

THE ROLE OF THE EDUCATOR IN IMPROVING THE LEARNING PROCESS THROUGH THE PAULO FREIRE PROBLEM METHOD

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Abstract. This research aims to look at how to improve the role of educators in the learning process, especially through Paulo Freire's problematic education concept. As it can achieve the expected goals in the learning process, the role of educators is very important. This study employs a qualitative method with a descriptive design in which it provides a careful description of certain individuals or groups about the conditions and symptoms that occur. In this study, the author uses data techniques based on analyzing the thoughts, biographies, and especially in the concept of problems with the perspective of Paulo Freire descriptively. Traditional methods are still widely used by educators today who are lacking in the learning process, which according to Paulo Freire is called the concept of bank style or the existence of oppression of students, with educators as the dominating party, and arguably are the same direction as students. In this case, the author uses the concept of Education Against Problems to streamline the learning process that can be used to achieve a goal. The educator along with the learner is placed as an educational subject who knows himself, in order to achieve more knowledge in the form of purity and knowledge as an object. Therefore both parties are in the same position as learners, and interact in providing knowledge information in a straight line.

Keywords: Educators, Learning Process, Problem posing education

I. INTRODUCTION

Education is an important thing and will never be separated from life because with education humans are able to develop their abilities, expertise, creativity, and what is certain is their knowledge. In education, there are various components, one of which is the learning process because in general, education is genuinely a process of transferring knowledge, values of life, and ways of living in society. The learning process is a form of interaction that occurs between educators and students to achieve learning goals [1][2][3]. The learning process is an interactive activity even communicate reciprocally between educators and students to achieve goals in educational situations. Therefore, the role of educators with students is the main thing in the learning process. The role of educators is very important in the ongoing learning as they not only transfer knowledge, but also have a high responsibility that is not as easy to say.

Educators must be able to understand the material as well as the mature learning methods which are going to be implemented in the teaching process in order to be able to stimulate students' abilities to achieve goals [4]. It is different in the field or in Indonesian schools. There are still many educators who use methods that cause learning to be one-way, such as lectures Freire with the concept of bank education where students are considered like empty vaults then educators only fill in the vaults as savers, so that students only become objects that accept everything given by the educator.

A good learning process can be carried out in an effort to increase the role of educators, by designing effective learning. Educators should be able to use a variety of concepts or methods in its implementation. The method that can be used to solve the previous problem is the concept of Paulo Freire. The concept of Problem-facing learning places

educators and students to communicate with each other, and interact and it is hoped to stimulate students to ask questions and even oppose a statement.

The concept of Facing Problems is expected to advance the role of educators towards students, which will also advance the quality of Indonesian education. In addition, a good learning process is expected to lead students to realize reality, achieve happiness and return to their human nature [5]; therefore the author believes that the method of dealing with Paulo Freire's problems is able to overcome these problems as Paulo Freire always has thoughts that reflect a protest against any form of education that will uproot human consciousness.

Learning is a process to get a new change in behavior either in part or in whole and as a result one's own experience in interaction with the environment is carried out by a person [6][7][8]. Thus, learning does not mean changing behavior, something is completely unknown, but learning is an attachment between existing knowledge and new knowledge. The learning process occurs when there are signs of changes in human behavior, and this behavior can be seen by comparing the situation before and after the learning process takes place.

The learning process can also be called teaching, teaching in principle is guiding students in teaching activities that contain an effort to organize the environment in its connection to students and their teaching materials, so that the learning process occurs. Thobroni [9], asserts that the learning process is teaching and learning activities that take place in the classroom where the core is education and there is interaction between educators and students. It can be concluded that the learning process contains a series of actions between students and educators on the basis of

reciprocal relationships. This is the influence of an educator to link the teaching materials that have been delivered with the teaching materials.

