

The role of Islamic education teacher in developing CERIA concept for students

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Abstract

MAN Suruh Semarang Regency has CERIA vision (smart, energetic, religious, scientific, practice). This research wants to know the role of Islamic education's teacher in developing Ceria concept and how the Ceria concept implemented by the students. This research used qualitative approach. There are three technique in collecting data. They are: observation, documentation, and interview. The researcher as instrument take data by in-depth interview. There are three steps in analyzing data: data reduction, display data, and data verification. The respondent who become the source of information are the headmaster, Islamic education's teacher, guidance and counseling's teacher, and students. Based on the observation which lasted for two months, the researcher can conclude: 1) teacher plays an important role in creating CERIA concept. Teacher as an initiator, class manager, motivator, facilitator, and evaluator; 2) "Ceria" concept implementation by the students of MAN Suruh in the form of madrasah policy which encourage the comfortable and conducive environment for the students learning. Various academic and non-

academic to develop students' potential. The growth of main character to create the harmony of the students' friendship.

Keyword: the role of Islamic education teacher, CERIA (smart, energetic, religious, scientific, practice), concept implementation

Abstrak

MAN Suruh Kabupaten Semarang mempunyai visi CERIA (Cerdas, Energik, Religius, Ilmiah, Amaliyah). Penelitian ini bertujuan untuk mengetahui peran guru PAI dalam menumbuhkembangkan konsep Ceria dan mengetahui bagaimana implementasi konsep CERIA pada peserta didik. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data ada tiga metode utama yang dipakai yaitu, observasi, dokumentasi, dan wawancara. Peneliti mengambil peran sebagai instrumen untuk menggali data yang lebih lengkap melalui indepth interview. Adapun analisis data melalui tiga tahapan yaitu: reduksi data, penyajian data (display), dan verifikasi. Sebagai responden yang menjadi sumber informasi adalah kepala madrasah, guru PAI, guru BK, dan siswa. Berdasarkan penelitian yang berlangsung selama dua bulan dapat disimpulkan hasil penelitian sebagai berikut: 1) Guru mengambil peran sangat positif dalam mewujudkan konsep CERIA. Peran guru sebagai inisiator, pengelola kelas, motivator, fasilitator, dan evaluator; (2) Implementasi konsep Ceria pada peserta didik di MAN Suruh dalam wujud kebijakan madrasah yang mendukung dalam pembentukan lingkungan yang kondusif untuk pembelajaran siswa. Beragam kegiatan akademik dan non akademik yang berfungsi mengembangkan potensi peserta didik. Tumbuhnya karakter utama yang dibutuhkan untuk menciptakan pergaulan yang harmonis dan persaudaraan (ukhuwah) antar peserta didik.

Kata Kunci: peran guru PAI, CERIA (cerdas, energik, religius, ilmiah, amaliyah), konsep implementasi

Introduction

Education is everyone's needs. UUD 1945, article 32, verse (1) has stated that "each citizen is entitled to education." UU RI No 20 year 2003 further mentions that education is a conscious and well-planned effort to create learning atmospheres and learning processes so the learners could actively develop their potentials to possess religious spirituality, self-control, personality, intelligence, noble characters, as well as skills needed by students, society, nation and state (UU Sisdiknas, 2003: 1).

Education has strategic roles as a means to human resources and human investments. It purposes at developing better life, also it empirically colors and seeks for moral and ethical bases in the nation empowerment process. (Hasan, 2000: 29). Malik Fadjjar (in Imam Tholkah, 2004: V) argues that education tries to elevate and to top off the psychological spiritualism as the positive element of the process. By these, education is underlined as again, a conscious action to nourish and evolve *fitrah* (character) as well as human potential to create whole and complete person (*insankamil*).

Madrasah Aliyah Negeri Suruh in Semarang district wishes to manage the school in *Cerdas* (smart), *Energik* (energetic), *Religius* (religious), *Ilmiah* (scientific) and *Amaliah* (good deeds); hence called CERIA concept. This concept applies to all the academic community: students, teachers, and all school citizens. *Cerdas* here represents IQ (Intelligent Quotient), EQ (Emotional Quotient), and SQ (Spiritual Quotient) in which all still

explain humanistic aspect as an essential process taken place in neural system. (Sukring, 2013: 9).

