THE ROLE OF THE SOCIAL SCIENCE TEACHER AS A ROLE MODEL IN SHAPEING STUDENT ETHICS AT SMPN 1 TALUN CIREBON

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The focus of this study is the problem of students’ ethics in communicating, which can be seen from the factors that support and inhibit social studies teachers in shaping students' communication ethics. This study uses a qualitative type of research using a descriptive approach which will be described in depth from the results of exploration during the study. The subjects of this study were social studies teachers for class VIII-i, school principals, and students of class VIII-i. The data collection techniques used for this research are observation, data reduction, data display and conclusion drawing. The results showed that the communication ethics of class VIII-i students at SMPN 1 Talun Cirebon Regency was considered good, although it was not said to be optimal, but students were able to be flexible with the conditions they faced. The role of the social studies teacher as a role model in shaping the ethics of class VIII-i students at SMPN 1 Talun Cirebon Regency has been carried out potentially as is the position of a teacher who carries out his rights and obligations as an educator, teaches, guides, gives moral messages and as a facilitator. This role has a positive impact on the teaching and learning process (KBM) and daily activity habits such as 5S (smile, greeting, greeting, politeness, courtesy). Factors that hinder students' communication ethics are the detachment of supervision and influence from peers, geographical location and lack of cooperation between parents and teachers. The driving factors are language discipline in schools, encouragement and family factors that support children's development to become better.

INTRODUCTION

Education is the spearhead of the nation to welcome a better future. In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. , noble character, and skills needed by himself, society, nation and state (Nurfirdaus & Hodijah, 2018). The educational process, both formal and non-formal, learning activities are the most important activities to achieve learning objectives.

In addition, to achieve learning objectives, it is not only supported by the ability to think, but students' morals or ethics can reflect the success of students or their education. For this reason, communication is the most important part in supporting the learning process, because by
communicating students can ask questions related to the academic problems they face to the teacher. (Octaviyanti, Sutarto, & Atmaja, 2016).

According to (Mulyasa, 2003) states that the teacher can be likened to a mentor (journey) who based on his knowledge and experience is responsible for the smooth running of the journey. In line with (Surahman, Higashi, & Kubota, 2017) the teacher is not only someone who creates competent people in certain fields, but people who are able to blend in with the community, nation and state in accordance with applicable norms. The teacher is also someone who is responsible for giving birth to people with strong characters as capital to build a high and superior civilization because a strong national character is the success of a product created from education (Kirom, 2017). When the majority of the community is strong, high, positive and superior, it will create a success. And if the majority of the community has a weak, low, and negative character, it will result in the development of civilization being weak, for that the role of the teacher is important to build a strong civilization.

According to Dougherty and Pritchard (1985) in (Bauer & Spencer, 2003), this role theory provides a conceptual framework in the study of behavior in organizations. Dougherty and Pritchard (1985) in (Bauer & Spencer, 2003) argues that the relevance of a role will depend on the emphasis of the role by assessors and observers (usually supervisors and principals) on the resulting product or outcome. In this case, strategy and organizational structure have also been shown to influence role and role perception. (Mossholder and Haris, 1997) in (Bauer & Spencer, 2003).

In addition, according to Muhammsad (2019: 61) the role of a teacher in teaching is also very influential in the development of children at school, in line with the opinion of Sanjaya (2006: 21) revealing that teaching is not just conveying learning material, but a process to change student behavior. According to the expected goals. The role of social studies teachers in learning resources related to social studies learning is expected to be able to master the subject matter so that the material presented can be well received by students. This opinion is corroborated by (Sapriya, 2009) which states that student character education is certainly very closely related to the existence of social studies subjects, where social studies education is a compulsive education, which includes four dimensions, namely: the knowledge dimension, the skills dimension (skills), the dimensions of values and attitudes (values and attitudes), and the dimensions of action or behavior (action).

According to (Ratnawati, nd) related to the role of the social studies teacher, the social studies teacher is someone who will be imitated or made a reflection for his students in behaving in school, for that the teacher is said to be a role model for his students. Role model is another name for the word exemplary, the role model itself has the meaning of an action that reflects a good attitude so that it can be used as a reference role model or example. (Mustafa, 2011). Or a role model can be said as "a person who serves as an example, whose behavior is emulated by others" (NURRAHMAN, 2020).

According to Sultoni (Sultoni, Gunawan, & Sari, 2018) Ethics is a very important reference in realizing role models for teachers, where good ethics can be used as a reflection for their students. According to Sumaryono (2017: 188), ethics is a study that discusses the truth of an action based on the nature inherent in humans. Ethics itself will later be shown through the behavior of humans themselves in acting in everyday life (Sumedi, 2018).

