



Gifts as Psychological Outbursts, Participating Teachers as Counselors in Indonesia

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ABSTRACT

Researchers conducted data search for 4 months at SMA Negeri 3 Palangka Raya, specifically in Class X IPS 4 and X IPS 6. The scope of this research is education (teaching, teacher-learner and psychological). Methods of the study used qualitative methods with interview techniques through audio-visual recordings that were combined into factual solids to themes in the results and discussion sections. Results revealed diversity of narratives that showed the normalization of gifts as psychological consistency to acculturation through teachers' praxis in and out of the classroom.

Keywords: *Gifts as Psychological Outbursts, Participating Teachers as Counselors, Teacher's Role as Telos, Teacher's Participation as a Role Model*

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INTRODUCTION

Disciplinary in educational space is not merely at the level of learning itself. It expands and opens itself to be touched from other disciplines (Lohndorf, Vermeer, Harpe, & Mesman, 2021; Lombardi et al., 2021; Söylev, 2017; Toropova, Myrberg, & Johansson, 2021). Let's take psychology as an example. The concept of motivation, the behavior of the subject of interest, the actualization of power, the summary of certainty and the logical consequences that occur on it.

Andrew D. Reynolds' work mentioned parental participation in the education space as a positive practice for their children when met with self-efficacy or parents as

psychological motivators as well as contextuality (Reynolds, Crea, Medina, Degnan, & McRoy, 2015). Reynolds' work occurred in African-Americans, specifically immigrants (Reynolds et al., 2015). Reynolds demonstrated that parental culture as the immersion of parents in their children's education can boost their children's enthusiasm for learning at school. In addition to enthusiasm, parents also detected based on the experience and culture of children and parents to identify obstacles and opportunities as spaces for children's psychological contributions as sustainable learners.

Firstly, researchers looked at Min Lan's exploration of data regarding the popularization of learning as learner engagement in the context of MOOCs and explanatory methods (Lan & Foon, 2020). Lan saw the participation of emotions psychologically in learners when working on tasks until completion through MOOCs. Lan's research was close to the researchers' search as it connected with learners' emotions in one of the schools in Central Kalimantan that saw teachers' participation as a sharing space for learners. Sharing psychologically reveals emotions which then leads the teacher to the multidisciplinary of his role in the subject of Christian Religious Education. Lan's work differed from the researchers in that it was in a different learning context and in a different data search method.

Secondly, researchers looked at Grzegorz Sedek's examination of data regarding the consistent level of adherence but not in the educational space, but in the patient and healthcare space (Bedyńska, Krejtz, & Sedek, 2019). Nonetheless, we highlighted the level of adherence as an affinity between Sedek's research and ours in that we both see adherence as a psychologically important item (Von Hecker, McIntosh, & Sedek, 2015). Sedek identified psychological items that undermine patient antibiotics through sociodemographic factors, therapeutic neglect in the form of professionalism and openness on both sides. Researchers found the proximity of psychological factors in the space of health services and education when encountering neglect, and lack of professionalism in the work space. Thus, such factors became essential to be explored further. However, there are gaps between Sedek's research and the researchers, namely from the research subject place and patient orientation.

Finally, the third previous study looks at Gabriel Francisco's search for data that shows the space of appreciation as a psychological locus in digital learning in schools. Appreciation became the main focus of Francisco when encountering inter-roles in the learning process (Cevallos Martínez, Sabillón, & Fico seco, 2020). The concept of appreciation refers to teachers' or learners' understanding of the virtues of digital technology as a space for continuous training in the form of information management. Francisco's work closely resembles researchers' research when they encounter educational spaces and psychological impulses, namely appreciation of something valuable in learning itself. Differences include the locality of the research and the segment of the research objectives.

RESEARCH METHODOLOGY

Based on the interview technique, researchers conducted the interview process through audio-visual recordings using a smartphone. Researchers conducted the interview process through audio-visual recording using a smartphone. Researchers transferred the audio recordings to verbatim transcripts. The verbatim transcripts were processed into factual solids. Diversity of themes that emerged through factual solids were processed into the results and discussions in this manuscript. Researchers did not forget to ask permission first when recording the interview process to make it easier for research subjects to freely tell stories and inform research questions. as the journal (Pratama & Lena, 2023) which also takes the same research method.

