

The Role of Teachers in Developing Discipline in Children Aged 4-5 Years

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Abstract

The role of the teacher is that of a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal early childhood education, basic education, and secondary education. Discipline in children can include teaching, guidance or encouragement by teachers to their children. Applying discipline to children aims to make children study well and children achieve optimal growth and development. The research used is qualitative methods on the grounds that this qualitative research is able to capture the symptoms that accompany a problem in detail and as they are. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, and attitudes of people individually. The teacher gives guidance to children who do not take part in the line, the teacher demands the children to line up with their friends and tidy up the children in the line, after that the teacher gives praise to the children who have joined the line in the school yard. the teacher as a trainer in developing discipline, namely the teacher practices through daily learning activities. the role of the teacher in developing the discipline of children aged 4-5 years at Kasih Bunda Baros Kindergarten is that by developing the character of discipline seen from the role of the teacher as a guide and trainer towards children can instill positive disciplinary character values that will stick in the future until the child grows up later.

Keywords: Developing Child Discipline



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INTRODUCTION

Early childhood education is essentially education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality. In RI Law no. 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, basic education, and secondary education. Children aged 4-5 years are individuals where rapid changes occur for most children. Children will be busy learning new skills, reaching a higher level of independence. Children in this period learn to control and direct their feelings.

The goal of disciplining student children needs to start with principles that are in accordance with educational goals and adapted to the child's development. At school the teacher acts as a companion, because the teacher is *tut wuri handayani*. According to Soelaiman, quoted by E. Mulyasa, teachers function as bearers of order, which should be admired and imitated, but authoritarian attitudes are not expected. The role of the teacher in the teaching and learning process does not only appear as a teacher. But also as a guide and trainer in carrying out activities that reflect discipline. In kindergarten there are still children who are not disciplined, especially in group A children who have just entered the school environment. For children who have just entered the school environment, they are still not used to getting up early so that children come late to school, and when they arrive at school, children are not used to being separated from their parents, not used to keeping their shoes in

place, not used to lining up neatly, and not used to doing activities on their own. then have to meet new people, such as teachers and other children.

From the results of observations made by researchers at Kasih Bunda Baros Kindergarten, Kab. Serang-Banten, it was found that there were some children who were not yet disciplined and there were several roles of teachers who were not optimal in developing children's discipline, researchers found that teachers lacked guidance and training of children to exercise discipline so that children could put shoes in place, come on time and other activities. This is the background for conducting research with the title "Teacher's Role in Developing Discipline in Children Aged 4-5 Years in Kindergarten of Kasih Bunda Baros, Kab. Serang-Banten. Based on the explanation of the background above, the researcher can identify several problems that can be found, namely: The role of the teacher as a guide in developing the discipline of children aged 4-5 years in Kindergarten of Kasih Bunda Baros, Kab. Serang-Banten. The teacher's role as a trainer in developing the discipline of children aged 4-5 years at Kasih Bunda Baros Kindergarten, Kab. Serang-Banten. Discipline profile of children aged 4-5 years at Kasih Bunda Baros Kindergarten, Kab. Serang-Banten.

Theoretical Basis

The Role of the Teacher as a Guide

The teacher as a guide can be likened to a journey guide (journey) who, with his knowledge and experience, is responsible for the smooth journey of students. The term journey does not only concern deeper and complex mental, emotional, creative, moral, and spiritual journeys. As a guide, the teacher must formulate goals clearly, set travel times, determine the paths to be taken, use travel guides and assess their smoothness according to the needs and abilities of students. All of this is based on good cooperation between teachers and students, this collaboration is absolutely necessary even though the teacher is the party that gives the main influence in every aspect of the journey. As a guide, the teacher has various rights and responsibilities in every trip he plans and carries out.

The Role of the Teacher As a Trainer

The process of education and learning for early childhood requires skills training, both physical-motor skills, cognitive, language, social-emotional, and religious morals. This inevitably has positioned the teacher to act as a coach. Teachers are required to be able to master the psychological concepts of child development and know how the child's environment is, both in the family environment and in the community environment. The role of the teacher as a trainer in developing child discipline is to provide training for children to be independent, orderly in carrying out existing rules/orders. Such as throwing trash in its place, putting shoes on shoe racks, washing hands before and after doing activities.