Energik, further, is defined as enthusiastic, fully capable of doing something (Kamus Bahasa Indonesia) (Hasan, 2007: 46). *Religius* means submissive attitude and behavior in the implementation of worship (Purwati, 2013: 88). Scientific learning is teaching and learning process presenting scientific steps using scientific method. (Miftahul Huda, 2013: 90).

Amaliyah covers education for daily basis behaviors such as human-God relationship: *sholat* (prayers), *zakat*, *puasa* (fasting), *haji* (hajj); and *mu'amalah* (human-human relationships) (Sukring, 2013: 22). To deal with these, they need to learn Al-Qur'an *Hadis*, *Tafsir*, *Akidah Akhlak*, *Fiqih*, and so on. Cognitively, the reward for completing them is a good score. Yet, there is tendency of misleading integration between cognitive, affective and psychomotor which leads on the misbehaviors: leaving aside all the obligations and performing works dishonestly. These deviated educational outputs which are far from the sacred religious values end at negative judgments from the society.

Looking at the above reasons, author is interested in analysing: "The Role of The Islamic Education's Teacher in Developing "CERIA" Concept (Cerdas, Energik, Religious, Ilmiah, Amaliyah) at The Students". Qualitatively, this research will answer the following questions: 1) How is the role of PAI teachers of MAN Suruh in developing CERIA concept to

learners?, and 2) How is the implementation of CERIA concept in MAN Suruh.

Some benefits resulting from the research are: first, it is expected that the school may embrace this concept to gain knowledge, give skills and develop students' talents and interests under Islamic education. Next is for the researcher. This research is expected to enrich the researcher's knowledge in teaching as well as in the research. Lastly, for PAI teachers, hopefully they can develop CERDAS concept in teaching the students.

Research Methodology

This is qualitative research, using post positivism philosophical guidelines. This method is used to capture the naturalness of the research object where the researcher herself is the main instrument. The data gathered by triangulation, the analysis is done inductively/ qualitatively, so that the results draw more on meaning than generalization (Sugiyono, 2015: 9).

The topic of this research is the role of PAI teachers in developing CERIA concept at MAN Suruh. In deciding the subject, purposive sampling technique is applied. Sugiyono (2015: 218) mentions that purposive sampling is data source sampling technique in which the source is taken purposively with the assumption that the source is the one knows best about the issue. It will ease the researcher to go over the object or the social condition being researched. As it is understood, qualitative research focuses on the completeness of information gathered, not in the number of the sample. To achieve the goal, observation, documentation and

interview are employed. (Hadi, 2004: 294). After the data gathered, the analysis is done interactively by data reduction, data display and drawing conclusion.

Discussion

The Role of PAI Teacher

Undang-Undang RI No. 14 year 2005 on Guru dan Dosen mentions that the main tasks for educators are educate, teach, guide, direct, train, access and evaluate learners at an early ages in formal education, basic education and middle level of education. (Undang-Undang Guru dan Dosen, 2006: 2).

According to Muhaimin (1996: 70), teachers are the one responsible for the students' education, individually or classically, and in class or outside the class. In Islam, teachers are the one who work very hard to develop all of the students potentials, including cognitive, affective and psychomotor. To sum up, PAI teachers role on educate and share knowlegde to the students so that they could understand it and perform it in daily life.

Teachers are also playing massive roels in spreading knowledges, skills, characters, and faiths to God Almighty. They are also professionals who implicitly let temselves accept and take the responsibilities in educationg parents' children. (Daradjat, 2000: 39). So, Islamic Education (PAI) teachers are struggling to guide students' characteristics on the base of Islamic values. This is additional jobs for PAI teachers.

Definition above is in line with Slameto (2003: 99) who argue that teachers are responsible to in teaching and learning process, delivering materials based on their own expertise. The point to underline here is that educators role as guide and as leader who supposedly master Islamic values since at very young age. This is due to the fact that education at early age is crucial as the base for the next level of education. Generally, someone's Islamic education is depended on experiences, learnings, and trainings s/he gains from the young age. This means that teachers, again, play great role in developing students' attitudes at school. Professionally, teachers have three major tasks, namely:

Professional task

Under this task, teacop her is supposed to educate, teach, and train. Educate means to continue and to develop values of life. Teaching means to continue and to develop sciences and technoggies. While training is developing skills for students.

