

The Role of Teachers in Instilling The Value of Hindu Ethical Philosophy

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Abstract

Ethics is a very noble attitude that needs to be studied and applied by all human beings regardless of their religion. This study aims to obtain and examine the role of teachers in instilling the value of Hindu Ethical Philosophy. By using descriptive qualitative research methods. Taking location in class XI SMAN 7 Denpasar. With data collection techniques Observation, Interview and Documentation. At SMAN 7 Denpasar in instilling the value of Hindu Ethical Philosophy by 1) the task of Hinduism teachers as planners, namely before carrying out the learning process the teacher makes lesson plans, 2) the task of Hinduism teachers as implementers, namely the role of Hinduism teachers as educators teachers have an important role in providing encouragement, supervision, The role of Hinduism teachers as educators teachers have an important role in encouraging, supervising, coaching and disciplining children so that students become obedient to school rules and norms of life in family and community life, the role of Hinduism teachers as teachers must keep abreast of technological developments, so that what is conveyed to students is the latest things and not outdated, the role of Hinduism teachers as motivators in instilling religious character in students, Hindu religion teachers teach students to always have confidence and enthusiasm to get good grades and always provide encouragement to always study hard so that they can get good grades on every test held by the teacher, the role of Hindu religion teachers as mentors and trainers is expected, because students will know which one is wrong and which one is right, with guidance it is hoped that children's thinking skills will develop and gradually students will be able to have a good mindset based on their own thinking, The role of Hinduism teachers as facilitators in the form of providing facilities and infrastructure when carrying out Yoga practices to support teaching and learning activities carried out to improve students' skills in the field of self-control, and the role of Hinduism

teachers as directors must be able to listen to students in solving the problems faced, directing students in making a decision and finding their identity. 3) the task of Hinduism teachers as assessors, namely after providing the material taught, the teacher will evaluate the material that has been taught to determine the extent of students' understanding of the material that has been taught.

Kata kunci:

Guru Agama
Hindu,
Penanaman Nilai
Etika, Etika
Hindu,

Abstrak

Etika merupakan sikap yang sangat mulia yang perlu dikaji dan diterapkan oleh seluruh umat manusia tidak lepas dari agama apapun yang dianutnya. Dalam penelitian ini memiliki tujuan ingin memperoleh dan mengkaji peran guru dalam menanamkan Nilai Filsafat Etika Hindu. Dengan menggunakan metode penelitian kualitatif deskriptif. Mengambil lokasi di kelas XI SMAN 7 Denpasar. Dengan tehnik pengumpulan data Observasi, Wawancara dan Dokumentasi. Di SMAN 7 Denpasar dalam menanamkan Nilai Filsafat Etika Hindu dengan cara 1) tugas guru agama Hindu sebagai perencana yaitu sebelum melaksanakan proses pembelajaran guru membuat RPP, 2) tugas guru agama Hindu sebagai pelaksana yaitu peranan guru agama Hindu sebagai pendidik guru memiliki peranan penting dalam memberi dorongan, pengawasan, pembinaan dan mendisiplinkan anak agar anak didik menjadi patuh terhadap aturan-aturan sekolah serta norma hidup dalam kehidupan keluarga dan masyarakat, peranan guru agama Hindu sebagai pengajar harus terus mengikuti perkembangan teknologi, sehingga apa yang disampaikan kepada peserta didik merupakan hal-hal yang terbaru dan tidak ketinggalan jaman, peranan guru agama Hindu sebagai motivator dalam penanaman karakter religius pada siswa, guru agama Hindu mengajarkan pada siswa agar selalu memiliki kepercayaan diri dan semangat untuk memperoleh nilai yang baik dan selalu memberikan dorongan untuk selalu giat belajar agar dapat memperoleh nilai yang baik pada setiap ulangan yang diadakan oleh guru, peranan guru agama Hindu sebagai pembimbing dan pelatih sangat diharapkan, sebab siswa akan tahu mana yang salah dan mana yang benar, dengan bimbingan diharapkan kemampuan berfikir anak akan berkembang dan lambat laun siswa mampu memiliki pola pikir yang baik atas dasar pemikiran sendiri, peranan guru Agama hindu sebagai fasilitator berupa penyediaan sarana dan prasarana ketika melaksanakan praktek Yoga untuk menunjang kegiatan belajar mengajar yang dilaksanakan untuk meningkatkan keterampilan anak didik di bidang pengendalian diri, serta peranan guru agama Hindu sebagai pengarah harus mampu mendengarkan peserta didik dalam memecahkan permasalahan-permasalahan yang dihadapi, mengarahkan peserta didik dalam mengambil suatu

