



THE ROLE OF TEACHERS IN INSTILLING THE VALUES OF RIGHTS AND OBLIGATIONS IN STUDENTS

Sahara Febriola¹

¹Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: saharafebriola966@gmail.com

Abstract

Education has a crucial role in shaping individual character and morals, with teachers as the spearhead in this process. However, the values of rights and obligations are often overlooked in an increasingly complex society, influenced by external factors such as social media and popular culture. This research uses a literature review method to explore the role of teachers in instilling the values of rights and obligations in students, overcoming the challenges they face, as well as strategies for transferring these values to students with diverse backgrounds. The results show that teachers play an important role as behavior models, learning facilitators, moral guides, and creativity developers. Effective strategies include integrated character education, being critical of social media, forming partnerships with parents, and using technology wisely. In collaboration between teachers, parents, and the school environment, parent-teacher meetings, family education programs, and the formation of a positive school culture are the keys to instilling the values of rights and obligations. With strong understanding and collaboration, it is hoped that a generation will be created that has high moral awareness and strong social responsibility to build a better society in the future.

Keywords : Teacher's Role, Rights and Obligations, Students

Introduction

Education is the main foundation for the formation of individual character and personality. In it, the values of rights and obligations are an important foundation in forming people who are responsible, care about the environment, and are able to contribute positively to society and the nation. Teachers as the spearhead in the educational process have a very vital role in instilling the values of rights and obligations in students (Syarnubi et al., 2023). In the increasingly complex development of society, the values of rights and obligations are often neglected or even distorted. Children and teenagers are often influenced by external factors such as social media, popular culture, and surrounding environments that may not always promote healthy and positive values. Therefore, the role of teachers as guides becomes increasingly important in directing students to understand and apply the values of rights and obligations in everyday life (Zaenuri & Fatonah, 2022). As the demands of the times continue to develop, teachers are required to not only be imparters of knowledge, but also to be good examples and role models for students. In this case, teachers need to really understand the values of rights and obligations, and be able to transfer these values effectively to students. Instilling the values of rights and obligations is not an easy task, considering that each individual has a different background and character (Prasetia, Muhari, & Subroto, 2019). However, with the right approach and consistency in providing real examples, teachers have great potential to form a generation that is aware of their rights and obligations as good citizens. Apart from that, the role of teachers is also important in helping students understand that rights and obligations are two sides of the same coin. By understanding their rights, students are expected to be able to respect the rights of others and uphold justice. On the other hand, understanding their obligations as members of society will encourage them to play an active role in building a better environment.

However, the challenges in instilling the values of rights and obligations are not small. A creative and innovative approach is needed so that the message conveyed by the teacher can be well received by students. Apart from that, the role of parents and the school environment also has a big influence in this process (Syarnubi et al., 2023). Therefore, collaboration between teachers, parents and the school is the main key in instilling the values of rights and obligations in students. With a deep understanding of the role of teachers in instilling the values of rights and obligations in students, it is hoped that a generation will be created that has high moral awareness, strong social responsibility, and is able to play an active role in building a better society in the future. Based on the description above, the problem formulation is (1) What is the role of teachers in instilling the values of rights and obligations in students in the context of modern education. (2) How teachers can effectively overcome challenges in instilling the values of rights and obligations in students amidst the influence of external factors such as social media and popular culture. (3) What strategies can teachers use to effectively transfer the values of rights and obligations to students with diverse backgrounds and characters? (4) What is the importance of the role of parents and the school environment in supporting teachers' efforts to instill the values of rights and obligations in students. (5) How collaboration between teachers, parents and the school can be the main key in instilling the values of rights and obligations in students.

Research Methodology

This research will adopt a literature review method. This method allows researchers to develop a comprehensive understanding of the role of teachers in instilling the values of rights and obligations in students, by examining various relevant literature sources. Data sources that will be used in this research include:

1. Local, National and International Journals

The research will investigate related journals that discuss the role of teachers in educating students about the values of rights and obligations. These articles will provide insight into theory, practice, and empirical research that has been conducted in various educational contexts.