In this regard, the phenomenon that occurred at SMPN 1 Talun Cirebon, from the results of observations on August 25, 2020 to November 10, 2020, it was found that students, especially students of class VIII-i at SMPN 1 Talun, Cirebon Regency experienced a decline in ethics in communicating, with the teacher. Students assume that they already have a sense of familiarity with their teacher, so they can freely use the language of the game with their teacher. For example, a student greets a young teacher and a teacher who never reprimands him by shouting from a distance without giving a respectful greeting from close by, sounds rude when he is with his friend while still in the school environment, or in face-to-face activities in class by showing his face that is less pleasing to be given. Duty. This is also reinforced by several reports from several teachers at the school, which will further show the lack of communication ethics among students at SMPN 1 Talun, Cirebon Regency.
Based on these results the researcher wants to raise this issue as research material by using different techniques, namely the researcher will use the role model technique to improve communication ethics at SMPN 1 Talun Cirebon, where this technique is the teacher who will act as a reflection of the students, the teacher is required to always use good and correct language when communicating with students, fellow teachers and staff at school, so that students can observe good communication behavior from a teacher. Role model itself can be interpreted as an example or a reflection in someone who must imitate his good behavior. Role models can provide an overview for students on how to communicate well which is demonstrated by the teacher with the aim of helping students to be more polite in speaking to teachers, especially to older people with good language arrangement.

Based on the description of the problems above, the authors are interested in conducting research with the title "ROLE OF THE IPS TEACHER AS A ROLE MODEL IN SHAPETING STUDENT ETHICS at SMPN 1 TALUN CIREBON ".

The formulation of this study is how to communicate ethics for class VIII-i students at SMPN 1 Talun, Cirebon Regency, how is the role of social studies teachers as role models in shaping student ethics at SMPN 1 Talun, Cirebon Regency, what factors support and hinder social studies teachers in shaping ethics communicate with class VIII-i students at SMPN 1 Talun, Cirebon Regency.

The purpose of this study is to determine the communication ethics of class VIII-i students at SMPN 1 Talun, Cirebon Regency, to find out the role of social studies teachers as role models in shaping student ethics at SMPN 1 Talun, Cirebon Regency, to find out what factors support and hinder teachers. Social Studies in shaping communication ethics for class VIII-i students at SMPN 1 Talun, Cirebon Regency.

METHODS
In this study the researchers raised the title "The Role of Social Studies Teachers as Role Models in Shaping Student Ethics at SMPN 1 Talun". Which is taken based on the results of research exploration. The type of research used in the preparation of this paper is a qualitative research type, in which this study will use a descriptive approach, which will describe the results of exploration during research at SMPN 1 Talun Cirebon.

Researchers conducted research at SMPN 1 Talun Cirebon, which is located on Jalan Nyi Arumsari, Kecomberan. Talun District. Cirebon Regency. West Java province. This research was carried out on Tuesday, August 25, 2020 to Saturday, November 10, 2020, this time includes preparation activities to the preparation of research reports.

The subject in this study is an educator or teacher, where an educator who will demonstrate himself as an illustration of the implementation of the teacher’s role as a role model in shaping student ethics in schools, teachers who will play an important role in giving a good picture, related to communication ethics. While the objects in this research are students at SMPN 1 Talun, where they are used as a point of success for a teacher in playing their role.

The following data collection techniques and instruments were used:

a. Observation
   According to (Nasution, 2015) states that, observation is the basis of all science. Scientists can only work based on data, namely facts about the real world, which are obtained from observations. The data is collected and often with the help of various very sophisticated tools, so that very small and very distant objects can be observed with great clarity.

   With field observations, researchers will be better able to understand the context of the data in the overall social situation. So a holistic view can be obtained. Researchers can also gain direct experience so as to allow researchers to use an inductive approach, so they are not influenced by the concept of previous views.

   In using the observation method, the researcher came to the research location, namely SMPN 1 Talun Cirebon to observe everything related to the focus of the study on students' communication ethics.
b. Interview

Esterberg in (PD Sugiyono, 2017b) defines "an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be contributed in a certain topic".

An interview is a conversation with a specific purpose. The conversation was shown by two parties, namely the interviewer who asked the question by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question. In this study, the researcher used the interview method, in the form of guided free interviews, namely, in conducting the interviews, the researcher brought a guide which was only an outline of the things to be asked, which in turn the questions would be deepened. This method is a method for digging up data which is done by going directly or meeting with respondents or data sources by asking logical questions.

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, but also if the researcher wants to know things from the respondents more deeply (2015: 231).

In using this interview method, the researcher brought research instruments in the form of questions that would be asked to the intended resource persons and several other supporting tools such as mobile phones that functioned as recording devices and notebooks to record some of the answers from the interviewees.

c. Documentation

This technique is a way of collecting data through written heritage, mainly in the form of archives and includes books of opinions, theories, arguments, and others related to research problems. In qualitative research this technique serves as the main data collection tool, because proving the hypothesis is done logically and rationally through opinions, theories or laws that are accepted as true, both those who reject and support the hypothesis. (Prof. Dr. Sugiyono, 2016).

