

THE ROLE OF THE TEACHER'S DISCIPLINE OF THE GOOD CHARACTER DEVELOPMENT OF EARLY AGE CHILDREN AT RAUDLATUL ATHFAL MA'ARIF 1 METRO ACADEMIC YEAR 2018/2019

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Abstract: Discipline is an important thing that must be instilled in children. Discipline is obedience and obedience to something that has been agreed upon. The role of the teacher is very important in shaping the character of early childhood discipline. Identification of the problems mentioned above, then the formulation of the problem in this study is, How the Role of Teacher Discipline on Good Character Development of Early Childhood in Raudlatul Athfal Ma'arif 1 Metro Academic Year 2018/2019. This research uses a descriptive approach, The triangulation technique research is a technique of finding data in the same data source using different techniques, namely interviews, observation, and documentation. The application of teacher discipline in developing the good character of early childhood has been implemented optimally. The activities are given by the teacher run in accordance with the expectations and achievements of development, which serve as indicators of implementation on aspects of good character. Whereas the good character that is developed by the discipline of teachers in Raudlatul Athfal Ma'arif 1 Metro is to say prayers before and/or after doing something, recognize good/polite and bad behavior, get used to behaving well and say hello and give greetings.

Keywords: Teacher Discipline, Character Development, Early Childhood

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BACKGROUND

The purpose of national education is to develop the potential of students to become human beings who believe and be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens who are democratic and responsible. Beside that, education is also a system of how to improve the human quality based on progress development of eras (Aziz, 2017). Therefore, These goals are the main objectives in the process of organizing learning that emphasizes the character of the nation (Setiawan & Sulistiani, 2019).

One of the characters that need to be instilled in children from an early age is the character of discipline. Now the word discipline has developed following the progress of science so that there are many different disciplinary understandings from one expert to another. (Rosma Elly: 2016) Hodges said that discipline can be interpreted as the attitude of a person or group who intends to follow the rules that have been established. (Evi Fadilla Helmi: 1996)

Discipline is an important thing that must be instilled in children. Discipline is obedience and obedience to something that has been agreed upon. So, the goal to be achieved from the formation of disciplinary character for children is to form children with a good personality and behave in accordance with applicable norms. Since early childhood, parents and teachers must shape the discipline of children in all aspects of life such as discipline in eating with one's own hands, discipline in learning, discipline in returning toys / items that have been used to the place of origin, and discipline in doing hygiene such as washing hands before eating and after going to the toilet and throwing trash in its place.

Based on the results of observations of researchers during the practice of teaching experience in Raudlatul Athfal Ma'arif 1 Metro, the reality is that several times encountered children who showed low self-discipline behavior. As for the behavior that occurs, there are still many children who throw littering, when the bell enters when they want to do marching activities there are still many children who play, children who eat prematurely, children who like to walk when doing activities in the classroom and children who are lazy to wash their hands before eating and the child does not want to queue when washing hands.

Based on the results of observations in the field, researchers see that the causes of children who have not been disciplined, namely the environment and parents may not pay attention to existing discipline. Parents do not understand about understanding discipline, then parents may be busy with their work so they cannot apply discipline to children. Then the teacher has not given a good direction in the application of discipline. The teacher's

attitude is too hard in establishing discipline and in this case the teacher instills discipline by force full of threats and punishment when the child shows an undisciplined attitude. The teacher also doesn't accustom the child to discipline, the teacher only uses the lecture method in applying discipline, while the child just sits and listens to what the teacher says,

In the formation of disciplinary character for early childhood, the role of the teacher is very important in forming the character of early childhood discipline. Teachers as an example in class are also required to have skills in fostering discipline. With the teacher applying the attitude of daily discipline, the child will also imitate the attitude of discipline carried out by the teacher. The teacher as an educator must be able to determine and choose appropriate and effective ways of shaping the character of discipline in children. Teachers can choose learning methods in the right way to shape the character of discipline in children. The teacher as an educator must give good habits to students so that children have good personalities in the future (adults).

