

The Role of Catholic Religion Teachers in Building Student Character at the Sinar-Suani State Primary School Idanotae District

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Abstract. Character education in this era is a very urgent thing to do. Character education contains the following meanings: psychological traits, morals and manners that can make someone look different from other people. In this context, Catholic religious teachers are the main media for developing and realizing character education for their students through the Catholic religious education they provide. This research uses a descriptive qualitative approach, which is a research method used to examine the condition of natural objects. where the researcher is the key instrument. Data collection techniques were carried out using triangulation or combination methods. Data was collected by observation, interviews, documentation. The aim of this research is to determine the characteristics of better and superior Catholic religious students. The results of this research show that the role of Catholic religious teachers in building students' character has not yet been achieved optimally, so it is possible for teachers to look for and use better learning methods.

Keywords: Catholic Religious Teacher, Character, Primary School

1. INTRODUCTION

Teachers are educators, instructors, trainers, who continuously improve the attitudes and actions of students so that day by day they show increasingly better attitudes and traits and character. Teachers must not only appear in teaching but also teachers must be able to set an example for their students. Angga Putra in his book Guidance and Counseling says that a teacher must be a role model for students. This means that the teacher is a profile for his students. All movements and attitudes of a teacher simultaneously become an example for his students (Putra et al., 2022,p. 51).

The presence of a teacher is expected to be a professional educator, teacher and guide to improve students' academic achievement. and directing students becomes better. The teacher's responsibility as an educator has a difficult task because he carries out his profession as a teacher and forms the character of children at school. This is determined by the teacher's attitude in dealing with each problem so that students can follow the teacher's character (Wiyani, 2015, p. 40).

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The role of a teacher in education is very important and means that the teacher is the main actor both in transferring knowledge and in developing the personality, attitudes and character of his students. Afifah Khoirun Nisa concluded that regarding the role of teachers in character formation of students is as follows: The role of teachers in character education is not only visible during the learning process in class, but outside of learning process hours, teachers also always carry out their role in character education of students (Nisa, 2019, p. 21).

Furthermore, Yuniman Hulu's research, regarding the Role of Teachers in Character Development for Class III Students at SD Negeri 071154 Anaoma, Alasa District, concluded that the role of teachers in character education is very important in shaping students' character; The character values formed in students in Class III of SD Negeri 071154 Anaoma, Alasa District are religious, honest, disciplined, responsible, hard working, creative, independent, curious, fond of reading, tolerant, peaceful, democratic, communicative, appreciate achievement, nationalism, love of the country, care for the environment, social care and integrity (Hulu, 2021,p. 22).

Other research states that in connection with the role of teachers in forming the character of students in schools, Ainun Nabila in the journal *The Role of Teachers in the Formation of Students' Personalities* concludes. Based on the explanation of the problem above, it can be concluded that teachers provide guidance programs in religious activities, provide guidance books, then carry out supervision, assessment and evaluation as well as collaboration with parents. The final role of the teacher is the teacher as a leader, namely the teacher becomes a good role model for students and acts according to applicable norms (Nabila, 2023, p. 8).

Catholic Religious Education Teachers are expected to shape students' character, morals, manners and develop social skills. Students' social skills are one of the efforts developed by Catholic Religious Education teachers in schools. The application of social skills in learning needs to be improved by Catholic Religious Education teachers so that students are more skilled in all things (Datu & Wilhelmus, 2018, p. 10).

Regarding the role of Catholic religious teachers in efforts to build the character of Catholic religious students in schools, Intan Sakti Pius . The role of Catholic religious teachers as educators, teachers, mentors, trainers, advisors, reformers and role models. This conclusion is strengthened by the character formation of students who obtain presentations above eighty percent which shows very good interpretation. This character formation includes religious character, namely reading the Holy Bible, getting used to personal prayer. Formation of the character of honesty, including; honest with yourself, honest with friends, honest with parents

and honest with teachers. Based on the findings and discussion, it can be concluded that the role of teachers in developing students' character to be honest with parents is greater than other characters (X et al., 2022, p. 84-91).

Education is an important element in human life because through education we are formed and educated to become quality people. In other words, humanizing humans (Syamsudin, 2023, p. 10). Education is really needed by everyone to make people mature, with character, virtuous and responsible. This character education aims to increase the ability to avoid despicable traits that can damage oneself, others and the environment. So the formation of a person's character requires communities of character, because character education is a habituation (self-destruction). In schools the role of character education is very important. Because school is part of the process of developing character education, through the learning process, extracurricular activities, and collaborating with families and communities in its development (Sapriya, 2017, p. 1).

