



EDUCATOR TRANSFORMATION TO PREPARE A HUMANITY- CONSCIOUS GENERATION

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Abstract

Many educators still lack a comprehensive understanding of the importance of values and humanitarian education, and therefore tend to focus more on cognitive aspects and academic achievement alone. The goal of educator transformation is to shape educators into agents of change who inspire students to become individuals who actively contribute to creating a more just and dignified life. This research uses a qualitative method with a library research design to deeply explore the process of educator transformation in a particular phenomenon, using descriptive analysis techniques through a literature study that focuses on the role of educators as agents of change and the learning strategies that must be implemented so that the role can be carried out effectively. This approach is chosen to explore and examine various theories, concepts, and previous research findings relevant to the topic. The results and discussion of this study include: (1) Educators as agents of social change, (2) Increasing awareness of humanitarian values among educators, (3) Changing paradigms of the educator's role, (4) Implementation of humanistic and contextual learning, (5) Challenges in the transformation process, (6) Impact on students, and (7) Future needs. The transformation of educators is a strategic key to preparing a generation that is aware of humanity in an increasingly complex and challenging era of globalization. This research shows that shifting the role of educators from merely teaching to becoming facilitators of humanitarian values is crucial in shaping empathetic, inclusive, and socially responsible learners.

Keywords: Transformation, Educator, Generation, Awareness, Humanity.

INTRODUCTION

In the era of globalization marked by rapid advancements in technology and information, the challenges of education lie not only in enhancing students' cognitive abilities, but also in shaping character and humanitarian awareness. The world today is facing various humanitarian crises, such as social conflicts, economic inequality, and environmental degradation, which require the presence of a generation that is not only intelligent, but also empathetic, grounded in human values, and socially concerned.

The role of educators becomes crucial in addressing these challenges. Educators are no longer merely transmitters of knowledge; they must transform themselves into agents of change who integrate humanitarian values by guiding, training, assessing, and evaluating students throughout the learning process (Maullidina et al., 2023). This transformation requires a holistic, humanistic, and sustainable approach that fosters critical awareness and social responsibility within students.

The problems addressed in this study include: Cognitive-Centric Focus in Education – Many educators still emphasize academic achievement and cognitive aspects in the learning process, while affective aspects and humanitarian values receive less attention. Some educators lack a comprehensive understanding of the importance of value-based education, including empathy, solidarity, justice, and tolerance.

Limited Humanistic Learning Models and Strategies – Not all educators are equipped with effective models, methods, or approaches to embed humanitarian values into the learning process. Unsupportive Educational Environment – A competitive and academically oriented school culture often hinders the consistent application of humanitarian values within the school setting.

In this context, educational transformation requires adjustment and innovation to create a more adaptive and inclusive learning environment (Liriwati et al., 2023). The transformation of educators also includes a paradigm shift in designing, delivering, and evaluating learning. Humanitarian-oriented education emphasizes the values of inclusiveness, justice, solidarity, and respect for diversity. Therefore, today's educators are required to continuously develop their pedagogical (understanding of students, curriculum development, learning design and implementation), social, and spiritual competencies. This includes fostering joy in teaching, being productive, integrating skills, and achieving strong performance in order to cultivate a generation that is aware of its role and responsibility as part of a global society. With strong pedagogical competence, teachers are capable of creating optimal learning experiences (Dewi et al., 2018). Hence, teachers are constantly expected to enhance their pedagogical competencies with the aim of implementing them effectively for the benefit of their students (Ningrum & Suryani, 2022).

The goal of educator transformation is to shape educators as agents of change who inspire students to become active contributors in creating and nurturing positive cultural character both in schools and within society. As central figures in education, educators hold significant influence in transferring knowledge, values, and skills necessary to face future challenges (Susilo & Sarkowi, 2018).

RESEARCH METHOD

This study employs a descriptive qualitative method within the framework of the constructivist paradigm (Rosika, C., et al., 2023), which emphasizes the researcher's subjective understanding of the phenomenon being studied. The qualitative approach is appropriate as the research focuses on human values, meanings, and experiences within the educational process.

The literature centers on the role of educators as agents of change and the learning strategies that must be implemented to enable them to fulfill this role effectively. This approach was

chosen to explore and analyze various relevant theories, concepts, and findings. Grounded Theory is used when the objective of the research is to formulate a new theory on how educator transformation can prepare a humanity-conscious generation.

The research system employs a literature study, which involves reviewing and analyzing a range of journals, books, and various published concepts related to the research topic. This method is used to produce writing that aligns with and supports the research theme.

