

The Role of Teachers in Growing Human Security Character Through Learning Activities in Elementary Schools

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Abstract—The purpose of this research is to measure the teachers' role is in cultivating the character of Human Security in the elementary school environment, to find out whether there is the cultivation of human security in learning activities in elementary schools. This research was conducted in an elementary school boarding in the Tangerang area. The method used is descriptive qualitative data collected using non-formal interviews with the principal and teachers, and photos of activities that have been carried out at school and from the results of the research are expected to be implicated in student activities in the school environment and outside the school environment.

Keywords— *teacher, human security, character, learning in elementary school*

I. INTRODUCTION

Security studies have shifted since 1990 where the definition of traditional security is interpreted to include military security and the efforts of a country to deal with the military forces of other countries, but currently, a new definition of security is a security study that focuses on non-traditional security issues that are seen as form threats that not only threaten the sovereignty of the state and its tutorials but also threaten the security of the community, both as a group and individually. Buzan, et. al., [1]. Human Security Kaldor, M. [2] is one of the contemporary global issues that are very serious to be discussed, both among academics and policymakers.

After the Cold War, the issue of human security has only recently begun to receive attention from the wider community [3]. The concept of human security is more universal. This concept of security is not only limited to a single country but applies to the general public, for all human beings in the world, because threats can come to anyone, regardless of which country. Currently, people around the world are experiencing a very dangerous threat, with the spread of the Covid 19 Virus, many of the impacts are felt, including economic threats, food threats, and the most impacting health threats. Because of this, researchers are trying to research the growth of human security in elementary schools, so that future generations can resolve their conflict problems, for example, local threats regarding economic and political factors related to human security such as lack of employment and the absence of a social and political security network that has an impact. to threats to food safety, health, and the environment [4]. It is hoped that future generations will be ready to face the challenges of the

demographic bonus in 2030-2040, in the Press Release of the National Development Planning Agency (Bappenas) May 22, 2017, states that Indonesia is predicted to experience a demographic bonus period, namely the number of productive age population (aged 15-64 years) is greater than the population. unproductive age in that period.

The productive age population is predicted to reach 64 percent of the total population projected at 297 million people [5]. For Indonesia to reap the maximum benefits from the demographic bonus, the availability of abundant productive age human resources must be balanced with an increase in quality in terms of education and skills, including its relation to the openness of the labour market [6]. This is in line with the government's program in increasing the potential for better human resources. For this reason, the element of Human security in elementary schools is one of the discourses in preparing a superior generation who is ready to face global threats both in terms of individuals, economics, politics, food, Environment, and health [7]. For the human security program to be easily digested by elementary school students, it is simplified in its presentation, and the most important thing for successful human security growing program is support from the school to prepare supporting facilities, parents control the activities that students do at home, and teachers in transfer science, etc. And in this case, the researcher examines how the value of human security is applied in elementary schools and later it can be evaluated so that it becomes perfect learning of human security values.

II. METHODS

The descriptive qualitative research method was used to describe the real conditions, without giving treatment or manipulation of the variables studied. This research emphasizes the meaning of the results. The rationale for this is want to know about phenomena that exist in natural conditions, not in controlled, metabolic, or experimental conditions. The data collected in three ways namely: interview (interview), questionnaire (questionnaire), observation (observation). This research was conducted in Ummu Habibah schools which were randomly sampled based on Age and Gender.

III. RESULTS AND DISCUSSION

This research was conducted at the SD Umm Habibah Tangerang area, the activity was carried out for 2 weeks

starting from September 1-14, observation activities in dormitories and at schools as well as teacher and Principal. To the principal, the interview was conducted in 2 ways, through video calls to the teacher, and sending a questionnaire about learning activities and supporting infrastructure for the inculcation of human security characters in schools, in this school student activities were still face to face, and field observations following the health protocol. This school has a boarding system so that students do not go home but live in dormitories. All student activities are well scheduled. At this time the parents did not visit to ensure their health. For observation, we followed the health protocol provisions such as rapid test, distance maintenance.

