



The Role of Educators in Implementing Disciplined Character in Children

Efendi¹, Misdawati², Yuliana Eka Putri³, Rika Fitri³

¹STKIP Pesisir Selatan, Indonesia

²STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

³STAI Balaiselasa YPPTI Pesisir Selatan, Sumatera Barat, Indonesia

✉ efendi487@yahoo.com*

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Abstract

Education and application of discipline character in children should be started as early as possible. Through discipline character, children are taught to behave according to established standards. In this study, the role of teachers in applying discipline character in Sholeh toddler playgroup is examined. There are specific problems in the role of educators in applying discipline character in children. This study aims to determine the extent of the role of educators in applying discipline character in Sholeh toddler playgroup in Agam Regency. This type of research uses qualitative research methods with a qualitative descriptive approach. The data in this study were taken directly to the field, namely the research location at KB Balita Sholeh in Salareh Aia Barat village, Palembayan sub-district, Agam Regency. The data sources used in this study are primary and secondary data. Data collection techniques used are observation, interviews, and documentation. The technique of guaranteeing data validity uses source triangulation. Meanwhile, the data analysis technique in this study uses data reduction, data presentation, and drawing conclusions or verification. The results of this study are concluded that the role of educators in applying discipline character in Sholeh toddler playgroup has shown development with good results. This is proven by the actions or attitudes shown by the children, including the children have started to maintain the neatness and cleanliness of the classroom, line up neatly and orderly and many of them have obeyed the rules at school.

INTRODUCTION

Early discipline education is a crucial aspect in shaping a child's character. Early childhood is known as the golden age because it is the perfect time for a child's physical and mental development (Nadlifah et al., 2023). This aims to ensure that all children develop skills in optimal development and body, for example instilling discipline values that will become the basis for the child's life in the future. Discipline not only helps children understand the rules, but also builds responsibility, independence, and the ability to control themselves (Lesmana & Deliati, 2022).

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Discipline is an agreement or habit that must be carried out or obeyed and awaited. Therefore, in early childhood, discipline plays a crucial role in teaching children how to behave and be accepted in a social or group environment. According to, discipline in children involves providing an understanding of what is good and bad, instilling discipline in children that making mistakes will certainly have a number of consequences through punishment (Harjanty & Mujtahidin, 2022). Furthermore, discipline is behavior that provides values that can be carried out through coercion or can also be voluntary (Engkizar et al., 2021). For young children, this form of discipline must be carried out voluntarily and through play. Educators, parents, and the community are the most influential factors in discipline (Engkizar et al., 2022). The goals achieved in discipline are to build character, responsibility, and the ability to control oneself. In setting the goals of discipline, it is divided into two, namely short-term and long-term (Aryadiningrat et al., 2023). In the short term, it aims to train and control in teaching good and bad behavior, while in the long term, it aims to shape self-development in the future. So, disciplined behavior is an action or response that can be seen in shaping a person's character, responsibility, and self-control. For example, a child behaves disciplined by putting his shoes back in their place and asking permission before performing an action (Boonstra, 2021).

The role of educators today extends beyond teaching to mentoring, character education, and fostering good behavior. This aims to shape children into a generation with intelligence, discipline, and social-emotional skills and language skills, which will be useful for their future, both within the family and in society (Freidus, 2020). Therefore, educators have a responsibility and a crucial role in shaping children's disciplined character for the future. In the school environment, educators are tasked with creating a fun and disciplined learning environment. With a developmentally appropriate approach, educators can teach disciplinary values such as order, adherence to rules, and time management (Claver et al., 2020).

The role of educators is crucial to ensure that the disciplinary values taught are positive and applicable in everyday life, benefiting children so they don't feel confused or stressed by these rules (Hasanah et al., 2023). Children's education is not solely the responsibility of the family, but also of society and the government. The concept of "Tri Pusat Pendidikan," introduced by Ki Hadjar Dewantoro, reminds us that education involves three essential elements: family, school, and community. These three elements must support each other to ensure children receive a holistic education (Harini & Istiq'faroh, 2023).

