International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Role Of Educators In Overcoming Student Development Problems At Uptd Smpn 6 Budong - Budong Central Mamuju District

Hikmayani Subur[1]
[1]Universitas Negeri Makassar, Indonesia
Ika Wisudawaty[1]
[1]Universitas Negeri Makassar, Indonesia

Corresponding Author: *hikmayani.subur@unm.ac.id*

Abstract

This research is to determine the role of educators in helping students to overcome student development problems at UPTD SMPN 6 Budong - Budong, Central Mamuju Regency. This research uses a literature study methodology, namely collecting information from various library sources, including scientific journals. The results of this research show that educators have an important role in helping students overcome problems; educators give examples, motivate, inspire and advise. Educators encourage all students to collaborate in order to increase mutual respect and respect in the classroom.

Keywords: Role of Educators, Developmental Problems, Students

INTRODUCTION

Education is a long-term investment in human resources (HR) which has strategic importance for the continuity of human civilization throughout the world. In the world of education, an educator is the main component. Educators have an important and strategic role in education. This is because educators have a major role in implementing education. Educators who carry out face-to-face meetings guide and exemplify positive values and disseminate information and technology to students. The need for high-quality educators is increasing, and education management must respond positively. This good reaction must be proven consistently by improving the quality of the educational programs provided. Improving the quality of education at the higher education level will certainly have a good influence on the generation of superior

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

educators in the future (Susilo & Sarkowi, 2018).

In the current developing era, education plays a very active role in the development of students, education is focused on several conveniences to perfect the knowledge of each student, which means that improving the quality of education is very important in the implementation of education, because one of the goals of education is to prioritize quality. learners. The quality of students is determined by their graduation results. To become a successful graduate, competent management is needed to guide students to excel in various subjects. This means that student progress must be carried out through quality learning, so that graduates have comprehensive, superior, professional insight and can look to the future with confidence (Pasaribu, 2021).

Development refers to all the qualitative and quantitative changes that occur with human growth and maturity. Individuals adapt to their environment through a complex process called development. Human development occurs in several phases during life. Human development begins from birth to old age (Sumantri, 2014). The process of acquiring, collecting, and using information and mental skills such as reasoning, observation, memorizing, analysis, evaluation, and problem solving through contact with the environment is known as intellectual or cognitive growth (Samio, 2018).

Educators play an important role that cannot be replaced by other factors in empowering and expanding a nation's learning. An educator is someone who organizes, implements and assesses the learning process. Apart from that, educators have a role in directing students towards educational goals. Therefore, educators must have the capacity to help their students realize their maximum potential (Sadriani et al., 2023). Educators' attitudes have an impact on students' mental growth, therefore it is very important for them to have a professional attitude when teaching. Slameto emphasized that success or failure in achieving educational goals really depends on the learning process experienced by students as students (Utami et al., 2020).

Based on this explanation, researchers are interested in conducting research with the title "The Role of Educators in Overcoming Student Development Problems", with the aim of finding out the Role of Educators in Overcoming Student Development Problems.

UNDERSTANDING DEVELOPMENT

According to Samio, (2018) throughout the life cycle, development is a pattern of movement or change that begins with fertilization and never stops. Learners develop both mentally and physically throughout their lives. Physical development in everyday life is more often

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

referred to as growth, although in other (non-physical) contexts it is also known as development. Growth is defined as growth in size (physical) or a clearly visible change in the substance of something as a result of stimulation or stimuli from the environment. This transformation can be an expansion or increase from nothing to something, small to large, little to much, and so on. Meanwhile, development is defined as a journey towards maturity (Ramlah, 2019), Body components grow and develop at varying rates. Body organs mature at different times and at different rates. Many factors influence development and maturation. Although inherited genetics are important, environmental factors such as nutrition, exercise, disease, and individual health also play a role.

STUDENT DEVELOPMENT

Psychologists consider that students show unstable characteristics. This is due to the fact that students experience various changes starting from infancy, adolescence, and then becoming adults. During this period, students experience puberty or adolescence (Ramlah, 2019). The condition of students develops from childhood to adulthood. Development is usually associated with the growth stage of students. The methods used to measure development vary. Development can be examined qualitatively and quantitatively Maya Kusuma & Setiarini, (2023) explain that development is defined as the result of a maturation process which can increase capacity in more complex structures and functions.

