiency of education management to face

challenges in line with the changing demands of local, national and global life (Saputra, A. 2018).

The education of character values should be carried out in the family environment, but due to various preoccupations and parents' negligence, the school must be empowered to be able to provide the best students character educations. Why does it have to be at school? Because schools are the ones who have quality human resources, namely is teachers as the fasillitator. Supported by a variety of law enforcement, various school programs and a conducive school environment, the education of optimistic character values will be more successful (Sikumbang, A. et al. 2020).

Thus the formation of morals can be interpreted as a severe effort of forming children by using educational and coaching facilities that are well programmed and carried out sincerely consistently. This moral formation is carried out based on the assumption that morals result from coaching efforts, not happening by themselves. The spiritual potential in humans, including reason, anger, lust, fitrah, conscience, conscience, and intuition, is fostered optimally with the right way and approach.

Based on the results of preliminary research that has been carried out at the Panca Budi college, there are still many students who have morals that are not by Islamic teachings that are realized in their daily lives, be it against teachers or their colleagues. This is evidenced by the presence of students who talk or play cell phones during learning hours. Another thing is evidenced by students who sometimes mock each other, and eventually, a fight arose between the two. For this reason, the teacher councils constantly advise them and give strict sanctions to students who make mistakes that are not by Islamic teachings.

In providing moral development to students, cooperation from all school members is needed, such as cooperation between the principal/madrasah and all teachers, PAI teachers, and other subject teachers and homeroom teachers.

II. Review of Literature

2.1. The Role of Teachers in Improving Morality

The word teacher comes from Indonesian, which means the person who teaches. In English, the word teacher is found, which means teacher. In addition, there is the word tutor, which means a personal teacher who teaches at home, teaches extra, gives extra lessons, educator, educator, learner, lecturer, lecturer, speaker.

In Arabic, the term refers to the meaning of the teacher is more like al-alim (plural ulama) or al-Muslim, which means a person who knows and is widely used by scholars/educators to point to the teacher's heart. In addition, some scholars use the term al-mudarris to mean people who teach or people who give lessons. However, compared to the word al-mua'allim or al-ulama with the word al-mudarris, it turns out that the use of the word al-mua'allim or al-alim is more than the use of the word al-mudarris. In addition, there is also the term al-muaddib which refers to teachers who specifically teach in the palace.

Teachers are people who have the time specifically to provide education and learning to students. And a teacher is someone with a broader, more profound, or even more specific knowledge that can lead a child into the future.

When understood, the teacher's task is limited to the school wall and as a liaison between the school and the community. Even if it is detailed further, the teacher's duties are not only mentioned. According to Roestiyah N.K, that teacher in educating students are tasked with:

- a. Handing over culture to students in the form of intelligence, skills, and experiences.
- b. Forming a harmonious child's personality, according to the ideals and basis of our country, Pancasila.
- c. Preparing children to become good citizens according to the education law, which is the MPR decision no. II 1983.
- d. As an intermediary in learning.

By examining these points, you know that the teacher's job is not easy. The teaching profession must be based on the soul's call so that it can carry out its duties properly and sincerely. Teachers must get their rights proportionally with salaries worth fighting for more than other professions so that the desire to increase teacher competence and the quality of learning for students is not just a slogan on paper.

The Teacher is a profession that is always related to the education of the nation's children. He must have a lot of knowledge and skills and master the teaching materials in the curriculum to be taught to students. As an educator, the Teacher is a role model to be imitated and imitated by students in terms of attitude, behavior, character, noble character, diligence, and willingness to learn. They are hoping to shape the personality of students in the future. On the other hand, the Teacher is said to have a dual role. Why is that? Because the Teacher is an educator to create attitudes and behaviors that have moral and religious values and as a teacher who aims to deliver teaching materials, determine the learning evaluation tool used to assess the results.

a. Teacher as an educator

As an educator, the Teacher has the task of developing personality, fostering character, and providing direction to students to become virtuous children.

b. Teacher as Teacher

Teaching is giving knowledge to students, practicing skills, providing guidelines, guidance, designing teaching, implementing learning, and assessing learning activities.

c. Teachers as Guides

The Teacher can be likened to a travel guide, who is responsible for the smooth journey based on his knowledge and experience. In this case, the term travel does not only concern physical but also travel.

