

Teacher Personality Competence in Educating Early Childhood Characters through Jasmine Solusi Playgroups in Cimahi City

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Abstract

This study aims to analyze the personality competence of teachers in educating early childhood characters. Through play groups. Methods This research uses a qualitative approach by describing what was carried out in the Jasmine Solusi play group in Cimahi City. Data collection techniques through, namely observation, interviews, and documentation studies. Data analysis techniques in this study include Domain, Taxonomy, Componential, and cultural themes. As for checking the validity of the data using triangulation techniques. In conclusion, the teacher's personality competence in forming early childhood character in the Jasmine Solusi Playgroup, Cimahi City. Jasmine Solusi educational staff. Have a personality capable of showing discipline, loyalty, and responsibility. The inhibiting factors causing the teacher's lack of discipline are Jasmine Solutions, which consists of external factors such as the condition of the teacher being very far from the teaching place and vehicles that are not always there. As for the efforts of the principal in improving the competence of the teacher's personality in increasing discipline, loyalty, and teacher responsibility, namely the efforts and leadership of the principal, namely monitoring, and fostering, teacher performance, so that sanctions and rewards will be given to the teacher.

Keywords: Teacher Personality Competence, Education, Childhood Character

1. Introduction

Every child born into the world has the same potential and is good. by going through a different environmental education process, causing the potential of early childhood to experience different from one another. It all depends on how parents and the environment can educate and direct them. Islam views a child as a gift from Allah SWT, which deserves to be cared for and cared for as well as possible. Therefore parents are prohibited from wasting it because that is very contrary to Islamic teachings

Education is very important for the life of early childhood because education is not only to develop students' academic intelligence but also includes the development of all human intelligence, both physical and spiritual. The implementation of education in schools has a strong foundation, one of which is based on Islamic teachings which encourage every Muslim to pay attention to children's education because education is a form of worship to Allah SWT.

Based on the above understanding, it can be understood that education is essentially a form of mentoring and developing the potential of early childhood so that they are well-directed and able to find their personality in everyday life. This form of guidance and development is carried out consciously, planned, and systematically by parents and educators for early childhood, to achieve predetermined educational goals.

Teachers as educational staff within the scope of the school, teachers must have basic educational competencies. These competencies include pedagogical competence, personal competence, social competence, and professional competence. According to: Sutarman., et. al., (2020). Competence is something that describes a person's abilities both quantitatively and qualitatively or competency can also be interpreted as knowledge, skills, and basic values that are reflected in habits, thinking, and acting into personality, carried out consistently and continuously so that it allows a person to be competent in the meaning of having knowledge, skills and basic values to do something.

Teacher Personality Competence will be a determinant in the success of education, especially character education. Personality also determines whether a teacher will be a good educator and coach, or even a destroyer for the future of students, especially for students who are in a period of growth and development such as early childhood. The teacher's personality will be a reflection of his attitudes and actions, in fostering and guiding his students. A good teacher will pay attention to his students so that he can motivate them to do even better and influence the development of their souls. Likewise, teacher morals have a great influence on early childhood, who must be role models for students. So thus, a teacher should hold fast to religious teachings and have a noble character, virtuous character, and be compassionate and compassionate towards their students.

According to the father of Indonesian education, Ki Hajar Dewantara, in the among system, he has said that teachers must have the spirit of "Ing ngarso sungtuladha, ing madya manguk karso, tut wuri handayani". This means that the teacher must be an example and role model, arouse student learning motivation, and encourage or provide motivation from behind. That the teacher's personality competence is required through attitudes and actions to make him a role model for the people he leads. A teacher must be able to inspire the spirit of work for the people he guides, and must be able to encourage the students he cares for to have the courage to move forward and be able to take responsibility. Teachers are not only teachers, coaches, and mentors, but also role models for their students, to be able to reflect. Interpersonal relationships, between teachers and students, create harmonization in learning by applying values that can be emulated by their students. Teachers can be people who understand their students with their problems, but teachers must also have respect so that students are reluctant to their teachers. The essence of the teacher is to be admired and imitated.