keputusan dan menemukan jati dirinya. 3) tugas guru agama Hindu sebagai penilai yaitu setelah memberikan materi yang diajarkan, guru akan mengevaluasi materi yang telah diajarkan untuk mengetahui sejauh mana pemahaman siswa terhadap materi yang telah diajarkan.

Introduction

Hinduism is the largest and oldest religion in the world (Sanford, 2013). Hinduism has remained strong and developed dynamically throughout the ages. This is because Hinduism has three basic frameworks (Rodrik, & Subramanian, 2005). Morals and ethics which is the third part of the basic framework of Hinduism is important besides Tattva and Acara. Hinduism teaches that the three basic frameworks must be understood properly and correctly in a balanced manner, because if you cannot understand all three, there will be problems in Hinduism (Sena, 2021). For this reason, a balance is needed in understanding the three basic frameworks of Hindus. Both in the Tattva, Susila and Acara parts become one whole that cannot be separated. This kind of thing causes a loss of authority in the family, school community and even the loss of authority of a religious teacher, so that children have an indifferent nature, have no respect for anyone. Therefore, children really need guidance to be able to apply ethics in their lives.

Today's teenage relationships have reached an alarming level. All mass media, both electronic and print, freely display things that can damage the morals of today's younger generation (Ridayati, 2017). When compared to adolescents of the past and present, it is very different and no longer relevant. Adolescence is a transitional period when children grow up. Adolescence is considered vulnerable and most parents become anxious and worried about their children who are entering adolescence. The life of today's teenagers is very concerning because the development of today's teenagers is more on the wrong path of association. Accompanying and paying attention to teenagers who are searching for themselves is needed. The people around them have an important role such as parents, teachers, and adults who can provide role models (Anugrah et al., 2023).

Adolescents are those who are around 13 to 18 years old. Adolescence is a transitional period from childhood to adulthood (Sawyer et al., 2018). At the age of 13 to 18 years, adolescents cannot be said to be children, but are still not mature enough to be said to be adults. Adolescence is a time when a child is looking for a lifestyle that suits him or her and is often done through trial and error. Mistakes made often cause concern

and unpleasant feelings for the environment and parents. Mistakes made by teenagers will only please their peers. This happens because they are still in search of identity (Neufeld & Maté, 2013).

A student really needs to understand and realise the nature of his rights and obligations as a student. Students must be aware that they have very noble duties and obligations. The duties and obligations of students are to seek all kinds of knowledge, both worldly and spiritual knowledge. This needs to be realised by students so that students are more concentrated on their own obligations. Students should not be protracted in various activities that are not their activities. Youth is the time when a person has the status of a student or student. The main obligation that must be done is to seek as much knowledge as possible (Scardamalia, 2002).

Learning in a broad sense can be done formally, informally and non-formally (Lange & Costley, 2015). The existence of a teacher is very important for a student to be a noble student. To build a student's character to be noble, the main obligation of a student is to study, and is entitled to proper service from a teacher. In demanding knowledge between students and teachers have a very close relationship, the teacher as a provider of knowledge and students as recipients of knowledge. Because of this background, the author intends to conduct research with the title "The Role of Hindu Religion Teachers in Cultivating Hindu Ethical Philosophy Values at SMA Negeri 7 Denpasar".

