



**APPLICATION OF FOUR PILLARS EDUCATIONS CONCEPT AT ELEMENTARY SCHOOL LEVEL FOR  
TEACHERS IN DEPOK**

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**ABSTRACT**

*In order to achieve the goals of national education, current and future educational demands are aimed at improving the quality of intellectual abilities and professionalism, as well as the attitudes, personality, and morals of Indonesians in general. Early education is critical in shaping the character of students who are creative, adaptable, and of commendable character in order to achieve the goals of national education. Teachers play an important role in the learning process, particularly at the elementary school level, by assisting students. As a Professional Educator whose primary responsibility is to educate, teach, and direct students in order to create new, civilized, independent, and superior human beings, this role must be supported by mastery of knowledge and skills in delivering teaching materials to students. As a result, in order to maximize his role, a teacher must understand the meaning of the four pillars of education, which can be used as the foundation for compiling learning activities in the elementary school classroom. This is done to prepare students to receive knowledge in a broader sense, such as learning to know, learning to do, learning to be, and learning to live together. This community service activity will be carried out in January 2022, with 20 participants as teaching at State Elementary School of Ratu Jaya 3 Depok.*

**Keywords:** Four Pillars Education, Elementary School, Teachers

**INTRODUCTION**

Current and future educational demands are directed at improving the intellectual and professional qualities as well as attitudes, personality and morals of Indonesian people in general to achieve the national education goals stated in Law Number 20 of 2003, namely "The realization of the education system as an authoritative and social institution to empower all Indonesian citizens develop into quality human beings so that they are able to answer the challenges of an ever-changing era".

In order to achieve the goals of national education, early education is very necessary as a foundation in shaping the character of students who are creative, adaptive, and have commendable character. In the implementation of the education process at the elementary school level, the interaction between students and educators and learning resources in a learning environment is called learning. Learning is assistance provided by educators so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs can occur in each student. In other words, the learning described by MohSuardi (2018:7) is a process to help students learn well. The learning process is experienced throughout the life of a human being and can occur anywhere and anytime.

Teachers have an important role in carrying out the learning process, especially at the elementary school level to assist students. Thoifuri (2007:1) argues that the word teacher in Arabic is called mu'allim and in English it is known as teacher which in a simple sense is someone whose job is to teach others. According to Muhamad Anwar (2018:10) the teacher is an educator who is nurtured and imitated, in this case the teacher becomes an example for his students.



In teaching and learning activities, the teacher has an important role to make the knowledge taught can be accepted by the existing students. Not only plays a role in teaching science, there are many roles of teachers in the learning process.

1. Teachers as Educators. Teachers are educators, figures, role models and identification for the students they teach and their environment. Therefore, of course, being a teacher must have certain standards and qualities that must be met. As a teacher, it is mandatory to have a sense of responsibility, independence, authority, and discipline that can be used as an example for students.
2. Teacher As a teacher, teaching and learning activities will be influenced by various factors in it, ranging from maturity, motivation, relationship between students and teachers, level of freedom, verbal ability, teacher communication skills, and a sense of security. If these factors can be met, then teaching and learning activities can take place well. Teachers must be able to make things clear to students, even skilled at solving various problems.
3. Teachers as Learning Resources The teacher's role as a learning resource will be closely related to the teacher's ability to master the existing subject matter. So that when students ask something, the teacher can quickly and responsively answer student questions using language that is easier to understand.
4. Teacher As Facilitator, the role of a teacher as facilitator is in providing services so that students can easily accept and understand the subject matter. So that later the learning process will be more effective and efficient.
5. The teacher as a guide can be said to be a travel guide, which is based on his knowledge and experience and has a sense of responsibility in the smooth journey. This journey is not only a physical journey but also a more complex and deeper mental, creative, moral, emotional and spiritual journey.
6. Teacher as Demonstrator Having a role as a demonstrator is having a role which can show attitudes that can inspire students to do the same things and even do better.
7. Teachers As Managers, in the process of teaching and learning activities, teachers have a role in controlling the climate that exists in the atmosphere of the learning process. It can be likened if the teacher becomes the captain who holds the steering wheel and brings the ship on a comfortable and safe journey. A teacher must be able to create a conducive and comfortable classroom atmosphere.
8. Teachers as Advisors Teachers act as advisors for their students as well as for parents, even though teachers do not have special training to become advisors. Students will always be faced with the need to make a decision and in the process need the help of the teacher. So that the teacher can understand well his role as an advisor and a deeper confidant, the teacher should explore personality psychology.
9. The teacher as an innovator, has the responsibility of translating the experiences he has gained in the past into a more meaningful life for his students. Because the age may be too far apart, then of course teachers have more experience than students. The teacher's job is to translate valuable experiences and wisdom into a more modern language which is acceptable to students.

