

# TEACHER'S CHARACTERISTIC AND EDUTAINMENT NUANCE FOR ADOLESCENT IN LEARNING PROCESS IN SCHOOL

Rahma Wira Nita

Guidance And Counseling Study Program, STKIP PGRI West Sumatera  
email: [rahma@stkip-pgri-sumbar.ac.id](mailto:rahma@stkip-pgri-sumbar.ac.id)

## ABSTRACT

*Students in their adolescence face various adjustments whether personal, social and academic. Teacher need to understand how to dealt with students in their adolescence. Today there is phenomena that adolescents assume schooling as boring activity. Besides, adolescents tend not enjoy the process in school, because curriculum demand and policy in school. Teachers who are involved in making adolescent to be success in school, need to think about strategy to create pleasant learning atmosphere. Besides, teachers also has character which is suited with adolescents' development, so they can self-adjust with the level of adolescents' development. In facing this phenomena, it need discussion on how teachers' character can create pleasant learning atmosphere.*

**Keywords:** teacher characteristic, edutainment, adolescent, learning

## I. INTRODUCTION

Adolescent is individual confronted with complex self-adjustment between self-adjustment, and environmental-adjustment but they are confused with the condition occurred in themselves. Sometimes adolescents' inability in self-adjustment make them find the problem and obstacle not only at home, with peers but also in school environment.

Today, not all adolescents like learning activity, teacher and school atmosphere. Not all adolescents consider that school and teacher as something deserve to be taken into account and become attention. Some adolescents spend their time with activity out of school. Besides, the challenge from technology advance make adolescents are preoccupied with gadget, which make their social relation and development are increasingly concerned.

Whereas adolescents stay in school in order to form their attitude and behavior to be able to become developing and independent individual. However, adolescents not make school and teacher as the environment they like but some of them feel that they are not comfortable for

beingthere. Therefore, this paper will discuss about how teachers' characteristic which can create pleasant learning atmosphere for students.

## II. DISCUSSION

### A. Characteristic of Adolescent

As individuals who are in adolescence, they have the characteristic which need to be known by teachers. The characteristic of normal development occurred in adolescent in carrying out development task to achieve self identity in general is objective self assessment and self actualization. As stated by Sumiati et al (2009: 12) in order to self-actualize, an adolescent will assess self identity, increase interest toward opposite sex, begin to create self-image, begin to separate himself from parent authority.

Related to earlier statement, Hurlock (in Lesmana, 2006: 169) express some characteristics of adolescent, among others are: 1) Adolescence is the period of transition, in which in this period, adolescent shape life style and set behavior pattern, value and nature which are suitable with environment, 2) Adolescence is the period of

change, such as change in emotion, role, interest, behavior pattern and ambivalent attitude; 3) Adolescence is the period of problem; 4) Adolescence is the period of self-identity searching, in which adolescents want to show themselves as individual, 5) Adolescence is unrealistic period in which adolescents had not seen themselves as who they are, but want to become what they expect; 6) Adolescence is the threshold of adulthood, in which they are prepared to face adulthood which demand maturity and perfection of adolescence.

Furthermore, in more specific Baruth and Robinson (1987) cited by (Lesmana, 2006, 169) that adolescence is divided into two phases, namely early adolescence and late adolescence. Each has its own characteristic as follow.

In early adolescence, the characteristic owned by adolescents is they begin to doubt about themselves, often have low self-esteem, forgetful, have labile emotion, peers oriented, concern about physical appearance, need recognition from group, anxious, have uncontrolled energy, bored with routine activity, desire freedom and autonomy, dislike being directed, anxious about uncertain things, feel uncomfortable with physical change, often daydream, like gossiping, loyal to friends, easier to fall in love, awkward toward opposite sex.

Whereas in late adolescence, adolescents show characteristics among others are begin to be independent from family and turn into broad social environment, build intimacy with peers, trusted teachers, and sometimes they like being alone, begin to understand individual difference, work and adult individual value become important.

From various characteristics of adolescents which had been described, teachers need to aware of those various characteristics, then adjust it during interaction with adolescent, both in academic nuance in class or in accompany adolescent in non formal environment. If this is done by

teachers of course it can minimize tension between adolescents and teachers in school.

## **B. Teacher's Characteristic for Adolescent**

Individual who interact with adolescent need to understand and can self adjusted when working with them. An adolescent teacher need to become learner's teacher. As stated by Danim (2015:210) that the main task of learner's teacher is to educate and to teach, learn to enhance their quality and their students' quality to balance emotional, spiritual and intellectual intelligence. The similar thing also expressed by Pennings, Brekelmans, Sadler, Luce C.A. Anna C. van der Want, Jan van Tartwijk (2017) that teacher-student relation need to has certain characteristic in order to help student to develop and grow well.

As the study result of Axelrod (2008) cited by Shahmohamdi, N (2015) that the characteristic of effective teacher and instruction identified by students among others are consistent, discipline, easy to contact, open minded, like to share, enthusiast, sense of humor, and inspire. It shows that students prefer teacher who is knowledgeable, who know how to teach with affection.

Furthermore, Clark and Walsh (in Shahmohammadi, N 2015) emphasize that a competent teacher should has pedagogical knowledge significance, such as provide environment to students in which they can be relax in order to learn well and become productive, guide students, has ability to regulate, explain and clarify, and arouse and maintain, motivate students, give positive enforcement, allocate more time, and integrate technology.

