The role of teachers in learning at state elementary school 1 Morotai island regency

Gullyt Karlos Papingka, Hetty Tumurang and Roos MS Tuerah

Abstract
This study aims to determine the role of teachers as educators, instructors, and trainers in learning at Primary Schools (SD) State Superior 1, Morotai Island Regency. This type of research is a descriptive qualitative method. Research sources are classroom teachers as informants to determine the role of teachers as educators, instructors, and trainers in learning. The place of research is at State Elementary School 1, Morotai Island Regency. Data collection techniques are observation, interviews and documentation. The data analysis technique is based on the theory of Miles and Huberman with a sequence of steps for data reduction, data presentation, and drawing conclusions. The validity of the data is done through triangulation of sources, techniques and time. The results of this study indicate that (1) Primary Elementary School Teachers in Morotai Island Regency are known to have a role in educating students responsibly in developing the potential of students in the affective, cognitive, and psychomotor domains, as well as having sincere and sincere feelings in educating and make students comfortable to come to school and comfortable in learning, (2) Primary Elementary School Teachers in Morotai Regency are known to have a role to teach in providing information related to knowledge to students so that they can be understood easily for students, (3) Primary school teachers of 1st State Elementary School in Morotai Regency are known to have a role in training students to develop the interests and talents that exist within students, so that they can be used for good things in the school environment and outside the school environment.

Keywords: Teacher, learning, elementary school

1. Introduction
Education is scientific knowledge (science) experiencing continuous development as is the case with science (Seto Mulyadi et al. 2018:1) [31]. In addition, education is a learning process or effort carried out by a person or group to gain knowledge in order to become an adult or reach a higher level of life. In the context of education in schools, teachers play a very important role. This can be understood because the teacher is the spearhead of the implementation of education in the field. Teachers are the implementers of the teaching and learning process in schools, and the success of their teaching will determine the success of education in general. Therefore, it is natural that the government and society (especially parents of students) expect a lot from teachers to achieve educational success in Indonesia.

In the general provisions of the Law of the Republic of Indonesia Number 14 of 2005 Chapter 1 Article 1 concerning teachers and lecturers it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students at the formal education level. In this case, the role of the teacher is needed to educate students in the world of education. One of the tasks carried out by teachers in schools is to provide services to students in accordance with school goals. And the role of the teacher is the main key in developing the potential of students and providing useful learning experiences for students. The role of the teacher is one of the most dominant and most important factors in formal education in general because for students, teachers are often used as role models, even self-identification figures. Therefore, teachers should have adequate behavior and professionalism to develop their students as a whole, teachers need to master various things as their competencies.

According to Ahmad Sopian, (2016:93) [32] that the role of the teacher must also be racing in learning, providing learning facilities for all students, in order to develop their potential optimally. In addition, helping students in the process of self-development and can optimize
The teacher's role as a professional educator contains several elements, namely personality, knowledge and skills. Of the three elements have an important role for teachers including educators, teachers, and trainers, (Oemar Hamalik, 2002:43) [18]. The role of the teacher as an educator is that the teacher is able to change his behavior to become a professional teacher. An educator must maintain authority in front of students. The teacher is able to educate if he has emotional stability, has a great sense of responsibility to advance students, is realistic, is honest, and is open and sensitive to developments, especially to educational innovation (Oemar Hamalik, 2002:43) [18].

According to E. Mulyasa (2011:37), the role of the teacher as an educator is that the teacher becomes a role model and identification figure for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline. The role of the teacher as a teacher is a teacher who has intelligence, especially in terms of practical theory to become a professional teacher. According to Juhji (2016:55) [11], the teacher's role as a teacher is a teacher who gives lessons or provides subject matter in formal schools and provides lessons or teaches subject matter that is required to all students based on the established curriculum.

The role of the teacher as a teacher is to carry out their duties in planning and implementing learning in schools (Oemar Hamalik, 2009:124). In addition, teaching means teaching, educating, and training students are the duties of the teacher as a teacher. The teacher is who devotes himself to the world of education from educational efforts, always boils down to the teacher as the main component of education.