Meanwhile, in X IPS 4 and X IPS 6 classes at SMA Negeri 3 Palangka Raya, we conducted the research for four days on March 27-28, 2023, March 30, 2023, and March 31, 2023. On March 27, 2023 researchers conducted the interview process with Sekdhtiri, Shchonya, Kahzhaneahch, Whchlyachnm and Chrkisthinahchat. On March 28, 2023 we interviewed Dhaptydht, Nchatjaschonth, Rhcatjehael, Vhckysadthdri, and Rephinkhacht. On March 30, 2023 researchers interviewed Hchenithty and on March 31, 2023 conducted an interview with Schudhyrhcockh. Research subjects consisted of teachers and learners. Twelve people were the subjects of the research. The average research hours were from 10:00 am to 2:50 pm.

RESULT AND DISCUSSION

Role of teachers as motivators refers to the task teachers have to perform to provide motivation whenever students carry out the learning process so that students are enthusiastic in carrying out the teaching and learning process (Madva, 2019; Pattiasina, Susanto, & Pradita, 2022; Pradita, 2021; Rechsteiner, Compagnoni, Wullschleger, & Maag Merki, 2021; Riska, Liansih, Gustina, & Munte, 2023; Sarmauli, Timan Herdi Ginting, Colina, & Haloho, 2022; Tirta Susila & Pradita, 2022; Teriasi et al., 2022; Urbanavičienė, 2021; Widyasari, 2021). Based on the results of the interview, Sekdhtiri as a Christian Religious Education teacher said that as a motivator.

The teacher in order to be able to motivate students in the learning process so that it can form a learning discipline attitude for students (Ahmad Ardillah Rahman, Nasution, Warsono, Sanasintani, & Muhammad Said, 2021; Andiny, 2020; Angellyna, 2021; Angellyna & Tumbol, 2022; Dandung, Andiny, & Sulistyowati, 2022; Kurniati, Munte, & Simanjuntak, 2023; Pahan, 2020, 2021; PAHAN, PRAKOSA, Teol, & SATU, 2014; PAHAN, PURWANTORO, Th, YUEL, & Th, 2011; Pongoh, 2022, 2023; Rahmelia, Haloho, Pongoh, & Purwanto, 2022; Sana Sintani, 2018; Sanasintani, 2019, 2020; Seruyanti, Sihombing, Hanriani, Aditia, & Wahyunisa, 2023; Sihombing, 2015, 2019, 2022; Simanjuntak, 2019; Sinta et al., 2022; Susanto, Natalia, Jeniva, & Veronica, 2022; T Susila, 2020; Tirta Susila, 2022b, 2022a; Tirta Susila & Risvan, 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022; Veronica, 2022; Wainarisi, 2021a, 2021b, 2021c, 2021d; Wainarisi & Tumbol, 2022; Wainarisi, Wilson, & Susanto, 2022b, 2022a; Wainarisi, Wilson, Telhalia, Aloysius, & Neti, 2023). Role of

the teacher as a motivator means the task of the teacher that has to be done to motivate students in carrying out the learning process so that the motivation will make students eager to learn. As motivators, teachers have to be able to motivate students in carrying out the learning process in order to form an attitude of learning discipline for students. The motivation given may be in the form of giving rewards or awards that encourage students.

Sekdhitri confided,

".. religious Education teachers as advisors certainly have the right to advise and reprimand students, especially if they make mistakes. Giving advice could also be in the form of giving punishment, such as students being late for class, forgetting to bring the Bible or not doing the assignment ... so later the punishment will be given which has been agreed upon at the beginning of the lesson. Now giving punishment allows students to have better discipline in learning, something like that.." (Sekdhitri, March 27, 2023).

