



The Role Of The Teacher In Developing The Character Of Individual Worship In Early Children



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Abstrak

Tujuan penelitian ini untuk mengetahui peran guru dalam menumbuhkan karakter rajin ibadah pada anak usia dini di PAUD Tunas Harapan desa Sukorejo kecamatan Puhpelem kabupaten Wonogiri. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dengan metode observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa pembentukan karakter rajin ibadah pada anak usia dini tidak lepas dari peran guru di antaranya: 1. Peran guru sebagai katasilastor yakni guru memberikan keteladanan sebagai contoh yaitu guru datang tepat waktu, guru memberi contoh pada saat berdoa dengan adab yang baik, memberikan contoh dalam melaksanakan aktifitas pembelajaran dari awal hingga akhir. 2. Guru berperan sebagai inspirator, seorang guru harus mampu membangkitkan semangat peserta didik dengan menceritakan kisah Rosululloh dan para sahabatnya untuk dijadikan inspirasi peserta didik. 3. Guru berperan sebagai motivator yakni memberikan motivasi apresiasi pada anak didik yang menyelesaikan tugas dengan baik, memberikan reward pada anak yang berprestasi, memberikan hadiah maupun kata-kata sanjungan sehingga anak termotivasi semangat dalam belajar. 4. Guru sebagai dinamisator yaitu guru mempunyai suatu pandangan dan usaha untuk membangun karakter anak didik dan mempunyai kreatifitas yang tinggi dalam menemukan sebuah Solusi dari setiap permasalahan yang di hadapi oleh peserta didik. 5. Guru sebagai evaluator guru mempunyai peran sebagai orang yang melakukan evaluasi dalam sebuah pembelajaran di sekolah. evaluasi dalam pembelajaran memiliki peranan penting agar guru mengetahui sudah sejauh mana peserta didik memahami yang telah disampaikan guru/ pengajar. Dari beberapa peran guru yang sudah di lakukan bertujuan membentuk anak didik di PAUD Tunas Harapan desa sukorejo kecamatan puhpelem menjadi anak yang rajin beribadah seperti terbiasa berdoa sebelum mengerjakan tugas di kelas, terbiasa berdoa sebelum dan sesudah makan, mau belajar sholat dengan senang hati belajar berwudhu dengan gembira, terbiasa datang ke masjid, bersedia belajar hafalan surat surat pendek dengan gembira serta mengenal huruf hijaiyah dengan senang hati. Semua itu di tanamkan atau di kembangkan sedini mungkin pada anak usia dini karena itu semua merupakan ajaran agama yang mendasar dari setiap kehidupan individu, Masyarakat, bangsa dan negara.

Abstract

The aim of this research is to determine the role of teachers in cultivating the character of diligent worship in early childhood at PAUD Tunas Harapan, Sukorejo village, Puhpelem subdistrict, Wonogiri district. This research uses a qualitative approach with descriptive methods. Data collection using observation, interviews and documentation methods. The research results show that the formation of the character of diligent worship in early childhood cannot be separated from the role of the teacher, including: 1. The role of the teacher as a facilitator, namely the teacher provides an example as an example, namely the teacher arrives on time, the teacher gives an example when praying with good etiquette, provides an example in carrying out learning activities from start to finish. 2. The teacher acts as an inspirer, a teacher must be able to raise the enthusiasm of students by telling the story of Rosululloh and his companions to inspire students. 3. The teacher acts as a motivator, namely providing motivation to appreciate students who complete assignments well, giving rewards to children who excel, giving gifts and words of praise so that children are motivated to be enthusiastic about learning. 4. The teacher as a dynamist, namely the teacher has a view and attempts to build the character of students and has high creativity in finding a solution to every problem faced by students. 5. Teacher as evaluators have a role as people who carry out evaluations in learning at school. Evaluation in learning has an important role so that teachers know to what extent students have understood what the teacher/teacher has conveyed. Of the several roles teachers have carried out, the aim is to shape students at PAUD Tunas Harapan, Sukorejo village, Puhpelem sub-district into children who are diligent in worshipping, such as being accustomed to praying before doing assignments in class, accustomed to praying before and after eating, willing to learn to pray with joy, learning to perform ablution happily, accustomed to coming to the mosque, willing to learn to memorize short letters happily and knowing the letters. hijaiyah with pleasure. All of this is instilled or developed as early as possible in early childhood because these are the fundamental religious teachings of every individual, community, nation and state's life.