Teachers' tasks in humanity

This task requires teachers to be second parents for students at school. s/he has to be able to drag students' attentions so s/he could be new idol for the kids.

Teachers tasks in society

Everybody understands that teachers' duty is not only in the class but also outside the class: in society to solve various problems existing. Further, society seems adore profession as a teacher in term of role model and giving motivation.

Ahmad Tafsir (2007: 82) mentions that teachers should have the following values: 1) *Zuhud*: meaning that teaching is not only about money, it is about pursuing Allah's blessings; 2) Cleaniness: teachers should have clean body so it improves his performance; 3) *Ikhlas*: ikhlas (or sincerity) and honesty of the teacher are the best leading way of his success and his students'; 4) Forgiving: teachers should be always forgiving, open-hearted, patient towards the students; 5) A teacher is always be a father before a teacher, implying that he should always love and care for the students; 6) Understands students' characteristics; teachers should know the customs, feelings and thought of the students so he is able to lean them to the right way; last but not least 7) teachers should master subject he is teaching.

CERIA Concept

This concept is belived to be presented long time ago at the age of Prophet Muhammad. It is believed as emotional intelligence. Daniel Goleman (1996: 76) states that "*means of emotional intelligence is abilities such as being able to motivate one self and persist in the face frustration to control impulse and delay gratification, to regulate, to one's mood and keep distress from swarming the ability to think, to empathize and to hope*".

It can be seen from the above explanation that emotional intelligent may come up in terms of self motivation and the ability to survive during the frustration, self control, not over reacting, coping mood swing, thinking clearly, emphaty and optimistic.

People are changing. Although sometimes the changing is slow, it is toward the positive directions. The changes are slow, but the society changes revolutionary quick. At this point, Islamic approach is always left behind and strongly unclear (Azra, 1999: 90).

Martha Kaudfelt (2008: 25) sees intelligent as the ability to solve problems or create meaningful products in certain conditions. This intellectual intelligent covers thinking, paying attention, analyzing, observing, interpreting, predicting, making analogies, remembering, counting and solving problems logically and reasonably. In other hands, energetic (according to Kamus Bahasa Indonesia) is spiritfull, fully loaded (Hasan, 2007: 46). Religious then is defined as attitudes or behaviors in worships implementation. (Purwati, 2013: 88).

Energetic is required character of a teacher since in his profesional life, teacher should be able to elevate teacher's dignity and roles as facilitator, motivator, trigger, and inspirator for the students in terms of teaching and learning process purposing in increasing national education quality. (Himpunan Peraturan Perundang-Undangan Republik Indonesia, 2015: 6)

UU No. 14 year 2005 states that there are 4 basic competences a teacher should have: pedagogical competence, personality competence, social competence and professional competence earned through professional education. For religious concept, headmaster along with the teachers should establish standard operating procedures and stages in

implementing religious customs at the school. By this the evaluation on the customs development could be evaluated.

Scientific teaching and learning is teaching processes adopting the scientific steps in building up the knowledge. This is the essence of scientific research (*scientific inquiry model*) (Huda, 2013: 90). This is in line with statement by Grahamme I Felletti (1993: 146) where “*Inquiry based learning is an orientation towards learning that is flexinquiry based learning and open and draws upon the varied skills and resource. This includes an interdisciplinary approach to learning and problem-solving, critical thinking and assumption of responsibility by students for their own learning*”.

Kuhlthau also talks about *inquiry learning*. Adding up, Carol C. et al, argu that “*inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue.*” (Kuhlthau, Carol C. et al, 2007: 2).

Inquri based instuction is laerning orientation which involving inquiries in flexible ways, conclusions may be made up from various skills and sources. This instruction also includes interdiciplinary teachings and learnings, problem solvings, critical thinkings, and assumptions on students’ responsibilities on their own learnings.

Amaliyah is about teaching daily attitudes concerning the Human-God relationships (*sholat, zakat, puasa, and haji*) and Human-Human relationships (Sukring, 2013: 22). Same as at school, living at school and interacting with friends and teachers are also reflecting someone’s attitude.

CERIA concept as explained by Curriculum Development Team of Madrasah Aliyah Negeri Suruh year 2016/2017 covers the following indicators where the students are able to: 1) receive and digest lessons well; 2) understand knowledge well; 3) transfer the knowledge; 4) optimize spiritual and emotional intelligence; 5) earn highest score and compete in many events; 6) continue to higher educations as intended.