RESULTS AND DISCUSSION

1. Educators as Agents of Social Change

The transformation of educators involves not only the enhancement of pedagogical and professional competencies, but also a paradigm shift regarding their role in society. One strategic role that must be strengthened in this transformation process is that of the educator as an agent of social change. Educators are not merely expected to transmit knowledge to students, but also to shape critical social and humanitarian awareness.

This role is crucial in the context of an increasingly complex world, where humanitarian challenges such as intolerance, social inequality, violence, and environmental crises are part of the reality faced by younger generations. Through the transformation of educators, teachers and lecturers must be equipped with humanitarian values and social justice principles. They need to develop value-based learning, which encourages students to become caring, empathetic, critical individuals who can contribute positively to community life.

The concept of role can be defined as the behaviors, attitudes, responsibilities, and commitments of individuals in relation to family, colleagues, educators, the general public, organizations, and religious or cultural systems. In this sense, teachers play a crucial role as agents of social change within society (Yasin, Rosaliana, & Habibah, 2023). In addition, educators also act as agents of cultural transformation by disseminating new ideas, promoting tolerance, and respecting diverse religious beliefs (Yasin & Jannah, 2022). Educators as agents of social change play a role in:

1. Integrating humanitarian values into teaching, such as tolerance, empathy, justice, and social responsibility.
2. Fostering students' critical awareness of social issues within their environment.
3. Serving as role models in social life by upholding justice, diversity, and human rights.
4. Encouraging students to take real action through social engagement, such as community service, solidarity activities, and humanitarian advocacy.

2. Enhancing Humanitarian Values Awareness Among Educators

The concept of moral culture is fundamentally rooted in human imagination (thoughts or feelings), which serves as the foundation of all actions. Ethics are inherently tied to divine and humanitarian values (Nurhasanah et al., 2021). Today, the rapid currents of globalization have brought significant changes, particularly in the realm of character education. In the context of educational transformation, enhancing awareness of humanitarian values among educators is a fundamental element that must be realized. Educators hold a strategic role in shaping students' character, and to carry out this role effectively, they themselves must possess a strong understanding and commitment to humanitarian values. Values such as

empathy, justice, tolerance, compassion, and respect for human dignity are essential foundations for creating an inclusive, humanistic, and character-oriented educational environment. Without this awareness, education tends to become morally barren, focusing solely on academic achievement. There is growing evidence that many educators are experiencing an increased awareness of the importance of integrating humanitarian values into the learning process. Values such as empathy, justice, and social responsibility are gradually becoming part of their teaching goals. The Importance of Humanitarian Awareness for Educators includes:

1. Humanitarian awareness is an affective dimension that enables educators to teach with compassion and moral sensitivity.
2. Recognizing students as unique and dignified individuals, each deserving of respect and understanding.
3. Building healthy and respectful relationships within the school environment.
4. Guiding students to develop as whole human beings, not merely as academic learners.

3. Paradigm Shift in the Role of Educators

Changes occurring in society—such as technological advancements and shifts in social values—demand a proactive role from educators. They must not only be adaptive but also act as driving forces for positive social transformation (Yulianto, 2023). In schools, educators serve not only as instructors but also as role models, motivators, facilitators, and catalysts in creating a learning environment that fosters critical, creative, and innovative thinking among students (Yasin & Adawiyah, 2022).

At the same time, educators also play a vital role in society by instilling moral, ethical, and social values aligned with prevailing norms. Educators are experiencing a paradigm shift from being mere transmitters of knowledge to becoming facilitators in character building and in fostering students' social consciousness. They are increasingly positioning themselves as moral exemplars through practices of honesty, social care, and tolerance.

Educational transformation requires a fundamental shift in the paradigm of the educator's role. In facing the challenges of the 21st century and ongoing global humanitarian crises, educators can no longer act solely as information providers. They must become facilitators, mentors, moral role models, and agents of social change. This aligns with the broader goal of preparing a generation that is aware of humanitarian values such as empathy, justice, solidarity, and social responsibility.

1) Traditional Paradigm: Educator as a Source of Knowledge

In the traditional paradigm, educators were positioned as the sole authority in the learning process. Their main function was to transmit knowledge through lectures, memorization, and cognitively based assessments. This approach tends to emphasize academic achievement while neglecting affective domains and humanitarian values.

2) New Paradigm: Educator as Facilitator and Value Builder: The transformation of education demands a shift in the educator's role from a center of information to:

- a. Facilitator of meaningful learning, encouraging students to think critically and reflectively.
- b. Character and values mentor, integrating humanitarian values into the learning process.

- c. Agent of social change, inspiring students to care about and engage with social and environmental issues.
- d. Moral and integrity role model, embodying humanitarian values through everyday behavior.