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INTRODUCTION

The role of a teacher in instilling character in early childhood in non-formal institutions such as play groups is very important, especially in conveying knowledge of moral values and directing young children towards good attitudes and behavior. Early childhood is an individual who is undergoing a very rapid and

fundamental learning process for later life. In line with Trimuliana (2019) who said that early childhood education is a determining factor in a child's character in the future. Whether a child's character is good or not depends on the cultivation of character in children at an early age. Says that the child's success in overcoming conflict at an early age determines the child's success in the child's social life in adulthood. According to Agus Wibowo (2012), religious character is defined as an attitude or behavior that is obedient in carrying out the teachings of the religion one adheres to, is tolerant of the implementation of worship, and lives in harmony with others. Religious character is behaving and having morals in accordance with what is taught in education. Religious character is the most important character that must be developed in children as early as possible, because religious teachings are fundamental to the lives of individuals, communities, nations and countries, especially in Indonesia. Because Indonesia is a religious society, and humans can know right and wrong from the guidelines of their religion. Religious character is a human character who always makes all aspects of his life aware of religion. Make religion as a role model and diligent worship. Early childhood character education in order to increase faith and piety, it is necessary to instill moral religious values in every child. Moral religious values will make children always obedient to worship. Maintaining a relationship with Allah SWT by carrying out His commands and avoiding all His prohibitions. As well as taking care of the relationship between fellow people, so that a peaceful life can be obtained, mutual respect, appreciation and love.

In the teachings of religious science it has been explained that religious education should be taught from an early age. Early childhood worship education teaches children how to carry out worship according to Islamic teachings. In line with Dian Kristina (2017) that the character values that can be instilled in early childhood (0-6 years) include four aspects, one of which is the Spiritual Aspect, with strong spirituality, children are expected to become strong human beings and obey all religious commands and stay away from religious prohibitions. Early childhood is a trust entrusted by Allah to parents so that they can educate and direct children in living their lives in accordance with the rules contained in the Islamic religion, so that children will receive targeted provisions and can be responsible.

responsible for his life. Early childhood children are cared for and educated from an early age, with their potential and benefits for the state and nation. Children who receive good religious education will be able to face and avoid bad influences from the environment around them.

Implementing worship education in schools, children can be taught through habits such as 1). Get used to praying before doing assignments in class 2). Get used to praying before and after eating 3). Want to learn to pray with pleasure 4). Learn to perform ablution happily 5). Usually come to the mosque 6). Willing to learn to memorize short letters and 7). Learn to recognize hijaiyah letters with pleasure. Instilling religious character values which are implemented through religious habituation in schools so that they can continue to run smoothly, the role of parents in guiding their children is very necessary because parents are the closest to children and in fact parents are not only caretakers, protectors but also educators. The lack of student interest in worship makes the role of teachers at school very dominant in instilling the character of being diligent in worshipping in early childhood, where teachers as parents at school have the responsibility to shape their students into individuals who are devout in worship in the present and also in the future. In line with the opinion of Syamsul Mua'awan (2017), planting is a process, method, act of planting, cultivating, or how to instill. Planting in question is a way or process of implanting an action so that what is desired to be implanted will grow within a person. Teachers as the foundation of the nation's next generation have a difficult task in producing an intelligent nation. Not only smart in science, but also smart in behavior.

In developing the character of being diligent in worship, the role of a teacher is needed who is not only an educator but also as (1) a catalyst/role model for his students. One thing that a teacher must have is his personality, by setting an example, coming earlier than his students shows a disciplined and responsible attitude as a role model for his students at school. A teacher must reflect a good personality, because as a teacher he will always be an example that his students emulate. "The Prophet taught morals and instilled patterns of thinking through habits that were carried out repeatedly" (Akyawi 2007).

By providing examples directly and repeatedly it will create a habit that continues to be done. Because the best way to teach noble morals and noble behavior is by witnessing it directly and repeatedly. The figure of a teacher who has a positive character for the development of students, whether in terms of speech, attitude, behavior, appearance and habits at school. good learning, instructions are not only based on theory but from experience which can be used as a guide on how to learn well. What is important is not the theory but how to solve the problems faced by students. 3) Next, the teacher as a motivator. A teacher has an important role as a motivator in increasing students' curiosity in learning activities.

Teachers can also provide encouragement to develop students' competencies, foster self-reliance (activity) and creativity (creativity), so that dynamics occur in the teaching and learning process (Sardiman 2007). Apart from that, how the teacher uses reinforcement, how the teacher activates students to participate and feel involved in the learning process, and how the teacher provides information to students about their successes, are ways that can be conveyed. All of these things require the teacher's didactic skills (Isjoni 2009). 4). The teacher as a dynamic teacher must be able to bridge the relationship between students and teachers as seeking knowledge is in the interests of every living creature in living life. Likewise, our children who will face different times will certainly need different guidance from today. 5). Teachers as evaluators, evaluation is one of the main activities that must be carried out by a teacher in learning activities. Evaluation is carried out as a measurement of the success of an educational program, including the success of students in participating in the program (Suprananto 2012). The teacher has a role as the person who carries out the evaluation or is said to be an evaluator. Evaluation in learning has an important role so that teachers know to what extent students understand what the teacher/instructor has conveyed.