Based on an interview with Hchenithy, she said that if students have disciplined learning attitudes. Of course they would be rewarded, such as giving extraordinary grades (Fitriana, Elisabeth, Esa, Nopraeda, & Munte, 2023; Munte, 2022b; Veronica & Munte, 2022). Here are Hchenithy's interview findings,

".. automatically, every subject teacher would give, especially especially if they are actively learning from present (attendance) every day.. let's say that's an award, yes, the appreciation in the report card will definitely be better, well that's the appreciation, especially if they.. for example, participate in extracurricular activities in SMA Negeri 3, let's say there are several extracurricular activities that they participate in.. but they really managed to manage their time better. Therefore, their appreciation will definitely be related to their grades in every lesson." (Hchenithy, March 30, 2023)

Another benefit of having a school-based learning discipline in Indonesia is that teachers have given additional grades or praise to the students (Fitriana et al., 2023; Istinia, Syakema, Susanti, Merlina, & Julianti, 2023; Manuputty, Penti, Agustina, Anjelia, & Rinie, 2023; Mariani, 2020; Riska et al., 2023; Tedy, Stevani, Tamara, & Yuliani, 2023; Tekerop, Istinia, Elisabeth, & Munte, 2019). Here are the results of Rephinkhacht's interview,

".. awards such as extra points or praise provided by teachers." (Rephinkhacht, March 28, 2023)

Similarly, as said by Rephinkhacht as a student of class X IPS 6 in an interview said that the appreciation provided by teachers in learning discipline such as being

granted high scores (Eickholt, Johnson, & Seeling, 2021; Munte, 2022a; Selawaisa, 2023). Here are the interview results of Rephinkhacht,

"[The] reward given for learning discipline is getting high grades."
(Chrkisthinahchat, March 27, 2023)

Teachers' role as their motivators means that teachers have to motivate students to be enthusiastic in carrying out the learning process. As motivators, something that be done by teachers in shaping students' learning discipline attitudes such as giving high additional grades or giving a compliment, because this will spur students' enthusiasm for learning. As motivators, teachers have to be effective in creating a pleasant learning atmosphere to encourage students to be enthusiastic about learning, since each student certainly has a different learning motivation.

Teacher's Role as Telos

Teachers' role as exemplary teachers constitutes an example for students, especially in shaping the attitude of learning discipline. Teachers have to be willing to set a positive precedent, such as arriving on time to class, wearing neat clothes, and speaking. Based on an interview with Sekdhtiri, she said that as a role model, teachers have to set a clear image for students, such as coming to class on time, dressing neatly, and maintaining their speech since teachers become role models for students in implementing discipline. Here are the results of Sekdhtiri's interview,

"[The teacher's] relationship as paragon definitely greatly influences the formation of students' learning discipline, our role as role models is certainly very influential for the formation of students' learning discipline, because we become examples for students, for example, we come on time to class to teach, of course students will see that, then we dress neatly, later they can imitate that or for example we speak, of course we have to be careful, later students will follow us if we speak badly. Us as models will certainly be a model for our own students, especially in shaping students' learning discipline attitudes, of course we must be have a good role model for them." (Sekdhtiri, March 27, 2023)

Moreover, Schudhyrhcokh as the Principal in his interview said that to shape students' learning discipline through exemplary teachers, namely arriving earlier than students and preparing knowledge competencies in teaching. Here are the results of Schudhyrhcokh's interview,

"... In order to provide discipline, our teacher's exemplary role model is in the PBM (Teaching and Learning Process), first, arriving earlier than the students, second, the competence of the knowledge that he has. Teaching readiness means that if the

teacher isn't ready to teach then he might procrastinate for fear of presenting the lesson." (Schudhyrhcokh, March 31, 2023)

Teachers' role as role models in shaping the attitude of learning discipline is more essential, as a role model, of course the teacher will be an example for students so that all attitudes shown will be easily followed by students. Teachers have to provide a good example to students, for example, coming on time to school or class, wearing neat clothes, maintaining speech, and having good knowledge competence in teaching so that students will respect the teacher and even make the teacher an example in learning discipline.

