

The Role of Classroom Teachers in Moral Formation in Early Childhood at State Kindergarten 1 Katilombu

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* Wa Ode Iren Kiranti, Rusli, Safaruddin Yahya^{abc}

¹²³Universitas Muhammadiyah Buton, Indonesia

Coressponding Author: rheennn17@gmail.com

A B S T R A C T

This study sought to ascertain the ways in which early childhood moral development is influenced by class instructors at Katilombu 1 State Kindergarten. Using procedures for documentation, interviews, and observation, a descriptive qualitative approach was adopted. The findings show that educators have a role in guiding kids, serving as role models (models or examples), and helping kids develop high moral standards. However, there are also obstacles such as parental busyness, the environment, and the mass media. However, through a consistent approach, the formation of children's moral character is effectively instilled, positive habits are formed, social skills are developed, discipline is developed, and a sense of responsibility grows.

Keywords: *Role Of Classroom Teachers, Morality, Moral Formation In Early Childhood*

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INTRODUCTIONS

In the context of development, every aspect of the life of the Indonesian nation reflects its religious nature. The goal of Indonesian education, for example, is to help students reach their full potential as moral, healthy, knowledgeable, creative, and independent individuals. As stated in Law No. 2 of 2003, education is a conscious effort to create an atmosphere and learning process that allows students to actively develop their potential, including religious spiritual strength, self-control, personality, noble morals, and skills needed by the state, society, and themselves. Therefore, education has a significant impact on the development of individuals.

One of the important elements that contributes significantly to the progress of a country and civilization is education. Education is more than just shaping the intelligence of a country. Inadequate moral education is the main cause of various complicated problems faced by the Indonesian nation today, especially in the moral field. Effective education must start from an early age because children are the future of the nation.

Education has a great impact on the progress of a country and its civilization. The development of a country's intelligence is only one aspect of education. The inadequate moral education of the Indonesian people is the root of the country's complex and diverse problems today. Because children are the future of the country, effective education must start from a young age (Mulyasa, 2016)

Ahmadi emphasized that educators play an important role in helping students reach their full potential. A teacher does not only provide teaching, but also educate, foster, and so on. Likewise with the role of the classroom teacher. Classroom teachers not only provide teaching but also play a role in moral development, teachers act as examples or role models for children, classroom teachers also accustom children to moral behavior.

The current order seems to make it difficult for children to learn good moral values. This is exacerbated by the ease of access and difficulty controlling non-educational materials from various media (including radio, television, and the internet). Although parents try to limit or prohibit the use of such materials at home, children may still be exposed to harmful effects outside the home.

Devitanasari emphasized that in order for children to maintain discipline and order wherever they are, educators must teach, train, guide, and set an example. Discipline is more than just coming and going to class. In addition, students should practice being polite when around seniors, when speaking respectfully, when sitting in class, when answering teachers' calls when absent, and when interacting with their classmates and neighbors. To avoid this, considering the role of teachers as supervisors and teachers must be responsible for the training of students, because students are the next generation of the nation, so as educators need to hold or conduct moral coaching for their students, so that they can be more orderly and obedient to their teachers and parents. Every educator aspires for his or her students to reach their full potential as individuals. However, in reality, children come from diverse family backgrounds, and parents' attitudes greatly influence their children's behavior. Therefore, educators need to be aware of indications of abnormal behavior in their students.

The teacher in the classroom is very important and is at the center of this process. The teacher not only teaches, but also acts as a mentor and role model for his students, setting a good example. TK Negeri 1 Katilombu, as a formal educational institution, has the responsibility to realize the process of moral formation in a consistent and continuous manner. Based on the context that has been presented, the author wants to know more about "The Role of Classroom Teachers in the Formation of Children's Morals in Early Childhood at State Kindergarten 1 Katilombu"

METHOD

This study uses a qualitative method and is descriptive because the data collected is presented in the form of words and pictures, not numerical data. This research report will include data citations to help explain how the report is presented. This information is most likely to come from field notes, memorandums, drawings, interview scripts, or notes (Moleong, 2014).

