

## THE ROLE OF TEACHERS IN SCHOOL AND COMMUNITY

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### Abstract

This study aims to discuss the role of teachers in schools and society. This research is a qualitative research with the type of library research, and the data analysis techniques are using inductive and deductive methods. The findings of this study can be concluded: first, in schools, the role of the teacher is to create educational interactions that educate students. Teachers are required to be able to show authority or authority, meaning that they must be able to control, regulate and control children's behavior. If necessary he can use his power to force the child to study, do his job or obey the rules. With authority he enforces discipline for the smooth and orderly teaching-learning process. Compassion absolutely must be possessed by a teacher. If the teacher does not have authority, he will have difficulty guiding his students to comply with the rules for the sake of orderliness in school to support the success of the teaching and learning process. Second, in the community the teacher can play many roles, namely: (a) the teacher as a teacher; (b) teachers as educators; (c) teachers as role models; and (d) the teacher as a motivator.

**Keywords:** *Teacher, School, Community*

### A. INTRODUCTION

In sociology we usually find two terms that will always be related, namely status (position) and social role in society. Status is usually defined as a rank or position of a person in a group or a group's position in relation to other groups. Meanwhile, role is a behavior expected from someone who has a certain status.

In a simple sense, a teacher is a person who provides knowledge to students.<sup>1</sup> Meanwhile in Indonesian, the terminology of teachers generally refers to educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Based on this main task, the teacher must show proper behavior according to the expectations of the community, namely a figure worthy of being imitated by their students. S. Nasution said that teachers are required to have ethical, intellectual, and social attitudes higher than the demands of other adults. Teachers as education and builders of the younger generation must be role models, both inside and outside of school. The teacher must always be aware of his position 24 hours a day. Where and whenever he will always be seen as a teacher who must show behavior that can be imitated by society, especially by students.<sup>2</sup>

Deviations in behavior or unethical behavior when done by the teacher will get a sharp spotlight from the community. The public cannot accept violations

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<sup>1</sup> Ravik Karsidi. *Sosiologi Pendidikan* (Surakarta: UNS Press dan LPP UNS, 2005), 32

<sup>2</sup> Nasution. *Sosiologi Pendidikan* (Jakarta: Bumi Aksara, 2010), 91

committed by teachers, such as cheating, corruption, gambling, drunkenness, stealing, robbing, and so on. If a teacher commits an offense like that it is considered a serious offense. Teachers who do this will no longer be trusted by the community who hand over the mandate to educate their children to the teacher. Parents of students will no longer trust the teacher. Teachers who are less moral are considered unlikely to produce high moral students.

Teacher status can be viewed as high or low, depending on where one is. Meanwhile, his role as an educator should show proper behavior according to the expectations of society, and teachers are expected to act as role models and references in society and especially the students he teaches. The teacher does not only have one role, he can act as an adult, as a teacher and as an educator, as an example and so on.

If we look closely, actually the status and role of teachers are not always uniform and consistent as implied above. This is according to what and which standards are used in determining both. Assessment of the status and role of a teacher in a rural area is not the same as an assessment of the status and role of a teacher in an urban area. In industrial and materialist societies the status and role of a teacher is not like in a simple society or an agricultural society.<sup>3</sup>

## B. RESEARCH METHODS

This type of research is library research, which is research whose main object is books or other literature sources. That is, data is searched and found through literature review of books relevant to the discussion.

This research is a qualitative research with the type of library research. This qualitative research uses activity procedures and the final presentation technique is descriptive.<sup>4</sup> That is, the purpose of this study is to get a clear picture of the role of teachers in schools and society.

## C. RESEARCH RESULTS AND DISCUSSION

### 1. The Role of Teachers in Schools

The position of teachers in schools cannot be separated from their relationship with students. Both are the most vital elements in the teaching and learning process. This is because all processes, orientation activities and other relationships that exist for the provision of education always involve the existence of educators and students as implementing actors. This has become an absolute requirement for the implementation of an educational activity. Based on the notion that education means the conscious effort of educators who aims to develop the quality of students, there is a meaning that the process called education will never take place if there are no educators and students in a series of teaching and learning activities. So it can be said that educators and students are the main pillars of implementing educational activities.