4. Challenges in Educational Transformation

This transformation does not come without its challenges, such as: 1) Lack of specialized training for teachers in humanitarian value education. 2) Pressure from academic curricula that continue to emphasize cognitive achievement. 3) Limited institutional support in fostering a school culture oriented toward values. One of the main challenges in educational transformation is the digital divide, which refers to unequal access to technology and the internet. This results in disparities in learning opportunities, particularly for students in remote areas or those from economically disadvantaged backgrounds. Research shows that a lack of infrastructure and resources can hinder the effective implementation of digital learning (Siswanto, 2022).

Opportunities Brought by Technology On the other hand, digital transformation also presents opportunities to enhance the quality of education through more interactive and flexible learning methods. According to Aini (2023), online learning enables students to access educational materials anytime and anywhere, which can increase their engagement and motivation. Additionally, technology allows for the development of curricula that are more relevant and adaptive to students' individual needs, thus supporting a more personalized and responsive learning experience.

5. Impact on Students

The transformation of educators that emphasizes humanitarian values has a direct impact on students' character development, attitudes, and mindset. These impacts include: 1) Increased Humanitarian Awareness – Students become more sensitive to humanitarian issues such as social justice, equality, and human rights. They learn to appreciate diversity and treat others with respect and empathy. 2) Formation of a Humanistic Character – Values such as empathy, honesty, responsibility, and tolerance become increasingly embedded in students' personalities. These traits support the development of individuals with integrity who care about others. 3) Shift in Learning Paradigm – Students no longer focus solely on academic achievement but begin to understand the importance of meaningful learning that is relevant to life and has social impact. 4) Increased Social Engagement – Students become more actively involved in humanitarian projects, community service activities, and discussion forums addressing social issues. They learn to become part of social solutions. 5) Creation of an Inclusive Learning Environment Students feel valued and psychologically safe in the learning space because educators promote an atmosphere free from discrimination and violence, while upholding humanitarian values. 6) Enhanced Social and Emotional Skills – Students become more capable of managing emotions, communicating healthily, resolving conflicts peacefully, and collaborating with people from diverse backgrounds.

6. Future Needs

The future needs of educator transformation represent a strategic key in preparing a humanity conscious generation in a complex and challenging globalized era. These needs include:

1. Enhancement of Educators' Humanistic Competence: Educators must be equipped with a strong understanding of humanitarian values such as empathy, tolerance, justice, solidarity, and social responsibility. This includes:
 - a) Training and workshops on character education and humanitarian values.
 - b) Strengthening the affective dimension in education, not just the cognitive aspect.
2. Integration of Value-Based Curriculum
 - a) Educational curricula should be directed toward the integration of humanitarian values across all subjects.
 - b) Encouraging an interdisciplinary approach to foster students' social awareness.
3. Strengthening the Role of Educators as Agents of Change: Educators must be empowered to become leaders of social transformation in schools and communities. This includes:
 - a) Developing value-based educational leadership.
 - b) Encouraging innovation and courage in advocating for humanitarian issues.

CONCLUSION

Educator transformation is a strategic key in preparing a humanity-conscious generation in today's complex and challenging globalized era. This study reveals a shift in the educator's role from merely being an instructor to becoming a facilitator in shaping students' character promoting empathy, inclusiveness, and social responsibility. This transformation is marked by an increased awareness among educators regarding the importance of integrating humanitarian values into the learning process, the implementation of more humanistic and contextual teaching methods, and the creation of a learning environment that nurtures empathy, tolerance, and social justice.

However, this transformation process also faces several challenges, such as limited training, curricula that do not fully support value integration, and school cultures that are not yet conducive to humanitarian education. Overall, the transformation of educators not only enriches educational practices but also makes a significant contribution to shaping a generation that is not only academically capable but also has strong character and a deep sensitivity to humanitarian values. Therefore, systemic and sustainable support from educational institutions, government, and society is crucial to ensure the continuation and expansion of this transformation on a broader scale.

IMPLICATIONS

Educator transformation is not only about improving academic competence, but also involves values, ethics, and social awareness that impact the following areas: 1) Shift in Educational Paradigm: Educator transformation demands a shift from an education paradigm that focuses solely on academic outcomes toward a holistic approach—one that develops cognitive, affective, and psychomotor aspects in a balanced manner. 2) Enhancement of Educators' Social-Emotional Competence: To prepare a humanity-conscious generation, educators must possess social awareness, empathy, communication skills, and emotional regulation. This calls for training programs that integrate social-emotional skills into teaching and learning. 3) Value- and Humanity-Based Education: Educator transformation

leads to the integration of humanitarian values such as justice, compassion, honesty, and tolerance into the learning process.4) Educators as Agents of Social Change: Educators stand at the forefront of instilling humanitarian values in society. They play a strategic role in shaping public opinion, building solidarity, and becoming inspirations for change within schools and the wider community.

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