As a teacher or educator, the teacher is one of the determining factors for the success of any educational effort. That is why every educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts, always boils down to the teacher factor. This condition is termed in the science of education with the personification of the teacher as the main component of education.
The teacher's task in this case is related to providing knowledge (Transfer of knowledge). The task of the teacher as a professional requires continuous improvement of teacher skills and quality. Professionally qualified teachers, namely teachers who know deeply about what they teach, are proficient in how to teach it effectively and efficiently, and the teacher has a solid personality.

The next task of the teacher is the task of humanity. This task is one aspect of the teacher's task. This side cannot be ignored, because a teacher must be involved with life in society with social interaction. Teachers must instill human values in their students. That way students can be educated to have the nature of social solidarity. In the social field, it is the teacher's job which is no less important. In this field, teachers have the task of educating and teaching people to become Indonesian citizens with Pancasila character and morals.

Role is a dynamic aspect of position (status), if a person carries out his rights and obligations according to his position, and then he carries out a role (Soerjono Soekanto, 2002:243) [24]. The role is defined as a set of behavior, which is expected in various interactions with students, fellow teachers, and other staff. So that the teacher's role is consciously and planned to create a pleasant learning atmosphere, process learning so that students actively develop their own potential (Utomo and Anjaya 2013:35) [33]. The teacher's role is also one of the most dominant and most important factors in formal education in general, because for students the teacher is often used as a role model, even as a self-identification figure. Therefore, teachers should have adequate behavior and professionalism to develop their students as a whole, teachers need to master various things as their competencies. According to Ahmad Sopian, (2016:93) [2] that the role of the teacher must also be racing in learning, providing learning facilities for all students, in order to develop their potential optimally. In this case, the teacher must be creative, professional, and fun.

The teacher as an educator in this case is the teacher is able to change his behavior to become a professional teacher. An educator must maintain authority in front of students. The teacher is able to educate if he has emotional stability, has a great sense of responsibility to advance students, is realistic, is honest, and is open and sensitive to developments, especially to educational innovation (Oemar Hamalik, 2002:43) [18]. Why is that? Because a teacher is an example for students, therefore a teacher is able to change his behavior professionally.

The teacher as a teacher is a teacher who has intelligence, especially in terms of practical theory to become a professional teacher. Teachers are tutors for their students. A tutor is someone who is able to provide learning with existing theories in fact and conceptually to listeners and connoisseurs in the theory explained by the tutor. This means that in this case the teacher as a teacher is a teacher who provides learning to students or practical theories, facts and concepts. The education and learning process requires practice skills, both intellectual and motor, thus requiring teachers to act as coaches. This is further emphasized because without practice a student will not be able to demonstrate mastery of the competencies developed in accordance with standard material. Therefore, the teacher must act as a coach, who tasked with training students in the formation of basic competencies, according to their respective potentials. The training carried out, in addition to maintaining basic competencies and standard materials, must also be able to maintain the individual differences of students and the environment.

2.2 Learning in elementary school

Learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students in the learning process. The role of the teacher as a mentor starts from the number of students who have problems. In learning, of course, there are many differences, such as there are students who are able to digest the subject matter, there are also students who are slow in digesting the subject matter. These two differences cause teachers to be able to arrange strategies in learning that are suitable for the circumstances of each student. Therefore, if the nature of learning is "change", then the nature of learning is "regulation". According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that learning is a process of interaction between educators and students and learning resources that take place in a learning environment. Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment interact with each other to achieve an expected result optimally in accordance with the goals that have been set.

The learning process is characterized by educational interactions that occur, namely goal-conscious interactions. This interaction is rooted in the educators (teachers) and pedagogical learning activities for students proceed systematically through the stages of design, implementation, and evaluation. Learning does not occur instantly, but proceeds through certain stages. In learning, educators facilitate students so that they can learn well. With this interaction, it will produce an effective learning process as expected.

According to Trianto (2009:19) [32] that learning is an aspect of a complex activity and cannot be fully explained. In simple terms, learning can be interpreted as a product of continuous interaction between development and life experience. In essence, Trianto revealed that learning is a conscious effort from a teacher to teach his students (directing students' interactions with other learning resources) with the aim that the goal can be achieved. From the previous description, it is clear that learning is a two-way interaction of teachers and students; between the two there is communication that is directed towards the targets that have been set.