Mental, emotional, creative, moral, and spiritual deeper and more complex. As a travel guide, teachers need high competence to carry out the following four things: First, the Teacher must plan goals and identify the competencies to be achieved. Second, teachers must see the involvement of students in learning, and most importantly, that students carry out learning activities not only physically but also psychologically. Third, the Teacher must interpret learning activities. Fourth, the Teacher must carry out the assessment.

d. Teacher as facilitator

The teacher's main task as a facilitator is to motivate students, provide learning materials, encourage students to seek teaching materials, guide students in the learning process, and use punishment rewards as an educational tool.

2.2. Efforts to foster psychology and morals at the Panca Budi College

Where the school is an institution that helps create the ideals of families and communities, especially in education and teaching, which cannot be carried out perfectly in homes and mosques. So that to overcome so that there are no moral deviations for students, teachers must provide good role models for students because teachers will and are imitated. Especially for religious teachers who are good examples for students, as stated in the

proverb, "Teachers pee standing up, students pee running." This means that mistakes made by teachers will have more severe consequences for students.

Therefore the teacher must be an example in all circumstances; the teacher must be a good model. The desire to implement character education is undoubtedly based on the social reality that develops amid society regarding the emergence of moral decadence among the community, including the younger generation. The emergence of students in big cities and the number of young people involved in drugs and illegal drugs.

Religious education in schools is filled with faith, worship, the Koran, morals, sharia, muamalah, and dates. The material that is directly related to character is morality. With character education, students are expected to apply positive values, attitudes, and behaviors, such as good deeds, trustworthiness, hard work, civility, etc.

Such as leaving negative behavior such as lying, wasteful, prejudice, carelessness, cheating, envy, slander, and others. So, in this case, what needs to be considered in the context of implementing character development in schools are:

- a. Curriculum. The Ministry of National Education has designed that character education is planned in an integrative manner, meaning that character education is included in relevant subjects, such as religious education, Indonesian language, and Civics.
- b. Educator. Educators or teachers should be able to serve as role models for their students. Islamic Education in the National Education System in Indonesia, Jakarta: Prenada Media, 2007, p. 219-220
- c. Educational environment. The environment referred to here is the social environment of education in schools. The school environment should develop character insight towards building a socio-cultural order and climate in the world of schooling that is insightful and radiates noble character. The school environment and culture become an example or model for character education.
- d. Three education centers. To shape students' personalities, it is necessary to organize an effort that streamlines the relationship between the school and the family or parents.

III. Research Methods

The location or place of this research was carried out at the Panca Budi College School to choose this school in terms of the desire and interest of researchers to research and describe the role of teachers in improving students' morals in learning morals. In addition, research on this matter has never been carried out by other researchers at the school.

This type of research uses a type of qualitative research conducted by observing and searching for data directly at the research location and the object under study. According to Bogdan and Taylor, as quoted by Lexy Moleong, it is stated that qualitative research is a research procedure that produces descriptive data in the form of words. Written or spoken words from people and observed behavior.

This type of research method is descriptive qualitative. This selection is based on research that aims to research and find as much information as possible from a phenomenon. Theorization and hypotheses in this type of research are less needed. Descriptive qualitative is intended to describe a situation or a specific population area that is factual in a systematic way Lexy Moleong, *Qualitative Research Methods*, Bandung: Rosdakarya, 2010, p. 4. Phenomena and policies found through information and observations made at the research site are described factually and systematically.

IV. Results and Discussion

4.1. Basic

Bogdan and Taylor in Moleong define data analysis as a process that details formal efforts to find themes and working hypotheses suggested by the data and as an attempt to assist with these themes and working hypotheses. Thus the definition can be synthesized into data analysis is the process of organizing and sorting data into patterns, categories, and fundamental units of description so that themes can be found and working hypotheses can be formulated as suggested by the data.

