

THE ROLE OF TEACHERS AS FACILITATORS AND ITS OBSTACLES IN LEARNING IMPLEMENTATION

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ABSTRACT

2013 curriculum requires students as learning centres and teachers as facilitators in the implementation of learning. It means that the teachers are facilities providers in the learning process. The teachers are the responsible ones who should create an atmosphere of conducive learning activities in compliance with students development. To implement that, the teachers have a role which should stimulate teaching and learning interactions. Thus, the teaching and learning interactions can be effective and optimal. The role of facilitators is not easy for teachers. In the implementation of learning, there are various obstacles that arise from schools, teachers, and students. The obstacles that arise from schools are the lack of facilities and the lack of leaders' responsibility. The obstacles that arise from teachers are the lack of understanding and competency to implement student-based learning activities, aside from the difficulty to change their old habits. The obstacle for students is their second nature to be lectured by teachers.

Keywords: the role of teacher, facilitators, obstacles



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INTRODUCTION

2013 curriculum demands the implementation of learning that activates students. Teachers are required to provide all learning needs so that students' activities can run optimally. According to the Indonesian Ministry of Education and Culture (Kementrian Pendidikan dan Kebudayaan) in 2018, the roles of teachers are very important for encouraging students' curiosity, openness, critical thinking, and responsiveness to social problems. They have roles as informers, organizers, motivators, directors, transmitters, facilitators, mediators, and evaluators.

Among those roles, the role of facilitators is the most important. The teachers are demanded for providing services to facilitate students in the learning process. As facilitators, they play a role in seeking learning resources such as persons, textbooks, magazines, or newspapers to support learning objectives achievement and the teaching and learning process. According to Djamarah (2005), the role of teachers as facilitators is required them to provide various facilities for students' learning activities. Rahmawati (2013) stated that optimizing the use of facilities based on the needs will encourage students to achieve high performance.

The teachers must understand and conduct learning activities by the demands of the 2013 Curriculum learning activities so that learning objectives can be achieved effectively. They have to be able to create a fun learning atmosphere and an interactive learning process. In addition, they have to build the potential, mental, and personality of students through an interactive, active, and participatory learning process.

Literature studies related to social science studies revealed that the role of teachers as facilitators has not been implemented optimally. Most studies reveal that the role of teachers is very prominent in the learning process. Learning activities are dominantly carried out by teachers through a lecture method. As a result, what is required from 2013 curriculum has not been fully realized in learning activities.

Compared to the previous curriculum, the 2013 curriculum reduces the role of teachers. It can be seen from the syllabus that the role is no longer charged to the teacher. The syllabus has been made directly by the government. The tasks of teachers are only developing a lesson plan, implementing it, and conducting a learning assessment. 2013 curriculum provides the widest opportunity for teachers to become facilitators who give students the freedom to think, to be creative, and to be progressive (Alawiyah, 2013).

Through this study, the writers tried to explain the nature of teachers' roles as facilitators and their obstacles in learning implementation. Thus, it is expected that it can be additional information for teachers to meet their needs about an effective and high-quality learning implementation.

METHODS

This study was conducted using a literature study method. The literature study method in this study was functioned to examine study sources such as books, articles, and others related to the role of teachers as facilitators and its obstacles experienced in learning implementation. The purpose of this study was to obtain an accurate conclusion from it.

DISCUSSION

Teachers are known as the people who implement teaching and educating activities. They are educators with the main duties of educating, teaching, guiding, directing, training, assessing, and evaluating students (Barnawi & Arifin, 2012).

As educators, teachers are the determining factor for every educational effort success that works in the field of education and teaching. Moreover, they are the ones who are responsible for helping students to reach maturity (Djamarah, 2005). Every teacher is an educator who is responsible for the development of students in school.

3.1 The roles of teachers in general

Sardiman (2016) stated that teachers have various roles in learning activities. The roles are as informers, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, and evaluators. Furthermore, it was also explained clearly by the Indonesian Ministry of Education in its number 14 the Year 2005 Concerning Teachers and Lectures (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen) which discusses teachers and lecturers. According to the law, teachers are professional educators with the main duties of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education

through formal education, basic education, and secondary education.

The roles of teachers are to organize the learning environment and facilitate learning to teach students. As stated by Hamalik (2008), these roles are teachers, models, planners, forecasters, leaders, and guides to things related to learning centers.

In learning, the role of teachers in learning demands them to be creative, professional, and fun. They should be able to place themselves as parents, friends, and facilitators. They should be able to share ideas with the parents of the students to find out the problems faced by their children and to provide suggestions as to the solutions to the problems. They have to familiarize the students dealing with other people fairly, develop a reasonable socialization process between the students, other people, and the environment, develop creativity and make them become the people who can be relied on by others when needed (Hasibuan, 2017).

