

THE ROLE OF TEACHERS IN THE DEVELOPMENT OF EARLY CHILDHOOD PERSONALITY IN RAUDHATUL ATHFAL NURUL AFLAH MEDAN LABUHAN DISTRICT

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Abstract: This study aims to 1) find out how the personality of children in RA Nurul Aflah, Medan Labuhan District, 2) find out how the role of teachers in improving the development of early childhood personality in RA Nurul Aflah, Medan Labuhan District, 3) find out the supporting factors in improving the personality of early childhood in RA Nurul Aflah, Medan Labuhan District. This study uses a qualitative method and is collaborative between researchers, teachers, and principals. to obtain data and analysis through observation interviews and documentation. The analysis was carried out by collecting all the results of interviews obtained from informants and observations by researchers whose data were still specific, then making the data concluded to be general. The results of this study are: The personality of early childhood in RA Nurul Aflah, Medan Labuhan District includes: (1) Extroverted Personality (2) Introverted Personality. The types of extroverted personality are (a) extroverted sensors (b) extroverted intuitives (c) extroverted feelers (d) extroverted thinkers. While the types of introverted personalities are (a) social introvert (b) introverted thinker (c) anxious introvert (d) restrained introvert. However, in this case, teachers of RA Nurul Aflah, Medan Labuhan District agree that the personality tendencies possessed by early childhood at RA Nurul Aflah are to have an extroverted personality. Although there are still some early childhood children with introverted personalities, the number of children with extroverted personalities tends to be more than children with introverted personalities.

INTRODUCTION

RA Nurul Aflah Medan Labuhan District as a religious and educational institution strives to teach and practice Islamic teachings and foster the personality of early childhood, the personality and behavior of children towards a better direction. Based on the results of observations made by researchers at RA Nurul Aflah Medan Labuhan District, children's behavior/personality has many types, this is seen by researchers such as there are several children who are shy, fearful, anxious,

gifted children, children with speech disorders (stuttering), children with antisocial behavior, children with social emotional immaturity (dependence/not independent), and children with aggressive behavior. The cause of the emergence of early childhood personality is influenced by 2 things, namely internal and external factors. Internal factors are factors that come from within the person himself. These internal factors are usually genetic or innate factors. These external factors are usually influences that come from the environment.

Early childhood education is the primary and first education for children where children at that time get everything that can help in the process of development or growth from outside themselves in the form of stimulation or stimuli and values that are useful for their lives. At this age is also the right time to provide good stimulation or stimuli for children. According to Widodo (2020) Early childhood education is an effort to provide guidance to children from birth to the age of six years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. According to Mawaddah and Rini (2016: 149) The development of early childhood personality is reinforced by the theory that states that in building children's moral behavior, it is very difficult if parents and teachers do not understand their children's nature and character. Children's ability to listen and observe something and imitate it has a great influence on the formation of children's character.

According to Zakiah (1995: 7) Family is the first and main container for the growth and development of children. If the atmosphere in the family is good and pleasant, then the child will grow well too. And vice versa. The role of the mother in the family is very important. She is the one who organizes, making her household a heaven for family members. Becomes an equal partner who loves each other with her husband. According to Suryadi and Resdilla (2021: 4) In the learning process in early childhood, it is still found that there is a low level of instillation of basic Islamic values such as prayer procedures, ablution, praying, speaking well, greeting and being polite. The instilling of Islamic educational values given to children takes the form of monotheistic education, moral education, social education and sincerity education.

According to Jaka (1988: 99) The world of children is full of learning, it is not surprising if they behave wrongly. The teacher's job is to guide them, this is also related to the formation of personality in children. Then the educational actors at the lowest level try to change and improve their learning strategies.

THEORETICAL STUDY

The Role of Kindergarten Teachers

1. Definition of role

Sarjono (1982: 48) stated that Role is something that is part of or holds the main leadership (in the occurrence of something or an event). Role is also said to be behavior or an institution that has an important meaning for social structure. In this case, the word role refers more to self-adjustment in a process. Purwodarminto (1991: 735) stated that etymologically, a teacher is a person whose job (livelihood, profession) is teaching. Imam equates the concept of educator with teacher. According to him, it is a person who has responsibility and carries out

education. Meanwhile, according to Ahmad Tafsir, an educator in Islam is anyone who is responsible for the development of students. Ahmadi and Nur Uhbiyati (2001:48-49) stated that the role of a teacher is to educate, namely to help in developing students in optimizing all their life potential. Zakiah et al. (1995:265) also stated that teachers have 4 roles, namely (1) Teacher as Instructor; (2) Teacher as Guide and Motivator; (3) Teacher as Facilitator; and (4) Teacher as Administrative Staff.