There are at least two models of interaction between teachers and students in schools, namely formal interactions and informal interactions. First, formal interactions, namely interactions that are built in formal situations when the teacher

<sup>3</sup> Zainal Arifin, *Sosiologi Pendidikan* (Gresik: Sahabat Pena Kita, 2020), 175

<sup>4</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung : Remaja Rosda Karya, 2014), 6.

is teaching students in class and outside the classroom. In a situation like this, the teacher is required to be able to show authority or authority, meaning that he must be able to control, regulate, and control the child's behavior. If necessary he can use his power to force the child to study, do his job or obey the rules. With authority he enforces discipline for the smooth and orderly teaching and learning process. Compassion absolutely must be possessed by a teacher. If the teacher does not have authority, he will have difficulty guiding his students to comply with the rules for the sake of maintaining order in the school to support the success of the teaching and learning process.

Second, informal interaction, in which the teacher establishes communication and interaction with students in non-formal situations, for example during recreation, inter-school competitions, sports, study tours, and so on. Students like teachers who in such times can get along more closely with them, as human to other human beings, can laugh and play without formal guise. So teachers should be able to adjust their roles according to the social situations they face. However, in social interactions in this informal situation, teachers are still required to maintain their position as teachers who are still role models for their students.

In social interactions with students, teachers are required to maintain ethics as someone to be emulated. Teachers must maintain their dignity and authority in front of their students. In Javanese terminology, the term "teacher" means "trusted and followed". This means that what the teacher does will be imitated or emulated by the students. Therefore, the teacher must really think about what to do, it is not allowed for the teacher's words and behavior to deviate from the courtesy, ethics, and order that apply in society.

Speech and behavior that are maintained properly, will have an impact on the authority of a teacher. According to Nasution, a teacher's authority can be influenced by several things:

- 1) Children themselves expect competent teachers, who can act decisively to create a disciplined atmosphere and they are willing to acknowledge that authority. When there is a new teacher, they often test until the teacher is able to show his authority.
- 2) Teachers as a substitute for parents, especially at the elementary school level. When the child obeys his mother at home, it is easier for him to accept and acknowledge the authority of the teacher.
- 3) In general, every parent educates their child to obey the teacher. If the teacher is described as a person who should be respected, as a person who has the right to punish child abuse, if the parents are always in favor of the teacher in all his actions, then the teacher is easier to uphold his authority.
- 4) The teacher himself can maintain his authority by maintaining the social distance between himself and the student. Authority will easily fade when the teacher is too close or close to the student. Even in informal situations the teacher must always maintain his position as a teacher and not be one of the same members as the child.
- 5) Teachers must always be called Teacher and by that title gain the position of elder people.
- 6) In the classroom the teacher sits or stands in front of the students. This prominent position gave him a higher position than the pupil who had to sit

in an orderly manner on a certain bench. He is always watching the movements of the students to control their behavior. As a teacher, he has the right to order students to do things according to their wishes in the context of learning.

- 7) For teachers, there is often a special teacher space that students can not just enter.
- 8) Junior teachers who want to mingle with students as older siblings will be advised by experienced senior teachers to keep their distance from students and not to be too close to them.
- 9) 9) The authority of the teacher is also derived from his authority to assign a grade to the report card and thus determine the fate of the student, whether he or she goes up to grade or leaves. Students and students have great respect for the teacher who holds that power. There are teachers who abuse this power and are given the nickname "killer".
- 10) However, true authority is obtained by the teacher based on his own personality. Personality is formed based on experience. Personality is obtained by realizing high norms in the teacher such as responsibility, discipline, professionalism, patience, persistence, honesty, and so on.<sup>5</sup>