Learning patterns that occur today are often still transmissive, namely students passively absorb the knowledge structure given by the teacher or only in textbooks. Meanwhile, according to Hudojo (Aprida Pane, et al. 2017:338) [1], that the learning system in the constructivist view provides a real difference. The characteristics are: (a) students are actively involved in their learning and learn the material meaningfully by working and thinking; and (b) new information must be linked to previous information so that it integrates with the knowledge possessed by students.

It can be concluded that this learning activity is carried out by two actors, namely teachers and students. The teacher's
behavior is to educate, teach, and train and the learner's behavior is to learn. Teaching behavior and learning behavior cannot be separated from the lesson material. Thus, learning is basically a planned activity that conditions or stimulates a person to learn well, so that this learning activity leads to two main activities, namely how people take action to change behavior through learning activities and how people carry out acts of transmitting knowledge through learning activities, teaching activities. Therefore, the meaning of learning is an external act of learning, while learning is an internal act of learning.

3. Research method
This study uses qualitative methods, humans as research tools, the benefits of qualitative methods rely on inductive data analysis. According to Creswell J.W. (2010:4) [4] qualitative research is methods to explore and understand meaning by a number of individuals or groups of people originating from social or humanitarian problems. Meanwhile, Sugiyono (2010:15) [26] states that qualitative research is research based on the philosophy of positivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and qualitative research results are more meaningful than generalizations. The purpose of qualitative research is to understand individual views, seek to find and explain the process, and explore in-depth information about the subject or limited research setting.

A qualitative research approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. So that the type of research used is descriptive qualitative method, which aims to provide a systematic, factual, and accurate description of the teacher's role in learning at State Elementary School 1, Morotai Island Regency. The place of this research was carried out at the State Primary School 1, Morotai Island Regency and the time of this research was carried out in the second semester of the 2020/2021 school year, between January-April 2021.

Researchers act as data collectors or as the main instrument in an effort to collect data in the field, the subjects of this research will be research informants who provide various information needed during the research process. Research informants were selected based on the snowball sampling technique, namely by looking for key informants, namely those who know and have various basic information needed in research or informants who know in depth the problems being studied. So that the initial informant was the class teacher of the State Elementary School 1, Morotai Island Regency.

Data collection techniques used in this research is primary data and secondary data.
1. Primary data in this study is data obtained directly from the source/respondent by using interviews and observations. The data used through interviews and observations related to the target of this research is how the role of teachers as educators, instructors, and trainers in carrying out learning in State Elementary Schools 1, Morotai Island Regency.
2. Secondary data in this study is data obtained from references and information related to the problem in this study in the form of an overview of the teacher's role in learning.

Data collection techniques were carried out by interview, observation and documentation. Then the data analysis technique used by the researcher is an interactive analysis technique. In conducting data analysis, there are steps taken according to Miles and Huberman (Sugiyono, 2011:246) [28], which consist of three activity lines that occur simultaneously, namely: data reduction, data presentation and conclusion drawing.

4. Result and Discussion
4.1. The role of teachers as educators
Educational activities aim to change the behavior of students for the better. Teachers not only teach but also have to educate, as the results of observations made by researchers at the State Primary School 1, Morotai Island Regency, it is known that the role of teachers as educators in learning is increasingly showing positive things, such as being able to educate students in good things, and teachers can be responsible with their duties as educators, and have a good personality with students, and have a sincere heart in educating students, and able to work together in educating the character of students. Based on the results of interviews that researchers have conducted with informants at the State Elementary School 1, Morotai Island Regency, it is known that teachers have a role to educate students responsibly in developing the potential of students in the affective, cognitive, and psychomotor domains. Teachers must also have a sincere feeling in educating so that students are comfortable to come to school and in the learning process. Not only receiving material that must be accepted by students, but also attitudes that need to be taught to students such as teaching good things, courtesy, and respect for fellow students both in class and outside of school. In addition, it is also necessary to form the characters of students so that they can be disciplined and independent.
According to Imam Wahyudi (2012:14) [10], the teacher's role as an educator is to foster mentality, form morals and build a good and integral personality, so that its existence will be useful for the homeland and nation. Therefore, the role of the teacher as an educator is very important, useful and useful for students in developing the good character of students in learning. The most important thing from the teacher's role as educator is to continue to instill motivation to students to study hard, because with good motivation that is continuously given can change the behavior of students to be more enthusiastic about learning.