Documentation is a method or technique of obtaining data on matters in the form of notes, transcripts, books, newspapers, magazines, inscriptions, journals, minutes, agendas and so on. The documents in question are in the form of required data, including the background of SMPN 1 Talun Cirebon which includes the vision-mission, objectives, organizational structure and others.

In this case the researcher will go to the place of observation and ask for permission to take some pictures and other archives to be used as physical evidence for the research conducted by the researcher.

d. triangulation

Triangulation is defined as a data collection technique that combines data from various data collection techniques and existing data sources (Bachri, 2010). Triangulation serves to check data in a study, where researchers do not only use one data source, one data collection method or only use the researcher’s personal understanding without checking again so that it can be accepted as true. (Sugiyono, 2017).

In this case the researcher will sort and select some of the information obtained from the results of observations and interviews in order to synchronize the answers from the sources with what will be studied by the researchers.

Instruments are tools in collecting data, of course the tools used in quantitative and qualitative research are very different. According to Lincoln and Guba "The instrument of choice in neuralistic inquiry is human, we will see that other forms of instruments can be used in later stages of inquiry, but humans are the main and ongoing ones. But if humans have been widely used in the early stages of investigation, so that instruments can be built based on data that human instruments have products, the research conducted by researchers is qualitative so that researchers make humans as research tools. (Anufia & Alhamid, 2019).

In this case, what is meant by humans as data collection instruments is the researcher himself, which is the researcher who is used as a data collection tool, but it is also assisted by supporting tools such as mobile phones to record voices and take some pictures at the observation site. notebooks and others.
RESULTS AND DISCUSSION

Based on some of the findings, the researchers emphasized that the influence of social studies teachers on students' communication ethics at SMPN 1 Talun Cirebon had a positive/good but not optimal impact on all students at SMPN 1 Talun Cirebon. It can be seen from the good and polite way of speaking of students when carrying out teaching and learning activities in class, respecting teachers, and always using good and correct Indonesian in the school environment.

According to (Mansyur, 2017) The role of social studies teachers in realizing students' communication ethics is a process in cultural interaction to develop social skills in the process of achieving social studies education. Social studies education is a form of manifestation in implementing the values, attitudes, and social behavior of students in carrying out the dynamics of life in accordance with the norms and rules that apply in society. Education without a social education perspective will lose its essence as a true educational process. Need to think about and efforts to position the essence and nature of education appropriately. As well as fostering students to become good citizens who have skills, social care that are useful for themselves, society and the country. Which is supported by the implementation of programs in an effort to realize the social behavior of students in schools. Through the habits of the school can help students become accustomed to doing it and encourage the ease of students in interacting and socializing in social life.

Based on the research data that has been carried out, it is clear that the issue in an effort to realize students' communication ethics is very important to talk about, since the continuous increase in various language developments that are not good in the community, not only in non-formal institutions but also formal institutions. did not escape from such things. Therefore, both the school, parents, and the environment around educating children must be in harmony so that children can realize good student communication ethics. Therefore, this also occurs due to a stimulant process against the organism, and then the organism responds, so Skinner's theory is called the "SOS" or Stimulus-Organism-Response theory. Thus, if there is a good stimulus from parents, schools and the social environment, students will receive a stimulus response given by these components.

CONCLUSION

Based on the results of the research analysis and discussion that has been stated, the following conclusions can be drawn Communication ethics for class VIII-i students at SMPN 1 Taun, Cirebon Regency can be said to be polite when teaching and learning activities are taking place in class, in terms of how to communicate with teachers and peers, but it has not been said optimally, which can be seen from the style of speech and language. which is used when outdoors or outside teaching and learning activities, such as using local languages that are tucked into impolite social languages. This happens because some children are often separated from the teacher's supervision at school.

The role of the social studies teacher as a role model in shaping the communication ethic of class VIII-i students of SMPN 1 Taun, Cirebon Regency is the teacher as a role model (public figure), the teacher as an educator and mentor, the teacher as a giver of moral and motivational messages, the teacher as a facilitator.

The factors that support and hinder social studies teachers in shaping the ethics of class VIII-i students at SMPN 1 Talun, Cirebon Regency can be divided into two, namely internal and external factors. First, the driving factors from an internal perspective, namely: language discipline in schools, encouragement from teachers, making students friends, biological factors (student character). The driving factors in terms of external, namely: environmental factors and family factors. Then the inhibiting factor from an internal perspective, namely being free from supervision and peer influence. Then the inhibiting factors from an external perspective are geographical location, blending of friendships, lack of cooperation between school and parents, low knowledge of parents and playmates.
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