In schools, the role of the teacher is to create educational interactions that educate students. Educational interaction is a teaching-learning process or interaction, having special characteristics that differentiate it from other forms of interaction. According to Djamarah (in Ravik Karsidi) detailing the characteristics of these educational interactions, namely:

- 1) Teaching and learning interactions have a purpose, namely to help children in a certain development. This is what is meant by goal-conscious teaching-learning interactions, by placing students at the center of attention. Students have goals, other elements as introduction and support.
- 2) There is a procedure (the course of the interaction) that is planned, designed to achieve predetermined goals. In order to achieve the goal optimally, in carrying out the interaction it is necessary to have systematic and relevant procedures or steps. To achieve a learning goal with one another, may require different procedures and designs. For example, for example the purpose of learning is so that students can show the location of New York City, of course the activities are not suitable if they are told to read silently, and so on.
- 3) Teaching-learning interaction is characterized by a special cultivation of material. In this case the material must be designed in such a way as to be suitable for achieving the goal. Of course, in this case it is necessary to pay attention to other components, especially the components of students who are central. The material must have been designed and prepared before the teaching-learning interaction takes place.
- 4) Marked by student activity. As a consequence that students are central, student activity is an absolute requirement for teaching-learning interactions to take place. Student activity in this case, both physically and mentally

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<sup>5</sup> Nasution. *Sosiologi Pendidikan* (Jakarta: Bumi Aksara, 2010), 92-94

active. So there is no point in teaching and learning interaction activities, if students are only passive. Because students learn, they must do it.

- 5) In teaching-learning interactions, the teacher acts as a guide. In this role as a guide, the teacher must try to turn on and provide motivation so that a conducive interaction process occurs. The teacher must be ready to act as a mediator in all situations in the teaching and learning process, so that the teacher will be a figure who will be seen and his behavior will be imitated by students. The teacher (“would be better off with students”) as a designer will lead the teaching-learning interaction.
- 6) In the teaching-learning interaction requires discipline. Discipline in this teaching-learning interaction is defined as a pattern of behavior that is regulated in such a way as to the provisions that have been obeyed by all parties consciously, both the teacher and the student. The concrete mechanism of adherence to these rules or regulations will be seen from the implementation of the procedure. Also the steps are carried out according to the procedure outlined. Deviations from procedures, means an indicator of disciplinary violations.
- 7) There is a time limit. To achieve certain learning objectives in a class system (student groups), time limits are one of the characteristics that cannot be abandoned. Each goal will be given a certain time, when the goal must have been achieved.<sup>6</sup>

Apart from several characteristics as described above, the element of judgment is a very important element. In relation to the objectives that have been set, to find out whether the objectives of the teaching and learning process (educational interaction) have or not, it is necessary to know the assessment activities.

## 2. The Role of Teachers in Society

Humans as social creatures (*homo socius*) tend to socialize. Humans cannot live without the help of others. Humans need interaction with other humans in the context of social life.

In social life, each individual has their respective roles. In the role concept, the concept of function is found. Everyone has a role and function in social spaces such as groups, families, communities and societies. The roles and functions in the community are often referred to as positions. Position is a person's position in a group or position in relation to other groups, for example, the position of a teacher. The position of a teacher has rights and obligations, known as status. The behavior expected of a person with status is referred to as a role. When a role is played, it has consequences for adaptation or adaptability to the system. This is known as a function.<sup>7</sup>

The role of teachers in society depends on the community's view of the position of teachers. The social position of teachers in each society varies from era to era. In the past, there was an area in Sumatra that saw the teaching profession as very respectable and parents were very proud if their children became teachers.