Furthermore, there are still children who arrive late to school. After being questioned by their parents, most of the reasons for being late are because the children have difficulty waking up in the morning (McDaniel, 2019). Several indicators of discipline remain a concern for teachers at the Balita Sholeh so that this problem can be solved. Discipline is essential in learning, because if children are accustomed to disciplined behavior, the learning atmosphere will also be more conducive. Attitude problems are also evident when children wait in line to greet teachers at the end of school. Based on information obtained by researchers from interviews with teachers, it is known that children are less orderly when they want to greet teachers when leaving (Yue et al., 2022).

METHOD

In this study, the author used a qualitative research method with a qualitative descriptive approach. In qualitative research, the number of variables studied must be in accordance with the situation or conditions in the field or the phenomenon to be studied based on data that has been observed, felt, and thought by participants or

data sources (Doyle et al., 2020). In this study, the author used a qualitative descriptive approach, namely this research contains a description of the reality of a phenomenon as it is according to the data obtained without any manipulation. The nature of this research aims to produce an accurate picture of the facts obtained from the field (Susanti et al., 2024). The initial step the researcher took was collecting primary data. Primary data is data obtained directly from the researcher's problem obtained from informants or respondents to be used as material for analysis (Engkizar et al., 2025). Secondary data sources such as books, notes, archives and others. Primary data is usually used for supporting or auxiliary data. Data collection techniques are observation, interviews, and documentation (Furidha, 2023).

RESULTS AND DISCUSSION

Discipline is an attitude or behavior that is in accordance with the values, norms, and provisions that apply in the environment, both the school environment and the environment around where we are (Webster, 2022). The word discipline also refers to a person's obedience in following agreed rules without coercion. Here are some of the roles of teachers in implementing the character of discipline in Balita Sholeh Agam Regency. a) Teachers as trainers, meaning teachers play an important role in guiding and teaching students to behave in a disciplined manner. The character of discipline is very necessary for the smooth learning process, therefore teachers are required to be able to organize a school environment that can support the application of good discipline character to children. b) Providing a reward or praise system, in this way can influence the application of disciplined behavior towards children because in general children at the age of Early Childhood Education are happy when given rewards or praise.

Therefore, by implementing this system, children will be enthusiastic to do positive actions like other friends because they have received rewards from the teacher. The rewards given can be in the form of stars or small gifts that can raise students' motivation. c) Teachers always implement an attitude of maintaining cleanliness by dividing the schedule for cleaning the class and implementing children to always put things in their place and maintain the tidiness of personal items and items loaned by the school. d) Instilling religious attitudes to students, such as teachers accustoming children to always pray before eating and before starting learning. In addition, teaching students to read daily prayers and short verses. e) Instructing children to do assignments or work on time and providing special guidance for children who are late in learning if necessary. f) Enforcing school rules, such as accustoming children to arrive on time and wearing uniforms according to the regulations in force at KB Balita Sholeh, Agam Regency (Maryani et al., 2021).

Furthermore, regarding the rules of discipline for children in dressing, the head of KB Balita Sholeh said that every child is required to comply with the uniform regulations that have been agreed upon as shown in the following table.

Day	Types of Uniforms
Monday and Wednesday	Pink Shirt
Tuesday and Thursday	Tracksuits
Friday	Batik dress

Primary data source: Uniform regulations for the Sholeh Toddler Family Planning School for the academic year 2024/2025.

The uniform rules implemented by KB Balita Sholeh aim to instill a disciplined character so that learning activities can be carried out well. In addition to habituation, efforts taken by teachers at KB Balita Sholeh in implementing a

disciplined character through example. Where teachers provide real examples of discipline such as the following actions, a) The Head of KB Balita Sholeh gives rules to all teachers to arrive on time according to the agreed arrival time. b) Teachers enter the classroom and start the lesson according to the time that has been determined. c) Teachers provide examples, such as using good words or using a tone of voice that does not make children feel uncomfortable. In addition, teachers also provide examples in maintaining a conducive and comfortable environment for learning, such as teaching children to throw trash in its place and teaching children to always maintain cleanliness. d) Teachers accustom children to be orderly in lining up, this is seen when waiting in line to greet the teacher when they want to enter the class and go home (Mahmood et al., 2021).