1. Cognitive Development

   The word cognitive comes from the word cognition which is synonymous with knowing. Based on Piaget's theoretical framework, other authors have defined cognition in various ways, all essentially referring to the mental processes involved in understanding and acquiring knowledge about the external world. The process of changing, reducing, deciphering, correcting and applying information from the five senses is known as cognition. The term "cognitive" refers to one of the domains or parts of human psychology that includes mental activities related to understanding, deliberation, information processing, problem solving, and belief. Will and feeling, which are connected to the domain of taste, are also tied to the cognitive domain. Cognition is a mental process in which information enters the mind, is stored, modified, recalled, and used in everyday life. It is clear from the description above that cognition is an aspect of human development that involves mental and behavioral skills related to retrieving,

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

processing, and applying information for thinking, problem solving, and adaptability (Mauliya, 2019).

2. Affective Development

Successful cognitive growth will produce cognitive skills and also produce affective skills. For example, an educator in social science subjects who is adept at developing cognitive abilities in this way will have a good influence on the affective domain of students. In this situation, a thorough understanding of the significance of the social science subject matter offered by educators, as well as cognitive preferences that emphasize the application of these principles, will help students improve their emotional domain abilities. This affective ability consists of five stages, namely recognition or acceptance, responding, appreciating values, organizing and experiencing. Students' emotions when they are adults are the same as what they experienced when they were children. The difference lies in the stimuli that arouse emotions and their degree, especially in efforts to regulate emotions. For example, instead of expressing their anger with explosive movements, they now grumble, refuse to speak, or openly criticize the person who triggered their anger (Ramlah, 2019).

3. Psychomotor Development

Successful development of the cognitive domain will also benefit the psychomotor domain. Psychomotor abilities refer to tangible and easily observable bodily actions of varying quality and quantity. However, psychomotor abilities cannot be differentiated from affective skills. Thus, students' psychomotor skills reflect insight, knowledge and awareness, as well as mental attitudes. These psychomotor skills are categorized into five stages: imitation, manipulation, precision of movement, articulation, and naturalization/autonomy (Ramlah, 2019).

STUDENT PROBLEMS

1. Learning Difficulty Problems

Conditions in the learning process that are characterized by obstacles in achieving the desired learning outcomes or goals are called learning difficulties. Students may be aware of these obstacles, or vice versa. These difficulties can come from within or outside the student. Learning difficulties are a symptom that educators will face and it is the educator's obligation to overcome them. Learning difficulties occur when students

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

cannot meet the demands of the learning process, resulting in unsatisfactory processes and results (Munirah, 2018). So, learning difficulties in students are the inability of children to participate in general education programs for certain reasons so that students are unable to develop as fully as possible, and their learning outcomes are far from their potential, so they require special attention and services so that they can achieve academic goals based on their talents and abilities.

2. Bullying Problems

According to (Arifin & Bete, 2023) bullying comes from the English word "bully" which means threats made by someone against another person, or by the perpetrator against the victim, resulting in psychological disorders such as stress, trauma, physical or psychological disorders, or both. -both. From this perspective, bullying is best understood as a type of behavior in which the bully has control over a pattern of behavior that involves repeatedly harming children who are considered inferior to them. Therefore, bullying is a behavior that needs to be faced by educators in schools, because students' psychological behavior during class may be influenced by bullying. Bullying can occur when children experience physical and psychological violence due to verbal and physical violence in social situations and these incidents occur repeatedly continuously.

3. Disciplinary Issues

The term discipline comes from the large online Indonesian dictionary which, among other things, refers to obedience to rules and laws. The subject of education is students. Student discipline refers to students' obedience and adherence to regulations, as well as all aspects of student competence. The term discipline comes from expressions used in everyday life. This term is increasingly popular in society. Whether in the school environment, business, home, or when traveling, and so on (Firosad, 2019). The capacity of students to follow the policies, procedures and guidelines that govern a school or other educational environment is referred to as student discipline. This involves students' behavior and attitudes towards time management, maintaining order, being actively involved in the learning process, and avoiding behavior that is disruptive or violates norms. In order to be disciplined, students must be willing to follow the rules, respect the authority of their educators, and accept accountability for their choices and actions in the classroom. Student discipline is very important in providing a successful learning environment, instilling positive values, and training students to become responsible

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

members of society and the environment (Lumuan et al., 2023). Disciplined children will be better able to regulate their behavior and follow school rules (Deviliawati & Pautina, 2022).

