

Analysis of the Teacher's Role in Developing the Character Values of Group B Children in Imam Syafi'i's Ra Example

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Abstract

The focus of this study is to describe the role of teachers in developing students' character values, especially Islamic character in early childhood. While the purpose of the study is to describe the Role of Teachers as educators, mentors, and as models in Building Character Values in Early Childhood. The study uses a descriptive qualitative approach. The type of research is a case study. The data collection techniques are Observation, Interviews, and Documentation. The data analysis technique used in this study is Miles and Huberman data analysis, namely Data Condensation, Data Reduction, Data Display, and Conclusion Drawing/Verification. While for the validity of the data in this study using Triangulation Techniques and Source Triangulation. The results of this study are: 1) The role of teachers as educators in Developing Character Values in Early Childhood, especially group B at RA Telasan Imam Syafi'i Tanjung Lombok Utara is as a protector, companion, and servant for their students. Protecting, accompanying, and serving students is the obligation and responsibility of a teacher as an educator to realize character values related to God, parents, and themselves. 2) The role of teachers as mentors in developing character values in early childhood, especially group B at RA Telasan Imam Syafi'i Tanjung Lombok Utara is as a director, controller, monitor, guard, and reminder which in its implementation is to always accompany, direct, remind and guide students to have good behavior, character, and morals. As a mentor, teachers not only guide students from a physical aspect but also build good mentality, good behavior, and good morals. 3) The role of teachers as models/roles in developing character values in early childhood, especially group B at RA Telasan Imam Syafi'i Tanjung Lombok Utara is to provide good examples to children, implement behaviors that are in accordance with the guidance of the Qur'an and Sunnah, align words with actions and display a neat and polite appearance inside and outside school and class.

Keywords: Role of Teachers, Character Values, Early Childhood.

INTRODUCTION

The formation of children's character in the world of education today requires special attention. The problems that have occurred recently in our country are largely rooted in character problems. Therefore, the formation of character or morals must be one of the main goals of National Education. Education is a conscious and planned effort to create a learning atmosphere and process learning so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state." According to the National Education System Law no. 20 of 2003 explains that the aim of National education is "national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students so that they become human beings who believe in and are devoted to God Almighty, have noble character, healthy,

knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of National Education, 2003). This is one of the reasons why character education is important to implement specifically in early childhood.

Character itself is behavior that appears in everyday life, both in attitude and in action (Samani, 2012). In line with this statement, according to Thomas in (Yenti, 2021), character education is integrated into the theory of knowledge (cognitive), feelings (feeling) and action (action) and without these three aspects, character education will not be effective. Implementation must also be carried out systematically and continuously. Through character education, a child will become intelligent, not only with his brain but also emotionally intelligent.

In its development, of course this requires the role of a teacher in implementing it. According to Yestiani and Nabila, the teacher's role is very important in ensuring that the

knowledge taught is well received by their students. However, the teacher's role is not limited to just teaching science. In the learning process, teachers have various important roles, including as educators, instructors, learning resources, facilitators, mentors, demonstrators, advisors and innovators (Arifin et al., 2024). So teachers will have a huge positive impact on the development of their students, especially their character development.

However, in reality, the process of early childhood education (PAUD) has become a problem, especially in building children's character values. This is because the role of teachers cannot be maximized, because teachers are more dominantly played as administrators in the educational process and the competence that teachers have in building character values in early childhood can be categorized still standard and limited, and teachers also play a dominant role as teachers who only focus on academic (cognitive) knowledge such as reading, writing and arithmetic. So, character development in early childhood is often neglected, even though building character values in early childhood is very important.

Therefore, maximizing the role of teachers as educators, mentors and role models for students at school is the most appropriate and effective solution to overcome problems in character development in early childhood. This is because children have special characteristics that must be accepted to be directed and guided. Incorrect and excessive direction and guidance will have bad consequences for educators and children. This character is generally found in boys and girls with differences due to differences in personality between humans and especially in small children (Mursi, 2001).

METHOD

This research uses descriptive qualitative research methods. The qualitative research method is descriptive research using an approach to developing understanding and concepts from finding facts to becoming a scientific theory (Moleong, 2022). The type of research used is a case study. Studies A case is research conducted on a unified system which can be a program,

activity, event or group of individuals related by a certain place, time or ties (Sukmadinata, 2010).