According to KhanzaSavitra (2015:12) the objectives that can be related to the role of teachers in the learning process for elementary school students are: The role of teachers in teaching in the classroom. The teacher's role is to educate students to become responsible human beings. Learning methods used in teaching.



As a Professional Educator who has the main task of educating, teaching and directing students for the creation of new, civilized, independent, and superior human beings, of course this role must be supported by mastery of knowledge and skills in delivering teaching materials to students. Therefore, a teacher must have the competence to maximize his role. It means that competence is an ability possessed by educators in carrying out their profession and teacher duties. Other opinions also emphasize the importance of competence based on one's ability to carry out education, competence refers to rational performance and actions to fulfill certain verifications in the implementation of educational tasks (Hawi, 2010: 4).

The use of Information, Communication and Technology (ICT) in education has changed the way of learning from conventional learning or traditional learning that prioritizes face-to-face to digital-based learning by utilizing technology and information. Elementary school students are in dire need of innovative classroom management. Because the majority of elementary school students still have a childlike attitude which incidentally still really likes to play. According to Sumantri and Syaodih (2008: 43) elementary school-aged children have the following characteristics: love to play, love to move, love to work in groups and like to do things directly. Meanwhile, according to Piaget's cognitive theory, elementary school children aged 7-8 and 9-14 who are in the concrete operational period, the teacher is required not only to be able to convey the material, but the way the teacher conveys the material must also be considered, the teacher is required to be innovative and able to create an atmosphere fun learning so that the material can be accepted by students and students are not bored because the teacher uses monotonous learning. On the other hand, Hidayati, (2015) in her research suggests that the level of understanding and readiness of teachers about the curriculum concepts used can also affect the quality of learning. This of course will also greatly affect the quality of classroom management. The results of the research by Esmaeili, et al (2015) concluded that teachers should know that each student has their own nature and teachers who have creativity and enthusiasm will use the right method by observing the differences of each student.

In addition to the application method, the right educational concept will greatly help the maximum achievement of learning objectives. four pillars of learning formulated by UNESCO, "The four pillars of learning are fundamental principles for reshaping education: learning to know, learning to do, learning to be, learning to live together." The four pillars of learning are basic principles in reshaping education, namely learning to know, learning to do, learning to be, and learning to live together. By referring to the four pillars, through academic understanding, students are expected not only to know and be able to carry out a subject, but also to make this knowledge a unified skill to become a complete individual and live in society.

Based on the interview process with partners, the implementing team can analyze and draw conclusions regarding the problems experienced by partners. The data findings state that teachers have not maximally applied the right educational concept in the learning process in the classroom.

From the explanation above, the team offers solutions to help partners' difficulties by carrying an interesting theme, namely the application of the concept of the four pillars of education at the basic education level for teachers at SDN Ratu Jaya 3 Depok



## **MATERIALS AND METHODS**

This community service activity was carried out at SDN Ratu Jaya 3 Depok in Ratu Jaya, Cipayung District, Depok. The implementation of this activity is carried out in three stages, namely: preparation, implementation, and evaluation stages.