Based on the background described above, then I as a researcher are interested in conducting a study entitled "The Role of Teacher Discipline on the Development of Good Character of Early Childhood in Raudlatul Athfal Ma'arif 1 Metro 2018/2019 Academic Year".

Based on the background and identification of the problems mentioned above, the formulation of the problem in this study is: "What is the Role of Teacher Discipline on the Development of Good Character of Early Childhood in Raudlatul Athfal Ma'arif 1 Metro in Academic Year 2018/2019?", The purpose of this study is as follows: To find out the Role of Teacher Discipline on the Development of Good Character of Early Childhood in Raudlatul Athfal Ma'arif 1 Metro Academic Year 2018/2019.

According to Arikunto, that discipline is "Someone's compliance in following rules or regulations because it is driven by awareness in his conscience." (Suharsimi Arikunto: 2010) According to Gunawan school discipline means that every child must follow the rules and rules of the school such as how to dress neat and timeliness. (Irma Noffia: 2015) Meanwhile, according to Suryadi, discipline is a control system implemented by controls applied by educators to students so that they can function in society, as said by Hadiyanto discipline is a condition where attitudes and appearance, a student in accordance with the order of values, norms and provisions that apply in the school where the student is located (Wirna Nofita: 2015). Based on this information the researcher can conclude that discipline is a condition where a person follows obedience based on the growing awareness in a person.

Discipline of students in learning or learning discipline is the obedience (adherence) of students to the rules (rules) relating to teaching and learning activities in schools, which include time in and out of school, student compliance in dress, adherence of students in participating in school activities, and etc. (Darmadi: 2017)

The teacher is a designation for positions, positions, and professions for someone who devotes himself in the field of education through educative interaction in a patterned, formal, and systematic way (M.Shabir U: 2015)

In RI Law Number 14 of 2005 concerning teachers and lecturers in chapter I article 1 it is stated that: The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education pathway formal education, basic education, and secondary education (RI Law No 14: 2005) . Good character is the answer to the question in which values need to be taught to others, namely humble, honest, good, loyal, patient and responsible classified as people with good character by others. (Hengki Wijaya & Helaluddin: TT)

Based on the Standards of Achievement in the Level of Early Childhood Development in 2013 Curriculum, indicators of good character of early childhood are included in the moral category, as follows (Permendeikbud No. 137: 2014).

- 1) Say a prayer before and / or after doing something
- 2) Get to know good/polite and bad behavior
- 3) Familiarize yourself with good behavior

Say your greetings and reply to greetings

Based on the information above, the indicators of good character for early childhood writers will make it an indicator in measuring the good character of children in this study.

RESEARCH METHODS

This Research used qualitative design, According to John W. Creswell, qualitative research is a process of inquiry to understand the problems of socially based on the creation of a holistic are in shape with the words, reported the views of informants in detail and are arranged in a background of scientific. (Hamid Pattilima : 2005)

This research uses a descriptive approach. Descriptive research is " research that seeks to tell the current problem solving based on data, so he also presents data, analyzes and interprets." (Maria Caroline Cindy Iskandar : 2012) Whereas in this study will attempt to describe the data the author finds in the field into the form of scientific work in the form of a thesis on the Role of Teacher Discipline on the Development of Good Character of Early Childhood in Raudlatul Athfal Ma'arif 1 Metro Academic Year 2018/2019.

This research is field research, so the data needed is sourced from:

1. Primary data sources, namely "Data can be obtained directly from the field including this laboratory are called primary sources." (Nasution: 2014) The primary data sources in this study are the results of interviews and observations from teachers and students in Raudlatul Athfal Ma'arif 1 Metro Tahun Doctrine 2018/2019.

2. Secondary data sources, namely "Sources of reading material are called secondary sources." (Nasution: 2014) The source of secondary data in this study is the profile of Raudlatul Athfal Ma'arif 1 Metro Academic Year 2018/2019 and reference books related to the title research.
3. Tertiary data sources is a collection and compilation of primary and secondary sources. Examples of tertiary sources are bibliography, library catalogs, directories, and reading lists. (Wikipedia: 2018) The tertiary data source in this study is the internet.

