

TEACHER'S ROLES: HERE AND BEYOND

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Abstract

Beragamnya peran para guru terhadap kehidupan mahasiswa menyiratkan signifikansinya dalam pendidikan. Tujuan pendidikan yang sebenarnya, yang tidak hanya berarti mendidik mahasiswa di dunia ini tetapi di dunia yang akan datang, berarti bahwa peran guru melampaui empat dinding kelas. Ini melampaui pengajaran untuk dunia saat ini. Tulisan ini adalah ulasan tentang berbagai peran yang dimainkan guru dalam kehidupan mahasiswa. Ini menguraikan tentang betapa pentingnya keyakinan dan praktik kerohanian guru terhadap kehidupan masa depan peserta didik.

Keywords: *peran guru, kerohanian dalam pendidikan, dunia yang akan*

Introduction

Though teacher's role is "defined by cultural and social events and the environment, and [though] they influence the differences that occur in the concept of teacher roles within different cultures, societies, including the geographic environment" (Makovec, 2018, p. 33), in general, teacher's roles in education are significant. Such vital roles cannot be disregarded (Mahini, Forushan, & Haghanic, 2012). It is because teachers, part of the *backbone* of the society, prepare future generation.

Teachers' Roles

Teachers' roles include the realization of educational work (Murati, 2015). Teachers are transmitters and caregivers (Aghaei, Bavali, & Behjat, 2020), mediators and facilitators (Sa'ban, 2020), and motivators (Mahini, Forushan, & Haghanic, 2012; Rindu & Ariyanti, 2017). Teachers are controllers, organizers/managers, prompters, participants, resources/informers, facilitators, demonstrators, and as guides (Rindu & Ariyanti, 2017). Teachers are facilitators (Ja, 2019; Rindu & Ariyanti, 2017), managers, resources, participants, and counselors (Ja, 2019) and assessors (Ja, 2019, & Rindu & Ariyanti, 2017). Furthermore, teachers are planners and providers of electronic content for technology-based education learners (Mahini, Forushan, & Haghanic, 2012).

The aforementioned roles of teachers signify their importance to students' life. Teachers have vital connection to students' learning (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015). Teachers help in "creating an environment conducive to learning" (Johnson, 2017, p. 46). They play a role in the instructional process and organization of activities (Xhemajli, 2016). Teachers assist in proper questioning techniques which is used "for enhancing student motivation and promoting positive,

critical, and creative thinking among students and to improve the teaching and learning process in the classroom” (Shanmugavelu, Ariffin, Vadivelu, Mahayudin, & Sundaram, 2020, p. 45). They help students in reading, pronunciation, and writing (Jose & Raja, 2011) not to mention the rest of the subjects. Teachers assist students in their learning autonomy, aside from management and instruction (Bajrami, 2015).

Teachers’ roles are not limited. Teachers are not contented with what they have at present. Thus they explore variety of teaching approaches (Wong & Lau, 2018) though they find it to have “more challenging and multiple roles in the new teaching model” (Fumin & Li, 2012, p. 51). Teachers also assist in the preservice teacher training. As Korth, Erickson, and Hall (2009) quote, “Classroom teachers enact the role of a teacher educator by providing emotional support and short-term assistance when needed and then becoming less involved in mentoring as the preservice teacher becomes more confident” (Korth, Erickson, & Hall, 2009, p. 9).

Teacher’s roles include making students aware of learning effectiveness and helping them not only be independent learners but also to be efficient and motivated learners (Bajrami, 2015). Given this, teachers do not only manage the classroom but motivates learning (Araghieh, Farahanib, Ardakanic, & Zadeh, 2011). Teachers encourage students. Their encouragement intensifies students’ motivation to learn. (Johnson, 2017). In motivating students, teachers help them develop their competence, interest in what they are taught, and understanding of self-efficacy (Johnson, 2017). Furthermore, teachers are creators of good relationship between they themselves and the students (Mahini, Forushan, & Haghanic, 2012).