Methods

In this study, the type of qualitative research was used. in the research conducted at SMA Negeri 7 Denpasar regarding the role of teachers in Hindu Ethics Learning. Researchers chose SMA Negeri 7 Denpasar as a research location related to Hindu Ethics Learning in Class XI SMA Negeri 7 Denpasar because this school is one of the schools that is in great demand by the community and prioritises discipline. Qualitative data with the argument that this research is descriptive by emphasising the philosophical basis in the phenomenon studied. the research instrument used is in the form of stationery, such as ballpoint pens and paper to take notes when extracting data in the library or document storage related to the content of the research. With data collection techniques observation, interviews and documentation.

Results and Discussion

According to Asfari et al., (2022) that the duties, the role of the teacher is an integral unit. It's just that sometimes tasks and functions are aligned as an elaboration of the role according to Daryanto (Undang-Undang No. 20 Tahun 2003 dan Undang-Undang No. 14 Tahun 2005, 2014:19-21) the role of the teacher is as an educator, teacher, guide, director, trainer, assessor, and evaluator of students.

The role or duty of Religious Teachers in instilling Hindu ethical philosophy in students at SMA Negeri 7 Denpasar refers to role theory. Usman (2015) states that in stable situations, roles are not just opportunities to take action, but more than that is how contact and communication should be carried out. The role inherent in a person allows him to express his emotions and show his existence. Roles have allowed people to build patterns of behaviour or attitude, and in the role of the role there is also a strategy of how to master the various situations that can be played, so that one can be identified as different from others.

Mutmainah & Kamaluddin (2019) states that teachers are one of the human components in the teaching and learning process that plays a role in an effort to form potential human resources in the field of development. Therefore, teachers are one of the elements in the field of education that must participate actively and place their position as professionals, in accordance with the demands of an increasingly developing society. In a special sense, it can be said that every teacher must have the responsibility to bring his students to a good habit.

Tarigan & Mutiara (2019) teachers are fully responsible for creating an atmosphere that allows students to learn well, in the sense that teachers must be responsible for the achievement of student learning outcomes, teachers have professional abilities in teaching. The teacher's code of ethics acts as a learning resource, mediator, and facilitator so as to create good conditions for students to learn. Good teaching is not just transferring knowledge to students but how to help students to develop what has been obtained from the teaching and learning process. A good learning process is a learning process that provides opportunities for students to search, find and solve problems directly.

According to Prastowo (2018) teachers or educators are noble professions, educating and teaching new experiences for their students. The teacher is a very important figure in overcoming deviant behaviour that occurs in students, because of his existence as a central figure in education. Therefore, teachers have a role in education,

a form of role is the tasks carried out by a person related to his position or function in society. In education, teachers have three tasks in carrying out their role, as for the three tasks in question, namely the task as planner, implementer, and assessor.

1. The Hindu Religion Teacher's Duty as a Planner

The teacher's task in question is the teacher's task in instilling Hindu ethical philosophy. Teachers are a very dominant determining factor in education in general, because teachers play a role in the learning process, where the learning process is the core of the overall educational process. Every programme and conception in the implementation of the learning process requires the role of a planner before it is implemented. Planning is a way of solving problems. As a planner of the learning process, the teacher must prepare a learning activity that he will carry out with students or students. This preparation includes the objectives of the material taught, media, strategies or methods and evaluation, all of which have been summarised in the Learning Implementation Plan or abbreviated as (RPP). Learning Implementation Plan is a plan that describes the procedure and organisation of learning to achieve a basic competency set out in the content and elaborated in the syllabus.

“Ni Wayan Sriasih (interview on 10 February 2019) stated that before carrying out the learning process the teacher must plan in advance what will be delivered in the classroom. Teachers will prepare lesson plans in accordance with the applicable curriculum”

Related to this, the lesson plan will list the learning materials that will be given to students in the implementation of learning takes place, in addition to the material in making lesson plans there are also learning methods. The method is expected to be effective and not boring for children, such as the question and answer method and the quiz method, with this method it is hoped that children will be more active in the learning process. One of the learning materials contained in the lesson plan, especially Hinduism, which concerns the cultivation of Hindu ethics is the material of Yoga and moksa in Hinduism, all of which need to be implemented in the lives of students so that the ethics of students are well embedded.