According to Retno Listyarti, a person's character can be observed in three aspects, namely: knowing goodness, loving goodness and doing goodness. Character education is not just teaching right and wrong, but includes a habituation process regarding good behavior so that a child can understand, feel and want to behave well so that good character is created (Listyarti, 2012, p. 4).

The function of character education is important because it is aimed at developing the basic potential in humans so that they become individuals who think well, have a good heart and behave well. Character education must be taught, made into a habit consistently so that it can have a good impact on every student. Meanwhile, teachers and educational institutions are figures who play a big role in the coaching process and the formation of character itself.

2. METHOD

The author in this research used qualitative research methods, specifically using a case study approach. Case studies are an in-depth qualitative research approach regarding groups of individuals, institutions, and so on over a certain period of time (Sugiarto, 2015, p. 12). In this research, the researcher used a purposive sampling technique, where the researcher selected a sample of data sources who had knowledge in accordance with the research to be researched and research needs, especially with regard to the role of Catholic religious teachers in building student character at the Sinar-Suani District Primary School. Idanotae, South Nias Regency.

Data collection techniques were carried out using observation, interviews and documentation techniques.

3. RESULT AND DISCUSSION

Character education is a term that is increasingly gaining recognition from Indonesian society today. Character literally comes from the Latin character, which means, among other things: character, character, mental qualities, manners, personality or morals. So that character can be understood as basic traits, personality, behavior/behavior and patterned habits (Tsauri, 2015, p. 43).

3.1. Understanding Character

The word character comes from Greek which means "to mark" and focus on how to apply good values in the form of actions or behavior. Therefore, someone who behaves dishonestly, cruelly, or greedily is said to be a person of bad character, while someone who behaves honestly and likes to help is said to be a person of noble character. So the term character is closely related to a person's personality. A person can be called a person of character if his behavior is in accordance with moral rules (Zubaedi, 2012, p. 12).

3.2. Catholic Religion Teacher

Catholic Religious Education Teachers are laypeople who are involved in taking part in the prophetic task of Jesus Christ who lives in society and is involved in the dynamics of community life. A Catholic Religious Education Teacher has a mission to proclaim good news and convey Catholic teachings centered on the person of Jesus Christ, especially to students at school. The aim is so that the message of Divine salvation can be understood and internalized by students for the sake of developing their faith (Sulardi, 2017).

3.3. The Role of Catholic Religious Teachers in Student Character Development

3.3.1 Teacher's Role as a Role Model

One of the roles of Catholic religious teachers in character education for students is to set an example. One of the roles of teachers in character education is that teachers are able to show good and positive attitudes and actions to students, namely showing exemplary attitudes (Hamalik, 2008, p. 9). In the context of exemplary Catholic religious teachers at the Sinar Suani Idanotae school, the teacher has shown an exemplary attitude towards his students, including praying, saying what he is and the teacher always starting his learning by greeting the students lovingly.

3.3.2 The Teacher's Role as an Inspirator

Catholic religious teachers are inspirations for their students. This means that teachers create and provide inspirational encouragement to their students. According to Wiyani, the role of the teacher as an inspirer is that a teacher must inspire enthusiasm to move forward by mobilizing all the potential he has in order to achieve spectacular achievements for himself and society (Wiyani, 2012, p. 85-87). Regarding the role of Catholic religious teachers at the Sinar Suani school in developing the ideas or abilities of their students, teachers always provide opportunities for their students with sufficient space and time to express the ideas they have.

3.3.3 Teacher's Role as Dynamist

The role of the teacher as a dynamist is one of driving change and activating students' talents. The teacher as a dynamist plays a role as a talent driver, which is done by holding extracurricular activities taught by the teacher according to his or her talents. So that students who have certain talents will be honed and the results will be entered into competitions or displayed at certain events. In building dynamic character in students at the Sinar Suani Idanotae school, Catholic religious teachers do not act closed to their students but always provide opportunities to develop themselves according to their talents and abilities.

4. CONCLUSION

Based on the results of research carried out using qualitative methods, researchers found that in building student character at SD Negeri 078539 Sinar-Suani, Idanotae District, Catholic religious teachers have attempted to develop the character of their students by playing their role as role models, as inspirers, as dynamists for their students. , although it is still not implemented optimally. This means that there is still the possibility of improvement and development with more effective methods.

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