Teacher's Role in Developing Primary Students' Self-esteem in Disruption Era

Musa Sinar Tarigan

Universitas Pelita Harapan

Abstract: The development of digital technology has a negative impact on the growth of student's self esteem. Students seem to have mastered digital technology but they experience crisis of identity or self-esteem and are not ready to face challenges. The idea that technological progress can solve all the problems of human life has changed the purpose of education. Teachers who are entrusted in the process of forming students' self esteem are often trapped in the euphoria of digital technology advancement as a symbol of students' success. This research examines how the role of teachers as educators in schools strengthens students' self esteem in disruption era so that students are able to anticipate the negative impact of digital technology in their life. The reason is students who have strong self-esteem are ready to face the challenges of life in disruption era. This study uses literature study method by analyzing various writings of experts related to the process of forming students' self esteem, the role of teachers in primary schools, and the characteristics of disruption era and its impact on student life. This research indicates that teachers have a very important role in the process of forming students' self esteem to anticipate the negative impact of digital techology through education in primary schools. Digital technology will not be able to fulfill the fundamental needs of students to develop their self esteem. Teachers still use digital technology as a medium of learning, but do not eliminate the essence of students' basic needs such as the formation of self esteem.

1 INTRODUCTION

Education has a very important role in developing self-esteem for primary students' self-esteem. The students who have high self-esteem will see themselves as a very valuable person as God's creation. The students who have high self-esteem will be ready to face disruption era. Refnadi said that self-esteem is one of the factors for individual success in his life because developing a self-esteem in a teenager will determine future successes or failures. As a self-assessment, the development of self-esteem becomes an important part of education, as it is expected to process the discovery of a positive self-concept in the child's soul (Refnadi 2018). This statement shows that education should involve the students' self-esteem development and not just cognitive development. Sharma and Agarwalaa also said that, self-esteem is a major key to success in life, so the development of positive self-concept or healthy self-esteem is extremely important for good adjustment in society (Sharma & Agarwala 2015). This statement emphasizes that self-esteem plays an important role in the success of a person in different areas of life depending on his talents as a gift from God. Refnadi and Sharma's thought shows that education in schools plays an important role in developing students' self-esteem, especially in this disruption era.

The development of self-esteem is very important in disruption era because so many students are not ready to deal with life, that many students are frustrated and depressed in this era. Students are trapped in the digital world, which leads them away from a normal life. The use of digital technology in the disruption era, which is not accurate make the students can easily access various information freely and easily without control. Students prefer social media activities, especially online games that often do not build their lives. The influence of social media establishes relationships with friends make relationships with parents weak (Muhadjir, Ekawati, Habib 2017). As a result many students have a low

self-image, worthless, and low self-esteem and tend to be antisocial. This condition is very concerning in the midst of the advancement of digital technology in the disruption era.

The role of teachers especially, the primary school teachers is very important in solving the negative impact of digital technology development in this disruption era. Primary school teachers' have a valuable opportunity to develop students' self-esteem as early as possible and will continue to adulthood in the next phase. This article aims to make primary school teachers aware of the importance of developing students' self-esteem in order to prepare for a mature and healthy life in the disruption era.

2 THEORICAL FRAMEWORK

2.1 Developing Primary Students' Self-Esteem

Self-esteem can be interpreted as the action of someone who values himself valuable. Hashem conveyed the understanding of self-esteem and said, "to esteem oneself is the ability to properly evaluate and accurately present oneself which involves a realistic assessment of personal strengths and weaknesses, positive and negative qualities, and true potentials and limitations" (Hashem 1999, p. 1084). Self-esteem shows a person's ability to judge both strengths and weaknesses in the right position. When students judge themselves well and positively, they have high self-esteem (Weiten, Lloyd 1997). Self esteem is closely related to how the students adequately judge himself. Collins stated, "self-esteem means something slightly different. This term refers to the evaluation that individual makes of his or her worth, competence and significant. ... Self-esteem involves a self-evaluation (Collins 1980, p. 347). This statement was reinforced by Hashem and said, "self-esteem is an internal ability to assign attributes to oneself and conduct subjective appraisals and private judgments" (Hashem 1999, p. 1084). When students have good and positive self-esteem, they are ready to face the challenges of life. Weiten, Lloyd stated, "positive expectations ussually produce high effort, low anxiety, succesfull outcomes, and self praise. Thus, positive feelings about the self are perpetuated" (Weiten, Lloyd 1997, p. 147). Positive self-esteem will help students face different difficulties and get successes throughout their lives. O'Toole (1995, p. 13) said, "Self-esteem has its foundation in a strong sense of self-worth which survives both failure and success; it survives mistakes, disappointment, and most of all self-esteem survives acceptance and rejection from others."