The Gender and age participant are described on Table I below:

TABLE I. GENDER AND AGE PARTICIPANT

NO	PARTICIPANT	GENDER	AGE
1	P1	FEMALE	35
2	P2	MALE	40
3	P3	MALE	31
4	P4	FEMALE	28
5	P5	FEMALE	34
6	P6	FEMALE	30
7	P7	FEMALE	51
8	P8	FEMALE	44
9	P9	MALE	52
10	P10	FEMALE	45
11	P11	FEMALE	47
12	P12	MALE	30
13	P13	FEMALE	32
14	P14	FEMALE	35
15	P15	FEMALE	49
16	P16	FEMALE	53
17	P17	MALE	34
18	P18	FEMALE	28
19	P19	FEMALE	43
20	P20	FEMALE	32

The result is described by the point below:

1 *The character value of economic security*

The inculcation of the character value of economic security from an early age in schools is assessed by several aspects [8]:

First Assessment: Are students taught to manage pocket money? from the results of field observations 40% of students have never been taught how to manage their pocket money in low class because pocket money and student needs are still managed by the head of the dormitory of each student's room, meanwhile, students who have risen in high-class observations and interviews show that students have

been taught to manage pocket money with the percentage often 22%, always 22%, sometimes 8%, rarely 8%.

Second Assessment: Are students taught about entrepreneurship in schools? The results of field observations and interviews show that the highest figure is 60% sometimes students have been introduced to entrepreneurship, specifically, there are market day activities when students visit students by their supervisors, but for now this is eliminated because it is to reduce crowds, while 20% have never, this applies to grades 1 & 2 because students still adapt to the learning environment, 15% often and 5% rarely.

The third assessment: is there a routine bazaar? held the percentage of activities is 60% sometimes.

Fourth assessment: Are students taught to make creative products? 70% answered Often, creative product activities include fun cooking, making crafts from unused items.

Fifth assessment: are students taught to save? From the results of field observations and interviews, the highest answer was 40% sometimes, 30% often, 15% always, 10% rarely, 5% never.

From the overall assessment of the value of the economic security characteristics of students in nature, Elementary School Umm Habibah is still not optimal, because students have not been taught how to manage their finances, the money parents give is entrusted to teachers who live in student dormitories, students are sometimes taught how to be entrepreneurial, but students have often been taught how to make creative products.

2 *The value of individual and community safety characters*

From instilling the value of individual and community safety characters from an early age in schools, it is assessed by several aspects, namely [9]:

First Assessment: Are students taught how to care for themselves from the results of interviews and field observations. Students are always taught that 100% of students are taught to care for themselves independently which is supervised by the teacher in the hostel.

Second Assessment: Are students taught how to protect themselves? from observations 75% of students are taught basic martial arts through extracurricular activities, rarely and sometimes 35% of students whose interests are other extracurricular activities?

Third Assessment: Are students taught traffic procedures? 80% of students are rarely given knowledge about traffic, because of the lack of facilities and infrastructure to support this activity.

Fourth Assessment: Are students taught disaster mitigation procedures (earthquake, fire, flood, etc.)? from the results of observations and interviews of students 85% have not been taught practically about learning disaster mitigation only in theory.

Fifth Assessment: Are students taught to respect each other to avoid bullying? 95% of students respect each other, 5% are still being coached to form a mutual respect character.

Sixth Assessment: Are there any Counseling Guidance Teachers in schools, class teachers are also counseling guidance teachers in schools, there are no special teachers for counseling guidance

Seventh Assessment: Are there psychiatrists at school? collaborating with psychiatric institutions to monitor children's development, and children's potential achievements. From the results of interviews and observations, there are no institutions that collaborate to develop children's potential.

Eighth Assessment: Are there Disaster mitigation signs at schools (such as fire extinguishers on every floor? Danger warning alarms, disaster mitigation guidance banners, disaster mitigation signs in schools.

From the results of the overall assessment of the value of individual and community character that was built early on at SD Nature, Ummu Habibah is good, but for learning disaster and traffic mitigation it is recommended to do real practice so that children understand and are alert in dealing with disasters and are alert in obeying traffic regulations.

3 *The value of Food safety characters*

From planting the value of Food safety characters from an early age in schools, it is assessed by several aspects, namely:

First Assessment: Do students get used to washing their hands before and after eating and do everything? The field observations showed that students are required and reminded to wash their hands before and after doing any activity at school.

Second Assessment: Does the school cooperate with the nearest health center regarding food control in the school canteen? Every month the puskesmas collaborates with schools to control food conditions in the school dormitories.

