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## The Role of Kindergarten Teachers in Instilling Moral Values in Pelangi Kindergarten Students, South Tangerang

### Abstract

This study aims to analyze the role of Kindergarten teachers in instilling moral values in Kindergarten of Pelangi Student, South Tangerang, and to identify the challenges faced by teachers in carrying out this role. The research employs a qualitative descriptive approach. Data was collected through observation, interviews, and documentation. The findings indicate that the role of Kindergarten teachers in instilling morals in early childhood at Pelangi Kindergarten includes: As a guide, the teacher provides direction to the children by engaging in direct conversations with polite and gentle language. As a coach, the teacher instills values and norms through repetitive practices and training. As a motivator, the teacher encourages the children by praising them and stimulating their interest with activities that engage them. As an inspirer, the teacher sets a good moral example through visual media, picture stories, or by being a direct role model. As an evaluator, the teacher assesses the children's morals using checklists and anecdotal notes, along with specific criteria that align with the assessment standards for early childhood. The challenges faced by teachers include internal factors, such as the differences in children's personalities, with some being very quiet and others highly active, and external factors, such as the lack of supportive family upbringing and a community environment that does not provide good moral examples.

**Keywords:** Teacher's Role, Moral Development, Kindergarten

### 1. Introduction

Kindergarten is fundamentally aimed at facilitating the holistic growth and development of children, focusing on the development of all aspects of their personality. Kindergarten offers children the opportunity to maximize their personality and potential development. Therefore, Kindergarten institutions are expected to provide activities that support optimal child development.

According to the Indonesian Law No. 20 of 2003 on the National Education System, Kindergarten is defined in Article 28, Paragraph 1, which states that it is provided for children from birth to six years old and is not a prerequisite for entering primary education. In Chapter 1, Article 1, Paragraph 14, it states that Kindergarten is a developmental effort aimed at children from birth to six years old through educational stimulation to assist their physical and spiritual growth and development, preparing them for further education.

The term "moral" comes from the Latin word *mores*, meaning customs or habits. Morality relates to the concepts of good and bad behavior, ethics, duties, and actions that are judged as

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right or wrong. The moral development of young children can be observed through their attitudes and behaviors in distinguishing right from wrong. Moral development involves individuals' actions in determining what is right or wrong, good or bad, in accordance with the norms and customs of a given culture.

At an early age, children learn through observation, recognition, and actions driven by their feelings. Various experiences in a child's life will have both positive and negative influences. Additionally, the child's empathy towards others begins to develop. Therefore, early guidance and direction are necessary to instill good behaviors that will become habits as the child grows into adulthood. Children are entrusted to parents, who, as caretakers, are responsible for their moral upbringing.

Teachers play a critical role in the education system and are a determining factor in the success of students. A teacher must possess moral character as they serve as a role model and advisor for students. Teachers also act as substitutes for parents in schools, influencing students through their dress, speech, actions, and social interactions. The role of the teacher is vital for the success of the learning process, and thus moral development must be instilled early. Teachers and parents need to encourage children to behave well, such as obeying rules, sharing toys with friends, cooperating, refraining from being rude, and forgiving others. If these habits are consistently reinforced, they will become part of the child's daily behavior. However, challenges remain, such as children who speak rudely, act stubbornly, fail to follow rules, or tease others. These challenges require the right attention and approach from teachers and parents.

## **2. Theoretical Framework**

### **2.1. Definition of the Teacher's Role**

The teacher's role can be understood as an organizer of the learning environment and a facilitator of the learning process. As an educator, the teacher is responsible for providing assistance, encouragement, supervision, and guidance, including teaching discipline so that children can adhere to the rules and norms of both the family and society. The teacher is also tasked with shaping the moral values of children and monitoring their behavior to ensure it aligns with societal norms.

