

Previous History of Teachers and Children

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Abstract

The teacher-child relationship is the interaction between the teacher and the child that occurs in the school environment. The interaction between the teacher and the child is important because it can affect the achievement of the child's abilities in various aspects of development. The teacher-child relationship can be established through teacher interaction with children, including through providing information, advice, ways to solve a problem, and examples of good habits to children. The child-teacher relationship takes time to develop. First, the child and the teacher need to form a relationship. Once a relationship is formed, it must be maintained. The development of moral values as the basis for building children's character must pay attention to the nature of the child itself. It is easiest for children to learn something when they see and do it themselves. This is because children are still learning to use their sensory organs, rather than the feelings commonly used by adults.

Keywords: Teacher-Child Relations, Children's Educational Character.



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INTRODUCTION

Wibowo and Farnisa (2018:181-182) reveal that education is one of the most important things to prepare for future success in the era of globalization. Education can be achieved in various ways, one of which is education in schools. According to Suparlan (2008: 71) "an education has three main components, namely teachers, students and curriculum. These three components cannot be separated and these components are in the school environment so that the process of teaching and learning activities can run as desired.

Education in schools is an obligation for all Indonesian citizens, for this reason the government has launched a 9-year compulsory education. This is in line with Law Number 20 of 2003 concerning the National Education System Article 3 which states that National Education functions to develop abilities and shape national and dignified character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become individuals of faith and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

General education is carried out in the family, school and community environment. Thus the family is one of the institutions that carry out the duties and responsibilities in achieving educational goals for children. Parents play a very important role in children's education, both in raising children and educating children so that children get a proper education, because this is the most noble thing and cannot be separated from various obstacles and challenges in educating children, while the teacher's task at school only as educators of children in the school environment.

Rahma Faridilah Amaliah, Dadang Sudana (2021:243) Brown (2004) defines the teacher-child relationship as a relationship built by the teacher and the child on the basis of trust and respect. Based on previous research, when a teacher has a positive relationship with

children, this can make children feel capable, competent, and creative (Brown, 2004); enable children to obtain higher achievements especially because they have good communication with their teachers (Marpaung & Cendana, 2020); creating positive behavior and increasing children's involvement during learning (Erawati, 2016); increase children's motivation (Harmer, 2007); reduces children's anxiety when they need to interact with the teacher (Creasey, Jarvis & Knapcik, 2009; Satriani, 2020) and encourages children to interact more frequently and take risks to use the target language (Chávez, Maldonado, Zamarrón, & Villar, 2017).

Creasey et al. (2009) classifies the teacher-child relationship into two dimensions; positive and negative. They further claim that a sign of a positive teacher-child relationship is a high teacher connectedness score; while the child's anxiety, especially when the child interacts with the teacher, is an indication of negative rapport. Teacher connectedness is associated with how close or connected children feel to their teacher. Previous studies reported that children who have a strong relationship with their teacher will lead to better learning outcomes and higher academic achievement compared to those who have a negative relationship with their teacher or perceive their teacher as not supporting them (see Eccles, 2004; Pianta & Stuhlman, 2004 as cited in Creasey et al., 2009).

Jumiatmoko, et al (2020: 254-255) revealed that the teacher-child relationship is something that children will encounter in the school environment. The emotional experience that arises from the interaction between teacher and child is the definition of the teacher-child relationship (Pianta, 1999). Teacher-child relationships can be established through teacher interaction with children, including through providing information, advice, ways to solve a problem, and examples of good habituation to children (Susanto, 2017). The teacher-child relationship includes teachers who are able to create ways to be able to always interact with their students and be able to bring up reciprocity in every interaction that occurs with children. A good teacher-child relationship is characterized by a high level of closeness and low conflict (Pianta, 2001). The closeness of the teacher-child relationship can increase learning motivation and make children tend to have good behavior so that children will be better able to achieve (Ormrod, 2009). Children who have a good relationship with their teachers tend to show very good levels of achievement at school (White, 2013).

RESEARCH METHODS

This research uses a type of qualitative research in the form of library research. Literature study is related to theoretical studies based on data in the form of notes, books, papers or articles, journals and other scientific literature references. The scientific literature which is the subject of study in this research is in the form of books, journals and scientific articles related to the chosen topic. The data collection technique in this study was carried out by conducting online reference searches through several source database sources. Writing uses a database source, namely Google Scholar. The articles used are articles related to the theme to be discussed. Meanwhile, the data analysis in this study used the method of data analysis (content analysis).