We cannot let the learning process to not run well and even do not achieve a predetermined goal. Therefore, the role of educators and students is equally important as the educators have a role that has been previously mentioned, while students have a role that is no less important because they are the subjects in the implementation of the teaching and learning process. In a learning process, a method and concept are definitely needed, which in a method, the educator will direct and guide. Educators in addition to directing the learning process must also be able to guide students in optimizing their abilities and talents. Without educators, it is impossible to realize their life goals optimally. Thus, it will be realized that human beings are social beings who need others in their lives to realize their goals [10][11][12].

The main subject of this research is Problem-facing Education. It is a solution to the problems of the current learning process. Currently there are still many educators who use a one-way or traditional process. Freire mentions the concept of learning as bank-style education. Bank-style education, according to Freire in his book, is also called as an education of the oppressed. The teacher only directs students to always take notes, memorize, which continues to be repeated mechanically and obediently to the lessons delivered by the educator. The style also shows that the space provided for the activities of students is only limited to receiving, writing, recording, and storing. In other words, in this bank education style, it can be said that education students do not have the opportunity to explore the material. They only memorize the material. So that in the learning process there is a lack of understanding of meaning because it only relies on rote memorization. In the concept of bank-style education, it is like refusing dialogue and imposing students as objects, and can hinder both creativity and awareness of students. Because of the absence of communication, students do not find a meaningful life, educators cannot work for their students, or cannot force them to think on the basis of reality, only communication between students and educators can create meaning.

Freire provides a hostile concept to the concept of bank-style education. By using the concept of problem-facing education, it is expected to build a dialogue between educators and students. This education stems from the concept of humans as beings who have awareness, where their awareness is designated to face the world which is commonly called "humanization", the concept is clearly not the same as the concept of bank-style education because education deals with this problem with how to express human problems in their life relationships with the outside world. In education facing this problem, students and educators are equal, both looking for solutions to a problem, even students who are active and critical, and educators become partners who are involved to stimulate the criticality of students. Basically, this concept is an attempt to avoid miscommunication between educators and students for an atmosphere of dialogue as educators are not only teaching, but also having dialogue with students, and

working together in acting and thinking. Thus, problem-solving education can produce students who have a balance between the right brain and left brain.

Analysis of the findings of various studies confirms that educators have an important role in improving the learning process. Educators who use interactive learning methods are able to realize the active role of students during learning [13][14]. Differences in learning styles make the diversity of students so that education must strive for all to learn according to learning styles [15]. Learning styles vary because they are influenced by various factors, especially the environment around students. The ability to choose the right learning method is influenced by the level of educators' knowledge of various learning methods [16]. The very strategic role of educators in realizing the learning process in accordance with the method of dealing with problems by Paulo Freire.

Referring to the description and findings of the research results above, the research aims to see how to improve the role of educators in the learning process, especially through Paulo Freire's concept of education with problems. Through the concept of Paulo Freire, it is hoped that educators will be able to improve their learning, so that the learning process can be achieved according to the objectives.

II. RESEARCH METHOD

This study uses a qualitative research method or a descriptive approach, which is a process of studying and analyzing more deeply about data, facts, theories, concepts that refer to Sugiyono [17]. Sources of supporting data are literature, ebooks, journals, and related articles. The author sets the focus of the research, looks for sources of theory and concepts, then analyzes the theory and the data collection techniques obtained, by looking for variables from various sources which will finally be interpreted and made from various references previously mentioned that are relevant and related to education. Sources of data used in this study in the form of a book written by Paulo Freire, namely the book Education for the Oppressed and the book Education as a Learning Practice. In addition, data sources were obtained from other books and journals related to Paulo Freire's thoughts.

Data analysis was carried out by examining Paulo Freire's theory as primary data, then examining other sources in the form of journal articles or books. The description of data analysis can be seen as follows.

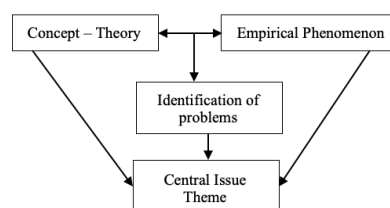


Figure 1 Qualitative Research Flow [18].

