



AN ANALYSIS OF TEACHER ROLE IN TRAINING CHILDREN'S DISIPLINE THROUGH CONGREGATIONAL PRAYER PRACTICE IN GROUP B2 SAVE THE KIDS KINDERGARTEN BANDA ACEH

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ABSTRACT

Discipline is a process of guidance that has the aim of instilling certain patterns of behavior and certain habits. Actually discipline is getting children to obey the rules in their environment. The research objectives are 1. To describe the activities carried out in training the development of early childhood discipline in the Save The Kids Kindergarten Banda Aceh. 2. Knowing the obstacles faced by teachers in teaching the development of early childhood discipline in B2 Kindergarten Save The Kids Banda Aceh. 2. Knowing the teacher's role in training the discipline of congregational prayer for early childhood in the B2 group of Save The Kids Kindergarten Banda Aceh.?. In this study, a descriptive qualitative design was chosen. Qualitative descriptive is research conducted with the aim of making a picture or description of a situation objectively by using interview instruments addressed to 3 teachers as respondents. The results showed that: 1. In general, the teacher's role in training disciplined learning in the practice of praying together went well, so that this supported children's success in exploring their activities which caused generally children's education to develop well. 2. The teacher provides motivation and tells stories so that the child's discipline develops well in the practice of praying together. 3. The teacher pays special attention to every child whose discipline development is lacking, namely by giving special attention to the child.

Keywords: *Teacher's Role, Children's Discipline in Congregational Prayer*

INTRODUCTION

This early childhood education was stated in Law 20 of 2003 concerning the national education system relating to early childhood education. In Chapter 1, article 1, paragraph 14, it is emphasized that Early Childhood Education is a coaching effort provided to children from birth to age six years, which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. (Nuryanti, 2016:5).

Character education is one of the essential things that needs to be given to students, and it includes eighteen types of character values that can be given to children through various activities, both universal and group. These character values include religion, honesty, tolerance, discipline, and hard work. , the creative, independent, democratic, curious spirit of togetherness, love of the country, respect for potential, friendly, love of peace, likes to read, cares about the environment, cares socially, and is responsible.

The early childhood education curriculum related to character education untruths in the development of social-emotional intelligence values. Specifications for the development of socio-emotional intelligence state that the level of achievement of children's social-emotional development is knowing manners and manners in accordance with local socio-cultural values , understanding rules and discipline, and showing a sense of empathy. It is hoped that children will be able to understand the meaning of discipline, namely by obeying and obeying the rules, but in reality, children aged 4-5 years are not yet disciplined and do not understand the meaning of discipline.

Therefore, in simple terms, early childhood discipline is basically an attitude of obedience and compliance with applicable rules, both at home, school, and in the community, carried out by children aged 0 – 6 years. Thus, it can be said that discipline is a guidance process aimed at instilling specific behavioral patterns in certain habits or forming humans with certain characteristics, which improve mental and moral qualities. One of the child disciplines that researchers will study is congregational prayer.

Prayer education is essential for young children because prayer is an obligation for Muslims, and we must introduce this to children from an early age. At that time, children are in a state that is very sensitive to internal and external stimuli, and all of the child's development begins to take shape and tends to persist until adulthood. Suppose prayer is not introduced and instilled from an early age or is conveyed incorrectly to children. In that case, children will be indifferent to prayer, which, in fact, is one of the obligations that Muslims must carry out.

Prayer is a necessity to create the society that humans hope for, namely a happy and safe life in this world and the hereafter. Prayer is the most excellent form of worship because the first deed that will be asked for on the Day of Judgment is prayer. Prayer is essentially the best means to educate the soul and renew the spirit as well as purify morals.

Islamic education is one of the basic sciences that plays a vital role in forming children's thought patterns and behavior. The role of Islamic education determines behavior and morals in everyday life. The government has continuously made various efforts to support the success of Islamic education.

Based on the results of observations carried out by researchers in May 2022, the results showed that at Save The Kids Banda Aceh Kindergarten, researchers saw that when the teacher asked the children to perform prayer movements, there were still children who did not obey the teacher. There were even children who wanted to avoid taking part in congregational prayer lessons. Of the 16 children, only six followed the teacher's directions, while the other ten did not obey the teacher's orders.

Based on the description above, the researcher intends to conduct a scientific study in the form of research with the title "Analysis of the Role of Teachers in Training Children's Discipline Through the Practice of Congregational Prayer in the B2 Group of Save The Kids Kindergarten Banda Aceh."

METHODS

In this research, a descriptive qualitative design was chosen. *Descriptive research* is defined as research conducted to describe or describe a phenomenon that occurs in society (Notoatmodjo, 2012: 92). Qualitative descriptive research is research conducted with the aim of creating an objective picture or description of a situation. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied but instead describes a condition as it is. The only treatment provided is the research itself, which is carried out through observation, interviews, and documentation.