2. Book

Literature from textbooks, research books, and guidebooks related to values education will be used to gain a deeper understanding of the concepts and strategies used in instilling the values of rights and obligations.

3. Technical Description

In addition, technical descriptions such as research reports, opinion articles, and seminar papers that focus on issues related to values education will also be included in this research to obtain various perspectives.

The analysis technique that will be used is interactive analysis, which has been popularized by Budgen & Brereton (2022). These interactive analysis steps include:

1. Plan Review

This stage involves planning and summarizing, as well as selecting key information related to the research theme.

2. Conduct Review

The process of reviewing and presenting the data is carried out after the data has been successfully reduced. Data will be presented in various formats, such as brief descriptions, charts, and flowcharts, to clarify patterns and relationships between categories.

3. Document Review

The final stage is review and drawing conclusions, where the results of the analysis are used to answer the research questions asked.

Result & Discussion

The role of teachers in instilling the values of rights and obligations in students in modern education

In modern education, the role of teachers in instilling the values of rights and obligations in students is becoming increasingly important. Teachers not only act as transmitters of lesson material, but also as moral guides who help shape the character of students. Some of the teacher's roles in this case are as follows:

- a. Behavioral Models

Teachers must be consistent role models in implementing the values of rights and obligations in everyday life. By being a convincing and consistent example, teachers are able to shape the desired thought patterns and behavior in students. Through consistency in actions and attitudes, teachers not only convey these values verbally, but also practically show how important it is to respect other people's rights and fulfill

their obligations as good citizens. As a model of behavior that is respected by students, teachers have a great influence in forming moral awareness and social responsibility in the younger generation (Syarnubi et al., 2023) .

b. Learning Facilitator

The teacher has a role as a facilitator in presenting material regarding the values of rights and obligations. Teachers can adopt interactive learning methods, such as group discussions, role plays, or case studies, to enable students to understand the concept. (Wati, Mahfud, & Saputri, 2021) . Through this discussion, students can actively participate in the learning process, share views, and deepen their understanding of the values of rights and obligations. Apart from that, by involving students directly, teachers also provide opportunities for them to apply these values in real life contexts, so that learning becomes more relevant and meaningful for them. As a learning facilitator, teachers not only convey information, but also create a learning environment that supports the growth and development of students in understanding and internalizing the values of rights and obligations (Prasetia et al., 2019) .

c. Moral Guide

Teachers have a responsibility as moral guides for students in understanding and appreciating the values of rights and obligations in social life. By acting as a moral guide, teachers not only convey theoretical concepts, but also provide direction and support to students to internalize these values in daily behavior. Through an empathetic and caring approach, teachers help students to reflect on and understand the implications of each of their actions for the rights of others and responsibilities as members of society. Apart from that, teachers also provide guidance in overcoming moral conflicts and strengthening awareness of positive values (Prasetia et al., 2019) . By being an exemplary moral guide and paying attention to the needs and development of individual students, teachers play an important role in forming personalities who are responsible and care for others in the context of a heterogeneous society.

d. Creativity Developer

Teachers have an important role as developers of creativity in teaching the values of rights and obligations. By utilizing creative approaches such as role plays, collaborative projects, or art activities, teachers create learning environments that are inspiring and engaging for students. This approach not only arouses students' interest and motivation to learn, but also allows them to be more actively involved in the learning process. Through creativity, teachers can describe real life situations that require an understanding of the values of rights and obligations, so that students can understand these concepts more deeply and relevantly. Apart from that, creative approaches also provide opportunities for students to explore and express themselves, so that they can develop critical thinking and social skills in a fun and challenging context. Thus, teachers as creativity developers play a key role in creating memorable learning experiences and building awareness of the values, rights and obligations of students.

