

## THE ROLE OF CIVIC EDUCATION TEACHER'S PERCEPTION TO THE DEVELOPMENT OF LIFE SKILL STUDENTS OF SMP NEGERI I PULAU MOROTAI

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### Abstract:

This research discussed about the role of teachers Civic Education competence toward development of students life skills at SMP Negeri I Pulau Morotai. There are many ways can be applied to increase the quality of education, one of them is development of students life skills based on the students field. To enhance Human resourch takes a long time and it must be supported by thoughtful thinking, working hard and must be support by adequate facilities and infrastructures.

Based on the problems above, aims of this research includes: 1) To know the ability of teachers in guiding the students, 2. To know the role of teacher to increase the students life skill at SMP I Morotai. To collect the data in this research through observation, interview and documentation. Technique to analyze the data by using qualitative descriptive.

The result of this research shown that the teachers of Civic education at SMP Negeri I Pulau Morotai did learning prosses based on the criteria. Whereas the teachers prepare lesson plan, delivered the materials sistematically, care the students activity in the classroom, evaluating the materials in the last meeting dan scoring by using oral tes.

**Keyword:** teachers' competence, teachers' role, Students Life Skill .

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## INTRODUCTION

Human is "homo education" meaning that human being basically can educate and to be educated. Based on the nature of Allah creation who live individually to socialize in the society

and it is probably how and develop in his or him self as human being. Therefore, education must be the main factor.

According to Majid, (2015) educational concept has growth and faster develop in form of content, and the realization of multy program of education from the simple up to the complex, from the informal and non formal concept. Education is an activity which always stay aside to human life, since a simple civilized nation up to the higher of nation civilized.

Talking about education, it actually involves conscious effort to help children get to adulthood both phisicaly and metally, which is carried out by adult consciously and resposibility. Human who is about to be born needs to get any education from the parents in order to develop potential in his or her self, up to become adult phisically and mentally. As it has been stated by experts Harahap, Bahrudin. (2013), education is a guidance given by the adult to kid in order to be adult.

As a formal instituton such SMP N 1 Kabupaten Pulau Morotai there is always an effort to improve the quality of education. The level of development life skill of students really depen on components or educator in education. Beside teacher, parent has a big responsibility totally as the achievement made by students can affect positif sight from the school environmental, family, society to both parents who become model and example of children.

SMP Negeri 1 Kabupaten Pulau Morotai is one of the five formal education institution who effortful, maximalize the effectiveness of learning by planning and organize the learning process experienc, easily develop students life skill students. It is simply used as system of “input-process-product”. Input in the other side include students who haveseff potential and charateristic, teacher withe ability and experience, aims, materials, media, sources, and facility which can be managed and processed in teaching and learning process

By achieving the learning objectives in the term of developing students life skill, it means that the teachers are succesfully carried out learning process. The successfulness of learning goals can be known after evaluation being conducted.

## **LITERATURE STUDY**

Competition is a teacher’s basic ability, as it has been stated by Coper (2012) they are: (a), having knowledge about mastering learning and human behaviour, (b). Having knowledge and understanding basic skill in a field (c). Having exact behaviour on him or her self, school, mate, and nowledge in his field. (d). Having technical teaching and learning process.

The similarity agrumentattion also being described by Wirawan (2012) there are four compeence in must be master by the teacher thay are: 1. Mastering learning handout. 2. The ability to diagnose students’ behaviour. 3. The abilityto carry out learning process and 4. The ability to measure students learnin outcomes.

The learning process, b). Carry out learning process, leading classroom, manage the class, c). Giving score of learning process, d). Mastering materials in term of of the subject hold by teacher as well.