“Ida Ayu Kartika Dewi (interview on 10 February 2019) stated that the task of Hinduism teachers as planners is to prepare lesson plans related to the cultivation of religious characters. The lesson plan related to the cultivation of Hindu ethics is Yoga and moksa in Hinduism can further increase knowledge about self-control. “

In connection with the above statement, the technical approach used in shaping the behaviour of students who are disciplined, responsible, religious, and have good morals at SMA Negeri 7 Denpasar. Yoga is a subject matter that contains elements of self-control. Before carrying out the practice of Yoga, begin by implementing Tri Sandhya or gayatri mantram. Tri Sandhya consists of the word Tri which means three and Sandhya or Sandhi means relationship. So, the word Tri Sandhya means three times in contact with Sang Hyang Widhi Wasa. Worship or Puja Tri Sandhya, are as follows.

1. As a means to worship and praise Sang Hyang Widhi Wasa.
2. As a means of thanking Him for His grace
3. To ask for salvation
4. To ask for forgiveness
5. Asking for guidance

Based on the results of the interview above, it can be concluded that the task of Hinduism teachers as planners is very important, because the teachings given in the form of Yoga and moksa teachings in Hinduism can be used as a guideline that will be implemented by students in order to become good people, have good morals, good manners, have a religious nature or character.

2. Duties of Hinduism Teachers as Implementers

The task of Hinduism teachers in their role as implementers is very important because this is where the process of learning interactions is carried out. After planning is prepared, the next teacher's job is to implement learning in accordance with what is stated in the Learning Implementation Plan or (RPP). Teachers as implementers of learning have a role that must be carried out to realise the goals of education. According to UU No. 14 tahun 2005 teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners or students in early childhood education, basic education, and secondary education

According to Hapsari et al., (2021) teachers in the learning process have a very important role, namely as a learning resource, facilitator, manager, demonstrator, guide, motivator, and evaluator. Based on the results of research conducted at SMA Negeri 7 Denpasar, the following are some of the roles of Hindu religion teachers in instilling Hindu ethical philosophy, as follows:

A. The Role of Hindu Religious Teachers as Educators

Artini & Wijaya (2020) states that educating is an effort to lead students towards maturity, both physically and spiritually. Therefore, educating is said to be an effort to develop the personal, attitudes, mentality and morals of students. Teachers are said to be educators because in their work teachers not only teach, but also train several skills, especially the mental attitude of their students.

According to Kandiri & Arfandi (2021) teachers are educators who become role models and identification figures for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline. Teachers in carrying out their role as an educator in overcoming deviant behaviour, besides having extensive knowledge, must also have a good personality. The way to educate is by getting used to establishing good interactions with students and discipline in everything, because teachers are role models for students. As well as teaching knowledge about ethics combined in religious lessons in particular. Because Hindu religious education will affect other education. The role of Hindu religious teachers in practising religious teachings can be carried out in daily activities, this can be seen in the fact of praying before or after learning activities.

According to Juhji (2016) in this case the teacher as an educator is a role related to tasks, providing assistance, and encouragement, supervisory and coaching tasks, as well as those related to disciplining children so that children comply with school rules and norms of life and society. Teachers are also inseparable from role models for students, and the environment, therefore, teachers must have certain personal quality standards that include responsibility, and discipline. With regard to authority, teachers must have advantages, and realise spiritual, emotional, moral, social values in their personalities, and have advantages in science, technology and art in accordance with the fields developed. While discipline means that teachers must comply with various rules and regulations consistently, with professional awareness because they are tasked with disciplining students in schools, especially in learning.

The role of teachers as educators is roles related to the tasks of providing assistance and encouragement, tasks related to disciplining children so that children become obedient to school rules and norms of life in families and communities. The task is related to improving the growth and development of children. Teachers as the person in charge of disciplining children must every activity of children so that children's behaviour does not deviate from existing norms.