Teacher’s roles also include teacher as educator and teacher of teachers. Teacher educator is defined as “someone who is not only a teacher of students, but someone who teaches all around them and teaches them how to teach/lead others” (Korth, Erickson, & Hall, 2009, p. 9). On the other hand, teacher of teachers is someone “may be more likely to provide field experiences that are more purposeful and more directly focused on teaching preservice teachers about teaching as opposed to simply providing a classroom for preservice teachers to practice teaching” (Korth, Erickson, & Hall, 2009, p. 9).

The Teachers Themselves

Though teachers’ functions changed as society has changed (Murati, 2015), their personality traits are factors in their professionalism and identity (Makovec, 2018), which contribute to a successful work. Also, with more experience, teachers can teach better (Makovec, 2018).

Being an effective teacher is complicated and tougher than other professions (Rubio, 2010) because it requires both professional and moral preparation for them to accomplish their work (Murati, 2015). Rubio (2010) quotes that an effective teacher is deemed

More complicated and difficult than many people think. To be an effective teacher does not only involve having a deep content knowledge, but also

organizational, management and communication skills, being able to organize instructions, and providing relevant assessment and fair evaluations. In addition, an effective teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. Also, it implies to be caring and understandable, and above all, to enhance learning. (p. 35, Abstract section)

Teachers should realize the kind of work they need to do. White (1903) stressed that,

“The true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society. (p. 20)

Education Here and Beyond

According to White (1903), true education is the ‘harmonious development of all the faculties—a full and adequate preparation for this life and the future eternal life’ (White, 1903, p. ii). Also, true education is referred to

More than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come. (White, 1903, p. 8)

Given the definitions above, it is clear that the roles of a teacher as an educator is not limited to the four walls of a classroom. Teachers’ roles are beyond the usual intellectual and physical teaching and training of the students. The roles include the development for the spiritual powers which will get them ready for the future world.

Spirituality in Education

Teachers have a role to play in improving learners’ spiritual intelligence (Sa’ban, 2020) by reflecting their beliefs (Schwebel, 2017). Such “components of spiritual intelligence and teaching experience significantly predicted the perceptions of leadership styles” (Estafi & Pourmostafa, 2020, p. 82 Abstract Section) which are eventually needed for educating students spirituality. The term spirituality is considered as “a constant, personal and deep relationship with Christ” (Ravelpharimisy, 2017, p. 5)—an important factor towards spiritual education. Ene

and Barna (2014) suggested ways on how a spiritual teacher handle and manage the class (see Table 1).

Stage	Religion Teacher
Methods	Not limited to formal teaching – promotes indirect influencing methods of stimulating faith and sensitivity.
Objectives	The objective of teaching is mental knowledge, but especially spiritual knowledge, the development of faith and sensitivity.
Learning Contents	Praying and the study of Bible are central to the teaching of religion; the class will not be reduced to teaching various information and facts
Curriculum	The teacher must use the same curriculum and the same materials for all the children in the class, but he must also be able to adapt to specific contexts and needs (specific needs of the students as an individual and social requirements, without deflecting from the ethical norms)
Creativity	The teacher gives the student the chance to discover new things, to ask questions, to look for answers, and to actually get involved in various activities.
Motivation	Teaching religion is profession chosen with both sensible and affective reasons, which is why the desire to open the students a path to spirituality through the formation of a faultless moral and social character is of the essence.
Disciplinary Methods	Disciplinary methods should be applied at all times with love, as a prerequisite of the teacher-student relationship. They must be used in view of instructing children in what moral, religious and social behaviour is concerned.
Resources	The Religion teacher does not use approved materials exclusively, he must also create and diversify his resources.

Evaluation	Evaluation should be regarded by the children as a means of analysing their activity, as a stage towards self-assessment, and not as a constraint.
Control	The teacher must be able to permanently control a class made of 20 to 30 students; he must promote a communion of love and respect between the students, but also in the teacher-students relationship.
Time	The time spent with the children is not limited to class activities. The children take part in the religious service held at the church, or in various religious, social, philanthropic events in the life of the community. These are auspicious moments which valorise the children's religious education.

Note: Adapted from Religious education and teachers' role in students' formation towards social integration by L. Ene & I. Barna, 2014. *Procedia-Social and Behavioral Sciences*, 180, 30–35.