Managing or analyzing data is a concrete effort to make data speak because of the large amount of data, the high value of the data collected as a result of the implementation of data collection; if it is not arranged in an excellent systematic, the data will undoubtedly be language mute material. Because the researcher used qualitative research, the data analysis was carried out during data collection and after data collection was completed. The data is analyzed carefully and thoroughly before being presented in a complete and perfect report. Which begins with sorting out the data, which data should be presented, and which data should not be presented. Then classify the data to be analyzed, and the last is to analyze the data to conclude. Checking the validity of the data is carried out to obtain valid results and can be accounted for and trusted by all parties. To determine the validity of the data, the researcher uses several techniques, including: with Extended Participation

The participation of researchers is very decisive in data collection. This participation is not only done in a short time but requires an extension of participation in the research setting. This means that the researcher stays in the research field until the saturation of data collection is reached.

The purpose of extending participation in this research is the researchers' efforts to involve themselves in the school community. After the researcher has obtained a lot of information about the data needed during the research period, the researcher will increase the time of research involved in daily life until it is stated that the data obtained is deemed valid and can be accounted for. Panca Budi College School in Medan While the purpose of this school is to make students knowledgeable, have faith, and have good morals.

Table 1. Student Condition Data

Years	Class			Totals
	X	XI	XII	
2016/2017	35	39	36	110
2017/2018	42	35	39	116
2018/2019	40	42	35	117
2019/2020	38	40	42	120

Based on researchers' observations through observations, the total number of teachers at the Panca Budi Medan College is 34 people. All teachers in this school have a Strata 1 education.

Tables 2. Kondisi Sarana dan Prasana

No	Types	Total	Area M Unit	Owner	Conditions
1	Land	1	5725 m ²	One's own	Good
2	Building	3	120 m ²	One's own	Good
3	Principal's office	1		One's own	Good
4	Administration room	1		One's own	Good
5	Classroom	5		One's own	Good
6	Teacher's room	1	5 x 5 M	One's own	Good
7	Canteen	4		One's own	Good
8	Teacher's Bathroom	4	2 x 2 M	One's own	Good
9	Student's Bathroom	1	2 x 2 M	One's own	Almost Perfect
10	Girls' Bathroom	1	2 x 2 M	One's own	Almost Perfect
11	Wall Magazine Board	5	3 x 1,5 M	One's own	Good
12	Trash can	10		One's own	Good
13	Flagpole	1		One's own	Good

4.2. The role of the Teacher in improving the psychology and morals of the students of Panca Budi College.

The Teacher is a profession that is always related to the education of the nation's children. He must have a lot of knowledge and skills and master the teaching materials in the curriculum to be taught to students. Still, the Teacher is also tasked with educating students to become better and build the characteristics of the students. Teachers must also direct students to things that build their creativity and not allow students to fall into things that interfere with learning. And also, the Teacher must be able to develop personality and foster student character.

From the interview results above, the researcher can conclude that the principal emphasizes that every Teacher in his school must become a professional teacher, not only a teacher who knows to teach but also must be able to educate students to be better. Then the researcher interviewed the Islamic religious education teacher, he said:

Teachers are the unsung heroes. The Teacher is a job that the government needs to pay attention to. Because the Teacher can educate a human child from which he does not know anything until he knows everything that exists in this world. However, not all teachers who Interviews with principals who can educate their students properly and correctly, because maybe the Teacher is not the job of this Teacher as a very respected profession. Sometimes some teachers know that they only give questions to students without explaining the lesson well. Even though being a teacher is explaining lessons and giving questions or assignments, the Teacher is the educator, which will be able to develop the personality and character of the student.

From the interview results above, the researcher can conclude that the Teacher is very influential to all humans because, with the Teacher, the great humans who are out there can become great and respected people. However, not all teachers are successful in educating their students because the Teacher's ability has a limit as well. And not all teachers also fail in educating their students. According to the Principal said:

The Teacher is said to be a teacher, it does not mean that the Teacher's job is to teach only, but the Teacher can also provide knowledge to students by practicing their skills. For example, with poetry reading skills, teachers must actively teach these poetry skills to students. Then the students were given guidelines on how to read the poem correctly and adequately. From the interview results above, the researcher can conclude that the Teacher must also be able to provide knowledge and skills to students.