Amiruddin Siahaan and Rahmat Hidayat (2017: 183) stated that teachers do not only play a role in education (transfer of value) and teachers (transfer of knowledge) alone, but teachers have many roles to improve the quality of education and the quality of students, such as (1) teachers play a role in curriculum development; (2) teachers play a role in the learning process; (3) teachers in developing learning media; (4) teachers play a role in developing learning strategies; and (5) teachers play a role in guidance and counseling.

2. The Role of Raudhatul Athfal Teachers

According to Wuryani (2006: 27) there are several roles of teachers that must be known and understood by teachers in order to carry out their duties in educating and guiding children in order to produce a moral generation. (1) Teachers as instructional experts; (2) Teachers as Motivators; and (3) Teachers as Models.

3. Factors that Influence Personality Formation.

According to Paul (1994: 77) there are two factors that influence the formation of a child's personality, namely: First, Internal factors are factors that come from within a person themselves which are genetic factors, namely factors that are innate since birth and are the influence of heredity from one of the traits possessed by one of the two parents or it could also be a combination of the traits of the parents. Second, External factors are factors that come from outside the person which are usually influences that come from the child's environment where the child begins to learn to adapt to his social world, namely his friends. And the supporting factors for the formation of personality and character are the elements of the human body and soul on the one hand and the environment on the other.

Child Development Theory

1. Understanding child development

According to Desmita (2005: 4) Development includes more than just the idea of bodily changes; it also refers to a series of ongoing adjustments in a person's physical and spiritual abilities as they live their lives and gain knowledge, and According to Sigmund Freud's hypothesis in aris' blog (2021) a person's personality is primarily influenced by what they are exposed to since the age of five.

2. Law of Development Law

Development follows certain laws and does not happen by chance. Here are some laws of development: (1) Development is more about function than matter; (2) Development is greatly influenced by the process and results of learning; (3) Age influences development; (4) Each individual has a different tempo of development; (5) Throughout the development period,

each individual's development follows the same general pattern; (6) Development is influenced by heredity and environment; and (7) Development includes the processes of individuation and integration.

3. Stages of Development

According to Tony Buzan (2005:159) emphasizes that a child generally goes through three significant developmental phases: (1) fine and gross motor skills such as the ability to support body weight on both feet and make fine hand and finger movements; (2) physical growth; and (3) brain development., Learning language, memory, general awareness, and growth of intelligence are components of mental development.

4. Definition of Personality

According to Weller (2005: 59) a person's personality is the culmination of his natural or genetic tendencies plus many environmental and educational factors that shape his mental condition and influence his outlook on life.,

According to Anis (2019:16) a child's personality is a combination of attitudes, traits, thought patterns, emotions, and values that influence a child to do something right according to their environment and a child's personality can begin to form from infancy, when the child learns basic personality lessons such as trust and affection.

According to Paul (1994: 54) there are two categories that differentiate children's personality tendencies, namely: (1) Personality tendencies.introvert,The tendency of children to isolate themselves from their social environment. Their own feelings, beliefs, and experiences usually shape the attitudes and choices they make; and (2) Extrovert personality tendencies, Children tend to focus on others, so that all their attitudes and choices are influenced by the experiences of others. Children are often sociable, sociable, lively, and friendly.

5. Personality Type

According to David (2012: 4) personality types can be classified into 12 categories, namely: (1) adaptable; (2) ambitious; (3) influential; (4) high achiever; (5) idealistic; (6) patient; (7) preemptive; (8) perspective; (9) sensitive; (10) determined; (11) persistent; and (12) careful.

RESEARCH METHODS

1. Types of research

This research includes educational research in the field of teaching systems using a qualitative research approach model.

2. Research Location

This research was carried out by taking the research object at RA Nurul Aflah, Medan Labuhan District.

3. Research Subject

The subjects in this research were determined using a snowball procedure, namely determining research subjects using a chain system. The subjects of this research are: (1)

Principal of the RA Nurul Aflah school, Medan Labuhan District; (2) Teacher RA Nurul Aflah; and (3) Employees of RA Nurul Aflah, Medan Labuhan District.

4. Data Instruments

The data instruments in this study are: (1) the researcher himself, in this study the researcher acts as the main instrument in data collection, so the researcher goes into the field to blend in with the community being observed; (2) Key informants; (3) Documents, interviews, observations, conditions of facilities and infrastructure, and others.

5. Data collection technique

The data collection technique in this study was carried out through 3 (three) stages of activity, namely the first; the process of entering the research location. The second stage; then when the researcher is at the research location. The third and final stage of data collection is; the data collection stage, To collect the necessary information and data, the researcher uses three data collection techniques consisting of (1) observation; (2) in-depth interviews; and (3) documentation.