The development of self-esteem starts from birth and continues to experience a long process. Refnadi said, that self-esteem begins to develop after a child has been born, as the child interacts with the outside world and the people around them (Refnadi 2018). Weiten, Lloyd (1997) stated that the foundation for high or low self-esteem appear to be laid very early in life. So, the process of developing self-esteem start from the family environment, especially from the role of parents (father and mother), (Permatasari 2017). A newborn child interacts directly with the environment, especially with the family (parents) and starts the learning process about self-esteem, self-acceptance, self-identity and so on. The development of self-esteem through the process and gradually and continuously happens throughout life. Each phase has a unique stage that the students must be passed. This process must follow the laws of the Creator (God) and apply to all people. Because of this, students' self-esteem can not be developed immediately.

The development of self-esteem is determined by the general sense of self-esteem among various ideas and success factors in their environment. Self-esteem is determined by general feeling people have about themselves and by the global ideas, attitudes, or perception they create about themselves (Hashem 1999). This development of self-esteem has long process that Hashem's statement, his phenomenon may occure over a long period of time and involves complex affective and cognitive processes (1999). This process can develop students' self-esteem (high self-esteem) or feel worthless (low self-esteem). Hashem (1999, p. 1084) said, "The results can be positive or negative depending on the person's developmental history, childhood experience and family background, mental reasoning and emotional stability, level of expectations and set of ideals, nature of current challenges and presures, personal meaning and sense of direction, external appraissal and social feedback, and eventually existential outlook and spiritual faith." Hashem's statement shows that the development of self-esteem is determined by internal factors, such as how students respond to the reality based on their perception of themselves, and external factors, such as community demands or pressures, assessment or feedback about their abilities.

The process of self-esteem begins to take shape from birth and continues to evolve according to the stages. The self-esteem of a baby begins to form, whether loved or not loved, by touching, huging, feeding. The formation of the child's self-image is greatly influenced by non-verbal communication. As children develop their language skills, they begin to

translate the environmental treatments into words and sentences, in addition to what others say about them (O'Toole 1995). Students begin to get new experiences in school and communicate with friends and teachers. At this stage, students' self-esteem is further developed when they go to school. At this stage, students become more aware of whether or not they are liked by others because they are unpopular, so they are often isolated. Students become aware of their abilities and disabilities as they receive feedback from teachers and classmates (O'Toole 1995). The process of self-esteem at this time is very important in the lives of students. Based on Erickson's psychosocial theory that class ages 5 to 12 are classified as "industrial vs. inferiority" (Gibbs 1999). At this stage, students will produce the industry, or vice versa, if they fail to pass this stage they become inferiority (Susabda 1994). At this stage, students struggle with industry and inferiority, and students feel competent when they learn and do well, otherwise students will feel inferior if they do not do their job (Jones 2011). The experience of students with their environment strongly influences how students see themselves and assess themselves (Pranata 2014). This phase is important for creating self-esteem and appreciation of learners through their achievements, because at this stage, learners will work hard and be more attentive (Pranata 2014). If students fail during this time, the student judges their self to be low (low self-esteem).

2.2 Education Challenges in Disruption Era

Disruption era is an era that can not be avoided. All areas of life are characterized by this era, which is characterized by the development of digital technology. This development is human creativity to continue to develop science and technology for the well-being of people. Disruption era is an innovation that replaces the old system in a new system. Disruption era replaces old technology that is purely physical, with digital technology that creates something really new and more efficient, which is also more useful (Marzuqi 2017). The development of digital technology is driving various changes that are so fast in the human life system. Communities that do not want to change will lose their opportunity in this world.

This change in disruption era is an opportunity to develop for mutual progress, including education. Education began to enter the era of digitization (Rizal 2017). Teachers need to adapt to the new patterns and leave old patterns in their students' lessons. The experience of learning in the classroom

has changed with digital learning patterns that provide a more creative, participative, diverse, and inclusive learning experience (Rizal 2017). Education in schools are becoming increasingly dynamic, using digital technologies to understand different sciences.

The development of this disruption era must be watched by teachers who are in direct contact with students. The education process can not be done only with digital technology. Education also includes the process of spiritual growth and develop students' character. This development is a natural and gradual process and can not be replaced by digital technology. This process is the will of God as creator of man. The growth of character, mental and social competence helps students to place themselves in the rapidly changing time. Students need to be prepared through a process to maintain control over change rather than being controlled by change. The purpose of God is to create people so that people have power to manage other creations well for human well-being. For this reason, education should help students to have the right attitude for these changes.