Research location implemented at RA Exemplary Imam Syafi'i Tanjung North Lombok. With a student population of 84. The focus of the research object is on group B students with 32 students and 3 teachers.

As for technique collection the data in this research uses three methods, namely observation, interviews and documentation. The data analysis technique in this research is according to Miles Huberman And (Saldana, 2014) that there are three stages in analyzing qualitative data including: *Data Condensation, Data Reduction, Data Display, and Conclusion Drawing/Verification*.

Meanwhile, for the validity of the data in this research, we use *Triangulation Techniques* and *Triangulation* source.

RESULTS AND DISCUSSION

Research Findings.

1. The Role of Teachers as Educators in Developing Character Values in Group B Age Children at RA Exemplary Imam Syafi'i North Lombok.

The role of the teacher as an educator in embed Character values in early childhood at RA Imam Syafi'i's role model is as a protector, companion, stimulator and evaluator and servant for his students. Protecting, assisting, stimulating and evaluating and serving students is the responsibility of a teacher as an educator. protect, accompanying, stimulating and evaluating as well as serving students at RA Imam Syafi'i's example is done by getting students used to behave both taught through selected hadiths such as discipline, appreciate other people, get used to starting and ending activities with prayer Likewise with good speech, such as being used to telling the truth and apologizing when you are wrong, speaking gently, and used to say hello. Apart from that every morning before the child start Children's lessons are getting used to memorizing the Al-Qur'ah by heart, as stated by the class B teacher, Mrs. Farhu:

"Before starting learning activities, we familiarize the children with reciting the Al-Qur'an so that all activities carried out will

receive blessings and convenience from Allah SWT, because we give our students an understanding that everything that starts with good habits will end well too."

This method is part of the teacher's role as an educator in realizing spiritual, emotional, moral, social and intellectual values in his person. Teachers must also set good examples because young children have a tendency to imitate something which is heard and which is seen.

2. The Role of Teachers as Guides in Developing Character Values in Group B Age Children at RA Exemplary Imam Syafi'i North Lombok.

The research findings that researchers found related to the role of teachers as guides in building character values in early childhood at RA Exemplary Imam Syafi'i are as directors, controllers, monitors, guardian reinforcements, and reminders that in the implementation of learning are good in class or outside class. Teachers as mentors always accompany, see, direct and guide students in every activity at school. Teachers always direct students to have good character, noble morals, good behavior, good manners and positive daily habits. The teacher as a guide always reminds and directs students if there are any confusion or mistakes, or inappropriateness of attitudes, speech and behavior that are not good among students at RA Teladan Imam Syafi'i.

This is as stated by the principal of RA Teladan Imam Syafi'i school, Mrs. Sofiana, who stated that:

"The teacher's biggest role here is as a guide, because they are the ones who will train, direct, remind, watch and accompany the child while at school, whatever the child's activities are, it is mandatory for the teacher to know about them. Apart from that, if a child makes a mistake, the teacher will always direct him, for example, throw rubbish in the right place and speak with good words."

3. The Teacher's Role as a Model in Developing Character Values in Group B Children at RA Exemplary Imam Syafi'i North Lombok.

The research findings that researchers found related to the role of model/exemplary teachers in building character values in early childhood at RA Imam Syafi'i's example are providing good examples to children, implementing behavior that is in accordance with Al's guidance. -Qur'an and Sunnah, coordinate speech with action as well as display neat and polite appearance inside and outside school and class. Teachers as models and examples in building character values in early childhood at RA Imam Syafi'i's example is trying, trying and showing exemplary and good personality from various aspects, including words, actions, way of socializing, and appearance which is always neat.

Discussion

1. The Role of Teachers as Educators in Developing Character Values in Group B Age Children at RA Exemplary Imam Syafi'i North Lombok.

The role of the teacher as an educator in embed character values in early childhood at RA. Imam Syafi'i's role model is as a protector, companion and servant for his students. protecting, accompanying, and serving students is the obligation and responsibility of a teacher as an educator to realize character values related with God, parents, and himself. This is in line with E. Mulyasa's opinion that teachers are also responsible for all their actions in learning at school and in social life. With regard to authority, teachers must have advantages in realizing spiritual, emotional, moral, social and intellectual values in their person, as well as having advantages in science, technology and art according to the field being developed. (Mulyasa, 2005)

In line with this, character is a real and distinct trait shown by individuals. Character can be seen from various attributes that exist in individual behavior patterns. Furthermore, character education (Cahyaningrum et al., 2022) for early childhood is intended to instill good values so that they can become habits when they grow up or at the next level of education. Character education for early childhood is

intended to instill good values as a basis for further personal development.