Some perspectives on the teacher's role according to experts include:

- a. Pey Katz describes the teacher's role as a communicator, advisor, motivator, mentor in shaping attitudes, behaviors, and values, and as an expert in subject matter.
- b. Havighurst states that the teacher's role in school includes being an employee within organizational relationships, subordinate to superiors, a colleague to fellow teachers, a mediator for students, a disciplinarian, and a substitute for parents.
- c. James W. Brown emphasizes that the teacher's role includes mastering and developing subject matter, planning and preparing daily lessons, and supervising and evaluating activities.
- d. The Federation and World Professional Teacher Organizations assert that the teacher's role is not just as a knowledge transmitter but also as an agent of change in students' values and attitudes.

### **2.2. Stages of Moral Development**

According to Kohlberg, human moral development consists of six stages, grouped into three levels:

- a. Pre-conventional Level: At this level, children recognize right and wrong through physical consequences like punishment or reward. Morality is defined based on the power of those enforcing the rules.
  - 1) Stage 1: Punishment and Obedience Orientation: Actions are deemed good or bad based on physical consequences, without considering human values.
  - 2) Stage 2: Instrumental Relativist Orientation: Children start to understand reciprocal relationships in society, focusing on fairness and justice, but still interpreted physically.
- b. Conventional Level: Occurring typically between the ages of 10-13, this level defines good behavior as actions that help and please others. Children begin to adhere to social norms, focusing on duties, respect, and maintaining social order.
  - 1) Stage 3: Interpersonal Orientation: Good behavior is viewed as the effort to please others and create good relationships.
  - 2) Stage 4: Law and Order Orientation: Children prioritize clear rules and the maintenance of social order as their moral responsibility.
- c. Post-conventional Level: This stage, which begins around 13 years and older, is marked by the development of autonomous moral principles.
  - 1) Stage 5: Social Contract Orientation: Right actions are defined based on communal rights and agreements, tested critically and accepted by society.
  - 2) Stage 6: Universal Ethical Principles Orientation: Moral decisions are based on universal ethical principles, logically chosen and aligned with conscience.

These stages underscore the importance of moral guidance from an early age to provide children with a strong foundation to face social norms and challenges in the future.

### **3. Research Methods**

This study employs a qualitative approach, with data collected in the form of both textual and visual information. Qualitative research emphasizes the quality and in-depth exploration of social or environmental phenomena, including behavior, events, locations, and time. Often referred to as naturalistic research, it is conducted in natural settings. Data collection techniques involve triangulation (using multiple methods), and data analysis is inductive or qualitative in nature.

#### **3.1. Data Sources**

- a. Primary Data Source: This refers to information directly obtained from the research source, i.e., research informants. In this study, interviews were conducted with the principal and teachers at Kindergarten Pelangi.
- b. Secondary Data Source: This is supplementary data that supports the primary data. It is obtained from various theories or information not directly from the main source, but from books and references relevant to the research topic.

#### **3.2. Data Collection Techniques**

The data collection methods in this study include interviews, observation, and documentation:

- a. Observation: Observation is carried out by directly monitoring the objects being studied to understand what is happening. In this study, observation was used to gather data on

the role of teachers in instilling moral values in students, as well as the challenges faced in this process.

- b. Interviews: Interviews are face-to-face interactions aimed at exchanging information. Interviews were conducted using interview guidelines or direct question-and-answer methods.
- c. Documentation: Documentation is used to obtain data from written documents, such as histories, biographies, regulations, or policies. In this research, documents in the form of archives, photos, or relevant data were used for analysis.

### **3.3. Data Analysis Techniques**

The data obtained from observations and interviews were analyzed using a descriptive qualitative method with a deductive approach, meaning conclusions are drawn from general data to specific data. The analysis model used is the Miles and Huberman model, which includes:

- a. Data Reduction: Data collected from the field is often extensive and complex. Therefore, data is reduced by recording it in detail to simplify and focus on key aspects.
- b. Data Display: After reduction, the data is presented in the form of short narratives, charts, flowcharts, or relationships between categories, which facilitates further analysis.
- c. Conclusion Drawing and Verification: The initial conclusions made are provisional and may change if additional evidence is found during subsequent data collection. However, if the conclusions are supported by valid and consistent evidence, they are considered credible.