The triangulation technique in this research is a technique of finding data in the same data source using different techniques, namely interviews, observation, and documentation.

RESULTS AND DISCUSSION

Based on the results of observations of researchers during the practice of teaching experience in Raudlatul Athfal Ma'arif 1 Metro, the reality is that several times encountered children who showed low self-discipline behavior. As for the behavior that occurs, there are still many children who litter, when the bell enters when they want to do marching activities there are still many children who play, children who eat prematurely, children who like to walk when doing activities in the classroom and children who are lazy to wash their hands before eating and the child does not want to queue when washing hands.

Based on Prasurvey's research above, of the 21 children observed, namely in class A1 there are seven indicators to be achieved, 16 children have started to develop and 5 children have developed in accordance with expectations, because given the importance of good character for early childhood in Raudlatul Athfal Ma'arif 1 Metro.

Based on observations in the field, the researcher sees that the causes of undisciplined children are the environment and parents may not pay attention to the existing discipline. Parents do not understand about understanding discipline, then parents may be busy with their work so they cannot apply discipline to children. Then the teacher has not given good direction in the application of discipline. The teacher's attitude is too hard in establishing discipline and in this case the teacher instills discipline by force full of threats and punishment when the child shows an undisciplined attitude. The teacher also doesn't accustom the child to discipline, the teacher only uses the lecture method in applying discipline, while the child just sits and listens to what the teacher says,

The Role of Discipline of teachers in developing the good character of children at Raudlatul Athfal Ma'arif 1 Metro has resulted in quite good development. This was proven by researchers using data collection through interviews, observations, and documentation.

To find out the role of teacher discipline in developing good character of children in Raudlatul Athfal Ma'arif 1 Metro Academic year 2018/2019 the researcher held an interview with one of the teachers, he explained that the implementation of character learning is good every day, opening time, at the core and at the time end of learning. (Interview: 2019) From the observation, results illustrate that the implementation of discipline is carried out in learning ranging from morning to closing material through activities programmed in learning and routine, spontaneous and exemplary activities. The learning activities at Raudlatul Athfal Ma'arif 1 Metro were carried out in sequence starting from the morning material until the end of the designated time. Based on the results of observations and interviews above, researchers can conclude that the implementation of good character learning in Raudlatul Athfal Ma'arif 1 Metro has been carried out through activities, core activities, and closing activities. (Observation: 2019)

As for the teacher discipline, which is implemented in Raudlatul Athfal Ma'arif 1 Metro are as follows:

1) Honest

As for the results of observations that before the activity takes place the teacher always applies honestly in assessing and giving good examples to children. (Observation: 2019) As stated by the teacherage group 4-5 years: "In the learning process the teacher is always honest in teaching children, by acting honestly it is expected that children will be able to imitate the behavior given by the teacher." (Observation : 2019)

Based on the statement above, the teacher at Raudlatul Athfal Ma'arif 1 Metro when learning activities applied the teacher's discipline in the form of honesty.

2) On-time

As for the results of observations that before the activity takes place the teacher is always on time in accordance with applicable regulations. (Observation: 2019) As stated by the teacherage group 4-5 years: "in the order as possible it is explained that the teacher was present at Raudlatul Athal 30 minutes before the activity began and went home 1 hour after the final activity was finished ." (Interview: 2019)

Based on the statement above that the teacher at Raudlatul Athfal Ma'arif 1 Metro when learning activities implement teacher discipline in the form of timely.

3) Assertive

As for the results of observations that before the activity took place the teacher has a firm nature in teaching. (Observation: 2019) As stated by the teacherage group 4-5 years: "Every teacher should have a firm attitude, because by having this attitude every student will be obedient and obedient to be able to learn well, a strict teacher will encourage students on good deeds and reprimanding students for doing things that break the rules. "(Observation: 2019)

Based on the statement above, the teacher at Raudlatul Athfal Ma'arif 1 Metro when learning activities applied the teacher's discipline in the form of a firm attitude.