Four abilities above were whole the ability that must be fully undertand by the teacher proesionally. In order to make clear each items, it will be explained bellow clearly:

1. **The ability to plan learning program**  
The ability to plan teaching and learning programs for the teaching profession is the same as the ability to design buildings for an architect. He not only makes good drawings and has architectural value, but also must know the meaning and purpose of the design of the building he made. Likewise a teacher in a teaching learning plan or program.
2. **Carry out or manage the teaching and learning process**  
Carrying out or managing the teaching and learning process is the implementation phase of the teaching and learning process the ability required is the teacher's activity in creating and growing student learning activities in accordance with the plans that have been prepared in the planning. The teacher must be able to make decisions on the basis of an appropriate assessment, whether teaching and learning activities are stopped, or changed the method, whether repeating the previous lesson when students have not been able to achieve the objectives of the lesson.
3. **Assess the ability of the teaching and learning process**  
Every teacher must be able to make an assessment of the progress achieved in students both illuminatively and structurally objectively. Illuminative or opservative assessments are carried out with continuous observations about the changes and progress achieved by students. Whereas structurally objective assessment relates to the provision of numerical scores, or values that are willing to be done in the context of assessing student learning outcomes.
4. **Mastering teaching materials**  
The ability to master teaching materials as an integral part of the teaching and learning process, should not be considered a complement to the teaching profession. A teacher with a full professional level absolutely must master the material he teaches. The existence of textbooks that can be read by students does not mean the teacher does not need to master the material. It is ironic and embarrassing if it happens to students who know something about it first than the teacher.

### **The Role of Teachers in the Teaching and Learning Process**

Teachers as a profession have the task of educating, teaching, and training. Educate means the teacher can continue and develop life values. Teaching means the teacher can continue and develop science and technology. To train means to develop a teacher's skills and application. Teachers in the learning process act as instructors, class leaders, mentors, environmental regulators, partisans, expeditors, supervisor planners, Koselor dam motivators (Wijaya, 2014) the following are discussed:

#### **Teachers as Teachers (demonstrators)**

As a demonstrator the teacher has a role to be able to present learning material to students properly in accordance with the expected competencies or abilities. Therefore, the teacher should master the material to be taught. In class-based management the teacher has the authority to search, prepare and present the material appropriately. For this reason, teachers

should always develop themselves, improve, enrich knowledge through reading, continuous learning both through seminars, upgrading, training and further study.

Besides the knowledge related to the material and teaching (didactic and methodical) or teaching and learning competence. Teachers need to know the curriculum, prepare learning preparations, present learning material to students. In connection with the presentation of learning material teachers need to understand basic teaching skills (KDM), and can apply them in classroom learning.

#### 1. 1. Teacher as Class Manager

As class manager the teacher should be able to manage the class and its environment well. This means that the teacher is expected to be able to organize and utilize the classroom and its environment to support the achievement of learning objectives. Good classroom management can create motivation for students to learn and can create a sense of security, comfort, fun students in following the lessons. Good quality classes can be built through good personal relationships between teachers and students, through the provision and use of appropriate learning facilities. To create a good relationship with students the teacher needs to understand the theory of teaching and learning, and the theory of developmental psychology through this relationship, the teacher can guide the daily experience of students into independent behavior, which can reduce student dependence on teachers, students can do activities and control themselves .Guru Sebagai Mediator

As a mediator the teacher should have sufficient knowledge about educational media as a communication tool in the learning process, have sufficient skills to choose, use, and endeavor the media in accordance with the objectives, materials, methods, evaluation of learning, skilled, interacting, and communicating that encourage the continuation good social behavior, develop personal interaction styles, and foster positive student relationships. Teachers should be able to work on learning resources that can support the achievement of learning objectives such as textbooks, magazines, newspapers, and resource persons.

#### 2. Teacher as Evaluation

As an evaluator, the teacher should be able to conduct an evaluation to find out the achievement of learning objectives, student mastery of the material being taught, the accuracy and effectiveness of the method, knowing student achievement, as feedback. The evaluation can be done at any time or periodically according to its purpose.