4.2 Teacher's role as a teacher
The teacher's task is to teach science to students by conveying material in the learning process using media, strategies and methods that make students understand the material provided faster. In accordance with the results of observations made by researchers at a public elementary school 1 Morotai Island Regency, it is known that the teacher's role related to his role as a teacher in learning shows that the teacher has mature readiness such as preparation of the syllabus, lesson plans, media and teaching aids, as well as sources of learning materials for the 2013 curriculum, via the internet and other library materials, to
be given to students so that they are not passive in participating in the learning process. Based on the results of interviews that researchers conducted with informants at public elementary school 1 Morotai Regency, it is known that the teacher's role as a teacher is that the teacher must provide information related to knowledge to students so that it can be understood by students. The learning objectives that have been designed by the teacher are conveyed to students in various ways so that they can be understood by students. Teachers as teachers are also able to develop existing materials in a simpler way so that they are easily understood by students. Meanwhile, Sudjana (2010:15) [27] the role of the teacher as a teacher is the role of the teacher who is responsible for planning, implementing and evaluating learning. Therefore, in planning learning, teachers must have the knowledge and ability to design learning, as well as the use of relevant learning resources and media so that learning becomes more effective and students are able to absorb the material presented by the teacher.

4.3 Teacher's role as trainer
The teacher also has a role as a coach so that students have good attitudes and behavior. As for the results of observations made by researchers at State Elementary School 1 Morotai Regency, it is known that the teacher's role as a trainer in learning can develop the interests and talents of students, and students are skilled, independent and able to develop their work by themselves, and carry out morning expressions that guide cooperation of classroom teachers to train the abilities of students such as memorizing Pancasila, the Constitution, and other learning materials. Based on the results of interviews conducted by researchers with informants at State Elementary School 1 Morotai Regency, it is known that the teacher's role as a trainer is very important in developing students' skills, as well as training students' skills, interests and talents and can increase students' self-confidence. Every student has skills, therefore, teachers need to be trained so that they can produce good and useful works for many people. The process of education and learning certainly requires skill training, whether intellectual or motor skills. In this case the teacher will act as a trainer to develop these skills. This is more emphasized in the 2004 curriculum which has a competency base (Dea and Nabila, 2020:44). Without training, of course, a teacher will not be able to demonstrate mastery of basic competencies and not proficient in skills that are in accordance with standard material. Therefore, teachers must also be able to pay attention to the individual differences of students and their environment.

5. Conclusion
From the description above, the conclusions of this study are the role of the teacher as an educator in learning is to educate students with a sincere heart, be responsible sincerely, and improve the character of students, in developing their potential and skills in affective, cognitive, and psychomotor. The teacher's role as a teacher is an agent in transferring knowledge to students, and developing subject matter based on the curriculum and experience as a teacher. The role of the teacher as a trainer is to develop the skills of students, and train the skills, interests and talents of students, and can increase the self-confidence of students.