2. Research Methods

This study uses a qualitative approach with an emphasis on aspects of data deepening and data validation, to obtain quality research results. So with a qualitative approach, a research mechanism relies on descriptive discussion, with a careful and systematic formulation of sentences, from collecting data to interpreting and reporting research results.

2.1. Data collection technique

Whereas the data that has been collected, interpreted, and validated, while those used in collecting research data are as follows:

- a. Observations at locations in research are observations of human behavior in certain situations and conditions, to obtain information about the desired events and phenomena.
- b. In-depth interviews with respondents, as conversations conducted by both parties, namely researchers asking questions and respondents providing answers to these questions. The types of interviews used by researchers are structured and unstructured according to conditions and needs.
- c. Documentation studies as a complement to the necessary data, as a method of collecting social research methodologies to trace historical data. Completing data regarding matters

in the form of official records, books, newspapers, magazines, inscriptions, agendas, and so on.

3. Results and Discussion

3.1. Teacher Personality Competence in Educating Early Childhood Character at Jasmine Solusi, Cimahi City.

Personality is a factor that greatly influences the success of teachers, as teachers and human resource developers, in this case, early childhood. This is because the teacher is a role model for his students so developing early childhood, starts with an example in the teacher person. Personality is the main foundation for self-realization as a teacher, who carries out his professional duties in the Jasmine Solusi school environment. It is the personality that determines a teacher as a good coach for their students, especially for early childhood who are experiencing coaching.

Therefore the teacher's personality competence is absolute and very important to develop. Teacher personality competencies have been regulated by the minister with No. 137 of 2014, which are as follows.

- a. Teachers act following religious, legal, social, and cultural norms that can respect students regardless of religion, ethnicity, customs, social status, or gender. Following the field, that Jasmine Solusi's teacher respects, does not discriminate between students in terms of religion, ethnicity, customs, social origin, and gender, and behaves following the religion adhered to, legal, social, and norms that apply in society, as well as national culture Indonesia is diverse
- b. Teachers can show honest, disciplined, assertive, tolerant, and responsible behavior and reflect piety and noble character. According to what is in the field, teacher jasmine solutions have shown behavior that can be emulated by early childhood, colleagues, and members of the community.
- c. The teacher has the firmness of the teacher in educating the character of early childhood, through the Jasmine Solusi playgroup. Teachers in terms of educating character need firmness in the teacher's personality which can be expected to be implemented properly. Be assertive according to the situation and attitude of the child which is different depending on the background of his family's habits
- d. The teacher has discipline as a mental attitude that is reflected in the actions or behavior of individuals, and study groups in the form of obedience to the rules and regulations that have been set and have ethics, and norms that apply. With teacher discipline and teacher obedience to school rules. (1). The accuracy of the teacher coming and teaching at school (2). Teacher awareness in carrying out duties and responsibilities, namely the teacher's compliance with school regulations, and to find out how the teacher's personality competence is seen in the Jasmine Solusi playgroup, the researchers sought information from the accompanying teacher, which regulations apply in schools, both the principal, teachers, students, parents, and guardians must comply with the rules that have been agreed upon if they violate there must be sanctions that apply
- e. The teacher has responsibility at the Jasmine Solusi school, Cimahi City. In terms of educating early childhood characters, in collaboration with parents of students so that they can replace the teacher's duties in supervising, guiding, assisting, and directing the activities of their students in educating early childhood characters. without good cooperation with parents in educating this character, it is difficult to do. So to find out the extent of the teacher's responsibility in supervising, guiding, assisting, and directing students' activities in educating early childhood characters, the researchers interviewed

the parents of Jasmine Solusi, Cimahi City. Teachers have tried to supervise, guide, and help their students, because early childhood who are still 3-4 years old, who are super active, make teachers overwhelmed in supervising, guiding, and helping these students.

