



The Role of Teachers in Shaping Early Childhood Responsibility Independence in RA Al-Falah Klender

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Abstract

The objectives of this study are: (1) To find out data on the role of teachers in shaping the independence of early childhood responsibilities in RA Al-Falah Klender. (2) To find out data on supporting and inhibiting factors in shaping the independence of early childhood responsibilities in RA Al-Falah. To answer the formulation of research problems that have been formulated, the author uses a qualitative approach with a descriptive method. This research was conducted at RA Al-Falah Klender. The subjects used in this study are: (1) Sources of information, namely one RA manager and two teachers; (2) The source of the informant is one parent of the student. Research data were obtained from observation techniques, interviews, and documentation. The stages of research involve the stages of orientation, exploration, and member check. Data analysis used using data collation techniques, data reduction, data display, and verification. The results of the study show that the purpose of the teacher's role in forming the independence of this responsibility consists of several factors, starting with the stage of the teacher committing to the parents of students to follow the rules or regulations in school, with the hope that when students graduate from RA Al-Falah Klender are expected to be able to be independent and responsible in everything, other factors have also been carried out well by teachers, such as facilities and infrastructure, learning methods that involve a lot of student participation dominantly, such as project making, sociodrama, conversing and so on. providing appropriate teaching media and teaching methods as stimulants to increase the independence of students, as well as an assessment system that is recorded and documented by the teacher, the type of assessment is seen from the attitude of maintaining cleanliness, the attitude of being able to obey the rules of attitude to solve problems and the attitude of responsibility towards tasks. Internal factors are supporting factors in the role of this teacher, teachers have very good interests and motivations, namely teachers have a real passion in shaping the responsibility and independence of students. On the issue of external factors, teachers are supported by the completeness of facilities and infrastructure owned by RA Al-Falah Klender, as well as excellent support from all parents of students in supporting teachers in forming independence of early childhood responsibilities at RA Al-Falah Klender.

Keywords: Teacher Role, Independence, Early Childhood.



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INTRODUCTION

Independence can allow a person to be able to act freely, a person can do everything on the will or impulse for himself without any help from others. Being an independent person is not necessarily obtained suddenly, but to be independent requires a fairly long process, which the process must begin or get used to from an early age. Independence is accustomed from an early age so that a person can be fully independent, if a new parent teaches independence to a person or an adult child then that independence is no longer intact owned by a child. One of the indicators of independence can be judged from several indicators. Among others: acting originally, full of initiative, creative, able to influence the environment, able to think, have confidence and obtain decisions from his efforts (Rachman, Ryan, et al., 2021).



According to (Dewantara et al., 2022) "Independence is the ability or skill that children have to do everything on their own, both related to self-help activities and activities in their daily lives without depending on others". Then according to Erikson quoted by Desmita (2012:185) "Independence is an attempt to break away from the parent with the intention of finding himself through the process of seeking ego identity, that is, the development of a steady and independent direction of individuality".

According to (Rachman, Nurgiansah, et al., 2021) "There are two factors that affect the level of independence of school-age children, namely 1) internal factors, namely children's emotions and intellectuals; 2) External factors, namely the environment, family economic status, stimulation, parenting, love and affection, as well as the mother's employment status". One of the causes of children not being independent is that children are used to receiving excessive help from their parents and from other adults. Given that early childhood in the age range of birth to the age of six years is a fairly critical and quite strategic age range in the educational process which can affect the process and results of education to the next stage. Therefore, early childhood independence really needs to be helped. This is so that children do not rely too often on parents or other adults and children are able to do their own needs according to the level of development and age of the child.

In the process of developing early childhood independence the role of a teacher in RA is very important. As the person in charge of learning activities, teachers should be able to carry out learning about the independence of their students who are expected to train and familiarize children with independent behavior in each of their activities. A teacher should be able and skilled in devising various learning strategies, creating a learning atmosphere and be able to integrate independent learning with children's learning activities both in the classroom and outside the classroom so that children can work together, and compete with each other and the teacher is able to show concrete examples in what is taught. In this case, the teacher aims to be able to attract children to learn without feeling bored and afraid so that they can help children become independent individuals in the future.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive method. This research is focused on a specific case to reveal the reality that occurs in the field to be understood in depth, So that the data needed for research purposes is obtained. In general, this study aims to determine data on the role of teachers as well as supporting factors and inhibiting factors in shaping the independence of early childhood responsibilities. This research was conducted at RA Al-Falah Klender. The subjects studied in this study were a school manager or principal, two teachers and one parent of RA Al-Falah Klender students who could provide information about the role of teachers as well as supporting factors and inhibiting factors in shaping the independence of children's responsibilities obtained by students after participating in learning at RA Al-Falah Klender. With data collection techniques, namely observation, interviews, and documentation. The data analysis technique used in this study is the interactive analysis model from Miles and Huberman, which divides the steps in data analysis activities with several parts, namely data collectors, data reduction, data display, and inference and verification.

RESULTS OF RESEARCH AND DISCUSSION

Based on the results of observations, interviews and documentation studies that researchers have carried out during the study, it was found that the role of teachers in shaping the independence of early childhood responsibilities in RA Al-Falah Klender. Furthermore, the steps of teachers at RA Al-Falah in shaping the independence of student responsibilities,



teachers first committed to the parents of students will help guide, teach, and help help the development of independence of early childhood responsibilities, as said by Rubiyanto (2003: 39) "Teachers are all members of society who are in charge of guiding, teaching, and can help the development of a person's personality and direct him to the goal education". In accordance with its objectives, the role of teachers in shaping the independence of early childhood responsibilities is hoped that teachers can help students in behaving more independently in their daily lives, being able to be responsible for the tasks owned by students, being able to solve every small problem that is being faced by students independently and responsibly.