## **4. Results and Discussion**

### **4.1. The Role of Teachers in Instilling Moral Values in Kindergarten Pelangi, South Tangerang.**

The role of teachers in instilling moral values in early childhood is crucial from an early age, as this period is ideal for developing children's moral intelligence. Teachers play a significant role as motivators, inspirers, guides, evaluators, and trainers. As guides, teacher direct children to adopt good moral behavior, such as honesty. The Kindergarten Pelangi stated that she frequently encounters children who are dishonest. However, she patiently and consistently guides them to always tell the truth, sometimes applying light punishment to discourage dishonesty. Over time, after consistent guidance, children begin to show positive changes.

To instill helpfulness, the teacher uses a gentle approach without specific strategies. She teaches children that helping others is a good deed and will make them liked by their peers. Children who demonstrate helpful behavior are praised, while those who do not are continuously guided with patience. Additionally, politeness is taught through direct conversations, both during and outside of lessons. Children are taught to be polite to everyone, especially elders. Respectful behavior is gradually and calmly taught so that children understand its meaning. Children are encouraged to respect teachers, parents, and friends within the school environment.

Other moral values include maintaining personal and environmental cleanliness. The teacher guides children on tasks such as brushing their teeth, cutting nails, and disposing of trash properly. Toilet training and the importance of keeping the environment clean, including at school, are also emphasized. The teacher uses a soft approach and simple communication to instill these moral values. Behaviors such as honesty, helpfulness, politeness, respect,

cleanliness, and tolerance are consistently taught so they become ingrained in the children's daily lives.

#### **4.2. The Role of Teachers as Trainers in Kindergarten Pelangi, South Tangerang.**

As trainers, teachers have the responsibility of habituating children to behave according to age-appropriate norms (5-6 years old). The behaviors taught include honesty, helpfulness, politeness, respect, sportsmanship, cleanliness, and tolerance. Honesty is instilled through habituation. Teachers model honest behavior, which children then imitate, making it a habit.

To foster helpfulness, the teacher applies habituation techniques, such as encouraging children to lend stationery to friends or collaborate on group tasks. This way, children gradually develop the habit of helping each other without being consciously aware of it. Sportsmanship is taught through habit formation in games. Children are taught to admit their mistakes and apologize, and to accept defeat calmly and sportively.

Tolerance is also taught through habituation, such as not disturbing a friend who is still working on a task, not mocking friends of different religions, and respecting differences in prayer practices. The teacher begins this good behavior habituation as soon as the children enter school, such as greeting them at the school gate. Children are taught to greet and shake hands with the teacher and parents. This habit is supported by the school's rules and regulations, which assist the teacher in fulfilling their role. Through these methods, teachers guide children to develop good behavioral habits in line with social norms, resulting in the formation of strong moral character in early childhood, especially within the school environment.

#### **4.3. The Role of Teachers as Motivators for Kindergarten Pelangi, South Tangerang.**

In this study, the teacher's role as a motivator focuses on the process of instilling moral values, such as honesty, helpfulness, politeness, respect, sportsmanship, cleanliness, and tolerance in young children. According to Suharni, as a motivator, the teacher encourages children by praising the good behaviors they exhibit. Motivation is also provided through stories about positive behaviors, which are then summarized and shared with the children to inspire them to emulate them.

The motivation process involves encouraging children to behave according to moral values without discriminating between them. The teacher also uses activities the children enjoy, such as outdoor play, favorite games, or rewarding them with stars for good behavior. The teacher treats each child based on their individual circumstances, keeping in mind their different characteristics. Interview results show that the teacher's role as a motivator is reflected in giving praise, stimulating participation in activities the children enjoy, and rewarding good behaviors.