In energetic, the indicators are 1) physically healthy, discipline and excited in learning process; 2) motivating people; 3) applying spiritual and emotional intelligents as well as the knowledge gained from the schools; 4) using the knowledge to fulfill life necessities.

Religious embraces the following indicators: 1) greet and shake teachers/ administrators' hand and other students, 2) speak and act in good Islamic manners; 3) perform praying in congregation at Zuhr and perform Duha; 4) reciting Asmaul Husna before the teaching and learning process.

Scientific concept applies the following indicators: 1) able to differentiate fact from fiction; 2) brave, polite in questioning and arguing; 3) self introspection and developing curiosity; 4) caring, care for social, cultural and physical environment; 5) responsible for decision made based on the theories and facts; 6) Able to create works that can be accounted for in a scientific way.

Amaliah concept brings indicators as the following: 1) charity everyday or when it is needed; 2) help the orphans and the poor; 3) have empathy to others.

Research Findings

The role of PAI teachers using CERIA concept

As the Initiator

Researching this issue for two months, author concludes that teacher should come up with ideas for the sake of better education systems. This can be done by preparing syllabus, RPP and other teaching and learning equipments before starting to teach. Teachers also should put themselves as a role model in speaking, manner and look or acting in Islamic way which are in line with Al Qur'an and Sunnah (wearing veils and dress properly) (interview with BP teacher, Tuesday January 10th 2017).

Teacher role as class manager

The interview with PAI teacher leads to the fact that teacher should be able to manage the students, teaching facilities also control them to create fun teaching and learning process. It should also be good interpersonal relationship between teachers and students, students and students; as it is the key for having successful class. Teacher should be creative and variative in teaching such as using power points, applying quizzes, having study groups and so on.

There is also a demand for teacher to give students Islamic knowledges such as *sakinah* family, make up, menstruations, youth relationships, *thoharoh*, and so on in eve Fridays preach. This role as class manager will increase students' interest in learning about PAI which also lead to higher achievements on the students.

Motivator

To increase students's interests and achievements on PAI, the teacher should become motivator. At this role, teachers must motivate students to study harder and to elevate their potentials cognitively, afectively and prychomotoric.

Facilitator

This role demands teacher to provide facilities supporting teaching and learning process such as creating good teaching and learning athmosphere, books and LKS, providing manasik haji, corpse treatments and charity for orphans and the needy.

Evaluator

In doing this role, teacher does daily tests, mid term test, final test, remedial and gives consultations for spriritual probelms. Teacher will score students tasks then will return them to the students. If the score is under the passing grade, teachers will provide remedial test.

PAI Teachers' Role in CERIA Concept

Every school may have specific policy to support the vision and mission of the school. MAN Suruh Semarang provides many intracurricular activites such as leadership, OSIM, Paskibraka, religious affair and others to support CERIA concept in the school. These are started in Januari 2016 (even semester). (Interview with the Headmaster, Tuesday, 10 January 2017).

Students enter the class at 6.50 WIB; they then recite asmaul husna followed by reciting the Holy Quran for five minutes. It is believed that this method support students to finish the 30 chapters of Quran within 10 months. This every morning recitation activity reflects high level of religious life of the schools. In fact, the surrounding citizen could hear the Quranic recitation.

While the students recite the Quran in the class, the teachers lead by the headmaster or the vice-master pray together in the teacher room. They continue the activity by sharing information on the school, the students or the teachers. In the end of the day, all of school activities is ended up by praring together by teachers and staffs.

The headmaster always asks the teachers to be disciplne in doing the tasks and obligation given. He also evaluates all the activities done by the teachers and the staffs. The problems related to students, i.e. academic or social, the headmaster always solve them together with the teachers, classroom teacher, and counceling teacher. All plays important roles in policy maker. In certain problem, classroom teacher should meet the headmaster to find win win solution for the students.

Religion is very crucial in someone's life. This is the guidance in effort to have meaningful, peaceful and prestigious life. Understanding these highly important values, religious value internalization in daily life is an absolute. This can be reached by education in family, schools or in society.