3 RESEARCH METHODOLOGY

This study uses study literature method by analyzing various writings of experts related to the process of developing students' self esteem, the role of teachers in primary schools, and the characteristics of disruption era and its impact on student life especially in primary student. This research will examine the basic principles of the development process of self-esteem especially in primary students and its relation to the readiness of students to face the disruption era challenges that must be passed by the primary students. Through the discussion of these two variables will be found problems faced by primary students that must be overcome. Next, the author will examine the characteristics of primary teachers who can help students continue to grow their self-esteem in disruption era.

4 ANALYSIS

The teacher's role in primary students are very important role in developing students' self-esteem so that students are able to face different life issues. O'Toole (1995) said that, school effectiveness is largely determined by the teachers in a particular school, even in this era of technological progress,

computers, televisions and videos have not replaced the teachers because the role of the teacher in the education process of children is central and largely determines the experience that children have in school, which in turn influences the child's self-concept and development. This explanation shows that the role of the teacher can not be replaced by the role of digital technology, especially in disruption era to develop students' self-esteem. The teacher has a great responsibility to educate students to a high sense of self and to prepare students for the big challenges in which the student will make important decisions in his life amid very fast changing times in the disruption age.

Disruption era requires students to be sensitive and always ready to anticipate changes that are so fast to achieve a successful life. Teachers as educators must be consistent with the concept of education not profit-oriented. Palmer (1993) stated that education is the slave of an economic system that wants to master and manipulate nature, society, and even the human heart in order to gain profit and power. So teachers who try to create a space in which obedience to God is practiced must do battle with a host of external enemies. Although disruption era with system changes so fast the education process must remain consistent with its objectives. Education is an ongoing process and cannot be done quickly / instantaneously.

Students who have a good self-esteem are better prepared for various changes of time, such as: high self-esteem allows students to overcome mistakes, failures, disappointments, and accomplishments in their lives (O'Toole 1995). For this reason, these students need guidance and mentoring from their teacher during in the schooling phase to develop students' self-esteem. Pranata (2014) quoted Crain's statement in "Theories of Development: Concepts and Applications," and stated, that good teachers (who are often the ones who feel familiar and respected by the community) can help children at this time. One of the assigment that teachers need to do in schools is to develop students' self-esteem, because the students who have high self-esteem will be able to respond to various changes in their time, especially in disruption era.

The teacher has an irreplaceable role in the learning process in the classroom and outside the classroom. Teachers as artists work on their tasks by developing creative teaching strategies and responses from students (Van Brummelen 2009), teachers as technicians will emphasize structuring and learning processes and conveying appropriate concepts (Van Brummelen 2009). Palmer give insight about the role of teacher and said, "But to study with the teacher who not only speaks but listens, who not only gives answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn-to study with such a teacher is to know the power of learning space" (Palmer 1993). This statement shows that teachers have a very important role in education.

4.1 Teacher as Guide to Spiritual Experience

Teachers need to guide spiritual principles to develop student self-esteem. The development of self-esteem cannot be separated from the spiritual aspect. Basically, all humans are valuable in the eyes of God and God wants all humans to be able to carry out their duties properly. The teacher needs to educate students to always hope to God in the midst of life's changes in this disruption era. Students need to be convinced that students have advantages that need to be developed.

4.2 Teacher as Role Model

The teacher has a special calling from God to educate students to grow in all aspects of students' lives. Teachers are not limited to task of working and earning income for life. But a teacher must have a high commitment to educate students that God entrusts to him. Therefore the teacher must be a living role model for his students. Teachers do not discriminate their students based on academic achievement or standards that determined by the teacher. Students can feel the touch of love from the teacher who accompanies them to develop their self-esteem in the midst of a changing era. The teacher must also have a spiritual example in which the teacher exercises true spiritual discipline and can be exemplified by his students. Greene (1997) said that it is no good telling children to love one another if they cannot see their teachers love each other and teachers can easily slip a mode of exaggerated independence. Once the classroom door is closed, each teacher feels secure in his or her little castle.

4.3 Teacher as Craftsman

Teachers as craftsmen can carry out teaching methods that are creative in teaching (Van Brummelen, 2009). The teacher not only thinks about how the subject matter is easily understood by

students, but the teaher should have creative method for helping students develop their self-esteem.

Teachers can create cooperative learning methods so that students have experience working together, respecting others, responding well to differences opinion. The communal nature of knowing goes beyond the relations of knowers and the known. ... We now see that to know something is to have a living relationship with it-influencing and being influenced by the object known (Palmer 1993). Students will learn and practice respecting each other, acknowledging their failures, learning how to love their neighbor as God loves humans. The promotion of meaningful learning involves a number of topics that can only be suggested here.