#### 3. Teacher As Administrator

As an Administrator, the teacher has a role: a). as an initiative maker, director, and planner in education. b). Community representatives in the school environment, c). People who are experts in subjects, who are obliged to pass down culture to the younger generation. D). Discipline enforcers, e) Implementing education administration, f). Young generation leaders and, g). Translator to the community

#### 4. Teacher as a Person

As the teacher's personal role, a) Social workers, whose job is to assist community activities. b). Scientists in charge of studying knowledge, c) Old people who always represent parents of students at school, d) Providing examples for students, e) Providing security for students

## Understanding Student Life Skills

Life Skill or life skills are skills possessed by someone to be able to deal with life's problems and a reasonable life without being depressed, then proactively look for and find solutions so that they are finally able to overcome them.

### 1. Types of Life Skills

Life skills consist of five types, namely:

#### a. Personal or personal skills (personal skills):

1.1 Self-appreciation as a creature created by God Almighty, community members and citizens.

1.2 Be aware of and be grateful for strengths and weaknesses

#### b. Rational Thinking Skills (Thinking Skill)

1.1 Ability to explore and find information.

1.2 Ability to process information and make decisions

1.3 Problem solving skills

#### c. Social skills or skills between personal (Social Skill)

1.1 Communication skills

1.2 Ability to work together

#### d. Academic skills or scientific thinking skills (academic skills)

1.1 Taste identifies variables and explains the relationship between these variables.

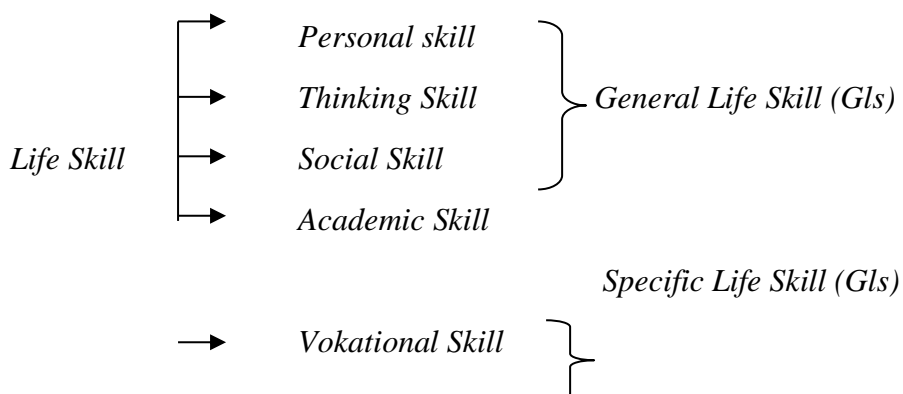
1.2 Ability to formulate hypotheses

1.3 Skills in designing and conducting research

#### e. Vocational skills or vocational skills:

1.1 Skills related to specific occupations in the community.

Of the five skills can be grouped again into two large groups namely: general life skills (general life skills or GLS) and specific skills (specific life skills or SLS) Arief, A. (2012), as seen as in following scheme.



Dimayati and Mudjiyono. (2010) General life skills that are general life skills (gls) are skills that are needed by anyone, whether they are working, not working or who are studying. Life skills that are specific (SLS specific life skills) are skills that are needed by someone to deal with specific or particular field problems which are also called technician competencies.

In real life between GLS and SLS do not function separately but merge into an individual action that involves physical, mental, emotional and intellectual aspects.

The concept of life skills in SMP Negeri 1, Morotai Island Regency is a discourse of curriculum integration which has long been the concern of experts. Therefore, in the context of developing the syllabus, the concept of life skill needs special attention. Life skill is one of the focuses in developing syllabus for subjects that emphasize the taste of life or work. In the development of the syllabus, life skills should be understood as: a) What skills (life skills) that are relevant to students learning at SMP Negeri 1, Morotai Island, what they must master after completing certain basic competencies or competency standards, b) What learning materials must learned as a vehicle to master these abilities, c) Activities and experiences such as what must be done and experienced by students themselves so that they master the basic competencies or certain competency standards, d) Facilities, tools and learning resources how to provide to support achievement of certain basic competencies or competency standards.