This is in line with what Yamin and Sanan said, that: "teachers as the person in charge of learning activities in schools must be able to carry out learning about independence in their students who are expected to train and accustom children to behave independently in every activity". Furthermore, the media used in the process of the role of teachers in establishing the independence of early childhood responsibilities in RA Al-Falah Klender, the school uses media media or educational game tools made by the teachers themselves and in the form of educational game tools made from the factory, the aeductive game tools are used by RA Al-Falah Klender as a stimulant to increase children's independence. The method used by the teacher in the process of forming the independence of student responsibility at RA Al-Falah Klender uses a random method, where the teacher is not fixated on one absolute method that must be used, but the teacher uses the method according to the situation and conditions that occur during learning. Such as making projects, socio-drama, conversing and so on. Furthermore, for the time of face-to-face hours used in the learning process at RA Al-Falah Klender, it is around 180 minutes per day for students who are members of group A, as well as for students who are members of group B, the time of face-to-face hours per day is about 240 minutes.

The results of the role of the teacher in shaping the independence of early childhood responsibilities in RA Al-Falah has been good, it can be seen from the rapid change in the progress of student independence. For the assessment process of direct teachers who conduct assessments of the results of the development of early childhood responsibility, teachers conduct assessments by checking each assessment item available on the available assessment sheet according to the results of each student's development, and the assessments carried out by the teacher are entirely documented. Then, for the types of assessments used by teachers in assessing the progress of early childhood independence results at RA Al-Falah Klender, there are several types of assessments used, among others: students' attitudes in obeying regulations, student attitudes in maintaining cleanliness, student attitudes in facing and solving problems, and so on.

Based on the results of interviews conducted researcher at RA Al-Falah Klender, that the supporting factor is that all teachers are excited and very motivated because they are mandated to form students who have an independent and responsible character, besides that teachers are equipped with excellent facilities and infrastructure or media by the management to carry out the establishment of independence of early childhood responsibilities at RA Al-Falah Klender. Based on this, it is felt in accordance with the theory presented by Fadillah and Khorida who said, that "teachers as teachers are role models for their students so that teachers must set a good example for students so that students imitate good deeds done by teachers. The child will easily remember by what was seen.

If what the teacher does repeatedly is a good thing, it will make the child accustomed to doing good things and vice versa". For the pedagogical competence of teachers in RA Al-Falah Klender, most of the teachers, almost 90% of the teachers who serve in RA Al-falah are professional teachers who have been certified RA teachers and all teachers in RA Al-Falah klender have mostly completed education at the Strata 1 (S1) education level. This is in



accordance with what is stated in Law No.14 of 2005 concerning Teachers. For the relationship between teachers and students and the relationship between teachers and parents of students in RA Al-Falah Klender is very well established, this is because teachers treat all students as a responsibility and mandate that must be maintained while in RA Al-Falah Klender.

CONCLUSION

The role of teachers in guiding students or early childhood to help establish independence of early childhood responsibilities is very important, The function of the teacher's role in guiding the independence of student responsibilities or early childhood includes: First, the function of understanding guidance efforts that produce understanding in children. Second, the function of prevention, which is guidance that results in preventing children from various problems that can interfere, hinder, or cause difficulties in the development process. Third, the function of improvement, namely guidance that results in the solving of various problems experienced by students. Fourth, The function of maintenance and development, which is guidance that results in the maintenance and development of various potentials and positive conditions of children in their development steadily and sustainably.

The role of the teacher in shaping the independence of this responsibility consists of several factors, starting with the stage of the teacher committing to the parents of students to follow the rules or regulations in school, with the hope that when students graduate from RA Al-Falah Klender, they are expected to be able to be independent and responsible in everything. In addition, other factors have also been quite well implemented by teachers, such as facilities and infrastructure, learning methods that involve a lot of dominant student participation, such as project making, sociodrama, conversing and so on. providing appropriate teaching media and teaching methods as stimulants to increase the independence of students, as well as an assessment system that is recorded and documented by the teacher, the type of assessment is seen from the attitude of maintaining cleanliness, the attitude of being able to obey the rules of problem-solving attitude and the attitude of responsibility towards tasks.

Supporting and inhibiting factors in improving competence are divided into internal factors and external factors both that are adequate or those who have not, as well as the competencies that teachers have. In the issue of internal factors, this is a supporting factor in the role of this teacher, because the teachers have a very good interest and motivation, namely the teachers have a real passion in shaping the responsibility and independence of the students, then the teachers have motivation because of the mandate and responsibility from the school that must be fulfilled. On the issue of external factors, in addition to the excellent interest and motivation of teachers as described above, teachers are also supported by the completeness of the facilities and infrastructure owned by RA Al-Falah Klender, which can be said to be complete and feasible to use during learning activities, as well as excellent support from all parents of students in supporting teachers in forming independence of early childhood responsibilities at RA Al-Falah Klender. The next factor is related to teacher competence where teachers at RA Al-Falah Klender are considered to have good competence as evidenced by 90% of teachers in RA Al-Falah Klender who have been certified RA Teachers, so they become supporters in the learning process.

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