3.2. Teacher Personality Competence in the Application of Early Childhood Character Habituation

The teacher's personality competency activities in applying character habituation to each person providing assistance and guidance at the Jasmine Solusi school are as follows:

- a. When students come to school, the teacher must get used to early childhood greeting and thanking parents for taking their children to school. Make it a habit to say hello when you enter class, put your shoes and bags in their places, greet the teacher, play, and sing while waiting for the clock to enter.
- b. At the time of learning, the child must get used to putting the toys that have been used in their place and the teacher guides putting them back. Students line up and the teacher watches their students, so they don't push each other, and vice versa when students are asked to enter their respective classes. The teacher takes attendance and pays attention to his students who have not yet come.
- c. Opening from the teacher invites his students to make a circle, and say hello, together. The teacher asks how their students are doing, the teacher prays for their students who are sick, the teacher asks friends who are not present, the teacher gives reinforcement to always be present on time and obeys the rules at school, the teacher invites students to read prayers, memorize verses short and the attitude in praying well
- d. The teacher explains the game according to the learning theme, and teacher supervises, guides, and motivates students to be able to complete their assignments. The teacher sets an example, in tidying up toys that have been used and have to put them back in place
- e. Time off. Read prayers, and wash hands before and after eating. The teacher gives an example of washing hands before and after eating, the teacher gives an example of tidying up food after eating, and sweeping and mopping the floor if water or food is spilled. The teacher guides students to get used to disposing of trash in its place.

3.3. Factors Affecting Teacher's Personality Competence in Playgroup Jasmine Solutions

Personality competence is the most dominant factor in achieving good results and continuity of education at jasmine solution early childhood education schools. The teacher's personality can be an example for students. Teachers can teach, train and guide, and also as a mirror for their students. interpersonal relations, between teachers and students, are created to be able to learn to apply character values that are exemplary and give examples.

- a. Conduct training that has been given to school teachers, namely basic training, on early childhood education, attending seminars, and parenting activities for teachers and parents of students. The playing group class teachers that Early childhood teachers Jasmine Solusi have all been given training on early childhood education and other parenting activities for teachers and parents who bring in expert teachers to provide in-depth material
- b. The teacher's attitude and actions are a picture of the teacher's personality. Therefore, the problem of the teacher's personality is what determines the high or low authority of the teacher. So whether or not a teacher is determined by his personality. So the personality of the teacher is a determining factor in the success of the teacher as an educator. Factors that influence a teacher's personality, namely internal factors, are factors that come from

within a teacher, both physiological and psychological. Physiology gives meaning to a physically healthy teacher who will create a person who is passionate about doing something. While psychology emphasizes teachers who are smart, talented, motivated, and emotional. Internal factors that influence the teacher's personality are heredity, nature, and the spirit of service. External factors are influences that come from outside a teacher, both environmental and social. The environment is everything that exists outside of humans, both living and dead, whether received directly or indirectly.

- c. Environmental factors are where the teacher lives, educational background, cultural customs, and habits that are carried out in the family. So with the teacher's devotion to Allah, Swt, following what is taught by the teacher, not only get a salary in this world but get a reward in the hereafter. M according to Ibn Umar., (HR. Ibn Majah). He said: I was with Rasulullah SAW, then a helper came to Rasulullah SAW, That he gave greetings to Prophet Muhammad SAW, then asked: O Messenger of Allah, what is the best believer, then Rasulullah SAW said: the best morals among you, that is, the most intelligent, so Rosululloh Saw said: the best preparation for life after death. They are the smartest.
- d. Jasmine Solusi's teacher is also able to motivate her students, the emotions displayed by the teachers are very positive, such as her words and actions are polite, don't snap, and don't get angry. the attitude shown by the teacher toward the students is very kind and friendly, as well as the enthusiasm to serve as a teacher at Jasmine Solusi, with transportation constraints, minimal income, long distances and through damaged roads, muddy when it rains, but the teacher continues to serve to educate their students.