Strategies for overcoming challenges in instilling the values of rights and obligations in students amid the influence of external factors

In dealing with the influence of external factors such as social media and popular culture, teachers can take several effective strategies, including:

a. Integrated Character Education

Teachers have a vital role in integrating learning about the values of rights and obligations into the curriculum in a comprehensive and integrated manner. In this approach, the values of rights and obligations are integrated into every subject and extracurricular activity, so that students can understand and internalize these values in various contexts. Teachers not only convey concepts separately, but also show how the values of rights and obligations are reflected in various aspects of life, such as in learning mathematics, science, languages, arts, sports, and so on. Through this approach, students not only learn about theoretical values of rights and obligations, but also see how these values are relevant and can be applied in everyday life (Zaenuri & Fatonah, 2022) . Thus, integrated character education led by teachers allows students to develop a comprehensive and in-depth understanding of the importance of the values of rights and obligations in forming quality character and personality.

b. Critical of Social Media

As a guide and facilitator, teachers have an important role in helping students develop critical thinking skills regarding information obtained from social media. In this effort, teachers organize joint discussions and analyzes to encourage students to question, evaluate and reflect on the information they encounter on social media (Wati et al., 2021) . Through this activity, students are invited to understand in depth the

impact and implications of this information on the values of rights and obligations in the context of daily life and within society. Teachers also help students recognize various types of information that is biased or misleading, and strengthen their ability to differentiate between reliable and unreliable information. Thus, interactions guided by teachers form a strong foundation for students to develop a critical and careful attitude in consuming and disseminating information via social media, while strengthening their understanding of the values of rights and obligations in this digital era.

c. Formation of Partnerships with Parents

Teachers have a significant role in building partnerships with parents to support students' learning of the values of rights and obligations. By opening open and active communication channels with parents, teachers can share information, goals and learning strategies regarding these values. Through parent-teacher meetings, workshops, or other regular communication, teachers can collaborate with parents as partners in forming positive character and behavior in their children at home. Collaboration between teachers and parents allows messages conveyed at school to be strengthened and applied consistently in the family environment. Apart from that, involving parents also provides an opportunity for them to contribute in providing an environment that supports learning the values of rights and obligations at home (Zaenuri & Fatonah, 2022) . Thus, the formation of a strong partnership between teachers and parents not only strengthens students' learning, but also enriches their educational experience and ensures consistency in the formation of students' character both at school and at home.

d. Using Technology Wisely

Teachers have the opportunity to use technology as a tool to convey the values of rights and obligations to students in a creative and interesting way. By utilizing relevant and interactive digital platforms, such as educational applications, educational social media, or online learning platforms, teachers can provide more dynamic and involved learning. Through wise use of technology, teachers can present material in a more interesting way, such as through videos, animations or interactive games that can attract students' attention. Apart from that, technology also allows teachers to provide diverse and easily accessible learning resources for students, so that they can deepen their understanding of the values of rights and obligations according to their individual needs and interests (Khaerunnisa, 2020) . However, it is important for teachers to continue to monitor and control the use of technology so that it remains appropriate to the learning context and does not deviate from educational goals. By using technology wisely, teachers can increase the effectiveness of learning and help students understand and apply the values of rights and obligations in their daily lives.

Strategy for effectively transferring values of rights and obligations to students with diverse backgrounds and characters

To effectively transfer the values of rights and obligations to students with diverse backgrounds and characters, teachers can adopt differentiation strategies that involve a deep understanding of the individual characteristics of each student. This approach allows teachers to adapt the teaching methods and approaches used according to the needs, preferences and interests of each student. By understanding diversity in learning styles, cognitive needs, and individual interests, teachers can create more relevant and meaningful learning experiences for each student (Setiyaningsih, 2022). Apart from that, teachers can also use various case examples that are relevant to students' daily lives. By using relevant and interesting case examples, teachers can clarify the concepts of values, rights and obligations in a concrete way. This allows students to more easily relate these concepts to their personal experiences, thereby strengthening their understanding and application of these values in everyday life. (Prasetya et al., 2019) . Thus, the differentiation approach and the use of relevant case examples are effective strategies in transferring the values of rights and obligations to students with diverse backgrounds and characters.