Participating Teachers as Counselors

Teachers' participation as advisors constitutes the teachers' duties in shaping students' learning discipline attitudes, since as advisors teachers have the right to reprimand or remind students if they make a mistake. Based on the results of interviews with Sekdhtiri, she said that as an advisor the teacher has the right to advise students if they make mistakes such as being late for class, forgetting to bring the Bible, or not doing assignments. Teachers as advisors can also give punishment to students in order to form a disciplined attitude towards learning. Here are the results of Sekdhtiri's interview,

".. as an advisor, the Religious Education teacher certainly has the right to advise and reprimand students, especially if they make mistakes. Giving advice could also be in the form of giving punishment, for example, students are late for class, forget to bring the Bible or don't do the assignment so later they will be given a punishment that has been agreed upon at the beginning of the lesson. Now giving punishment enables students to be more disciplined in learning, something like that." (Sekdhtiri, March 27, 2023)

Teachers' advisory role has an essential role in shaping students' learning discipline, as teachers have the right to advise students if they have made an error. Suggestions given certainly to shape the attitude of learning discipline in students themselves - so that they will not make a mistake again. As an advisor, the teacher may penalize students in order that by giving the punishment, students will further improve their attitude of learning discipline.

The teachers' participation as a motivator requires motivating the learners to be enthusiastic in carrying out the teaching and learning process. In order to motivate students to be enthusiastic in carrying out learning, motivation can be in the form of an award.

Awards certainly would be given to students who have great disciplinary attitudes. Those things would be monitored through the attendance of the students, especially if the students participate in extracurricular activities, they would get additional grades.

Students who have learning discipline will be rewarded, such as being given high additional grades or being praised by the teacher for being disciplined during the learning process.

An award represents an appreciation granted to someone for behaving well in accordance with existing regulations. In shaping the attitude of learning discipline, of course, an award would be presented as merely appreciation by the teacher since students have done actions that are in accordance with the rules so that they should be appreciated.

According to the previous opinion, we could conclude that the role of the teacher as a motivator was the duty that the teacher had to do to motivate students to always be enthusiastic in carrying out the learning process. As motivators, the things that teachers get to do in shaping students' learning discipline attitudes are giving rewards or awards such as giving high additional grades or giving a compliment, because this will encourage students to be enthusiastic about learning. As motivators, teachers have to be able to create a pleasant learning atmosphere so that the enthusiasm for learning of students is getting higher, because each student certainly has a different learning motivation.

Teacher's Participation as a Role Model

Teachers' role as role models in shaping the attitude of learning discipline especially for students. As paragons, of course, teachers have to set the students an excellent model or role model as everything that teachers are involved in will be easily imitated by the students. As a teacher prototype, teachers have to be willing to set a good example for students, such as arriving on time to class, dressing neatly, and maintaining their speech as teachers are a model for students in applying disciplinary attitudes.

Teachers as role models in shaping students' learning discipline have to be prepared ahead of students and prepare their competence as teachers in teaching. Teachers as role models have to be effective in shaping a disciplined attitude that starts with the teachers themselves.

Based on those opinions mentioned earlier, It could be concluded that the role of the teacher as a role model is essential in shaping the learning discipline attitude of students, because as a role model, of course the teacher will be an example or role model for students so that whatever the teacher does will be easily followed by students. Teachers have to be willing to set a good role model for students, such as coming on time to school or class, wearing neat clothes, maintaining speech, and having good knowledge competence in teaching so that students will respect the teacher and even make the teacher an example in learning discipline.

Gifts as Psychological Outbursts

Researchers looked at the information presented by Shchonya regarding learning discipline and its relationship with rewards. Shchonya pointed out,

".. rewards provided in each lesson are getting satisfactory grades, not being labeled bad by the teacher and then understanding the material provided by the teacher." (Shchonya, March 27, 2023)

Psychologically, none of the learners dislike gifts, whether physically or through praise to learners (Amiani, 2022; Erika, Lukas, Debi, Kosdamika, & Rijaya, 2023; Ligan, 2022; Loheni et al., 2023; Lumbanraja, 2021; Madva, 2019; Malau, 2021; Merdias, 2022; Merdias & Kristiani, 2021; Munte, Natalia, Magdalena, Wijaya, & Malau, 2023; Nugrahu, 2020, 2021; Nugrahu, Sulistyowati, Utami, & Ernest, 2023; Pengky, Octavia, Seruyanti, Endri, & Munthe, 2023; Siburian, Amiani, & Munthe, 2023; Sulistyowati, Munte, Silipta, & Rudie, 2022; Sulistyowati, Nugrahu, & Utami, 2021; Suriani & Betaubun, 2022; Trisiana, Munte, Betaubun, & Malau, 2023; Valle, 2019). Giving gifts could stimulate the spirit that had been silenced before. Gifts are able to reveal the other side of the gift giver that the gift giver has the ability to be generous regardless of the reason for the gift giver.