Internal and external factors influence a student's indiscipline. Internal elements such as student motivation may be able to help the guidance and counseling instructor's efforts in overcoming these problems. Admitting mistakes and correcting them can help students realize their own mistakes and desire to change. Guidance must be provided continuously to ensure that this high incentive does not fade, as guidance and counseling educators need this motivational power to overcome disciplinary problems that often arise in students (Fardaniah et al., 2023).

4. Social Skills Matter

Social skills are the skill of building peaceful social interactions that satisfy all parties involved, as well as the ability to adapt to the social environment and the ability to solve problems. Social skills include the ability to control oneself, adapt, tolerate, communicate, and be involved in community life. Social skills are an important competency for everyone, including students, to maintain three social relationships with family, classmates, society and the wider environment (Ulum, 2018). Therefore, social skills are behaviors that a person needs to learn to interact with other people and get a positive or negative response. In learning social skills are very important. Because social skills are an important component of students' ability to engage with other people. A person who lacks social skills will have difficulty functioning in their environment. On the other hand, if someone has strong social skills then he will be able to work well with other people. In addition, someone with good social skills will have empathy for other people and the ability to solve the difficulties they face.

Students must have social skills not only to feel comfortable and in harmony with their social environment, but also to grow into mature individuals. In addition to improving health and psychological well-being in the future. Therefore, every student must have social skills. People who are socially affluent can improve their psychological elements, including: identity and personality, work performance, productivity and professional achievements, quality of life, physical health, psychological health and dealing with stress (Murtafiah & Sahara, 2019). Isolated students will develop into adults who lack social, emotional and spiritual maturity. The loss of affection and love from the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

environment causes students' personalities to change and become anti-social. As a result, these students cannot form harmonious relationships with other people. Socially isolated learners show undesirable signs. Shame is a social disease that manifests as this symptom. Excessive shyness has long-term consequences that include social problems including isolation, low self-esteem, detachment, poor judgment in social situations, and even being called an unpleasant person.

THE ROLE OF EDUCATORS IN OVERCOMING STUDENT PROBLEMS

1. The Role of Educators in Overcoming Learning Difficulty Problems

   The role of educators in overcoming students' learning difficulties is very important. According to Tusturi et al., (2017), the role of educators is to construct a series of interconnected behaviors carried out in a certain environment and linked to the development of behavioral changes and student development as a goal. Educators must provide special therapy and additional attention to students who experience learning difficulties. According to Susanti, (2018) in the learning process the role of educators is focused on: Education has three main objectives: (1) providing guidance and inspiration to children to achieve short-term and long-term goals; (2) provide adequate facilities, media and educational opportunities; and (3) help students develop their personalities, including attitudes, values and personal adjustments. Thus, it is clear that the involvement of educators in interesting activities in the classroom cannot be replaced. Students are given assignments related to the subject matter. Students are also instructed to study in small and large groups so that students who have difficulty expressing themselves and talking to other people can be helped. In this way, students can participate in the learning process, namely students who actively ask and answer questions when using learning media, thus enabling participants to communicate content orally and in writing.

2. The Role of Educators in Overcoming Bullying Problems

   The role of educators in dealing with bullying among students is to accompany or advise students, as well as direct and develop them, so that they can overcome situations or problems related to bullying and reduce bullying at school to improve student behavior. Apart from their role as educators, which has been their main task, educators also have an obligation to solve problems that arise in class so that students feel

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

comfortable and safe from ridicule and insults and still have the courage to express themselves and explore to develop. Free to grow into a youthful, confident and cheerful individual.

The task of educators is to teach students in class (school). In addition to teaching courses, educators have a duty to address current issues, such as bullying, by spreading knowledge about the issue to improve social interactions, attitudes, and behavior. Apart from covering a broad subject, the information or material also discusses the risks and impacts of bullying, so that children can learn from these examples not to bully others (Arifin & Bete, 2023). Although bullying is not specifically addressed in the lesson plan, the instructor attempts to include information about what students should and should not do by providing basic lessons that help students understand what behavior is appropriate and inappropriate. It is important for friends to treat each other with respect and not hurt each other. Educators try to understand and implement several strategies for dealing with bullying. He must know the various types of learning that can be used as models for students in overcoming bullying, as well as how to motivate children in class to learn. Religious principles are a source of motivation for students to behave well and respect each other. Educators also advise students to avoid being arrogant and behave well, as well as giving sanctions to students who engage in bullying behavior by assigning them to write scientific papers (Arifin & Bete, 2023).