The important role of parents and the school environment in supporting teacher efforts

The importance of the role of parents and the school environment in supporting teachers' efforts to instill the values of rights and obligations in students cannot be underestimated. Parents not only act as models and supervisors for their children outside the school environment, but also as important partners in the educational process. Close collaboration between teachers and parents is the main basis for providing consistent support and a deep understanding of these values to students. A conducive and supportive school environment also plays an important role in shaping the character of students, because a positive and inclusive atmosphere can strengthen the value messages conveyed by teachers (Khaerunnisa, 2020) . Thus, synergy between parents, teachers and the

school environment is the main pillar in raising awareness of the values of rights and obligations and forming a strong and responsible generation in the future.

Collaboration between teachers, parents, and the school environment in instilling the values of rights and obligations in students

Collaboration between teachers, parents and the school environment is the main key in instilling the values of rights and obligations in students. Some of the ways this collaboration can be realized are as follows:

a. Parent-Teacher Meeting

As an effort to strengthen the character formation of students, teachers can hold regular meetings with parents to discuss the development of values, rights and obligations of students at school and at home. This meeting is not only a forum for conveying information about academic progress, but also an opportunity for teachers and parents to share views and experiences regarding the formation of children's character. In this meeting, teachers can convey information about the values emphasized at school and provide strategies for parents to support the implementation of these values at home. Conversely, parents can also share their experiences and challenges they face in educating their children, so that teachers can provide more specific and relevant support. Through collaboration between teachers and parents in this meeting, it is hoped that students can receive consistent and holistic support in character development and their understanding of the values, rights and obligations as responsible citizens. (Dianti & Djuwita, 2023) .

b. Family Education Program

Schools have an important role in organizing family education programs which aim to help parents understand their role in forming their children's character. Through this program, schools provide the forum and resources needed for parents to acquire knowledge and skills that support teachers' efforts to instill the values of rights and obligations in students at home. This program can include various activities, such as seminars, workshops, group discussions, or online learning resources, which are specifically designed to provide information about the importance of the values of rights and obligations in forming children's character (Setiyaningsih, 2022) . Apart from that, this program can also provide practical strategies to parents on how they can be actively involved in strengthening these values in everyday life in the family environment. Thus, through collaboration between schools and families through family education programs, it is hoped that there will be synergy that strengthens joint efforts in forming a generation that has high moral awareness and strong social responsibility. (Dianti & Djuwita, 2023) .

c. Formation of a Positive School Culture

The school environment has great potential to become a model for students in implementing the values of rights and obligations. By creating a positive and inclusive school culture, students will be inspired and encouraged to understand and internalize these values in their daily lives. The formation of a positive school culture involves various aspects, such as mutual respect, cooperation, responsibility and justice, which are promoted and practiced by all members of the school community. Teachers and school staff have a key role in forming a positive school culture by being role models in their daily behavior (Sukur, Hasmawati, & Ningsih, 2021) . Apart from that, learning and extracurricular activities can also be designed to strengthen the values of rights and obligations, as well as provide opportunities for students to practice applying them in real contexts (Khaerunnisa, 2020) . Thus, through the formation of a positive school culture, schools can become a supportive environment for the formation of students' character, so that they can grow into individuals who are responsible, care about others, and contribute positively to society.

Conclusion

In modern education, the role of teachers in instilling the values of rights and obligations in students is very important. The teacher is not only a transmitter of lesson material, but also a moral guide who helps shape the character of students. Through various roles, such as being a behavioral model, learning facilitator, moral guide, and creativity developer, teachers have the opportunity to form moral awareness and social responsibility in the younger generation. The challenge of instilling the values of rights and obligations in students is increasingly complex with the influence of external factors such as social media and popular culture. However, with strategies such as integrated character education, critical development of social media, forming partnerships with parents, and wise use of technology, teachers can overcome these challenges effectively. In transferring the values of rights and obligations to students who have diverse backgrounds and characters, teachers can use differentiation strategies and case examples that are relevant to students' daily lives. Collaboration between teachers, parents and the school environment is the main key in instilling these values, through parent-teacher meetings, family education programs

and the formation of a positive school culture. With a deep understanding of the role of teachers and effective strategies, as well as strong collaboration between teachers, parents, and the school environment, it is hoped that a generation will be created that has high moral awareness, strong social responsibility, and is able to play an active role in building society. better in the future.

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