Teachers are educators who become figures, role models and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline. Teachers must understand values, norms, morals, and social values, and try to behave and act in accordance with these values and norms. Teachers must also be responsible for their actions in the learning process at school. As educators, teachers must have the courage to make decisions independently related to learning and competence formation, and act in accordance with the conditions of students and the environment.

“Ni Wayan Sriasih (interview on 10 February 2019) stated as a Hindu religion teacher at SMA Negeri 7 Denpasar she said that as an educator, the teacher is tasked with fostering students' personalities and can improve students' personalities that are not good. The role of the teacher as an educator is very instrumental in educating children and developing their personality. In developing children's personalities, things that can be done include teaching children about manners, not speaking harshly, getting used to being open to teachers if they have problems. As educators, teachers have an important role in improving human resources. Teachers are required to be professional. The role of teachers as educators is instrumental in educating children and developing their character. In developing children's religious character, things that can be done are teaching children to always say Om Swastyastu greetings before and after learning, and when meeting teachers or other people outside of school, this is so that children get used to and form good character.”

Related to the above statement, it can be concluded that as a teacher educator has an important role in providing encouragement, supervision, coaching and disciplining children so that students become obedient to school rules and norms of life in family and community life. Realising their duties as educators, Hindu religion teachers at SMA Negeri 7 Denpasar always supervise, both during the teaching and learning process and outside of class hours, so that later the attitudes or behaviour of students are well embedded.

B. The Role of the Teacher as a Teacher

Santika (2018) states that teaching is basically an effort to create conditions or environmental systems that support and allow for the learning process to take place. As a teacher, the teacher is faced with professional demands to make efforts to improve the shortcomings in carrying out his duties. Teaching when viewed from the origin of the word means giving lessons, so that students who are taught know and understand the

material being taught. In general, teaching is defined as the teacher's effort to convey and impart knowledge to students or students.

Having a profession as a teacher is a very noble task and the responsibility is very heavy, because the teacher's job is in accordance with the preamble of the 1945 Constitution, namely to educate the nation's life. Every component of society or parents also expect their children to become someone useful later. Based on this, students are expected to behave well towards teachers, because teachers are one of the sources of knowledge. The teacher is a factor that influences the success or failure of the learning process, because the teacher must master the principles of learning in addition to mastering the material being taught. In other words, the teacher must be able to create the best possible learning conditions.

In the teaching process requires careful planning before the teaching and learning process is carried out first, the teacher prepares a teaching implementation plan to make it easier to carry out teaching and not deviate from the curriculum that has been given. Teaching requires various methods so that teaching and learning activities can run smoothly and the material to be conveyed can be absorbed by students. By planning teaching, it will be easier for teachers to evaluate the extent of students' understanding of the subjects that have been given, so that teachers more easily know the weaknesses of these students.

In their duties, teachers help developing students to learn something they do not know, form competencies and understand the standard material being studied. Teachers as teachers, must keep abreast of technological developments, so that what is delivered to learners is up to date and not outdated. The development of technology changes the role of teachers from teachers who are tasked with delivering learning materials to facilitators who are tasked with providing learning facilities.

C. The Role of the Teacher as a Motivator

Wibowo (2017) states that the role of the teacher as a motivator means in increasing interest and developing student learning activities. Teachers must be able to stimulate and provide encouragement and to dominate student potential, foster self-help (activity) and creativity (creativity), so that there will be dynamics in the teaching and learning process. The role of the teacher as a motivator is very important in teaching and learning interactions because it involves the essence of educational work which requires social skills. Motivation will cause a change in energy in humans, so that it will

have an impact on the issue of psychological symptoms, feelings and emotions, to then act or do something.

According to Peters (2015) motivation is an explanation of motives that can be seen from the behaviour shown by a person which causes a person to carry out certain activities to achieve certain goals. Motivation is closely related to needs, because motivation arises because of needs. A person will be encouraged to act when there is a need in him. This need creates a state of imbalance or dissatisfaction, namely tensions that will disappear when the need is met.