3. The Role of Educators in Overcoming Student Discipline Problems

Educators as educators, motivators and role models for students have an important role in student discipline. However, the reality in the field is that many students, especially female students, violate school regulations because they don't like subject educators because students are more concerned with explaining their lessons than students who are not disciplined in coming to school. Some educators discriminate between students during the process. learning, thus encouraging students to act according to their wishes, because students who are disobedient want to be treated like their friends who always get more attention from their educators, so it is easier for them to deliberately come late to class because they are bored of receiving unfair treatment from their educators (Fardaniah et al., 2023). Because disobedient students want to be treated like their friends who always get more attention from their teachers, it is easier for them to deliberately come late to class because they are tired of receiving unfair

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

treatment from their teachers. In addition, some educators discriminate between students during the learning process, thereby encouraging students to act according to their wishes.

Educators emphasize the formation of students' character in school-related discipline, including time management, attitude control, worship control, and rule enforcement discipline. From the first day of school, it is important to instill a disciplined mindset in the classroom. To develop children's character, elementary school students have received training on topics related to discipline. As an example of discipline, an educator's job is to ensure that children arrive at school promptly, attend congregational prayers on time, complete their homework on time, and behave politely towards educators. There are many punishments for children who violate disciplinary regulations at UPTD SMPN 6 Budong - Budong, Central Mamuju Regency. Discipline will teach participants to behave in a superior, positive and beneficial way for the environment.

4. The Role of Educators in Overcoming Social Skills Problems

The role of guidance and counseling educators is to help students develop their social skills so that isolated children can become stable, independent individuals, able to maximize their potential and socialize effectively, so that they can live a life like other students. Educators will lead and supervise learning activities, provide facilities, assist the teaching and learning process, and create an interesting and harmonious learning environment based on student growth, ensuring effective teaching and learning interactions. In an effort to develop students' social skills, educators carry out a series of activities starting from lesson planning to designing students' learning activities, the learning implementation stage, where educators use strategies to develop students' communication and social interaction skills, and at the end of the lesson, educators conduct learning evaluations (Ali & Amin, 2022).

CONCLUSION

From the explanation above, students experience development both mentally and physically. In everyday life, physical development is most often called growth, and can also be called other (non-physical) developments. Development refers to the phase of change or evolution that begins with creation and never ends. Development is a maturation process that leads to increased capacity in more complex structures and functions. Educators have an

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

important and complex role in helping students overcome the problems they face in learning. The task of educators as counselors is needed to overcome all these problems. The role of educators is focused on providing guidance and providing inspiration to students to achieve short-term and long-term goals, providing adequate facilities, media and educational opportunities and helping students develop their personalities, including attitudes, values and self-adjustment. Apart from playing an active role in helping the government in making the nation's life more intelligent, educators also act as the second parents of students, after their own parents.

REFERENCES

Ali, M., & Amin, S. (2022). Peran Pendidik Dalam Pengembangan Keterampilan Sosial Peserta Didik Di SDN 1 JATIPAMOR. Jurnal Cakrawala Pendas, 8(1). https://doi.org/https://doi.org/10.31949/jcp.v8i1.1930

Arifin, & Bete, M. N. (2023). Peran pendidik dalam mengatasi bullying di sma negeri sasitamean kecamatan sasitamean kabupaten malaka. Jurnal Ilmu Pendidikan, 8(1), 15–25. https://doi.org/https://doi.org/https://doi.org/10.59098/jipend.v8i1.926

Deviliawati, S., & Pautina, A. R. (2022). Keteladanan Pendidik Dalam Membentuk Kedisiplinan Peserta Didik. Educator (Directory Of Elementary Education Journal), 3(2), 119–145. https://doi.org/https://doi.org/10.58176/edu.v3i2.583