6. References
1. Ahmad Barizi, Muhammad Idris. Menjadi Guru Unggul. Jogjakarta:ArRuzz Media 2010.
2. Ahmad Sopian. Tugas, Peran, dan Fungsi Guru. Journal Tarbiyah Islamiyah 2016;1(1):88-97.
3. Apirda Pane DKK. Belajar dan Pembelajaran. Fitrah Jurnal Kajian Ilmu-Ilmu Keislaman 2017;3(2):333-352.
4. Creswell JW. Research Design:Penekatan Kualitatif, kuantitatif, dan Mixed. Yogyakarta:PT. Pustaka Pelajar 2010.
5. Colin Rose, Malcolm Nicholl J. Revolusi Belajar Accelerated Learning For The 21st Century. Bandung:Nuansa Cendekia 2020.
6. Departemen Pendidikan Nasional. Undang-Undang Nomor 20 Tahun 2003, Tentang Sistem Pendidikan. Jakarta:Depdiknas 2003.
7. Departemen Pendidikan Nasional. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen. Jakarta:Depdiknas 2005.
8. Ghony dan Almansur. Metodologi Penelitian Kualitatif. Yogyakarta:ArRuzz Media 2012.
9. Hamid Darmadi. Tugas, Peran, Kompetensi, dan Tanggung Jawab Menjadi Guru Profesional. Journal Edukasi 2015;13(2):161-174.
10. Imam Wahyudi. Mengejar Profesionalism Guru:strategis praktis mewujudkan citra guru professional. Jakarta:Prestasi Pustaka Publisher 2012.
11. Juhji. Peran Urgen Guru Dalam Pembelajaran. Journal Ilmiah Pendidikan 2016;10(1):52-62.
12. Kompri. Motivasi Pembelajaran Perspektif Guru dan Siswa. Bandung:PT. Remaja Rosdakarya 2015.
13. Mulyasa. Menjadi Guru Profesional. Bandung:Remaja Rosdakarya 2007.
14. Implementasi Kurikulum Tingkat Satuan Pendidikan, Kemandirian Guru dan Kepala Sekolah. Jakarta:BumiAksara 2010.
15. Menjadi Guru Profesional:Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung:PT Remaja Rosdakarya 2011.
16. Standar Kompetensi dan Sertifikasi Guru. Bandung:PT Remaja Rosdakarya 2012.
17. Shabir UM. Kedudukan Guru Sebagai Pendidik. (Tugas dan Tanggung Jawab, Hak dan Kewajiban, dan Kompetensi Guru). Jurnal UIN Alauddin 2015;2(2):221-232.
18. Oemar Hamalik. Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Bandung:PT Bumi Aksara 2002.
19. Proses Belajar Mengajar. Jakarta:PT Bumi Aksara 2002.
20. Kurikulum dan Pembelajaran. Jakarta. Bumi Aksara 2009.
21. Ramayulis. Metodologi Pendidikan Agama Islam. Jakarta:Kalam Mulia 2005.
22. Metodologi Pendidikan Agama Islam. Jakarta:Kalam Mulia 2013.
23. Sartika MT. Dan Erni M. Peran Guru Dalam Mengembangkan Kreativitas Anak Usia Dini di Tk Islam Terpadu AL-Muthi’inYogyakarta. Journal Ilmiah Tumbuh Kembang Anak Usia Dini 2019;4(2):35-50.
24. Soerijono Soekanto. Teori Peranan. Jakarta:Bumi Aksara 2002.
25. Syafiyul Bahri Djamarah. Guru dan Anak Didik Dalam Interaksi Anak Didik. Jakarta:Rineka Cipta 2005.
26. Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung: Alfabeta 2010.
27. Sudjana. Dasar-Dasar Proses Belajar Mengajar. Bandung: Sinar Baru Algensindo 2010.
28. Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung: Alfabeta 2011.
29. Sukmadinata, Nan Syaodih. Metode Penelitian Pendidikan. Bandung: PT Remaja Rosdakarya 2012.
30. Suyono, Hariyanto. Belajar dan Pembelajaran Teori dan konsep Dasar. Bandung: PT Remaja Rosdakarya 2016.
31. Seto Mulyadidkk. Psikologi Pendidikan dengan Pendekatan Teori-teori Baru dalam Psikologi. Depok: PT. Raja Grafindo Persada 2018.
32. Trianto. Mendesain Model Pembelajaran Inovatif-Progresif. Jakarta: Kencana 2009.
33. Utomo Dan Anjaya. Media Pembelajaran Aktif. Bandung: Nuansa Cendekia 2013.
34. http://ulfadwiyuliawati.blogspot.com/2016/01/pembelajaran-di-sekolah-dasar.html. Diakses pada 21 oktober 2020.
35. https://akucepatmembaca.com/peran-guru-dalam-proses-pembelajaran-guru-sebagai-pendidik-dan-pengajar/. Pada 21 oktober 2020.