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<sup>6</sup> Ravik Karsidi. *Sosiologi Pendidikan* (Surakarta: UNS Press dan LPP UNS, 2005), 33-34

<sup>7</sup> Damsar. *Pengantar Sosiologi Pendidikan* (Jakarta: Kencana, 2015), 155

Now, this position has been shifted by other professions, such as becoming a lawyer. The profession of lawyers for young people in the area may be more respectable, prestigious, and promising than teachers. That is why the young people chose to study at the Faculty of Law rather than at the Faculty of Education and Teacher Training. In other areas, especially in rural Java, the people of Madura, Sumatra, Kalimantan, Sulawesi, and others, the teaching profession is still highly respected by the community, even though the teaching profession is often only made on the side. But being a teacher is still a calling, even though it doesn't bring material wealth.

The work of teachers is always viewed in terms of the ideal of nation-building. From teachers, it is hoped that young generations will be born who are the successors of the nation's ideals. Teachers are expected to guide and direct the younger generation to reach their future well and successfully. The teacher's job concerns children's education, national development and the future of the nation. The community still has high hopes from teachers.

In society teachers can play many roles. Damsar explains the role of teachers in society into two forms, namely the manifest form (visible) and the latent form (hidden).<sup>8</sup>

#### 1. Teacher's Manifest function

The function that is expected, deliberate, and must be realized by teachers in society is:

##### a. Teacher as Teacher

In any society, both developed and developing societies, realize and expect that teachers become teachers for their children. Even teachers are also teaching adults and elderly people who are still blind in reading and writing. The community hopes that teachers can provide basic knowledge and skills needed by the community, such as arithmetic, reading and writing.

##### b. Teachers as Educators

In the community, teachers are not only expected to teach knowledge and skills, but also to educate, namely directing and guiding both children and other community members to be able to adapt to various life changes, such as solving problems, finding alternative solutions to problems, sticking to the teachings, norms, culture, and religion, and teach various other soft skills that society needs in facing life.

##### c. Teacher as an Example

Teachers are seen by society to always be good role models for children and other community members. If the teacher does behavior that deviates from the norms of society, it will receive a sharp focus. For teachers must have high morals. Teachers themselves must limit themselves not to do certain things that are done by members of the community. So teachers must limit their freedom to maintain their dignity and integrity in society.

##### d. Teacher as Motivator

The community expects teachers to be motivators to do positive things in society. Teachers are expected to be able to provide encouragement, motivation, strength, and great energy to the community to always change for the better.

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<sup>8</sup> Damsar. *Pengantar Sosiologi Pendidikan* (Jakarta: Kencana, 2015), 156-162

## 2. Latent Function (Hidden) Teacher

Functions that are not expected, deliberate, and realized by the teacher in the community are as follows:

### a. Teacher as a Status Quo Holder

The status quo state shows a condition that is relatively fixed in a situation of balance, unchanged, or stagnant. According to the structural functionalism theory, society as a social system emphasizes order and ignores conflicts and changes in society. Robert K. Merton, as the leader of this theory, puts pressure on stability and stability, and as much as possible to avoid conflict. In society there are values, norms, customs, and laws that have long been in effect that regulate the patterns of interaction between community members. In a context like this, the teacher can play the role of perpetuating the status quo to maintain the equilibrium of society.

### b. Teachers as Drivers of Change

Community life is not static, but always changes dynamically. Change in society can occur in all social systems — patterns of behavior and systems of social interaction, including changes in cultural norms, values and phenomena. In traditional society, generally the mindset and behavior are very conservative, tend to resist any change. In dealing with these changes, teachers can take the lead towards positive change.

## D. CONCLUSION

The findings of this study can be concluded: first, in schools, the role of the teacher is to create educational interactions that educate students. Teachers are required to be able to show authority or authority, meaning that they must be able to control, regulate and control children's behavior. If necessary he can use his power to force the child to study, do his job or obey the rules. With authority he enforces discipline for the smooth and orderly teaching and learning process. Compassion absolutely must be possessed by a teacher. If the teacher does not have authority, he will have difficulty guiding his students to comply with the rules for the sake of orderliness in school to support the success of the teaching and learning process. Second, in the community the teacher can play many roles, namely: (a) the teacher as a teacher; (b) teachers as educators; (c) teachers as role models; and (d) the teacher as a motivator.

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