3.2 The role of teachers as facilitators

As facilitators, teachers facilitate a learning process. They are tasked with directing, facilitating student learning activities, and encouraging students to study well. Thus, teachers as facilitators are figures who play a role in facilitating learning activities to achieve learning objectives. The role of teachers is to provide services for facilitating students in the learning process activities (Sanjaya, 2006).

Sardiman (2016) stated that the role of teachers as facilitators is to provide facilities or conveniences in the learning process. For example, the teachers should create a conducive atmosphere of learning activities that is relevant to the level of student development so that learning interactions run effectively and optimally. According to Djamarah (2005), as facilitators, teachers have to be able to provide facilities that come up with conveniences in students' learning activities. Teachers should be able to organize an uncomfortable and unpleasant learning environment into a comfortable and pleasant one, so students are always participative and feel at home during learning activities.

There are several indicators to find out how far the teachers carry out their roles as facilitators. According to Sanjaya (2006), there are five successful indicators of teachers as facilitators: 1) preparing all learning tools before the learning begins, 2) preparing learning facilities in the form of methods, media, and equipment 3) comporting openly not as superiors but partners. 4) carrying out the duties and functions that have been regulated by Indonesian laws 5) not behaving arbitrarily toward students. Meanwhile, according to Ningsih (2017), the implementation of teachers' role as facilitators in learning can be seen through teachers' activities as follows:

1. Providing Learning Experiences in the form of: 1) Learning Media. Learning media makes it the teachers easy to attract students and makes the students easy to understand learning material; 2) Learning Resources. Learning resources are anything used for finding and collecting information based on learning objectives. By completing learning resources, the achievement of learning objectives will be more effective; and 3) Teaching materials. Teaching materials are the forms of printed or non-printed learning resources. Adequate learning materials will make learning more effective.
2. Providing Activities which can Stimulate Student Curiosity such as: 1) Preliminary activity. In the preliminary activity, the teachers prepare the students to take part in learning carefully. The activity begins with an orientation, an apperception, and motivation; 2) Core activity. In core activity, the teachers conduct the learning based on learning approaches, strategies, methods, and models that have been designed; and 3) Closing activity. In the closing activity, the teachers do conclusions, introspection, and recitation.

3. **Monitoring and Evaluating Students' Thinking Actively.** At this stage, the teachers observe students in individual and group learning. Then, they evaluate or assess how far the students understand learning through written or oral tests is. To be able to carry out the role as facilitators, the teachers should understand that students will learn well if they: 1) Give a full opportunity to students to take part in every learning activity; 2) Use beneficial and practical learning material for students; 3) Give sufficient time for students to explore their knowledge and skills; 4) Consider suitable learning activities based on students' experiences and thinking capacity; and 5) Present an understanding between teachers and students, and between students and their peers (Agustina, 2017).

Based on the points above, it can be seen that the teachers have several roles as educators, advisors, transferer of knowledge, motivators, founders of ideas, and facilitators. As facilitators, the teachers are responsible for students' learning media, learning resources, and facilities that support the students to participate in learning activities.

3.3 Obstacles for the Role of Teachers as Facilitators in Learning

a. Obstacles that arise from schools

1. Lack of Facilities

In some schools, the availability of learning resources such as textbooks is the school's responsibility because of the inability of students to have or buy them. Unfortunately, many schools do not have complete learning resources and other facilities. The ability of schools in providing learning Resources is still low. As a result, many schools cannot provide access for their students to use textbooks to participate in learning activities (Jannah, 2021).

Besides the lack of textbooks, another obstacle is not relevant textbooks for learning needs. The textbooks provided by schools sometimes are not related to the role of teachers as facilitators. This can give a negative impact on the teachers. They will find it difficult to get their needs to gain relevant knowledge from the textbooks provided by the schools. In addition, this obstacle will force them to get their needs on their own. (Farih, 2020). Other facilities that are very important in learning but not available in schools are equipment such as LCD projector and Wi-Fi hub, which can help teachers to perform their role as facilitators. Due to the lack of school facilities, teachers are not optimal to do their role as facilitators in teaching (Farih, 2020).

The existence of learning facilities significantly affects the implementation of the results and the process of learning. Learning facilities are some factors that affect the learning process. Thus, the learning process will be more productive if students, teachers, and learning material are supported with sufficient facilities and the right utilization of them, suboptimal learning can be accomplished. As maintained by Syah (2007), Slameto (2003), and Ali (2004), learning tools or learning facilities are almost related to students' activities and learning methods. Complete and appropriate learning tools or learning facilities will settle the learning process well.

2. Lack of Leaders' Responsibility

Leaders' responsibility toward the role of teachers is essential for the implementation of learning. The leaders (school principals) who have a role as supervisors should pay attention to the teachers in conducting the learning process, especially to the role of teachers as facilitators. According to Jannah (2020), teachers do not receive any direction

and any advice from their school principal regarding their role as facilitators.