Thus life skills have a broader meaning than certain work skills (Vocational Skill). Thus life skills are more precisely defined as the taste of life. The understanding of the taste of life here, does not merely have certain abilities, but it must have the basic competencies of its supporters such as reading, writing, calculating, formulating, and solving problems, managing resources power, work in teams or groups, continue to learn at work, use technology and so on. Life skills show the abilities that a person needs to lead a successful, happy and dignified life in society. Life skills are abilities that are needed throughout life, ownership of complex thinking skills, effective communication skills, ability to build cooperation, carry out roles as responsible citizens, have readiness and ability to work and have character and ethics to enter the work world , Anwar, (2014).

### **Factors that hinder the duties and responsibilities of a teacher**

The teacher is a civil servant or not a civil servant who is given the duties, authority and responsibilities of the official authorized to carry out education in the school (Menpan's decision number. 26/1989 Article 1 paragraph 1).

In carrying out their duties, teachers are often confronted with various problems, both problems that are chairy and problems that can hinder and interfere with the smooth running of the main tasks they are undertaking. The success of national education depends very much on the readiness and hard work of teachers to manage education professionally. To achieve the above success, of course, pay attention to the things below that have been hindering the duties and responsibilities of a teacher, among others: 1) The uniformity of the teacher's ability in the learning process and mastery of knowledge, 2) The absence of an accurate measuring tool to find out the ability of teachers, 3) Guidance that is done does not reflect the needs and, 4) Inadequate welfare, Agung Usman, Moh. (2012).

## **RESEARCH METHODS**

### **Types of research**

In accordance with the main problems that have been formulated, this research uses descriptive qualitative method, basically it is an investigation process. From an investigation will gather the main data and at the same time additional data (Sugiyono, 2010).

### **Place and time of research**

The research was carried out in SMP Negeri 1 Pulau Morotai Regency, when the study was conducted for 3 months, starting from June to August 2019.

### **Research subject**

In this study, the technique of determining research subjects is intended so that researchers can obtain as much information as possible related to the problem studied by researchers. As for the subjects of this study were the school principal, vice principal of curriculum and Civics teacher at SMP Negeri 1 Pulau Morotai Regency.

### **Data Collecting Technique**

In this study, researchers used several instruments, namely: 1). Observation, that is, the research makes direct observations at the research location to obtain a general description of the problems to be investigated, 2) Interviews (interviews) are conducted by dialogue with respondents who are considered to have and are able to provide information about the issues discussed, 3) Documentation, Use of studies documentation in this study is intended to find important data for the purposes of description in this study whose data is already contained in written documents, such as city profiles, school profiles, school structures, documentation can also be used as a resource, who can answer questions asked to him.

Based on the Data Collection Techniques described previously, the research was conducted with the intention of obtaining raw data and then processed it into standard data. Based on this, the data obtained will be classified into primary and secondary data.

Primary data are mainly data obtained directly from the original source, especially interviews with related parties and questionnaires. Whereas secondary data mainly concerns data obtained through notes or data that have been prepared at the school concerned.

After knowing the source of the data collection, the researcher conducted a procedural data collection. First the researcher makes observations to check the feasibility of the study, then the researcher determines whether the location can be reached as a research object. Because in a study the effectiveness of the time and efficiency of funds needed is a top priority, (Sugiyono. 2010).

The next step the researcher determined was the source of the instrument (resource persons), then conducted an oral interview by advancing a number of questions related to the development of teacher competency in SMP Negeri 1, Morotai Island Regency.

The use of the questionnaire was carried out by the author when the power collected through oral interviews was considered incomplete by him.

## **Data analysis technique**

To further enrich the data and understand the phenomena under study, the data analysis technique is descriptive qualitative, namely problem-solving research that exists at present includes various techniques of analyzing and completing research by techniques, interviews, sampling, observation, whose characteristics: 1) Focusing on solving existing problems in the present, 2) Data first collected, compiled and then analyzed (analytic method).

Data is tested by:

1. Comparing one opinion with another opinion.
2. Look for the similarity of respondents' opinions with one another.
3. Conclusions can be drawn from the presentation of the presentation in the form of words or sentences.