Although there are understandings that punishment is the provision of rewards without segregating the integrity of the student subject, according to the researcher, the purpose of punishment is also more directed towards the humanization of punishment as part of and leading to rewards (Apri, 2022; Christina, Priskilla, Sanggew, & Lestari, 2023; Erika et al., 2023; Haloho, 2022; Monica, 2023; Natalia, 2023; Prasetyawati, 2020; Rahmelia & Prasetyawati, 2021; Tamara, Ramada R, Saras, Ronaldo, & Abidondifu, 2022; Triadi, Prihadi, et al., 2022). Thus, there was no assumption that punishment was more of a deterrent or a form of awareness. Researchers see that both awareness and deterrence are the result of critical thinking that stirs within the learners themselves. Hence, he/she considers the situation, information and logical consequences of what he/she did and the future impact and past impact.

Shchonya added,

".. perhaps my efforts to improve my learning discipline involve coming to school on time, respecting the teachers in front of me, not being noisy and not making trouble while studying at school." (Shchonya, March 27, 2023)

Shchonya witnessed that discipline was related to punctuality, not making trouble in school and not making a scene. Researchers have observed that although Shchonya's expression has a dilemmatic meaning, the facts in the field show that it is so, especially since the research subjects come from the learners themselves. Such thinking, in the opinion of the researchers, is necessary to see the opportunity for learners' psychological participation to consider the logical consequences of daily normalization in school as part of a habit. Habits become necessary not only as routines, but learners psychologically invited to take full responsibility for the rules, order/conduciveness and continuity as learners.

However, it was different for Whchlyachnm regarding his difficulties and lack of enthusiasm for the subject of Christian Religious Education. Whchlyachnm said,

"... what makes me excited is being able to increase my knowledge and insight when studying Christianity. What makes me not excited is finding difficult problems. Learning discipline rewards getting satisfactory grades and not being labeled bad by the teacher. Therefore, my effort will be to study persistently and become more responsible." (Whchlyachnm, March 27, 2023).

Psychologically, what was embedded in students' minds was limited to the connection between grades and learning discipline and diligent learning and responsibility. There is nothing erroneous with Whchlyachnm's perspective. While the dualism of Whchlyachnm's view is an alignment that happens frequently among learners in Indonesia, the dualism of Whchlyachnm's view becomes interesting and will imprint itself on the minds of learners in Indonesia. However, it becomes interesting and will be imprinted in the long term is the emergence of narratives about bad labels by teachers. Stigms narrative here become critical as part of researchers' examination considering that stigma is a form of non-egalitarian between teachers and students. In addition, psychologically, students might be traumatized for a long time, which leads to unfavorable effects on their further understanding.

CONCLUSION

Based on the research subject, they include: Sekdhtiri, Shchonya, Kahzhaneahch, Whchlyachnm, Hchenithy, Rephinkhacht, Chrkisthinahchat, Schudhyrhcockh, Dhaptydhtm, Nchatjaschonth, Rhcatjehael, and Vhckysadthdri, the researcher saw the continuity of teacher participation with students when meeting with educational psychology space, especially when entering the learning space in Class X IPS 4 and X IPS 6 at SMA Negeri 3 Palangka Raya. The research, which was conducted from March 27, 2023 to March 31, 2023, brought together the space of teacher participation as a role model, outbursts, gifts, and attention as a psychological entry space in the psychology workspace. Thus, based on the understanding of the various research subjects, obstacles and opportunities in learning do not only originate from one axis, but also cross or relate to others, including the psychological space.

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