6. Data Analysis Techniques

This data analysis process is carried out continuously, along with data collection and then continued after data collection is complete. In conducting data analysis, researchers refer to the stages described which consist of three stages, namely: data reduction, data presentation and drawing conclusions or verification which is usually better known as the interactive analysis model.

7. Data Validity Assurance Techniques

Researchers use data validity criteria, which include credibility, transparency, dependability, and confirmability, to strengthen the validity of data results and the authenticity of the research.

DISCUSSION AND RESEARCH RESULTS

1. Early Childhood Personality at RA Nurul Aflah, Medan Labuhan District

Children of RA Nurul Aflah, Medan Labuhan District, have diverse characters. Extrovert and introvert personalities are two categories that distinguish children of RA Nurul Aflah, Medan Labuhan District. (1) Extrovert personality, children who have extrovert personalities tend to be more sociable and find it easier to interact with others. Extrovert children are often sociable, confident, open, energetic, and sociable; and (2) Introvert personality, children with introvert personalities are usually more withdrawn and isolated from their surroundings. Children with introvert personalities usually keep their emotions to themselves and are quiet. However, teachers at RA Nurul Aflah, Medan Labuhan Regency, agree that PAUD students at RA Nurul Aflah have extrovert personality traits based on these problems. Most early childhood children have extrovert personalities compared to introverts, although there are some early childhood children who still have introvert personalities. And PAUD students at RA Nurul Aflah, Medan Labuhan District, show five different personality types such as:

(1) Phlegmatic type, children in this category have a calm character and good self-control because of this; (2) Choleric type children are often conscientious, disciplined, and hardworking; (3) Assertive type, children in this category are often honest, frank, and critical; (4) Children who are included in the melancholic type are often sensitive; and (5) Sanguine type, children in this category are usually energetic.

2. The Role of Teachers in Early Childhood Personality Development in RA Nurul Aflah, Medan Labuhan District

The roles played by RA Nurul Aflah Teachers in Medan Labuhan District are as follows:

(1) helping students learn new things; (2) helping students develop their potential and channel their interests and talents; (3) being a mentor; (4) being a role model; (5) being an educator or instructor; (6) being a mentor and motivator; (7) being a facilitator; and (8) being an informant and evaluator.

3. Supporting Factors in Improving the Personality of Early Childhood at RA Nurul Aflah

Supporting factors in improving the personality of early childhood children at RA Nurul Aflah, Medan Labuhan District, namely: (1) establishing child-friendly school policies; (2) implementing various learning models; (3) implementing learning tactics; (4) creating a more comfortable classroom design; (5) preparing seating for students; (6) providing guidance; (7) creating a conducive learning atmosphere; (8) providing adequate facilities and infrastructure for learning; (9) encouraging moral growth; and (10) building and fostering material and spiritual values.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that:

1. RA Nurul Aflah, Medan Labuhan District Early childhood personality includes: Two personality types, namely introvert and extrovert. However, teachers at RA Nurul Aflah, Medan Labuhan District, agree that PAUD students there have extrovert personality types. The proportion of early childhood who have extrovert personalities is greater than introverts, although some early childhood still have introvert personalities.
2. Teachers at RA Nurul Aflah, Medan Labuhan District, play an important role in improving the personality development of early childhood by: (a) shaping them to learn new things; and (b) teach them how to reach their potential and focus their interests and talents. Teachers as guides (c), role models (d), educators or lecturers (e), mentors and motivators (f), facilitators (g), informants and evaluators (h), and others.
3. In RA Nurul Aflah, Medan Labuhan District, in general, the supporting factors in developing early childhood personality are: (a) child-friendly school policies; (b) utilization of various learning models; (c) application of learning strategies; (d) more comfortable classroom layout; (e) student seating arrangement; (f) indoor learning;

(g) giving advice; (h) conducive learning atmosphere; (i) adequate learning facilities and infrastructure; (j) moral development and instillation and development of physical and spiritual values.

SUGGESTION

Researchers provide the following recommendations based on the findings and results of the study:

1. To the Principal

Based on the research results, the principal must focus more on implementing the school's vision and goals so that the vision and goals can be achieved, realized and implemented according to plan. To achieve the school's goals in fostering the development of early childhood personality, the principal must establish a number of regulations to form a new framework that regulates the role of each teacher in carrying out the process. Finally, to assist the teaching and learning process and achieve learning goals, the principal needs to complete learning facilities.

2. To the Teachers

In order to get maximum results, teachers need to build new activities that encourage students to be more independent and enthusiastic. This will increase their motivation in implementing early childhood personality development.

3. To Parents of Students

Parents are required to provide educational materials for their children and offer advice on how to help them overcome their personality problems.

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