III. RESULT AND DISCUSSION

Educators currently must have 36 indicators which are divided into four categories, namely, the formation of lesson plans, implementation in the learning process, assessment of student learning and learning outcomes, as well as supervision and follow-up on the sustainability of learning outcomes [19]. Lesson planning is prepared by considering the diversity of learning styles [20]. In preparing a lesson plan, an educator is still in the preparation of a lesson plan that has been mastered and implemented, lest there are still many educators who are a little less able to develop learning strategies, methods, techniques or styles, and assessment techniques.

For the implementation of the learning process using an active, innovative, creative, effective, and fun learning approach. Educators do not really pursue the target of a material, but tend to prioritize the power to inflame students in developing learning potential. The variety of educators in an effort to elaborate learning to fit the objectives and must be determined by the commitment of educators and school leaders to their duties and obligations, thus does not mean ignoring other factors such as the availability of facilities, budget funds and allocations. This is very evident because there are still many schools that have limited facilities and funds but are able to carry out an active learning process, etc., as previously mentioned, on the contrary, some schools are located in cities with adequate facilities but the learning process remains one-way or traditional..

In particular, Rosyada [21] says in learning that educators must initiate strategies before and in the learning process, thus the model or technique used must be in accordance with the characteristics of a student, the material to be studied, and the environmental conditions in which the learning process takes place. When viewed more closely, the advantages of the method lie in factors that influence, among others, first, the objectives of each field of study must be more detailed and specific so that a suitable method can be chosen for that purpose, secondly, educators must be aware of the differences in the characteristics of each student with a way to see the background or basic conditions of students' lives such as social and economic, the level of intelligence, culture, personality, which differ from one another, so that educators can determine and consider what methods can be used for these students, in addition to differences in learning outcomes. With each other, there must be differences in each individual and educator's ability, an educator whose speaking ability is accompanied by style and expression, movement, voice pressure, rhythm will be successful in using any method than an educator who has less in speaking skills. Determining the right learning strategy is needed to know the conditions of the learning environment [22].

In increasing the efforts of the role of educators in the learning process, there are supporting and inhibiting factors that come from outside the educator and within the educator. Internal or internal factors include education level, level of welfare, participation in various trainings and scientific actions, work period and work skills, as well as awareness of obligations and conscience calls, while external factors or originating from outside the educator include, a lot of salary

and allowances obtained, community participation, readiness of facilities in learning media, and leadership of the school principal.

In the current learning paradigm, learning is an effort by educators to lift students to make the learning process better, however, until now, there are also many communication interactions between educators and students who are considered to have failed in the learning process. to memorize standard texts rather than being asked to foster creative thinking. Thus, in the future, results in the rational discipline of being undeveloped. In this teaching model, educators are only trapped in the fun treatment of exposing their knowledge and enjoying the admiration that is being shown to their students [23].

The impact of a teaching paradigm like this will cause fear and confusion for students in an educator because it places the educator or teacher as the only one who provides information and knowledge. This kind of teaching model, the teacher will be offended if many students ask or question the orders and instructions given by the educator for him. This teaching model which is termed by Paulo Freire is the concept of bank-style education which has been practiced by many educators in the learning process, even resulting in freezing of thinking and the absence of a sense of critical awareness in students.

From the name of the bank, students are like a piggy bank and educators are the savers, so that by implication there can be discommunication between the two parties. In this concept, the space provided for students during the learning process activities is only to receive, record, and store it by rote. In simple terms, Paulo Freire can compile the nature of bank-style education such as educators or teachers teaching students to learn, educators, educators know everything, students don't know anything, educators think students are thought out, educators can choose students to just obey, educators can manage students only regulated, educators speak, students only listen, and finally the educator is the subject in the learning of students the object of learning.