“Ida Ayu Kartika Dewi (interview on 10 February 2019) stated that in teaching and learning activities, if there is a student, for example not doing something that should be done, it is necessary to investigate the causes and every teacher must provide motivation in the form of encouragement so that the child wants to do something. The teacher as a motivator must be able to arouse students' enthusiasm for learning, if there is a decrease in students' enthusiasm for learning. The high and low level of learning achievement is largely determined by the high and low achievement motive so that in this case the teacher must have a function as arousing motivation in learning activities.”

So, based on the results of the interview, the role of the teacher as a motivator in instilling religious character in students, Hindu religion teachers teach students to always have confidence and enthusiasm to get good grades and always provide encouragement to always study hard so that they can get good grades on every test held by the teacher. The value of hard work is a behaviour that shows serious efforts in overcoming various learning obstacles and tasks and completing tasks as well as possible.

D. The Role of Teachers as Mentors and Trainers

Kia & Murniarti (2020) so that teachers can act as good mentors, there are several things that must be possessed, namely: first, teachers must have an understanding of students' learning styles and habits, this understanding is very important because it will determine the type of guidance that will be given to students. Secondly, the goals and learning process, besides that the teacher must understand the psychological conditions of students. Thirdly, teachers must be able to plan and implement a learning process that fully involves students.

The process of guiding is the process of providing assistance to students, thus the most important thing in the learning process is the students themselves. In its role as a

guide, Hinduism teachers guide students to become students who are loyal to friends, loyal to their hearts, loyal to their words and loyal to their actions. With guidance from the teacher, students will follow what the teacher teaches.

According to Kia & Murniarti (2020) the teacher as a trainer is in line with the education and learning process requires skill training, both intellectual and motor, thus requiring the teacher to act as a coach, who is tasked with training students in the formation of basic competencies in accordance with the potential of each student. The training carried out, besides having to pay attention to basic competencies and standard material, must also be able to pay attention to the individual differences of students and their environment. For this reason, teachers must know a lot, even though it does not cover everything and not every thing perfectly, because it is impossible.

“Ni Wayan Sriasih (interview on 10 February 2019) stated that as a guide, namely guiding students to discover their various potentials as a provision for their lives, guiding students to achieve and carry out their developmental tasks so that with their skills they can grow and develop as ideal human beings who are the hope of family and society.”

Based on the above statement, the role of Hindu religious education teachers as mentors is very much expected, because students will know which one is wrong and which one is right, with guidance it is hoped that the child's thinking ability will develop and gradually students will be able to have a good mindset based on their own thinking. The guidance carried out by Hindu religious teachers at SMA Negeri 7 Denpasar in instilling Hindu ethics is by guiding students when performing prayers together.

The teacher as a guide can be likened to a travel guide based on his knowledge and experience who is responsible. As a guide, the teacher must formulate clear goals, set the time of the trip, determine the path to be taken, use travel instructions and assess its smoothness according to the needs and abilities of students. As a guide, all activities carried out by the teacher must be based on good cooperation between the teacher and the learners. Teachers have rights and responsibilities in every journey they plan and implement.

The education and learning process requires skill training, both intellectual and motor, thus requiring teachers to act as trainers, who are in charge of training students in the formation of basic competencies in accordance with the potential of each student. The training carried out, besides having to pay attention to the basic competencies of the standard material, must also be able to pay attention to the individual differences of

students and their environment. For this reason, teachers must know a lot, even though it does not cover everything and not every thing perfectly, because it is impossible.

E. The Role of Hindu Religion Teachers as Facilitators

As a facilitator, the teacher should be able to provide facilities that allow ease of learning activities for students. An unpleasant learning environment, a stuffy classroom atmosphere, messy tables and chairs, learning facilities that are not available, cause students to be lazy to learn. Therefore, it is the teacher's duty to provide facilities, so that a pleasant learning environment will be created for students.

“Ida Ayu Kartika Dewi (interview on 10 February 2019) stated, to carry out the role as a facilitator in instilling students' ethics at SMA Negeri 7 Denpasar is by providing facilities that can support the progress of students in improving students' character. “

Related to the above statement, the facility is in the form of providing facilities and infrastructure when carrying out Yoga practice to support teaching and learning activities carried out to improve students' skills in the field of self-control. In addition, teachers will also facilitate students in all fields according to the needs of students to support the interests and talents that exist in students.