Spiritual education is intended to increase spiritual potential and to make students to be faithful and noble persons. Noble characteristics include ethics and moral values as the resembles of Religious education. The elevation of this spritual potential cover get to know, to understand, to internalize the spiritual values and practice the values in individual or collective live in the society. The increase of spiritual potential is ultimately aimed at optimizing the potentials of human beings whose actualization reflects their worth and dignity as God's creatures.

Islamic education is given to the students as vision realization to create cautious, noble human beings and to achieve sacred goals: creating personally and socially human of honest, fair, good characteristics, ethical, respect, discipline, harmony and productive

The visions derscribed above are the reason why the school set competence standards which is in line with national standard of education namely: 1) Emphasize more on achieving complete comptences instead of only mastering the material; 2) accomodate various needs and available educational resources; 3) authorize the educators in choosing and develop certain strategies based on the needs and the availability of the resources. By these, it is clear that in realizing the CERIA concept, teachers, parents and societies should work hand in hand to support teaching and learning process.

The Implementation of CERIA concept

Based on the interview with Fiqh teacher, the concept is implemented as follows:

Cerdas

After taught by some theories on Islamic education, teacher asks students to directly practice it in daily activities. (Interview with Ibu IA, 6 February 2017). Further she claimed that intelligence concept under *cerdas* are performing acts based on Al Quran, hadith and logic, clarifying problems related to Islamic teaching with various branches. Yet, Bapak Z stated differently. He mentioned that being *cerdas*/ smart in this case means students are able to manage time well in school, boarding and house; and smart in self control in the society. Meanwhile, Ibu E stated that *cerdas*/ smart here are motivating students to study, advise them to have good and noble characters (perform prayers in time, be obedient to parents and teachers).

PAI aims at producing people who always eager to perfect his belief in God, piety, noble characters and to build civilization and harmony in life. This kind of people are expected to be bold in facing challenges, obstacles, social changes in local, regional and global scale.

Teachers are always expected to develop certain teaching methods meet the requirements by the competence standard of competence and basic competence. The support from school, parents and society should work together to reach the purpose of Islamic education.

Energetic

To support teaching and learning are required to be physically healthy, be discipline and spiritfull in having the activities. Yet, teachers still have to always remind, give tasks, monitor the task and evaluate the completeness of the task done.

Interview with Ibu IA, 6 Februari 2017 results on the idea that energetic concept may be seen on the example when Ibu I suggests asks the students to perform sholat correctly, help the weak and needy, and perform other Islamic values. Bapak Z in other hand claims that this concept as the way to motivate students to follow the school activities based on their interests, underline the importance of study hard and be ready in accepting the tasks. Last, Ibu E explains that energetic means taking the students playing and learning together, discussing and keeping the body clean.

It also deals with the ability to increase students' interest in science and technologies, spirit to compete in class, and to raise students ethos in studying and to motivate students in achieve better. These all are done to reach maximal results.

Religious

Every day, teachers always remind the students performance of religious values thorough attendance list of praying times. The interview with the Ibu IA, 6 Februari 2017, this concept is reflected by asking students to have faith to Alloh and *ta'awun*, avoid bad talks about others and bad attitudes

and focus more on performing noble attitudes. Bapak Z states that this religious concept is that teacher becomes facilitator and monitor on students *dhuha* prayer activity, MABIT, also *takziah* once relatives or friends die. Ibu E argues that this concept means advising students to perform five-times-prayers.

In general, teachers try to build students' habits on smile and greet to others. To support this, teachers always greet students in class (before starting class and end the class), and greet other teachers. Another habit is to give roles on performing prayers in congregation in the school and especially to perform them in time.

There are several ways to keep religious activities in school such as short preaches after *dhuhur*, regularly recite Al Quran, and other religious activities. This aims at giving a role model for students.

Scientific

This includes reading a lot, browsing on religious materials and discussing on Islamic issues. Based on the interview on 6 Januari 2017, Ibu IA mentions that this concept is gained through observing Allah's creatures, understanding, performing and internalizing Al Qur'an, understanding the *sholat's* readings and the move and see the greatness of Allah through the environments. Interview with Bapak Z mentions that this concept is performed in speech/preach after *dhuhur*, planting trees as the evidence of love to Allah. Meanwhile, Ibu E brings this concept into Al Quran recitation and other textbooks.