From this description, it can be seen that it is the educator who plays the center in everything, and treats students as if they are isolated slaves and accepts their ignorance as the legitimacy of the educator's existence. So that the teacher's role is less able to invite students to think critically, innovatively, and creatively. And educators bring views and assumptions that students are only unconscious objects, always passive and accept whatever is given by the educator. Thus, this method does not have true peace in its excessive role and tries to live with others in solidarity and tends to lead educators to always be afraid and stay away from communicating. Therefore, the results of the learning process will only produce graduates of students and society who are frozen, passive, static, and can be until there is no change [24]. Thus, educators must be able to find a paradigm that really teaches students and even transfers to democratic education.

The role of educators must be returned to the task of teaching and students are tasked with receiving lessons, and the method used must be unidirectional communication so that it can develop hierarchies. For this reason, Paulo Freire

produced a learning concept that can solve these problems, namely the concept of Problem Posing Education. With this, both students and educators can learn about life to be able to make it better, because that is the purpose of learning. When a learning process is a way to answer the discommunication between educators and students towards a dialogical atmosphere. So the method raises problem solving in the learning process between educators and students [25]. At the core of its implementation, students will have a dialogue with educators so that students will also become subjects in learning both acting and thinking at the same time speaking to state the results of actions as well as thoughts. So that both students and educators learn from each other to humanize each other. Basically, the educator proposes a problem material to be considered by both and then tested again after being formulated after a meeting and consideration and vice versa.

In this kind of teaching, the teacher's role will be to build the creativity of students, besides that it encourages a revaluational attitude to move forward and which certainly makes students think critically because each student has a different perspective. Students' creativity is built by providing learning activities that are in accordance with learning styles [26]. In other words, Problem-facing Education actually provides a pattern that education should provide freedom, it's just that it narrows down how the role of educators is able to build democratization in the learning process. The role of educators is not only oriented to academic values which are cognitive in nature but can also be oriented to other aspects, namely affective and psychomotor aspects.

With Problem-facing Education, it is hoped that students will be able to realize a balance between the use of the left brain and right brain, and have emotional intelligence, as well as spirituality. In other words, it also provides balance to the physical and spiritual, the balance of natural knowledge and socio-cultural knowledge, and also has a balance between knowledge for the present or the future with knowledge of the past.

Therefore, the benefits of Problem-Facing Education can be taken democratically oriented and able to accept new things, then innovation in solving a problem, always involved in planning because every student participates in issuing opinions which makes students appreciate differences of opinion from opinions. other students, think rationally and critically and the most important thing is the emergence of a full sense of self-confidence and not afraid of competition, and a change. Thus, Paulo Freire's Problem-Facing Education is a technique or style that must be used and developed by educators, starting at the elementary level and up to the tertiary level. Learning styles that are facilitated by education in learning activities help students understand concepts [27].

In Freire's view, educators and students are equally placed as subjects of education who know themselves, in order to achieve knowledge of more purity and knowledge as objects, therefore both parties are in a position to learn together, and interact in providing knowledge information in a straight line. straight. Educators can have confidence in

students as being able to solve problems, educators can be taught by students, no one teaches themselves, so the role of educators in education against Paulo Freire's problems is as a facilitator for students to understand the reality of life and themselves. In addition, the role of educators must be able to be a motivator because educators will endeavor to engage students in critical thinking and efforts towards other ways of humanization.

IV. CONCLUSION

Learning is a process that is very dependent on the competence of educators. Good educators try to make their learning successful. Educators are one of the factors that will bring success to students. Educators who teach, namely education that teaches students are able to build creativity and democracy or freedom, and are able to facilitate, dynamize, and motivate so that a communicative and active atmosphere occurs and is able to change the past paradigm, namely bank-style teaching which actually cuts the creativity potential of students and brings authoritarian teaching where participants leave the holy piggy bank not filled with anything. But the main goal or the main role of educators is to guide students to spread themselves, and to help each individual learner to know for himself and the world apart from being a separate or distinctive human being and encourage realizing the potential abilities that actually exist in students.

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