Descriptive qualitative research aims to create systematic, factual, and accurate information about the facts and population of a particular area (Suryabrata, 2012: 75). descriptive research aims to create a systematic, factual, and accurate summary of the facts and characteristics of the population of a particular area. This research was carried out to

understand the influence of the development of group B prayer discipline in Save The Kids Kindergarten Banda Aceh.

Data collection techniques are methods that researchers can use to collect data, where these methods show something abstract, cannot be realized in visible objects, but can be demonstrated in use. In terms of collecting this data, the author went directly to the research object to obtain valid data, so the researcher used the following method:

1. Interview

An interview is a conversation between two parties: the interviewer who asks questions and the interviewee who provides answers or questions (Moleong, 2014: 135). In this case, a structured interview is used, in which the interviewer creates his problem and questions to find answers to a strictly structured hypothesis.

In implementing interview techniques, the interviewer must be able to create a good relationship so that the information is willing to cooperate, feels free to speak, and can provide accurate information. The interview technique that the researcher used was structured (in writing), namely by first preparing several questions that would be asked informally. This is intended to ensure that the discussion in the interview is more focused on the intended goal and to avoid discussions that are too broad. Apart from that, it is also used as a general benchmark and can be developed by researchers through questions that arise during interview activities (Arikunto, 2015: 203).

Researchers used interview techniques to analyze data related to the analysis of the influence of social-emotional development on the development of group B children at Save The Kids Kindergarten Banda Aceh. The interview grid is as follows.

Table 3.1 Interview Grid

No	Indicator	Questions
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1.	Teachers must be aware of child discipline.	<p>1. What do you think about your understanding of children's discipline?</p> <p>2. What do you think about your child's discipline when praying in the congregation when your child is studying indoors?</p> <p>3. How do you instill discipline in children from an early age?</p> <p>4. How do mothers respond to children who lack discipline?</p>
2.	The Role of the Teacher	<p>1. What is the role of mothers in training children's discipline through the practice of congregational prayer in Group B2 Save The Kids Kindergarten Banda Aceh</p> <p>2. What role does the mother play in training children's discipline through the practice of congregational prayers in the B2 group at Save the Kids Kindergarten in Banda Aceh?</p>

Source: Arikunto. 2010. Research Procedures A Practical Approach. Jakarta: Rineka Cipta

2. Documentation

Documentation derives from the word document's original meaning of written materials. Researchers examine written objects like books, magazines, documents, meeting minutes, diaries, and so forth when applying the documentation method. Researchers examine information in the form of documents about learning about children's sense of responsibility, such as RPPM, RPPH, LKA, assessment documents, learning reference books, facilities and infrastructure, documentary photos, and so forth, using the documentation method.

RESULTS AND DISCUSSION

What is the description of disciplinary activities in congregational prayers for young children in the B2 group at Save The Kids Kindergarten Banda Aceh?

From the results of interviews with group B class teachers, it was found that children's discipline at Save The Kids Banda Aceh Kindergarten was good in line with the expectations of children in general. For example, children have started to follow the directions given by the teacher in the congregational prayer movement.

In looking at the development of children's discipline, teachers at Save The Kids Kindergarten Banda Aceh carry out assessments by looking at children's daily activities that involve the child's responsible character, such as when carrying out the learning process and whether the child completes the tasks given by the teacher.

Anina (2011:42) states that discipline is a guidance process that has the aim of instilling specific behavioral patterns and certain habits. Actually, discipline is getting children used to obeying the rules in their environment. The initial goal of discipline is to train and control children, and achieving this requires adults to teach discipline. When children are self-disciplined, they will be able to direct themselves without being influenced or ordered by others; in this case, it means that they are able to control their behavior by referring to explicit norms, standards, and rules that have become their own. For this reason, adults or parents must actively and continuously assist children. In essence, early childhood discipline is self-control over the behavior of children aged 0-6 years in behaving in accordance with applicable regulations (which can be in the form of values, norms, and rules at home or school) (Hasriana, 2014).

According to Hasriana (2014), early childhood educators and parents essentially shape two aspects of early childhood discipline: teaching kids how to behave well and how to refrain from misbehaving.

The dimension of fostering and disciplining children consists of several aspects that build them (Ministry of Religion of the Republic of Indonesia 2006, in Hartini, 2013), i.e.:

1. The ability of parents to exercise control over their children, specifically in terms of how they accept and handle behavior that deviates from their expectations.

2. The expectations of maturity, specifically how a teacher acts to support students' independence and sense of accountability for all of their actions.

3. Communication between the teacher and the student should be clear, encompassing the nature of their relationship and whether the communication is one-way (i.e., solely from the teacher to the student) or reciprocal (i.e., two-way).