Based on the explanation of the problems above, researchers are interested in conducting further research with the title "The Role of Teachers in Cultivating the Character of Diligent Worship in Early Childhood". This research focuses on the role of teachers in cultivating students' religious character.

LITERATURE REVIEW

Character is closely related to a person's traits, attitudes, feelings, words and behavior in everyday life. A good relationship with Allah SWT, with others, with oneself, with the environment and with relations within the nation and state. Lickona (Setiawati, 2020) put forward the definition of character, namely a character or inner nature that can be relied upon to respond to situations in a morally good way.

In Islam, character formation is a fundamental problem for forming people with character. Character formation consists of developing noble morals, namely trying to change the values of the Qur'an into values that emphasize more effective aspects or correct manifestations in one's actions (Sauqy & Permana, 2022). Religious character education is the focus and shared commitment of all stakeholders, especially families and schools as actors in education, and the government must also take part in developing the character of students through developed curriculum development policies, this is intended to promote a comfortable learning atmosphere and not cause psychological pressure that can lead to aggressive or oppressive attitudes.

The cultivation of religious-based characters such as courage, honesty, discipline, patience, cooperation, responsibility, independence, caring and compassion begins and will be realized in a *sakinah* family. In Islam, a *sakinah* family assumes that parents can educate and implement character education habits from an early age through existing habits at home. Furthermore, it is the school's duty to continue and develop the good character in the child that he has brought from the formation of religious character that has been taught by his parents (Setiawati, 2020).

Character formation is the main thing that must be applied to children from an early age. Habituation in character education for early childhood must be adjusted to the child's level of development of moral thinking which is also adjusted to their age (Nurindah, 2018). The essence of character education is religious values. A person's religiosity is directly related to Allah SWT, religious values are also related to his relationship with others and nature and environment. Therefore, the formation of religious character from an early age becomes the core value of character education.

The formation of religious character in early childhood cannot be seen directly. The time needed to form a child's character is not short, the right way is needed to shape a child's character from an early age, one of which is habituation and example.

It is necessary to carry out religious activities or activities repeatedly and consistently so that these activities become good habits for children (Syafaat, 2021). Religious habits to shape children's religious character occur in daily activities such as praying before activities, greeting people when they meet people, and worshiping Allah SWT.

METHODOLOGY

This research uses a descriptive qualitative approach, which means that in qualitative research the data collected is not in the form of numbers but rather the data comes from interviews. The primary data sources in this research are school principals and teachers. Interviews are a data collection technique that is carried out directly or face to face between researchers and informants, but in several descriptions of questions that will be given around related themes related to the research title, of course there are several lists of questions (Noor, 2011: 138). 3). documentation. Documentation is intended as a source of data needed by researchers because it can be used to test, interpret, and even predict (Moleong, 2011:217). The documents obtained from this documentation are used as evidence and supporting tools in research at the Tunas Harapan PAUD Institute, Sukorejo Village, Puhpelem District, Wonogiri Regency.

The data analysis carried out in this research is descriptive analysis. Descriptive analysis is an analytical technique used in analyzing data by creating a picture of the data collected without making generalizations from the research results.. Presentation in these forms will make it easier for researchers to combine information to understand what is happening so that they can then plan further research. This process will be more organized or structured.

In this research, researchers also utilized sources by obtaining data results through interviews regarding the implementation of learning 1). Get used to praying before doing assignments in class 2). Get used to praying before and after eating 3). Want to learn to pray with pleasure 4). Learn to perform ablution happily 5). Usually come to the mosque 6). Willing to learn to memorize letters short letters and 7). Learn to recognize hijaiyah letters with pleasure. Information is not only obtained from class teachers but also involves the principal and several other teachers so that the validity of the data is more measurable and accurate.

RESULTS AND DISCUSSION

The role of teachers in efforts to foster the character of diligent worship in early childhood at PAUD Tunas Harapan, Sukorejo Village by teaching and familiarizing children, namely (1) Used to pray before doing assignments in class; (2) Get used to praying before and after eating; (3) Want to learn to pray with pleasure; (4) Learn to perform ablution happily; (5) Usually come to the mosque; (6) Willing to learn to memorize short letters and; (7).Learn to recognize hijaiyah letters with pleasure. This all cannot be separated from the role of a teacher as follows: The role of the teacher as a catalyst or role model.