Forms of Implementing Disciplinary Character at the Balita Sholeh Family Planning Center in Agam Regency

Discipline should be instilled in children from an early age. If this discipline is instilled in them during childhood, it will positively impact their behavior and way of thinking. Discipline teaches children to be positive, as the meaning of discipline is not merely obeying rules, but rather a sacred promise to oneself that every second will be used for good, every task will be completed without delay, and every trust will be safeguarded as best as possible (Zinsser et al., 2022).

Based on the research that has been conducted, it was obtained information that at KB Balita Sholeh, children have been accustomed to discipline in several indicators such as arriving on time, doing assignments/homework according to teacher's instructions, dressing politely and neatly. In addition, the teachers at Balita Sholeh also teach discipline in terms of lining up neatly when shaking hands with teachers when they want to enter the class and when they want to go home. Not only that, teachers also teach children to have a sense of responsibility for the items they borrow while in the school environment, for example if they borrow a book, the teacher will instruct or direct the child to return the book to its place (Titheradge et al., 2022).

These frequently taught habits help children become accustomed to them, enabling them to understand them well. The Balita Sholeh Family Planning (Balita Sholeh) has several regulations that foster discipline in its students, such as agreed-upon dress codes. This aims to teach children to understand that school uniforms must be worn. This will undoubtedly have a positive impact, as regulations will be introduced at subsequent levels of education (Utianski & Duffy, 2022).

Based on observations and interviews with the head of the Balita Sholeh Family Planning (Balita Sholeh) and two teachers, it was discovered that the implementation of discipline at the Balita Sholeh Family Planning (Balita Sholeh) has been well-implemented, but it has not been optimally implemented due to several inhibiting factors that require further improvement (Rahayu & Dong, n.d.).

Supporting and Inhibiting Factors of Teachers' Role in Implementing Disciplinary Character in the Sholeh Toddlers' Family Planning Program in Agam Regency

Factors supporting the implementation of discipline at the Balita Sholeh Family Planning Center (Balita Sholeh) include: 1) Support and cooperation between the school and parents. 2) Adequate facilities and infrastructure to support effective learning activities. 3) A clear schedule for maintaining a clean school environment. 4) Clearly managed administration. 5) Clear rules and regulations (Di Giorgio et al.,

2021).

Factors inhibiting the implementation of discipline at the Balita Sholeh Family Planning Center (Balita Sholeh): Not all children can follow instructions well, as some require a more hands-on approach. Therefore, implementing discipline at school is essential because it is essential and significantly helps children lead better daily lives (Yaya et al., 2019). While children are at school, teachers are the facilitators in instilling discipline, while at home, parents are the ones responsible. Therefore, fostering positive character in children requires collaboration between teachers and parents so that children can fully understand and develop a habit of disciplined behavior (Golewski, 2023).

CONCLUSION

Based on the research conducted by researchers at the Sholeh Toddler Playgroup (Balita Sholeh) on the role of educators in implementing disciplined character in the Sholeh Toddler Playgroup in Agam Regency, it can be concluded that the role of teachers in implementing disciplined character in children has been running well and has shown good results. However, this implementation has not been implemented comprehensively for every child, this is because there are still some children who need a more approach to improve their discipline. Based on the results of interviews with two teachers and the principal of the Sholeh Toddler Playgroup, there has been a development of disciplined character in children although not completely, namely children have been able to comply with school rules such as arriving on time, lining up neatly and orderly, being able to maintain the cleanliness and tidiness of the classroom and participants have also shown disciplined attitudes when wearing uniforms according to school rules.

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