The method used in this activity is through several stages:

1. Interviews with partner managers, namely the service team asked the principal and teacher representatives to obtain data. We do this before and during the activity. Interviews are useful for knowing the condition of teachers and determining what materials are needed in training activities. Interviews are very important to realize the success of community service activities themselves so that they are right on target according to the needs of partners based on existing problems.
2. Counseling, namely: the service team socializes the application of the four pillars of education concept through a variety of interactive learning activities regarding training in accordance with the themes determined online to teachers at SDN Ratu Jaya Depok. The socialization will be carried out through online media so that the activity participants who are teachers can carry out distance learning effectively.

The approach taken in this community service activity is to conduct direct interviews with partners, namely the principal, and several teacher representatives about current conditions and problems at SDN Ratu Jaya 3 Depok. At the beginning of the approach stage, the team explained to partners that in the implementation stage, the team would present the material and open the widest possible question and answer room related to the theme of implementing this community service activity based on the problem findings obtained.

## **RESULT AND DISCUSSION**

The implementation of this community service activity goes through the planning stage which is carried out through direct visits to partners to obtain information related to problems and solutions offered by the implementing team, after deciding the theme of implementing the activities of the implementing team and partners determine the schedule for the implementation of the core activities that are accommodated by the partners by providing a link meeting virtual via zoom meeting. The cooperation of partners in supporting the continuity of activities is very helpful for the implementing team.

The timing of the training activities with the theme of using the blended learning model itself will be on January 13, 2022, starting at 7.30 – 12.00 WIB. The total number of participants who are teachers at SDN Ratu Jaya 3 Depok is 20 people.

Virtually the activity was opened with remarks from the partners who officially opened the event and received the presence of the implementing team to provide training related to the theme of the implementation of the activity, which was followed by a prayer reading in the hope that the training activities could run smoothly and optimally. After praying together the core activities of the training began.

Explanation of the material with the theme of applying the concept of the four pillars of education was delivered via share screen powerpoint.

There are two topics of material presented. The first session is material about the four pillars of education and the second session is the application of the four pillars of education in arranging learning activities in the classroom.

The first session starts at 08.00 – 09.10 WIB, the material is presented through power points which are distributed through the zoom meeting screen which can be witnessed by all participants.



The contents of the presentation of this material include the goals of national education, the concept of the four pillars of education which are expected to be one of the

foundations for shaping the character of students during academic learning. After the presentation of material 1 was completed, the implementation team provided a stimulus so that participants could discuss the material, some participants asked questions related to how the real application of the four pillars of education concept in preparing activities.

Setelah mengkaji bersama materi pada sesi pertama, sesi kedua pun dimulai pada pukul 09.30 sampai 11.30 WIB dengan paparan penyusunan kegiatan pembelajaran di kelas dengan konsep empat pilar pendidikan yang mencakup kata kunci, learn to know, learn to do, learn to be dan learn to live together.

After reviewing the material in the first session, the second session started at 09.30 to 11.30 WIB with an explanation of the preparation of learning activities in the classroom with the concept of four pillars of education which includes keywords, learn to know, learn to do, learn to be and learn to live together.

Furthermore, the implementation team provided opportunities for teachers to ask questions so that interesting discussions occurred which could be a means of sharing information and inspiration related to the preparation of learning activities in the classroom based on the concept of the four pillars of education.

Participants also gave positive responses after developing themselves in order to package learning more meaningfully in order to prepare the nation's next generation who not only understands science as a concept but can be realized in real life when socializing in various social situations.

At the end of the activity after the second session ended. The implementation team closed the event with an official thank you for your participation and good reception during the course of the activity. The partner, represented by the principal of SDN Ratu Jaya 3 Depok, closed the event with a prayer.

## CONCLUSION

From the results of the activities and discussion above, it can be concluded that the application of the concept of the four pillars of education to improve the quality of student learning at the elementary school level for teachers, can maximize the teacher's role as the main actor in creating learning conditions in the classroom, is expected to optimize its role in designing learning which can fulfill the realization of the four pillars of learning, namely learning to know, learning to do, learning to be, learning to live together. So that from an early age students are trained to understand the concept of understanding science as a whole, starting from understanding information, developing the application of concepts to later be applied in social life.

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