## **DESCRIPTION OF RESULTS**

### **The Role of Civics Teachers in Improving the Quality of Teaching and Learning**

The results of an interview with Mr. Ade Abdurahman, a PKn teacher, SMP Negeri 1, Morotai Island, said that in the teaching and learning process, teachers have the task to encourage, guide and provide facilities for students to achieve their goals. student. Submission of subject matter is one of the various activities in learning as a dynamic process in all phases and developments of students. In detail the role of the teacher is centered on: a) Educating with emphasis on providing direction and motivation for achieving both short-term and long-term goals, b) Providing facility for achieving goals through adequate learning experiences, c) Fostering personal aspects such as attitudes , values and self-adjustment.

Based on the results of researchers that the Role of Civics Teachers in improving the quality of teaching and learning in SMP Negeri 1 Morotai Island always provides education, facilities in accordance with the experience gained by Civics teachers and provides self-development, so as to improve the quality of teaching and learning of Civics teachers to develop students' life skills at SMP Negeri 1 Pulau Morotai Regency.

Aisyah Syukur, vice principal of curriculum that to develop teacher competence must be based on the curriculum, because the curriculum is a learning experience that implies all activities carried out by students both inside and outside the school as long as these activities are under the responsibility of the teacher (school). What is meant by these activities is not limited to intra and extra curricular activities. Whatever the student does as long as it is under the responsibility and guidance of the teacher, that is the curriculum.

Our education has so far been running verbally and oriented solely on mastery of subjects. Observations of daily educational practices show that education is focused so students master the information contained in the subject matter and then evaluate how far mastery is achieved by students. As if education aims to master the subjects. How the relationship of teaching materials with daily life and how these materials can be used to solve life's problems, received less attention. Education seems to be separated from everyday life, as if education for education or education is not related to daily life. Therefore students do not know the benefits



of what is learned and until graduation often do not know how to use what has been learned in everyday life encountered.

Starting from these problems, it is necessary to take steps so that education can equip students with life skills, namely the ability and courage to face life's problems, then creatively find solutions and be able to overcome them. Education that can synergize various subjects / courses / courses into life skills needed by someone, wherever he is, working or not working, whatever his profession. Armed with good life skills, it is hoped that graduates will be able to solve life's problems, including finding or creating jobs for those who do not continue their education.

In general, the benefits of education are oriented to life skills for students as a provision in facing and solving life and life problems, both as independent individuals, community members, and as citizens. If this can be achieved, the dependency factor on existing employment can be reduced, which means that national productivity will increase gradually.

The ability of the teacher in guiding students

The results of an interview with Mr. Ade Abdurahman, a teacher of Civic Education in SMP Negeri 1, Pulau Morotai Regency, said that the teacher's ability to guide students was seen in aspects, implementing the learning process well, preparing a detailed teaching and learning plan and evaluating the teaching and learning process well.

Based on the description above, planning a teaching and learning program is a teacher's projection of activities that students must carry out during the learning process, which includes: formulating objectives, describing the unit description, designing teaching and learning activities, selecting various media and learning resources, and planning an assessment of mastery of goals .

At this stage in addition to knowledge of teaching and learning theory, knowledge of students, skills and technical learning skills are also needed, for example: teaching principles, use of teaching aids, use of teaching methods, and skills to assess student learning outcomes.

Effective teachers are teachers who are able to bring their students successfully to achieve teaching objectives. Teaching in front of the class is an expression of interaction in the communication process. According to the Law on Teachers and Lecturers social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and surrounding communities.

### **The steps taken by the teacher in developing students' life skills**

As stated by Mr. Laanihu, an Economics teacher at SMP Negeri 1, Pulau Morotai Regency, said that in developing life skills, students need to use steps that have vision and mission, dare to bear risks, and identify common problems of education in terms of the learning process and outcomes.

Life skills are the skills that a person has to dare to face life and life problems naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are able to overcome them. Life skills learning and entrepreneurship are not packaged in the form of new subjects, not packaged in additional material inserted in the subjects but can be

implemented in learning. What is meant by entrepreneurship is an entrepreneurial spirit that is built to bridge the gap between knowledge and basic abilities.