The interview with the students are done in teachers' spare time so that it did not bother the teaching and learning process. In the context of knowledge development, Ibu IA as Fiqh teacher requires students to read a lot books, browse internet frequently and discuss a lot things related to the material. The *madrasah*/ the school provide all the resources needed to develop the knowledge. The school has library, resource learning, teaching media, and also the free usage of information and technology just to support the teaching and learning process.

Amaliyah

One of the example of this concept is by monitoring the students habit in performing the prayers (interview with Ibu IA in 6 February 2017). Ibu I adds that this concept is about aksing students to perform *dhuha*, pray *dhuhur* together, *rawatib*, *sunnah* fasting, *taubah* prayer, *hajat* and other night prayers, *amar ma'ruf nahi munkar* and train every student to do *shodaqoh*. Another finding is from Bapak Z. This concept to him is about reciting *asmaul husna*, *tadarus*, perform prayers, do'a, smile and greet teachers and other students. Ibu E further underlines that this concept means giving example to students to perform five prayers together.

Madrasahs are schools under Ministry of Religious Affairs. This means that there are huge burden on the schools to perform the morality matters. All of the components at the schools are responsible for the achieving the vision and missions of MAN Suruh in Semarang. Furthermore, PAI teachers have more moral responsibility on this.

Overall, there is a minor trend on attitude deviations compared to public schools.

The ministry assigns madrasah to have double roles in the society, namely performing basic and middle education in religious taste and to also protect the society in holding up ethics and morals as Indonesians. Madrasah actually tries to integrate the religion and science and knowledge. Its position is very strong in the educational system. This leads madrasah to perform the following roles:

As media for religious values socializations

As the educational institution with Islamic characteristics, madrasah has huge opportunity to function as socialization media on effective teaching Islamic values to students. This entitled characteristics enable madrasah to do this kind of role.

As Religious Tradition Caretaker

The observation in the field reveal that madrasah function as religious tradition caretaker. This runs through formally teach students on reciting the Holy Qur'an, Hadiths, books on faith, akhlaq, fiqh, Arabic, Islamic history. Informally, teaching is done by habituating student to perform good deeds and all noble characters found in Islam. Students are frequently asked to perform five times prayers, fasting during Ramadhan and visit sick or needy friends. Smile and greet each other is also part of habituation.

As Person to Promote Noble Character

It is believed that *madrasah* and *pondok pesantren* still have their fames as the one and only institution to shape *ulama'* (Islamic priest). There are even many nasional leaders and role models in this country born from these eductaional system. It is logic because this system focus not only in tecahing science and knowledges but also ethical and moral teachings. Pesantren aims at not only in riching brain with knowledges but also elevate morals, train and enhance motivation, respect spiritual and moral values, teach students to be honest and ethical, prepare students to live in humble and clean hearts.

The Excellence and The Drawbacks of MAN Suruh Semarang

There are some excelenes people might find from this school are every year the number of alumni accepted in the university is increasing. One reason for this is teh school provides complete facilities for students in performing religious affairs and in doing the academic things. Students are always monitored in performing prayers together, dhuha, and together with teacher they were having *Tarling* in Ramadhan in Semarang and Boyolali surroundings. Further, it is frequently held sort of training to be Islamic preacher (da'i) at the mosques in the Suruh area. Plus, madrasah is also located in pesantren so every Islamic activities are controlled well.

Beside that, this school also has some drawbacks: *musholla* (small mosque) could not accomodate all of the students/ *santri* of the school, the canteen is not wide, and the less of motivation given by the parents.

This less motivation is due to the fact that parents usually give all the teaching learning process to the teacher, this means there is support from parents in creating good atmosphere at home. Not all of the students has high motivation in learning the subject while in the madrasah; this can be seen as many students are not focus on what teacher does. They still use time to useless activities outside the class.

Conclusion

The basic idea of CERIA concept is on develop knowledge, appreciation an practice, habit and perform Islamic values by the students so they become noble moslems. This also aims at realizing religious adherence and morality, full of knowledge person, diligent in performing prayers, smart, productive, fair, etical, discipline, tolerance (*tasamuh*), and a person who is maintaining personal and social harmony and developing a religious culture within the school community. The role of the teachers play a huge importance in CERIA concept as the inisiator, class manager, motivator, facilitator and evaluator. These all roles can be seen in MAN Suruh Semarang.

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