F. Teacher as a Guide

The teacher is a director for students, even for parents. As a director the teacher must be able to listen to students in solving the problems they face, directing students in making a decision and finding their identity. Teachers are also required to direct students in developing their potential, so that students can build good character for themselves in facing real life in society.

3. The Role of Hindu Religious Teachers as Assessors

According to Arianti (2019) in the world of education it is known that every type of education or form of education at a certain time during one period is always held an evaluation, namely an assessment that has been achieved, by the educated and educators. Likewise, every time the teaching and learning process, the teacher should be a good evaluator. Assessment is carried out to determine whether the objectives that have been formulated are achieved or not, whether the material taught has been mastered or not by students, and whether the methods used are appropriate enough.

Assessment needs to be done, because in the assessment, the teacher can find out the success of achieving goals, students' mastery of the subject matter, and the accuracy of the teaching methods used. Another purpose of assessment, among others, is to determine the position of students in the class or group. By examining the achievement of teaching objectives, the teacher can find out whether the teaching-learning process carried out is effective enough, enough to provide good and satisfying results, or even vice versa. Therefore, teachers should be able and skilled in carrying out assessments, because in the assessment, teachers can find out the achievements made by students after students carry out the teaching and learning process. In its function as an assessment of student learning outcomes, teachers should continuously follow the learning outcomes that students have achieved over time. The information that has been achieved through this evaluation provides feedback in the next teaching and learning process.

Assessment or evaluation is the most complex aspect of learning, because it involves many backgrounds and relationships, as well as other variables that have meaning when related to a context that is almost impossible to separate from every aspect of assessment. As a process, assessment is carried out with principles and with appropriate techniques, which may be tests or non-tests. Given the complexity of the assessment process, teachers need to have adequate knowledge, skills and attitudes.

Thus, the teaching and learning process will be continuously improved to obtain optimal results. From this description, it is clear that teachers have a major role and are very decisive in carrying out teaching and learning activities, where teaching and learning activities are the core of the overall educational process.

Ni Wayan Sriasih (interview on 10 February 2019) stated that the assessment carried out at SMA Negeri 7 Denpasar, namely by conducting oral tests, and written tests. In the oral test the teacher asks questions directly at the end of the discussion and is responded to by students, for students who are able to answer will be given additional marks, and for students who do not answer will be given the opportunity at the next meeting.

Related to the statement above, this test is generally intended to repeat or find out the extent of students' understanding of the subject matter that has been delivered previously. In contrast to written tests, where students are given tests in the form of answering multiple choice, matching and completing short answers, as shown in the picture the teacher carries out the evaluation by appointing one of his students to answer

the questions given. Where the results will be used as a reference whether the student has understood the lesson delivered by the teacher before.

Conclusion

The role of teachers in learning Hindu Ethics in class XI SMA Negeri 7 Denpasar has three tasks, namely: 1) the task of Hinduism teachers as planners, namely before carrying out the learning process the teacher must plan in advance what will be delivered in the classroom. Teachers will prepare lesson plans (Learning Implementation Plans) in accordance with the applicable curriculum, 2) the task of Hinduism teachers as implementers, namely the role of Hinduism teachers as educators, the role of Hinduism teachers as teachers, the role of Hinduism teachers as motivators, the role of Hinduism teachers as mentors and trainers, the role of Hinduism teachers as facilitators and the role of Hinduism teachers as directors, 3) the task of Hinduism teachers as assessors, namely after providing the material taught, the teacher will evaluate the material that has been taught to determine the extent of students' understanding of the material that has been taught. The assessment carried out at SMA Negeri 7 Denpasar, namely by conducting oral tests, and written tests. In the oral test the teacher asks questions directly at the end of the discussion and is responded to by students, for students who are able to answer will be given additional marks, and for students who do not answer will be given the opportunity at the next meeting.

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