4. parental care, or the way parents support and attend to their children.

In educating children to develop discipline, an exciting way of educating is needed where parents are not afraid of the child, and the child can still accept what the parents give.

What obstacles do teachers face in developing discipline in early childhood at Save The Kids Kindergarten Banda Aceh?

From the results of interviews with group B class teachers, the obstacles found in children at the Save The Kids Kindergarten in Banda Aceh are that there are still some children who need to develop child discipline. This can be seen when learning to pray in a congregation takes place; there are still children who need to be able to carry out movements, even forgetting the movement steps exemplified by the teacher.

The teacher's obligation in learning is not limited to delivering learning material, but more than that, the teacher must shape the competence and personality of students. Therefore, teachers must constantly monitor students' behavior, especially during school hours, so that there are no behavioral deviations or indiscipline actions. For this purpose, in order to discipline students, teachers must be able to be mentors, role models, supervisors, and controllers of all student behavior.

As a mentor, teachers must strive to guide and direct students' behavior in a positive direction and demonstrate learning. As an example, teachers must show good disciplinary behavior to students because how will students be disciplined if the teacher does not show discipline? As supervisors, teachers must constantly monitor all student behavior, especially during effective school hours, so that if a violation of discipline occurs, it can be dealt with immediately. As a controller, teachers must be able to control all student behavior at school. In this

case, teachers must be able to effectively use educational tools in a timely and targeted manner, both in giving rewards and punishments to students. (Khairil.2018)

Discipline in school is discipline in obeying the rules or regulations at school. Some examples of discipline at school include arriving on time, dressing according to the rules, being punctual in submitting assignments, having a disciplined attitude, and so on. The efforts made by the school to instill character and disciplinary values involve the role of all components in the school, including the principal, teachers, students, and all parties in the school. Apart from that, the existence of binding rules or regulations will support the formation of a disciplined character. However, the implementation of these rules still requires supervision so that they continue to run continuously. (Mulyasa. 2017)

What is the role of the teacher in training the discipline of congregational prayer for young children in the B2 group at Save The Kids Kindergarten Banda Aceh?

From the results of interviews with group B class teachers, it was found that the role of the teacher is vital and very influential on the development of children's discipline, so with the teacher's guidance, children will be able to learn well.

The role of the Teacher is to create a series of behaviors that are carried out in connection with each other in certain situations and in connection with the progress of changes in behavior and student development, which is the goal. Mulyasa identified at least five teacher roles, consisting of the Teacher as an educator, the Teacher as a Teacher, the Teacher as a guide, the Teacher as a trainer, and the Teacher as an advisor (Rahman. 2018:57).

The teacher, as the trustee of learning, must be someone who has a strong personality. This is a logical consequence because he is the one who will mold his students into children who are helpful to the nation and state. This is reflected in its Role in the learning situation through:

- a. Role as an educator and teacher.
- b. Role as a mentor.
- c. Role as a motivator.

d. As role model.

e. Role as a news anchor.

Teachers are educators who are role models and introductions to students and the environment. Therefore, teachers must have specific personal quality standards, which include responsibility, authority, independence, and discipline. Teachers have a dual role as teachers and educators; the differences between these two roles can be seen but cannot be separated. The main task of an educator is to help children mature psychologically, socially, and morally. Psychologically mature means that an individual can stand alone does not depend on other people, is also able to take responsibility for all his actions, and is able to set goals. (Suplaman.2015:13).

Dewi (2014) explains that the role of a teacher is a specific pattern of behavior that is characteristic of all officers from a particular job or position. Teachers must be responsible for the results of children's learning activities through teaching and learning interactions. The teacher is a factor that influences the success or failure of the learning process. Therefore, teachers must master the principles of learning in addition to mastering the material to be taught. In other words, teachers must be able to create the best learning conditions.

According to Sintia (2016), in learning activities, the teacher will act as a facilitator and motivator who is friendly and full of responsibility and treats students as partners in exploring and processing information toward planned teaching and learning goals. When performing their professional duties, teachers must make a variety of decisions because the real world occasionally does not match expectations. These decisions include how to behave, which learning resources are complete and appropriate, how to present information effectively, which tools are most appropriate, how to act appropriately, and what kind of evaluation system to use.

CONCLUSION

Based on the results of research conducted on teachers at Save The Kids Kindergarten Banda Aceh, i.e.:

1. In general, the role of teachers in training discipline learning in the practice of congregational prayer goes well. Hence, this supports children's success in exploring their activities, which generally causes children's education to develop well.
2. The teacher provides motivation and tells stories so that children's discipline develops well in the practice of congregational prayers.
3. The teacher gives special attention to every child whose disciplinary development is lacking, namely by motivating the child.

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