Spiritual education is defined as “a human-specific act, consciously pursued by an educator, on the grounds of some principles and aided by specific means and methods, being, at the same time, supported by love, trust and freedom” (Ene & Barna, 2014, p. 31). Special education is considered a “demanding area of pedagogical education, as there is no universal method to systematically insert religious principles in the children's education” (Erna & Barna, 2014, p. 30). Given this, there is a need to educate, train and develop teachers to comprehend spiritual wellbeing (Schwebel, 2017) because educators have to “mould the students' religious and moral character” (Ene & Barna, 2014, p. 31).

Specifically, a Christian teaching is a spiritual effort aim for redemption. It is a profession aimed towards saving students' soul. Other than the degree qualification of a Seventh-day Adventist Christian teacher is one's responsibility to bring others to Christ (Raveloharimisy, 2017). The Bible makes it clear. “For what shall it profit a man, if he shall gain the whole world, and lose his own soul?” (Mark 8:36, KJV). It is vivid that the “In the highest sense the work of education and the work of redemption are one.” (White, 1980. P. 230).

Teachers play a significant role in their students' life. Teachers live a life that contributes to learners' spiritual aspects. Their “spiritual growth is sustained by the interaction between two imperatives—religious beliefs and religious practices. This synergistic blending—when teachers faith fully believe in God and practice what they believe—has a transformative effect on their life and work” (Raveloharimisy, 2017, p. 7).

Spiritual beliefs, which comprises of the person's comprehension of; experience with; connection to; and confidence in God, are important to Christian educators because they do not only shape identity but also determine the quality of life and spiritual experience with God (Raverloharimisy, 2017). It includes "having faith and hope in a personal and loving God, desiring to be close to God, and having a higher calling to serve God" (Freeman, 2011; cited in Raverloharimisy, 2017, p. 5).

In order to be able to teach spiritually, teachers need to connect to the Vine, Jesus Christ. Apostle John quotes,

I am the true vine, and my Father is the gardener. He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful. You are already clean because of the word I have spoken to you. Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. If you remain in me and my words remain in you, ask whatever you wish, and it will be done for you. This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples. (John 15:1-5, NIV).

With Jesus, the Master Teacher

The world has educators from all walks of life, from different races, and levels of education. "The world has had its great teachers, men of giant intellect and extensive research, men whose utterances have stimulated thought and opened to view vast fields of knowledge; and these men have been honored as guides and benefactors of their race; but there is One who stands higher than they" (White, 1903, p. 8). It is Jesus, the Master Teacher.

In Jesus, "are hid all the treasures of wisdom and knowledge" (Col 2:3) and "with him is wisdom and strength, he hath counsel and understanding" (Job 12:13). Teachers just need to "acquaint now thyself with him, and be at peace: thereby good shall come unto thee" (Job 22:21). Jesus will sustain.

Jesus is always ready to assist teachers who need His help. He promised, "Call unto me, and I will answer thee, and show thee great and mighty things, which thou knowest not (Jer 33:3). Therefore, teachers need to ask Him for help for He has said, "I know thy works: behold, I have set before thee an open door, and no man can shut it: for thou hast a little strength, and hast kept my word, and hast not denied my name (Rev 3:8). Jesus directs teachers where to go and lead them in His own eyes (see Ps 32:8). With Him, students will recognize Him behind the teacher if teachers cooperate with Him (White, 1930). According to White (1903),

Wherever we turn, in the physical, the mental, or the spiritual realm; in whatever we behold, apart from the blight of sin, this knowledge is revealed. Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate. In this communion is found the highest education” (p. 9).

Given this, teachers can prepare students for the world to come.

Conclusion

Teachers play varied significant roles in a student's life. These different roles are not limited within the four walls of the classroom. Teachers' roles extend beyond this world. It is because teachers prepare students for the world to come.

Given this, teachers need to connect themselves to Jesus, the Master Teacher. In Him are all the treasures and wisdom teachers need. Like a branch connected to the vine, Jesus has the open door where all the necessities in teaching *flow*.

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