There is the need, for instance, to become aware of, and adapt to, the students' varied learning styles (Greene 1997). Greene also said again that there is the whole field of group learning, or mutually assisted learning, which is receiving increasing attention today. Cooperative learning activities or group discussions can be a choice of learning methods to develop students' self esteem. Teachers must accompany students to develop students' self-esteem so that students believe that they are very valuable and able to perform like other friends. Pranata quoted Berk's statement in "Child Development," and stated that at school, children learn to work and cooperate with others. Inferiority develops when negative experiences at home, at school, or with peers lead to feelings of incompetence (Pranata 2014). Students must get a positive experience to develop their self-esteem.

4.4 Teacher Develops Student's Talents

Teachers can develop student self-esteem through the development of their high-value talents. This talent development is very meaningful for students that they have advantages to make them valuable and special. The teacher as a guide will recognize their talents as a valuable gift from God and treat students as God's noble creation (Van Brummelen 2009). Teachers can guide and encourage students to develop their talents as gifts from God. Students' talents can motivate them achieve their successes.

Maybe students have talent in the arts, sports, to be developed, so that students can achieve success in this field. True humility does not deny one's own God-given gifts, but it endeavors to enjoy those of others as much as its own (Green 1997). An important point is not the achievement of success, but the process of developing students' self-esteem continue to develop and prepare it for the next step.

Teachers can guide students through this crisis period so that students' self-esteem will develop and prepare for entering the next stage.

5 CONCLUSION

Disruption era which is marked by the development of digital technology has given an influence in the field of education. Education must have creative and innovative abilities entering this era. Therefore teachers as educators have a duty to prepare their students to enter this era, especially the formation of student self-esteem. The goal is that students still have high confidence entering this era and remain ready to work.

The struggles of teachers to continue to educate their students have healthy self-esteem and have values that are God-oriented and not to this world-oriented. Good education helps students have the right attitude to life in the midst of a human-oriented reality of life. The teacher is not trapped in the euphoria of changes in the development of digital technology that has affected education. The teacher must hold on the principle that their role in education and the development of students' personalities cannot be replaced by digital technology. Teachers can use digital technology as a medium of teaching but do not forget the essence of teaching, which is to educate students to have the right purpose of life in disruption era. Digital technology will not be able to fulfill the fundamental needs of students to develop their self esteem. Teachers still use digital technology as a medium of learning, but do not eliminate the essence of students' basic needs such as the formation of self esteem.

REFERENCES

Collins, GR (1980). Christian counseling: a comprehensive guide, Word Books, Texas.

Gibbs, SS (1999). 'Psychosocial development,' Baker encyclopedia of psychology and counseling, Baker books, Grand Rapids.

Greene, AE (1997). Reclaiming the future of christian education, Purposeful Design Publications, Colorado.

Hashem, NA (1999). 'Self-Esteem,' Baker encyclopedia of psychology and counseling, Baker Books, Grand Rapids.

Jones, RM (2011). 'Psychosocial Development and First

Substance Use in Third and Fourth Grade Students : A Short-Term Longitudinal Study,' Child Development Research, 2011. http://doi.org/10.1155/2011/916020.

Marzuqi AM, (2017).'Era baru disruption.' Media Indonesia. Sabtu, 25 Feb 2017.

Muhadjir, Darwin, Ekawati, Henny; Habib (2017), 'Membangun relasi digital antara orang tua siswa dengan sekolah dalam penanganan tawuran pelajar di Yogyakarta.' Populasi, 25, p.1–23.

O'Toole, J (1995), Enhancing Self-Esteem, Irish National Teachers' Organization, Dublin.

Palmer, PJ (1993), To Know As We Are Known: Education As A Spiritual Journey, HarperCollins, San Francisco.

Permatasari, D (2017), 'Hubungan dukungan orangtua dan harga diri dengan harapan sebagai variabel mediator,' Psikodimensia, 16, 20–30.

Pranata, L (2014). 'Isue-isue stages of child in transition.' Christian Counseling Conference V: Life in Transition, pp. 92–101.

Refnadi, (2018). 'Konsep self-esteem serta implikasinya pada siswa.' Jurnal Pendidikan Indonesia, 4 (April 2018,), 16–22. http://doi.org/https://doi.org/10.29210/120182133

Rizal, MN (2017), 'Menghadapi era disrupsi.' Republika, Jumat, 24 Nov 2017.

Sharma, S & Agarwala, S (2015) Self-Esteem and collective self-esteem among adolescents : An interventional approach,' Psychological Thought, vol. 8 (1), http://doi.org/10.5964/psyct.v8i1.121

Susabda, Y (1994), 'Life Transition, Christian Counseling Conference V: Life in TransitionLife in Transition' (pp. 7–30), Asosiasi Konselor Kristen Indonesia.

Weiten, W & Lloyd, M (1997), Psychology applied to modern life, Brooks/ Cole Publishing Company, USA.