For developing the teachers to be good and proper facilitators, they have to open their insights. The way to open the insights is through conducting comparative study activities or observing teachers in other schools who have carried out the role of facilitators. In general, the teachers support this, but not in schools. Consequently, it is difficult for the teachers to change to improve themselves as facilitators. According to Farih (2020), comparative studies actually can accelerate the skills of teachers in applying the technique of the facilitators' role implementation. The absence of comparative studies impacts teachers' understanding of what and how to be facilitators in learning activities.

b. Obstacles that Rise from Teachers

1. Lack of Knowledge and Skills

In the field, many teachers still lack knowledge and skills regarding the duties and functions of teachers as facilitators. As a result, it makes the teachers less flexible in applying for the teachers' role as a facilitator theory. Sometimes, the teachers still look clumsy and out of ideas when facilitating students in the classroom (Farih, 2020).

The obstacle that makes teachers unable to act as facilitators is that they do not understand the differences in applying learning strategies and learning media (Jannah, 2020). The Ministry of Education and Culture in 2018 requires teachers to teach students using learning strategies: discovery learning (DL), problem-based learning (PBL), and project-based learning (PjBL). All these strategies place students as learning subjects and place teachers as facilitators.

The lack of teacher knowledge and skills is also seen in the use of learning media and learning tools by teachers. Errors or inaccuracies in using the learning media and the learning tools cause the failure of facilitators' roles. Jannah (2020) revealed that another factor causing the role of facilitators is not accomplished is that the teachers are not ready for the progressive development of science and technology. Therefore, the learning media which should be used for teaching does not function properly. As stated by Nasution (1995), the teachers do not master the curriculum with learning based on the progressive development of science and technology. Moreover, they are less educated to implement it.

2. Inflexibility to Change Old Habits

The next obstacle that makes the role of teachers as facilitators soon functioning is because they only have limited experiences. In consequence, they unconsciously dominate the learning process through the use of the lecture method. The teachers notably believe that the students will understand a learning material more easily if the learning process is teacher-centered. Besides, they used the lecture method in front of the classroom. Thus, they occasionally appear and affect the process of the role of teachers' facilitators (Farih, 2020).

The obstacle occurs because the teachers only focus on explaining the learning subject. However, the teachers have tried to play the role of facilitators by using different approaches and methods that activate the students, but unfortunately, those approaches and methods were not working. As a result, the teachers use the lecture method again (Jannah, 2020). The rooted habit of the lecture method or teacher-centered learning is difficult to change. In 2011, Sorenson(cited in Ansyar, 2017) stated that humans are "creatures of habit." They are the creatures who like to do things that have usually been done for a long duration and in the same way. In line with Ornstein & Hunkins (2008), the cause which makes school employees (teachers) feel comfortable with such habit is because they have

been doing that for a long time.

3. Lack of Experiences

For the teachers who are inexperienced in conducting the learning activities without student-centered learning, the role of facilitators is not easy to do. The teachers will be easily trapped to dominate the classroom and give less space for the students to share their ideas. A frequent criticism from the teachers can make the students fear being active in participating in the learning process.

The experience of the teachers greatly influences their skills to carry out the role as facilitators. Especially for a subject like Sociology which is generally taught by young teachers, the lack of experiences as facilitators relatively can be seen because their skills in conducting learning activities are not good. An example of the lack of experience which is spotted several times is when the teachers open the textbooks during the learning process because they forget what they should do to facilitate students in the classroom (Farih, 2020).

c. Obstacles that Rise from Students

Other things that become the obstacles for the teachers to carry out the role of facilitators are from their students. This happens because of the related learning process, which is conducted using the lecture method. The lecture method which is not added with demonstrations can cause verbalism. A verbalism is a disease that is most likely caused by the lecture method. This disease can be spotted when the teachers only depend on verbal language, and the students only depend on their auditory ability in the learning process. It should be realized that every student has different abilities, including the level of capturing learning material through listening (Sanjaya, 2006).

The lecture method makes the students get used to being passive. Hence, The learning activities which should activate the students through the teachers as facilitators are not conducted properly. According to Gunawan (2014), the lecture method will increase a feeling of passive learning because the students only get to be listeners and the audiences of their teachers in the classroom.

CONCLUSION

Based on the explanation above, it can be concluded that to become the facilitators in conformity with the demands of the 2013 curriculum, the teacher must have an understanding of the nature and importance of facilitators in the learning process. The teachers as the facilitators need to provide the facilities or conveniences in the learning process. The role of facilitators is carried out by creating an atmosphere of conducive learning activities and a suitable environment toward the learning levels of students' capacity development. Therefore, the learning process will be fully interactive. Positively, the learning objectives can be achieved effectively and optimally after that. A good understanding is supported by an awareness of the skills which are functioned to carry out the role of facilitators. The awareness is related to masteries and skills for the aim of overcoming the obstacles in carrying out the role of facilitators from schools, students, and especially from the teachers themselves. The more the teachers understand and realize their role as facilitators, the more they gain skills as facilitators.

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