The Nature of Early Childhood Discipline

Etymologically, the word discipline comes from the Latin, namely *disciplina* and *discipulus* which means order and student. So discipline is an order given by parents to children or teachers to students. The order is given to the child or student so that he does what parents and teachers want. Wiyani (2013: 42), early childhood discipline is a self-control of the behavior of children aged 0-6 years in behaving in accordance with applicable regulations (can be in the form of values, norms, and rules at home and at school). According to Imron (2011: 173), discipline is an exercise to control oneself, character and circumstances in an orderly and efficient manner. Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, order and order.

Factors Supporting and Inhibiting Discipline in Children Aged 4-5 Years

Factors that encourage the formation of discipline, according to Tu'u (2006: 40) are encouragement from outside (commands, prohibitions, supervision, praise, threats and rewards) and encouragement from within (experience, awareness, and will). Factors that push from within occur because of encouragement. Self-awareness in doing devotion and obedience for the good of oneself. Factors that push from outside occur because of pressure from outside. So, many factors drive the formation of discipline. Therefore if a child has done something well, it is very important to give praise to him so that the child is always motivated and enthusiastic about doing something.

RESEARCH METHODS

The research used by this researcher is using qualitative methods on the grounds that this qualitative research is able to capture the symptoms that accompany a problem in detail and as it is. Qualitative research is inductive, the researcher lets problems arise from the data or is left open to interpretation. This research will be carried out at Kasih Bunda Baros Kindergarten located at Kp. Warung, Panyirapan Village, Baros District, Serang Regency, Banten. Researchers can find out the extent of the teacher's role in developing children's discipline in Kindergarten of Kasih Bunda Baros, Kab. Serang-Banten.

RESEARCH RESULTS AND DISCUSSION

Based on the results of observations, interviews and documentation, it shows that the teacher's role in guiding is not only during learning activities, but the teacher guides children when the child comes to school until the child comes home from school, not only that the teacher also provides guidance to parents so that their children can be guided too when at home. In the process of guiding the child the teacher also gives praise to the child when the child does something well and on time. Praise given to children is in the form of words such as the words great, good, smart and thumbs up. The role of the teacher as a trainer in developing children's discipline can be seen in how the teacher provides training in disciplinary habits every day starting from the child coming to school until the child comes home. With the teacher training the habituation of children's discipline to be neater. Supporting factors and even inhibiting factors. The observations show that the supporting factors are habituation activities carried out by the teacher repeatedly and routinely every child comes to school, in learning activities, until the child returns, the character of discipline can be embedded in the child, because habituation is carried out by the teacher consistently and regularly according to the flow of learning activities.

CONCLUSION

The teacher's role as a guide in developing discipline for children aged 4-5 years at Kasih Bunda Baros Kindergarten has been going well. This can be seen when the child has carried out an activity that is not good, then at that time the teacher provides guidance by exemplifying the proper attitude, the teacher also guides by persuading, gently seducing, and separating the child from the others. The teacher as a trainer in developing the disciplinary character of children aged 4-5 years at Kasih Bunda Baros Kindergarten has been going well. Where researchers see the role of the teacher as a trainer in developing the character of discipline by practicing directly and giving praise is able to make children do things in an orderly and disciplined manner. Supporting factors in developing the discipline of children aged 4-5 years at Kasih Bunda Baros Kindergarten, namely the teacher consistently can be seen from the way the teacher applies discipline. Then, there are quite a lot of supporting facilities and infrastructure so that learning activities can be carried out as expected. The

inhibiting factors in developing the disciplined character of children aged 4-5 years at Kasih Bunda Baros Kindergarten are the emotions or moods of children who are not good or change easily, but a teacher will always find a way so that children who have bad emotions can participate in activities like other children, namely by persuading the child first so that the child can control his emotions through persuasion first until he follows what the child wants.

Suggestions For teachers, teachers need to be directed to be able to familiarize children with good disciplinary rules so that children are accustomed to and will always apply them until adulthood and are able to apply order in society properly, therefore it is necessary to instill good normative values from an early age. Suggestions For institutions/schools, especially early childhood education institutions where educational institutions have an important responsibility and role to prepare and produce children who are able to face the modern era in society. Through activities that always instill good discipline will add insight into learning to face the next stage of development. Suggestion For researchers, in order to be able to continue and deepen research on the advantages and disadvantages of developing disciplinary character in children aged 4-5 years in the teacher's role as a guide and trainer, researchers need to study more deeply to apply it back to students, relatives, and of course the community.

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