Third Assessment: Are students given an understanding of healthy snacks? students are given an understanding of healthy snacks at school, even students never snack outside the school dormitory

Fourth Assessment: Are students required to bring supplies? Students get catering from the school so students don't bring supplies

From the overall results about the value of the character of food safety at SD Nature Umm Habibah is very good because the food served has been selected by teachers in collaboration with the closes health center.

4 *Health safety character values*

From the inculcation of health safety character values from an early age in schools, it is assessed by several aspects, namely:

First Assessment: Are students accustomed to exercising? students routinely exercise together on Wednesdays and Fridays.

Second Assessment: Does the school facilitate UKS? there are UKS in schools if there are students who are sick and cannot be handled, then they will be referred to the

nearest clinic that has collaborated with SD Nature Umm Habibah.

Third Assessment: Are students facilitated with Dental Examination in School? every 6 months, there are routine dental examinations.

Fourth Assessment: Are Students Reminded To take deworming medicine? every 6 months, there is deworming for students

Fifth Assessment: Do students check the cleanliness of their nails and hair every week? There is a nail and hair check every clean Friday.

Sixth Assessment: Does the school cooperate with the Puskesmas in health immunization? yes, is there an immunization activity at the school in collaboration with the nearest health center.

Seventh Assessment: Does each classroom have a closed trash can? there is a trash can in each student activity room.

Eighth assessment: Are students scheduled to clean the classroom? there is a picket schedule in each class and room in the student dormitory.

Assessment Ninth: Are students accustomed to tidying up everything after completion? Students are always directed to tidy up everything when it's finished.

From the results of the overall assessment of the inculcation of health character values, Nature Umm Habibah Elementary School has done well in student activities

5 *The value of the character of political security*

From the inculcation of the value of the character of political security from an early age in schools, it is assessed by several aspects, namely:

First Assessment: Is the school after praying, singing the national anthem to instill the national value? in the class students start with tadarus together and sing the national anthem during the ceremony.

Second Assessment: Does the school hold a flag ceremony every Monday? every Monday the students perform a flag ceremony.

Third Assessment: Are students taught to love their country in learning? There is a topic on strengthening the love of the country in the lesson plans and student books being studied

Fourth Assessment: Do you hold ceremonies on major Indonesian holidays? yes students always have ceremonies and make activities in the activities of the big days of the Indonesian state

The overall results of the assessment of the value of students' political security character at SD Nature Umm Habibah have been very good.

6 *The environmental safety character values*

From the cultivation of environmental safety character values from an early age in schools, it is assessed by several aspects, namely:

First Assessment: Are Students Taught To Plant and care for plants, students are taught how to grow crops in schools and how to take good care of the garden.

Second Assessment: Are students accustomed to throwing garbage in its place, students have been able to throw garbage in its place.

Third Assessment: Does the school separate organic and non-organic waste. There is a separation between organic and organic waste in schools.

Fourth Assessment: Do students use recyclable waste, organic waste is made of fertilizer for plants, while inorganic waste is collected for sale.

Fifth Assessment: Can students make fertilizer from organic waste? There is simple fertilizer production in schools.

Sixth Assessment: Whether students are accustomed to conserving water and energy, students are taught to save water and energy, especially electricity.

From the overall results of field observations and interviews, it can be concluded that the cultivation of environmental character values is good and must be better supported by facilities and infrastructure in schools.

From the results of discussions with the principal and teacher representatives at SD Ummu Habibah, the researcher concluded that if the concept of Human security was formulated in separate learning in extracurricular activities, it would be more effective, because in instilling Human security behavior it is not just a theory that teachers must convey but real practice in the field, for example, socialization of how students are aware of a fire, flood or earthquake disasters, overall students after being observed do not know about this, how students can respond to bullying, or harassment and many things about human safety that need to be learned from an early age in elementary school children, With the Human security curriculum, it is hoped that students will be ready to face global currents in the future.

IV. CONCLUSION

Based from the research results, it can be concluded that based on the data from interviews, and field observations of teachers, it is appropriate to apply learning methods that support the character values of Human Security. This is also reinforced by answers to open questionnaires. Teachers in teaching use various kinds of learning methods according to the theme and learning material. The methods used by the teacher are discussion methods, lectures, demonstrations, problem-solving, projects, role-playing, presentations, observations, cooperative learning, experiments, contextual, and question and answer. However, some aspects are still lacking in practice in the enrichment of disaster navigation, practices regarding traffic signs, and public transportation facilities.

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