3.4. The Efforts of the Principal in Improving the Teacher's Personality Competence Jasmine Solutions Play Group.

The school principal is in the operational and efficient management of components related to early childhood education schools, to produce the best value for these components, which are following the applicable National Education Standards and Minimum Service Standards. Teachers as people who carry out learning activities in schools have the responsibility to realize the curriculum, guide students to learn, foster teacher personality, character, and attitudes, analyze problems and learning difficulties, and assess students' learning progress, namely as follows:

- a. The most important responsibility of the principal is how to condition a pleasant school environment so that it can arouse the curiosity of all teachers and students so that they can foster an interest in learning, and improve the teacher's personalities so that they remain disciplined and responsible. Teachers are responsible for aspects of knowledge and also for aspects of educating and fostering their students, for example educating discipline, responsibility, and independence
- b. The principal's efforts to improve the teacher's personality competence in the Jasmine Solusi playgroup, the teacher Jasmine Solusi. That the headmaster of the teacher, Jasmine Solusi, said that these teachers had been given the training to become professional teachers, there was parenting, to add knowledge and experience.
- c. Efforts by the principal in parenting activities in learning activities in group games to increase discipline and responsibility, with the supervision, carried out by the teacher, who is aware of the responsibility, he will try to be professional in carrying out his duties
- d. School success is influenced and determined by many factors, namely the role of the principal as a manager in increasing teacher responsibilities, administrative duties, and responsibilities to achieve educational goals in jasmine solution schools, which are his responsibility. School leadership can influence and mobilize all available resources, to

be able to spur and trigger the achievement of quality education. Principals must have the right strategy to empower education personnel through cooperative collaboration, provide opportunities for teachers and education staff to improve their personalities and profession, and encourage the involvement of all school members in various activities that support school programs.

- e. The role of the school principal as a manager can develop programs, run the organization, the ability to mobilize teachers, staff, and employees, can optimize school resources. The principal as a supervisor has a role and responsibility for fostering and improving the learning process. Therefore, school principals must master the teacher's ability set and the abilities obtained through education and training so that they are ready to develop their roles and responsibilities properly.
- f. The school principal is also a motivator to improve the quality of education in schools, motivational factors for all school members need to be nurtured regularly or continuously by the school principal. The principal as a leader must be able to encourage the emergence of a strong will with enthusiasm and confidence in teachers in carrying out their respective duties. Providing guidance and directing teachers as well as providing encouragement to spur and stand in front for progress and inspire schools in achieving goals

4. Conclusions and Suggestions

4.1. Conclusion

Based on the discussion above, the researcher can draw several conclusions which are the main points, namely as follows:

- a. The teacher's personality competencies in forming early childhood character in the Jasmine Playgroup Solution are: (1) Having a disciplined and responsible personality (2). Honest, tolerant, and firm. (3). Have a positive personality, friendly, polite, and neatly dressed. (4). Compliance with school regulations (5). Awareness in carrying out all its duties (5). Can work with parents of students (6). Improving special skills and expertise education (7). On-time comes to school.
- b. Factors that influence the personality competence of the teacher in the Jasmine Solution Playgroup, namely: (1). The condition of the teacher is far from the place of teaching (2). Public transportation is difficult (3). The condition of teachers with different backgrounds (3) Jasmine playgroup teachers. Healthy solutions physically and mentally (4) Intelligent knowledgeable teachers can educate students in playing (5). Jasmine Solusi's teacher can motivate her students (6). Teachers are ready to serve at Jasmine's school.
- c. Efforts by the school principal to improve the personality competence of the Jasmine playgroup teacher Solution Cimahi City (1) There is the responsibility of the school principal as a supervisor to always monitor, and guide, teacher performance, apply sanctions and reward teachers and education staff (2). The principal as a motivator always provides opportunities for teachers and education staff to improve their profession with training, seminars, workshops, and group teacher learning activities, in developing roles and responsibilities, able to provide guidance and direct teachers and provide encouragement

4.2. Suggestion

Based on the research results and conclusions, the researcher can provide input including the following:

- a. For school principals to always be able to provide direction, and monitor Jasmine Solusi's teachers on an ongoing basis. Apart from that, for Jasmine Solusi teachers, to educate early childhood characters, apart from giving examples or exemplary, it can also be done with habituation or practice, reward and punishment, monitoring, and consistent enforcement of rules. and it is also necessary to have supporting facilities supporting success such as interesting storybooks
- b. For jasmine's teachers, the solution is to always improve personality as a self-attitude in psychology and psychology, through deepening knowledge and character attitudes as a reflection of oneself in exemplary, deepening personality through good training organized by the school itself, by bringing in professional experts, as well as those held by outside other institutions, which are useful for improving the quality of education

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