V. Conclusion

From the information presented in the previous chapter, the following conclusions can be drawn:

1. The teacher's role in improving the psychology and morals of students is perfect and has been applied by teachers in this school. Because by applying morals in educational learning, students become children who have good morals. By applying these morals, students in this school can appreciate the teachers in this school more. The principal also plays a vital role in improving the morals of students because the principal is the leader in the school; good or bad students depend on what is taught by the teacher, and good or bad teachers are the responsibility of the principal himself.
2. How to improve students' morals in learning, namely by getting used to
 - 1) Being kind,
 - 2) Repent,
 - 3) obey religious law,
 - 4) Be good to each other,
 - 5) Fair,
 - 6) Dress according to religious law,
 - 7) Remember the life history of the Prophet
 - 8) Hang out with good people.

The Islamic religion is assisted by students who have good morals in the classroom, so students who have bad morals will sooner or later be affected by students who have good morals.

References

- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Bumi Aksara. 2008.
- Aziz, Erwati. *Prinsip – Prinsip Pendidikan Islam*, Solo: PT Tiga Serangkai Pustaka Mandiri. 2003
- Abrianto, D., Setiawan, H. R., & Fuadi, A. (2018). Implementasi Kurikulum 2013 Pada Mata Pelajaran Alquran Hadits di MTs. Swasta Teladan Gebang Kab. Langkat. *Intiqad: Jurnal Agama dan Pendidikan Islam*, 10(2), 283-298.
- Aspan, H., Sipayung, I. M., Muharrami, A. P., & Ritonga, H. M. (2017). The Effect of Halal Label, Halal Awareness, Product Price, and Brand Image to the Purchasing Decision on Cosmetic Products (Case Study on Consumers of Sari Ayu Martha Tilaar in Binjai City). *International Journal of Global Sustainability*, 1(1), 55-66.
- Aspan, H. (2017). "Good Corporate Governance Principles in the Management of Limited Liability Company. *International Journal of Law Reconstruction*, Volume 1 No. 1, pp. 87-100. Edison, Mengangkat Anak, Dimuat Dalam Majalah Bulanan *Jurnal Renvoi*, No. 23 Tahun II, April 2010.
- Aspan, H. (2017). "Peranan Polri Dalam Penegakan Hukum Ditinjau Dari Sudut Pandang Sosiologi Hukum". *Prosiding Seminar Nasional Menata Legislasi Demi Pembangunan Hukum Nasional*, ISBN 9786027480360, pp. 71-82.
- Aspan, H., F. Milanie, and M. Khaddafi. (2015). "SWOT Analysis of the Regional Development Strategy City Field Services for Clean Water Needs". *International Journal of Academic Research in Business and Social Sciences*, Vol. 5, No. 12, pp. 385-397.

- Aspan, H. (2014). "Konstruksi Hukum Prinsip Good Governance Dalam Mewujudkan Tata Kelola Perusahaan Yang Baik". *Jurnal Dialogia Iuridica Universitas Maranatha Bandung*, Volume 2 No. 2, pp. 57-64.
- Daulay, Haidar Putra. *Pendidikan Islam Dalam Sistem Pendidikan Nasional di Indonesia*. Jakarta: Prenada Media. 2007.
- Departemen Agama RI. *Al Quran dan Terjemahnya*. 2005. Departemen Agama RI. *Al-Qur'ān al-Karim dan Terjemahnya*. 2002.
- Djamarah, Syaiful Bahri. *Guru Dan Anak Didik dalam intraksi edukatif*. Jakarta: PT. Rineka Cipta. 2008.
- Ketaren, A. H. S. (2018). Analisis Yuridis Tindak Pidana Cybercrime dalam Perbuatan Pidana Pencemaran Nama Baik Ditinjau dari Undang-Undang No. 8 Tahun 2011 Tentang Informasi Transaksi dan Elektronik dan Hukum Pidana.
- Medaline, O. (2018). The Development of "Waqf" on the "Ulayat" Lands in West Sumatera, Indonesia. *Journal of Social Science Studies*, Microthink Institute.
- Saputra, A. (2020). Allocation of Education Budget in Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journa)*. P. 142-148.
- Sikumbang, A. et al. (2020). Teacher's Islamic Communication Strategy in Character Education through Parenting Program atSDITAl Fityan Medan School. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 1860-1868.