Data obtained by researchers from observations and interviews is the role of the teacher as a role model in cultivating religious character, the teacher provides examples before opening learning activities such as saying hello to greet children, being a role model when reading surahs with good etiquette. Apart from that, the teacher provides examples of reading prayers before and after activities such as praying before and after studying, before and after eating, giving examples of how to perform ablution properly, giving examples of dhuha prayers in congregation, teaching hijaiyah letters regularly, teachers are always patient in dealing with children's different characters in the learning process.

Apart from that, the results of the interviews that the researchers obtained with the Bintang class and Matahari class teachers showed that the teacher's role as a role model is that the teacher always sets an example so that children always say hello and answer greetings to each other, read prayers with good etiquette, pray before and after carrying out activities, and act patiently in dealing with differences in the character of each child. Apart from that, the researcher also carried out documentation in the form of field notes on the teacher's activities in carrying out his role as a role model.

The teacher always tries to set an example for his students until the children get used to carrying out activities related to cultivating religious character. the role of the teacher as an inspirer. The data obtained by researchers from observations and interviews is the role of the teacher as an inspirer in cultivating religious character. Teacher b carries out story activities about the story of Rosululloh and his friends to inspire students. The role of the teacher as a motivator. The data that researchers

obtained from observations and interviews can be seen from the role of teachers as motivators in cultivating children's religious character, namely teachers provide rewards, prizes and appreciation for children. In the learning process, teachers give rewards to children in the form of pictures of smiles, prizes, and sentences of praise spoken by the teacher such as great children, thumbs up children, smart children, pious children. Apart from that, from the results of the interview, the researchers obtained the role of the teacher as a motivator in cultivating children's religious character, namely that the teacher gives rewards and words of praise to children so that children are motivated and enthusiastic to want to behave well and civilized when praying, when hanging out with friends, and want to participate in maintaining the child's classroom environment.

The teacher also tells what is good and what is bad, and the teacher always gives opportunities to children who do not want to participate in learning with good etiquette, the teacher will direct the child until the child is willing to participate in learning with good etiquette when the child prays, plays and learns with his friends or when the child participates in protecting the environment. The teacher is a dynamist. The dynamic function of the teacher must have a view and effort to build the character of students. Teachers have their own way of building character in students. Teachers must also establish dynamic relationships with all school members as a step to shape the character of students. Teachers have high creativity in finding solutions to every problem faced by students.

The data that researchers obtained in observations and interviews of teachers as dynamists is that teachers provide advice that makes students more confident, teachers give warnings to students whose character is not good. The dynamism built by teachers must aim to instill character values in students (Zulkarnain, 2019). Teacher as evaluator. One thing that must be done by a teacher in learning activities is evaluation. Evaluation is carried out as a measure of the success of an educational program, including the success of students in participating in the program (Suprananto 2012). Teachers have a role as people who carry out evaluations in learning at school. Evaluation in learning has an important role so that teachers know to what extent students have understood what the teacher/instructor has conveyed. Data that researchers obtained from observations and interviews of teachers as evaluators is that

teachers provide evaluations in learning, teachers supervise the learning process until the end, and also evaluate learning methods used in character education.

CONCLUSION

The role of a teacher in improving the quality or intelligence of his students is very dominant in schools, apart from efforts to instill traits Obedient to the religion he adheres to, the teacher tries to foster diligent worship in young children at PAUD Tunas Harapan, Sukorejo Village, Puhpelem District by doing several things: 1). The role of the teacher as a catalyst or role model, the teacher provides an example before opening learning activities such as saying hello to greet children, being an example when reading letters with good etiquette. Apart from that, the teacher gives examples of reading prayers before and after activities such as praying before and after studying, before and after eating, the teacher gives examples of performing ablution happily, the teacher gives examples of dhuhā prayers in congregation, the teacher is always patient in dealing with different children's characters 2). The role of the teacher as an inspirer, in teaching and learning activities the teacher tells the story of Rosululloh and his companions to inspire students. 3). The teacher's role is as a motivator, the teacher provides rewards, prizes and appreciation to children. In the learning process the teacher gives rewards to the children in the form of pictures of smiles, gifts, and sentences of praise spoken by the teacher such as great children, thumbs up children, smart children, pious children 4). The role of the teacher as a dynamist. Teachers have their own way of building character in students. Teachers must also establish dynamic relationships with all school members as a step to shape the character of students. Teachers give advice to their students, teachers give warnings to students whose character is impolite and not good 5). The teacher as an evaluator. The teacher provides evaluation in learning, the teacher supervises the learning process until the end, and the teacher also evaluates the learning methods used in character education .

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