Furthermore, Danim (2015: 209) found that some main pillars for a learner's teacher among others are 1) has curiosity, 2) has optimism, 3) has sincerity, 4) consistent and 5) has visionary view. Besides, a learner's teacher need to has empathy toward his students in the context of teacher-student relation. Empathy defined as showing teacher's physic or aura which is

related directly to the phenomena faced by students, teacher approach students, and can feel students' emotion. In specific, Danim (2016: 243) define teacher's empathy toward students as teacher ability to accept, perceive and feel adolescents' emotion directly.

Teacher's empathy toward adolescent result in respect and appreciation. Later, respect will build the trust which become main part in building cooperation. Therefore, before a teacher deliver something to adolescents, he/she need to empathize, recognize adolescents, take the position in their world, then teacher can fill and deliver the message or communicate with adolescents without psychological obstacle in the form of rejection.

When teacher interact with adolescent, they also need to be skillful and can inspire students. As suggested by Danim and Khairil (2013: 40-45), all teachers should become good teachers and it is a challenge for teacher, even teacher who is working with students.

The following are some criteria of a good teacher with some qualities, among others are: self-confident, patient, has affection, has understanding, has dedication, has good achievement, perseverance in giving support, willing to help students to get achievement, proud of students' achievement, has spirit.

Become good teacher is not enough for teacher who works with adolescents who are in the period of transition. According to Kelly cited in (Danim and Khairil, 2013: 153-155), there are some characteristics which need to possessed by teacher. The most success teacher has some general characteristic, among other are: has sense of humor, has positive attitude, has high expectation, consistent, fairness, and flexibility.

In addition to become good teacher, teacher who is working with students need to build intimacy or rapport building. According to Hakim (2011: 69) "one key of success in students' achievement is unconscious intimacy between teacher and students."

According to Malikow (in Shahmohammadi, N. 2015), the list of personality characteristic of a competent teacher are: challenging and has high expectation, has sense of humor, become enthusiast and creative, tolerant, patient, nice, commonsense and open minded, flexible, has positive attitude toward new ideas, and take care of students as characteristic needed to become effective teacher.

Another characteristic of teacher's personality according to student in school that is increase student's motivation, and force students to cooperate with one another with group tasks, active, friendly, and attentive to progression of each student, not search perfection in students, more attentive to weak students, give more responsibility to competent student, set the group tasks for student, control class correctly, use aural/visual aid and create health competition among students, teacher should attentive to their appearance and wear color, bright and clean dress.

Teacher should be able to build rapport with students by finding out their perception of class activity, to increase their motivation and to force cooperation among students in doing group tasks so can maintain communication. Besides, teacher should be able to get good idea from students level and their different need and provide them with aural/visual aid which is required.

As expressed by Maida (2012: 15) that professional teacher is she/she who is able and willing to do his/her task well and internalize positive value to his/her students. From teachers' characteristic for adolescents which had been explained, it can be concluded that adolescents' teacher need to become learner and teacher, become good teacher and has intimacy or closeness.

### **C. The Importance of Learning with Edutainment Nuance for Adolescent**

Adolescents who are in the period of transition, search for self identity and experience many problems physically and

psychology. In facing this condition, teacher need to understand that adolescents in academic activity need pleasant learning nuance which is known as edutainment.

As expressed by Fadillah (2014: 3) that edutainment is defined as pleasant or fun education, which combine education content and entertainment in harmony so learning activity is fun. As for the background for the emergence of edutainment concept are:

1. Positive feeling (happy/enjoy) will accelerate learning, whereas negative feeling will slow learning.
2. If one is able to use his/her potential of reason and emotion well, then it will make the leap of learning achievement beyond expectation.
3. If each learner can be motivated appropriately and taught with right way, then students will achieve optimal learning outcome.

Based on that statement, Rose and Nicholas cited by Fadilah (2014: 6) that there are some ways which can be used by teacher to create pleasant learning climate, among others are: create no stress learning environment, present students' emotion in learning.

Because basically, the effective teacher should has class management skill. The basic aim to maintain class management is to create free of stress learning environment for students. Free of stress environment provide relax situation not only for students but also for teacher to take part in the process and willing to remove and at least minimize the fear of making mistake.

According to Farida, Rois and Ahmad (2014: 93), the key of pleasant class lie on teacher, because teacher is 'director' and 'actor' at once. Teacher will determine whether the class become horror story or enjoyable adventures story.

In accord with that background, it is known that adolescents need edutainment nuance to achieve expected learning outcome. Thus, teachers are challenged to be able to create such condition in order that adolescents can enjoy learning atmosphere as

expected. As expressed by Farida, Rois and Ahmad (2014: 93) that "joy is the beginning of actual learning." It is evidenced that positive emotion support learning effectiveness because the joy will optimize the function of brain.

### III. CONCLUSION

Adolescence is the period which full of challenge for adolescents. Teacher need to has emotional intimacy in accompanying adolescent. Adolescents need teacher who is not only teach material but in the midst of their confusion also teach them in self-adjustment with physical, psychological, and social condition. Adolescents need teacher as learner teacher, the great teacher who can build intimacy with them.

Besides, adolescents also need learning atmosphere and school atmosphere which is edutainment namely pleasant school and learning, so adolescents feel comfortable in school and they can develop and explore their potential optimally. Accordingly, teachers are challenged to be able to create learning atmosphere with edutainment nuance.

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