The skills to know oneself include awareness as God's creatures, awareness of self-existence, and awareness of one's potential. Thinking skills include the ability to dig up information, process information, make decisions and the ability to solve problems. Social skills include oral communication skills, written communication, and cooperative skills. Academic skills include the ability to identify variables, connect variables, formulate hypotheses and the ability to carry out research.

Life skills are actually owned by everyone, but in varying amounts and levels. Both can be developed into a person's character, therefore these aspects must be sharpened and practiced. Therefore, to grow life skills students must go through the objectives of delivery. a) have a vision and mission, b) creative and innovative, c) dare to take risks, d) have a competitive spirit, e) be able to see opportunities and f) be socially generous and be generous.

Basically, this aspect of life skill is not just technical knowledge or skills, but is more oriented towards mental attitude through the process of self with practice and experience because of the motivational motivation of oneself. Therefore the teacher plays an important role in instilling the mental attitude of these students through the learning process. To implement both aspects, the history teacher must fully understand both, so that when the delivery of material will be integrated in the learning process. Historical material is not only seen as something pure but is an application that can later be realized by our students. Armed with the mental attitude that is expected to emerge ideas / thoughts of children in facing their lives.

Implementation of aspects of the Skill in learning history there are two ways to implement aspects of life skills and entrepreneurship, namely theoretically and practically. Theoretically carried out in the classroom of course with meaningful historical learning. This means that teachers in developing learning can use media and learning methods that prioritize student activities. CTL (Contextual Teaching and Learning) approach is one of the approaches used so that it can explore the potential of students. Children are involved in building understanding of the material obtained from their own findings, so that the values of life skills and the spirit of entrepreneurship that actually are self potential will develop.

Practically the implementation of life skills can be carried out in the field. Subject Study or Historical Study is one of the methods used so students can be directly involved with the actual situation. But before students have been provided with information and material about the object to be visited. Here students can see firsthand the potential of historical objects that are empowered as tourism and research objects.

For example when discussing Event learning material, historical relics, and memorials of historic events that are around it. Students and their groups are assigned to make reports on the results of research on historical events, historical relics or historical stories that exist around their neighborhood. Then by itself students will try to find information related to the research exercise assignment. But before the teacher must explain in advance what competencies or abilities to be achieved through these activities, so students will also understand the activities that will be carried out.

Apart from the perfection of the results of the research exercise, the most important thing is that students have learned life skills and the spirit of entrepreneurship. Students have tried to dig up information (carry out interviews) process information (into a document / report on the results of research exercises) from the results of creativity, the existence of collaboration in processing information, having ideas about the object being studied. They (students) gain self-awareness of objects / relics / historical objects that are around their environment and new life experiences by carrying out the research exercise assignment because it has potential that can be developed, the idea of writing down the historical potential around the area, writing the toponym of the region itself.

This is where the value of life skills can be instilled by a teacher who is integrated with history learning. Students are involved in the learning process. Students get the experience of observation, interviews, and documentation.

## **CONCLUSIONS**

The Role of Teacher Competence in the Development of Student Life Skills in SMP Negeri 1, Pulau Morotai Regency, the teacher is one of a variety of sources and learning media, thus the teacher's role in learning becomes wider and more directed towards student learning motivation through his role as a teacher. The teacher is expected to be able to encourage students to always learn in various activities or opportunities through various sources and media. The teacher should help each student to effectively be able to use learning opportunities from various sources and learning media effectively and efficiently. Which emphasizes more on

- 1) the use of the process skills approach is able to foster life skills in students;
- 2) Life skills must be trained in a planned and deliberate manner, so the teacher must be a perfect facilitator.

In the learning process a teacher focuses more on aspects, planning the organization of teaching materials, planning the management of teaching and learning activities, planning classroom management, planning the use of media and teaching resources; and planning student achievement evaluations for teaching purposes. The teacher must be able to make decisions on the basis of an appropriate assessment, whether teaching and learning activities are sufficient, whether the method is changed, whether past activities need to be repeated, when students have not been able to achieve learning objectives.

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