#### **4.4. The Role of Teachers as Inspirators for Kindergarten of Pelangi Student, South Tangerang City.**

As inspirators, teachers instill moral values by serving as role models through their daily behavior. They demonstrate examples of honesty, mutual assistance, polite language, respect for others (e.g., seeking permission before speaking), personal hygiene, and neat appearance. These examples are integrated into both planned activities in the RPPM (Weekly Learning Implementation Plan) and RPPH (Daily Learning Implementation Plan) as well as spontaneous moments. Additionally, teachers utilize visual media, such as pictures and illustrated stories, to depict behaviors aligned with norms, such as maintaining cleanliness or dressing modestly. The role of teachers as inspirators is realized through consistent daily demonstrations of appropriate

behavior, whether planned or spontaneous, and through the use of visual media that effectively capture children's attention.

#### **4.5. The Role of Teachers as Evaluators for Kindergarten of Pelangi Student, South Tangerang City.**

As evaluators, teachers are responsible for assessing children's development, particularly in moral aspects such as honesty, care, politeness, respect, sportsmanship, cleanliness, and tolerance. This evaluation is conducted using the RPPM and RPPH and includes checklist formats and anecdotal records. Assessments categorize children's progress as "starting to develop" or "developing as expected," which are then compiled into report cards. These serve as a basis for evaluation and collaboration between teachers and parents. Teachers utilize these assessment tools to gain a comprehensive understanding of children's development and share the results with parents as part of follow-up efforts.

**Internal Challenges Faced by Teachers in Instilling Morality in Kindergarten**  
One of the internal challenges faced by teachers in instilling moral values in children arises from the children's character traits and health conditions. The diversity of children's personalities presents specific challenges:

- a. **Quiet Children:** These children tend to be difficult to engage in communication, making it challenging for teachers to determine whether they understand and follow instructions. Their responses are often limited to nods or shakes of the head, with minimal further interaction.
- b. **Active/Hyperactive Children:** Children with hyperactive tendencies require more intensive approaches. Providing instructions or examples once is insufficient; repeated efforts coupled with motivation tailored to their interests are necessary. This demands more time and energy, potentially reducing the attention available for other children.

Teachers also encounter situations where, despite modeling norms such as honesty, politeness, and sportsmanship, some children only temporarily adhere to these behaviors. For instance, a child who secretly takes a friend's stationery may resist apologizing even after being guided. In such cases, teachers often resort to motivational rewards, as punitive measures tend to be ineffective.

**External Challenges Faced by Teachers in Instilling Morality in Kindergarten**  
External challenges stem from the child's environment, including family, school, and the surrounding community:

- a. **Family Environment:** Parenting styles significantly influence children's morals. For example, a quiet child might frequently face restrictions at home, while a child reluctant to share may not have been encouraged to do so or may come from a single-child household.
- b. **Community Environment:** The societal environment also plays a crucial role in shaping children's morals. The conditions of the neighborhood and the influence of peers within the child's social circle contribute to their moral development. The family is considered the primary foundation for a child's moral development. Insufficient moral education at home often poses challenges for teachers in imparting moral values at school.

## **5. Conclusion and Suggestion**

### **5.1. Conclusion**

- a. Based on the findings, the following conclusions can be drawn: Teachers play several critical roles in instilling morality in early childhood, including The Role of Teachers: as:
  - 1) Guides who provide direction using gentle language.
  - 2) Trainers who instill norms through habitual practice.
  - 3) Motivators who encourage children using praise and engaging activities.
  - 4) Inspirators who model exemplary behavior through direct actions or media.
  - 5) Evaluators who assess children's behavior using specific evaluation formats.
- b. Challenges Faced:
  - 1) Internal Factors: The diversity of children's personalities, including quiet and hyperactive traits.
  - 2) External Factors: Unsupportive parenting styles and negative societal influences.

## 5.2. Suggestion

- a. For Teachers: Teachers are encouraged to fully implement their roles and functions to enhance the moral development of early childhood, as well as other developmental aspects.
- b. For Parents: This study serves as feedback for parents to pay closer attention to their children's moral development at home, ensuring alignment with the teachers' efforts at school.
- c. For Future Researchers: Further research is needed on the moral development of early childhood in the modern era. This is essential to ensure that children grow into morally upright future generations.

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