4) To be responsible

As for the results of observations that before the activity took place the teacher was seen that the teacher was responsible for the tasks he was carrying out. (Observation: 2019) As stated by the teacherage group 4-5 years: "Every teacher has a duty and responsibility. The duties and responsibilities of a teacher are teaching and educating, thus the teacher is responsible for the success of the teaching and learning process." (Observation: 2019)

Based on the statement above that the teacher at Raudlatul Athfal Ma'arif 1 Metro when learning activities apply the discipline of the teacher in the form of responsibility.

At Raudlatul Athfal Ma'arif 1 Metro, the implementation of discipline in developing good character is divided into two semesters, namely semesters one and two. In semester one good character development emphasizes more on monotheism. Researchers use the second semester to obtain data in accordance with the indicators that will be used as research. With indicators of achievement of good character olds as follows: Pray before and after doing activities, carry out religious activities according to the rules according to the belief, Talking with courtesy, respect teachers and elders, apologizing and forgiving, helpful, shows right and wrong actions and is involved in religion. (Observation: 2019)

To find out more clearly about how the use of discipline in developing the good character of children in accordance with the indicators of achievement that the authors carefully at Raudlatul Athfal Ma'arif 1 Metro can be described as follows:

1) Say a prayer before and/or after doing something

The results of observations made by researchers at Raudlatul Athfal Ma'arif 1 Metro, that the discovery of the application of deliberate discipline by the teacher in the form of saying prayers before and after doing something, as well as memorizing the letters Ad-Dhuha, Al-Insyirah, Al-Qadr and then memorization short prayers like prayers entering and leaving a house, praying in a vehicle. Then also in the presence of memorizing Arabic vocabulary every day, there are presumably 50 vocabularies that children memorized starting from numbers, limbs, family members and so on (Observation: 2019)

The observation was proven by the results of an interview conducted with one of the teachers, he explained that the example of the application of deliberate discipline was saying prayers before and after doing something, as well as memorizing short letters and daily prayers of this educational institution also has the program of studying the iqra (*Reading*) and memorizing Arabic vocabulary every day. and what is done together every day at the beginning of the core and the end of the activity with the teacher giving examples and children imitating. (Observation: 2019)

Based on the results of interviews and observations above, it can be concluded that there is a deliberate application of discipline carried out by the teacher in the form of saying prayers before and after doing something, memorizing short letters, studying iqra ', memorizing Arabic vocabulary and praying' a daily each day with the teacher reciting the verse first and then the children follow it. in this activity, children are able to reach the realm of good character development in the realm of carrying out worship activities according to rules according to belief.

Figure 4.1

Say a prayer before and / or after doing something



2) Get to know good/polite and bad behavior

From the observational data, the researcher found that the teacher applied the discipline of courtesy in the way of dressing, speaking and behaving as well as the teacher giving examples of simple attitudes to students. The teacher's dress is always neat and simple, and the teacher's attitude towards the parents of students is very gentle and every teacher comes the teacher always shakes hands with each student's guardian. (Observation: 2019)

The observation result was strengthened by one of the teachers, he said that there was an exemplary attitude such as bending the body when passing in front of parents and saying such fine words, and not shouting towards older people. (Observation: 2019) From the observational data and interviews above it can be concluded that the attitude of courtesy given by the teacher is carried out when this activity is in accordance with basic competencies.

Thus it can be concluded that the exemplary attitude in courtesy in saying and behaving in accordance with the conditions and circumstances on that day. Giving the exemplary appropriate indicators met in accordance with the level of achievement of children: Know the good behavior / polite and rush - rush.

Figure 4.2 Good Behavior / Polite in learning



3) Familiarize yourself with good behavior

The results of observations made by researchers at Raudlatul Athfal Ma'arif 1 Metro show that there is a good behavior like the teacher tells the story of the teacher apologizing to students before learning closes if today there are many mistakes. (Observation: 2019)

As one teacher explained, he explained that children are trained to apologize to friends. Usually, when playing there are children who fight over toys so sometimes children who cry or fight, and one of them no one wants to apologize. At that time we ask the children to shake hands with each other and we give examples of words of good apology to. (Interview: 2019) This is in line with what the school principal said, explaining that the child is selfish. So sometimes we still give examples to apologize to friends. (Interview: 2019)

Based on the results of interviews and observations obtained above, it can be concluded that there are examples of apologizing from the teacher to students if the teacher made a mistake on that day and there is a good example of apologizing to a friend given by the teacher when a child made a mistake or arguing with his friend. This is in accordance with the indicators used as research that is to get used to behaving properly.