RESEARCH RESULTS AND DISCUSSION

The Influence of Previous Relationship History

Bowman (2002:63-64) reveals that children come to school with an attachment organization that serves as a working model of adult-child relations (Bowlby, 1982). Children use their working model as a map or blueprint for how to engage with adults and when children meet adults, such as as a teacher, they tend to act towards them in ways that are consistent with their history of previous relationships, their working models. This behavior

may have worked in the past but, particularly in a school setting, would not lead to positive relationships (Sroufe, 1983). For example, children with a previous history of angry attachment may "set the teacher up" to replicate a distrustful, insecure relationship. In the following narrative we illustrate how a well-meaning teacher is drawn into a prolonged and tedious exchange with a child who brings a working model to the classroom from an ambivalent/resistant organization of attachments. Ambivalent/resistance is a state of feeling that occurs simultaneously, that is, between conflicting feelings towards someone.

Teacher-Child Development

Zaifullah, et al (2021: 11) revealed that it is important for collaboration between educators and students in learning, will form a unit, learning is an activity carried out by students, while teaching is an action carried out by the teacher. activities carried out by educators greatly affect student learning activities. The proportional cycle between educators and students will influence each other. Arisanti (2018) suggests that in teaching and learning collaboration there is a process which can influence between students and educators. Maryatun (2016: 750) reveals that the development of moral values as the basis for building a child's character must pay attention to the nature of the child himself. It is easiest for children to learn something when they see and do it themselves. This is because children are still learning to use their sensory organs, rather than the feelings commonly used by adults. Thomas Lickona draws an approach used to instill moral values in children as shown in the following chart (Lickona, 1993).

The Role of History Teachers in Forming Children's Character Education in the Era of Globalization

Wati (2020: 5) reveals that teachers as character builders at school must also work closely with parents regarding what parents need to teach when at home. Parents can also teach good habits, such as teaching manners, religious education, and affection that can provide a sense of security for their children. In this way, character education will be aligned at school and at home. Susilo and Isbandiyah (2019:173) reveal that inspirational teachers will always provide an enlightened perspective to their students. They don't just teach as an obligation as specified in the curriculum, but also always try their best to develop the potential, insight, perspective, and life orientation of their students. This is because teaching success is not only measured quantitatively from the numbers obtained in the evaluation, but also on how students live their next life after they have completed their studies. The criteria for inspiring teachers have not been clearly formulated. This is a natural thing because the definition of an inspirational teacher is not a popular and standard definition in our world of education. An inspirational teacher will always be challenged to follow the development of knowledge in order to increase his capacity and capabilities as a teacher (Naim, 2009: 94-97).

Teacher's Efforts To Get Closer To Children

Sofia, et al (2022: 1419) revealed that efforts to instill character education in. Early Childhood Education can be carried out through stages, namely design, implementation and assessment.

1. In the first stage, design, namely the teacher plans learning activities to be carried out with a certain theme, and plans the characters to be instilled and used as habits in daily behavior.
2. The second stage is implementation. At this stage, the teacher applies learning activities in ways so that character can become principles, then become actions, speech and finally habits in behavior. These good habits are called character.

3. The next stage is assessment or evaluation. The evaluation in question is an evaluation of planning and implementation activities. This means whether the planning and implementation run smoothly or not, by looking at the results and behavior that exist in students.

There are several ways to apply character to children. The following are the steps for implementing these characters: Confident and Independent Character; Discipline/Queue Character; Character of Respect and Courtesy; Character of a pious child. The cultivation of early childhood character is the main thing that must be considered before other developments because basically character development affects all aspects of child development. The character education that students have based on values will essentially shape children in a better and positive direction. The school atmosphere created to have a good impact on the character of students. The application of early childhood character education through habituation and exemplary. Character will be formed if the teacher becomes a figure that can be used as a model for habituation so that students will imitate what the teacher does. This article is intended to describe several stages of character values that can be formed in teachers' efforts to foster early childhood character in schools including the school literacy movement, religious, discipline, responsibility, independent, creative, care for the environment, care social, honest, hard work, love of the motherland, and love to read (Agung, 1997).

CONCLUSION

Education is an interaction between educators and students to achieve educational goals, which take place in an educational environment. Students will be the determining factor so that they can influence everything that is needed to achieve their learning goals. Thus, after the quality of education has been improved in accordance with the times, all the potential possessed by students as the nation's successors will advance and develop according to their respective potentials through learning activities in schools, so that what the learning objectives can be achieved in a learning outcomes.

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