In culturing characters, including world-aged children, good habits need to be made. Remembering that early childhood is a golden age where instilling character values will be more effective. Apart from that, the role of teachers as educators is to be a role model for their students, so good examples and role models need to always be provided to students, because students tend to like to imitate what they see and what they hear.

2. The Role of Teachers as Guides in Developing Character Values in Group B Children at RA Exemplary Imam Syafi'i North Lombok.

The role of the teacher as a guide in building character values in early childhood at RA Exemplary Imam Syafi'i is as a director, controller, monitor, guard, and reminder, which in practice means the teacher as a guide always accompanies, sees, directs, and guides the participants. Students in every activity at school. Teachers always direct students to have good character, noble morals, good behavior, good manners and positive daily habits. The teacher as a guide always reminds and directs students if there are any confusion or mistakes, or inappropriateness of attitudes, speech and behavior that are not good among students at RA Teladan Imam Syafi'i. This is in line with John Dewey's theory of positioning teachers as guides, emphasizing the importance of experiential learning and the active role of students in their educational journey. Dewey believed that education should be rooted in students' experiences, cultivating their ability to think critically and engage with their environment. This approach encourages teachers to create conditions that stimulate curiosity and personal interest, which ultimately guides students to become proactive and responsible individuals (Chala, 2022). In carrying out their roles and duties, teachers as guides in building character values in early childhood at RA Teladan Imam

Syafi'i, teachers must at least have the following criteria, namely mastery of the characteristics of students from the physical, moral, and social aspects. social, cultural, emotional and intellectual, organizing educational development activities, communicating effectively, empathically and politely with students, education staff and educators, and acting objectively and non-discriminatory (Rusman, 2012).

3. The Teacher's Role as a Model in Developing Character Values in Group B Children at RA Exemplary Imam Syafi'i North Lombok.

The role of the teacher as a model/role model in building character values in early childhood. RA Imam Syafi'i's example is providing good examples to children, implementing behavior that is in accordance with the guidance of the Al-Qur'an and Sunnah, coordinating speech with action as well displays neat and polite appearance inside and outside school and class. Teachers as models and exemplars in building character values in early childhood are trying, trying and showing exemplary and good personality in various aspects of speech, actions, way of socializing, and always neat appearance. Coordinate words and deeds as well as displaying good skills and making efforts show A good personality, both in and out of school and class is part of the teacher's role as a model and role model in building character values for students. The teacher as a role model will be a guide, role model, attention and highlight of his students starting from the way of speaking, demeanor, and skills and appearance. Teachers have no freedom at all. Within certain limits, as a normal human being Of course teachers have a variety of advantages, and deficiencies (Mulyasa, 2005). In line with this opinion, research conducted by Albert Bandura stated that reinforcement originating from models significantly supports the formation of students' personalities, especially strengthening the suitability of

students' actions in observing and imitating the model (teacher). Apart from that, teachers must also build confidence in themselves. to students. Because students find it easier to imitate people, they trust than those they don't (Eve, 2022)

CONCLUSION

- 1) The role of teachers as educators in developing character values in early childhood, especially group B at RA Telasan Imam Syafi'i Tanjung, North Lombok, is as a protector, companion and servant for their students. Protecting, accompanying and serving students is the obligation and responsibility of a teacher as an educator realize character values relate with God, parents, and himself
- 2) The role of the teacher as a guide in developing character values in early childhood, especially group B at RA Telasan Imam Syafi'i Tanjung North Lombok is as a director, controller, monitor, guard and reminder, which in practice is to always accompany, direct, remind and guiding students to have good behavior, character and morals. As a mentor, teachers not only guide students from the physical aspect but also build good mentality, good behavior and good morals.
- 3) The role of the teacher as a model/role model in developing character values in early childhood, especially group B at RA Telasan Imam Syafi'i Tanjung North Lombok is providing good examples to children, implementing behavior that is in accordance with the guidance of the Al-Qur'an and Sunnah, coordinate speech with action as well displays neat and polite appearance inside and outside school and class.

SUGGESTION

This research still focuses on small class groups, perhaps later researchers can develop it to larger groups.

ACKNOWLEDGEMENT

Special thanks go to the extended family of RA Exemplary Imam Shafi'i and everyone involved in this research.

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