Figure 4.3

Familiarize yourself with good behavior



4) Say your greetings and reply to greetings

The results of observations made by researchers at Raudlatul Athfal Ma'arif 1 Metro, that there are one parent guardian students and their children shaking hands with Raudlatul Athfal Ma'arif 1 Metro teachers and fellow teachers shaking hands. (Observation: 2019)

As explained by one of the teachers, he explained that every day when he arrived at school the teacher shook hands and said greetings with fellow teachers and not only fellow teachers but also with parents of parents and other students. (Interview: 2019) Then the principal explained that planting good character is not only the practice of the Duha prayer, but also the greeting of fellow teachers, teachers with parents, and giving greetings every morning when they arrive at school is also one example of good character planting. Interview: 2019)

Based on the results of interviews and observations obtained above, it can be concluded that the implementation of good character development is done by the teacher by exemplifying a good attitude that is saying greetings and shaking hands when meeting and arriving at school. This is in accordance with the indicators used as research that is saying greetings and returning greetings.

Figure 4.4

Say your greetings and reply to greetings



In connection with the data analysis conducted descriptively, in this discussion the researcher will describe the results of observations and interviews from the use of disciplinary application methods in developing the good character of early childhood in Raudlatul Athfal Ma'arif 1 Metro. The results of this study indicate that teachers apply the deliberate discipline including memorizing short letters and daily prayers, practicing Dhuha prayer, polite manners in saying and behaving to older people and practicing fasting and tithing in the month of Ramadan. Whereas the unintentional application of discipline is carried out with, Saying greetings and shaking hands when meeting, and apologizing when doing wrong. The results of these studies can show that there are 21 students,

The objective to be achieved in the use of the method of applying discipline in developing good character is the existence of changes in students to become good and right humans in behaving as servants of God, children, families, and communities. Based on the facts of the findings, moral education is not just about understanding the rules of right and wrong or knowing about good and bad provisions, but must really improve one's moral behavior. Early childhood educators realize that the inculcation of good character in early childhood is not only to make children understand where good and right or bad deeds are wrong. But with the inculcation of good character in early childhood, the formation of good and right behavior as a Servant of God, children, family, and society.

The use of disciplinary methods carried out at Raudlatul Athfal Ma'arif 1 Metro is implemented by applying the application of deliberate discipline and the application of discipline unintentionally. The intentional application of discipline is done by the teacher so that students imitate what the teacher exemplifies. Furthermore, this unintentional discipline

method is an unintentional act carried out by the teacher, but the act is in accordance with norms that can be set as an example for children.

Based on the facts of the above findings, it can be explained that there are two forms of educational methods with the application of discipline, namely the teacher intentionally giving good examples to his students to be imitated and the method of discipline without deliberate.

Furthermore, development material relating to the use of disciplinary application methods in developing good character is divided into exemplary intentionally and unintentionally. The deliberate discipline includes memorizing short letters, daily prayers, manners, practicing dhuha prayer, learning to fast and tithe. While the material presented through an unintentional exemplary method includes visiting sick friends, sharing with friends and apologizing to themes

CONCLUSION

The application of teacher discipline in developing the good character of early childhood has been implemented optimally. The activities are given by the teacher run in accordance with the expectations and achievements of development, which serve as indicators of implementation on aspects of good character. As for what is done by the teacher in the application of discipline in developing good character, namely teacher discipline in the form of honest attitude, teacher discipline in the form of timely attitude, teacher discipline in the form of a firm attitude, and teacher discipline in the form of responsibility. Whereas the good character that was developed by the discipline of teacher discipline in Raudlatul Athfal Ma'arif 1 Metro says a prayer before and/or after doing something, get to know good/polite and bad behavior, get used to good behavior and say hello and give greetings.

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