Fardaniah, D., Maeliyanti, E. E., Maulidia, U. N., Qotuz, A., Fitriana, Z. ', Kiai, U. I., Achmad, H., & Jember, S. (2023). Peran Pendidik Bimbingan Konseling Dalam Mengatasi Ketidak Disiplinan Peserta didik MTs Mamba'ul Khoiriyatil Islamiyah Bangsalsari. Humaniora Dan Seni (JISHS), 1(2), 386–390. https://doi.org/http://jurnal.minartis.com/index.php/jishs

Firosad, A. M. (2019). Peran Pendidik Bimbingan dan Konseling Mengatasi Masalah Kedisiplinan Peserta didik. https://doi.org/https://doi.org/10.15548/atj.v5i1.754

Lumuan, L. S. i., Wantu, A., & Hamim, U. (2023). Peran Pendidik Ppkn Dalam Mengembangkan Kecerdasan Moral Peserta Didik Di Smp Negeri 1 Banggai Tengah Kabupaten Banggai Laut. Jurnal Review Pendidikan Dan Pengajaran, 6(2), 210–221.

Mauliya, A. (2019). Perkembangan Kognitif Pada Peserta Didik Smp (Sekolah Menengah Pertama). 2(1).

Maya Kusuma, E., & Setiarini, Y. (2023). Alternatif Solusi Permasalahan Peserta Didik dalam Pelaksanaan Pembelajaran di Sekolah Dasar. 2.

Munirah. (2018). Peranan Pendidik dalam Mengatasi Kesulitan Belajar Peserta didik. Jurnal

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

PendidikanAgama Islam, 3(2), 112–127.

Murtafiah, A., & Sahara, O. A. (2019). Pelaksanaan Bimbingan Pribadi Sosial Dalam Mengembangkan Keterampilan Sosial Peserta didik Terisolir Di SMP Negeri 5 Banguntapan.

Pasaribu, N. H. (2021). PENERAPAN COACHING DALAM PROGRAM PERKEMBANGAN PESERTA DIDIK. Jurnal Pendidikan Indonesia, 2(11), 1928–1939. https://doi.org/https://doi.org/https://doi.org/10.59141/japendi.v2i11.343

Ramlah, S. (2019). Peran Pendidik Dalam Mengatasi Permasalahan Pertumbuhan Dan Perkembangan Peserta Didik. Jurnal El-Tarbawi, 12(1).

Sadriani, A., Ridwan, M., Ahmad, S., & Arifin, I. (2023). Peran Pendidik Dalam Perkembangan Teknologi Pendidikan di Era Digital. https://journal.unm.ac.id/index.php/Semnasdies62/index

Samio. (2018). Aspek-Aspek Pertumbuhan Dan Perkembangan Peserta Didik. 1(2).

Sumantri. (2014). Pertumbuhan dan Perkembangan Anak.

Susanti, R. D. (2018). Strategi Pendidik Kelas Dalam Mengatasi Kesulitan Belajar Akademik Peserta didik Dalam Pembelajaran Di Sekolah Dasar. Journal of Guidance and Counseling, 2(2), 139–154.

Susilo, A., & Sarkowi, S. (2018). Peran Pendidik Sejarah Abad 21 dalam Menghadapi Tantangan Arus Globalisasi. Jurnal Pendidik Dan Peneliti Sejarah, 2(1), 43. https://doi.org/https://doi.org/10.17509/historia.v2i1.11206

Tusturi, R., Hr, M., & Vitoria, L. (2017). Peran Pendidik Dalam Mengatasi Kesulitan Belajar Peserta Didik Di Sd Negeri 10 Banda Aceh. Ilmiah Pendidikan Pendidik Sekolah Dasar KIP Unsyiah, 2(4).

Ulum, C. (2018). Keterampilan Sosial Peserta Didik Dalam Pembelajaran Tematik Di Kelas V Mi Muhammadiyah Selo Kulon Progo. Jurnal Pendidikan Dasar Islam, 10(2), 229–253. https://doi.org/https://doi.org/https://doi.org/10.14421/albidayah.v10i2.169

Utami, F. N., Fkip, P., Kristen, U., & Wacana, S. (2020). PERANAN PENDIDIK DALAM MENGATASI KESULITAN BELAJAR PESERTA DIDIK SD. Jurnal Ilmu Pendidikan, 2(1). https://doi.org/https://edukatif.org/index.php/edukatif/index

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License