Through teaching and learning activities at Katilombu 1 State Kindergarten, this study aims to investigate in detail how early morality was formed. Three techniques were used to collect data: documentation, interviews, and observations. The approach used in this study is non-participant observation, where the researcher only acts as an observer. The researcher plays the role of an outsider in the group being studied to observe and document the field record. The interviews are unstructured, allowing researchers to ask more specific questions about the ongoing research. Data from interview procedures and documentation are strengthened by the use of documentation. In this case, the researcher will closely observe how teaching and learning activities at Kindergarten Negeri 1 Katilombu help shape early childhood morals.

FINDINGS AND DISCUSSIONS

The Role of Classroom Teachers in Moral Formation in Early Childhood at State Kindergarten 1 Katilombu

In Katilombu State Kindergarten 1, classroom teachers play a greater role than teachers at other levels, especially in terms of shaping early childhood morality. In addition to providing basic educational resources, classroom teachers also teach, guide, and instill moral principles in their students from an early age, ensuring they develop into whole, moral adults.

In addition, classroom teachers also serve as role models for children in their daily attitudes, speech, and behavior so that they can imitate the good things they are taught.

Thus, at Katilombu 1 State Kindergarten, children begin to cultivate admirable traits such as integrity, self-control, politeness, accountability, and empathy in the classroom, home, and community. In the formation of early childhood morals in Kindergarten Negeri 1 Katilombu, the role of classroom teachers is very important. Based on the results of the research, these roles include, among others:

Teachers as Guides for Children

Morality is shaped by virtue. One of the tactics used by teachers to help students develop good habits is the habituation approach (Djamarah 2010:204). They provide activities that will affect the high moral development of a particular activity, which they then get used to practicing over and over again. A teacher can be likened to a tour guide, who is in charge of making sure the trip runs smoothly based on his skills and experience. The word "journey" here refers not only to physical, but also intellectual, emotional, creative, moral, and spiritual (Mulyasa, 2009)

Teachers as Role Models (Models or Examples) for Children

The role of a teacher as an example is an important role where a teacher is known as someone who is nervous and imitated. Setting a positive example for children is essential if educators want to see moral behavior in their students. Teachers set an example for children from an early age by exemplifying behaviors and qualities that are useful in the classroom, such as having good morals, being honest and objective, speaking well, being gentle, disciplined, and diligent.

Young children often learn by imitating the actions of adults in their environment, such as their instructors. Instructors help students appreciate the value of moral behavior and inspire them to crave it (Wijayanto et al., 2024).

The Role of Teachers to Habituate Children with Karimah Morals

In addition to acting as a role model, a teacher also has a role in getting children used to good morals. Teachers can educate children to behave in a way that is habituated by starting from small things, for example, teaching children to greet, reading prayers before and after activities, and throwing garbage in its place, getting children used to helping each other and refracting children to be honest.

Inhibiting Factors or Challenges Faced by Classroom Teachers in Moral Formation in Early Childhood at State Kindergarten 1 Katilombu

Every child's situation is unique. Their actions are influenced by these situations. The moral teachings of TK Negeri 1 Katilombu are hampered or challenged by the following factors:

Because of the Busyness of Parents

Parents not only help in moral development but sometimes hinder it, especially due to busy schedules. Parents are always distracted by their own work and fail to pay attention to their children's behavior. They are time pressed and cannot make extra time for their children.

Environment

Environmental influences can also affect how children develop their morals. If children spend time with classmates who misbehave, they will eventually lose the lessons they learned at home and at school.

The field results are comparable to hypotheses that explain a number of variables that can affect moral education in infancy. Elementary schools methodically use advising, instruction, or training programs to assist students in realizing their full potential in terms of moral, spiritual, intellectual, emotional, social, and motor skills (Yusuf: 2011).

Media Mass

Mobile phones and television are examples of mass media that can affect children's moral education levels. Children will never be taught positive messages through television

programs. Therefore, as parents, we are responsible for limiting our children's television viewing.

The Natural Impact of Early Childhood Moral Formation in State Kindergarten 1 Katilombu

Formation of Positive Habits

One of the real impacts of the process of moral formation in children of the age of dimi in Kindergarten Negeri 1 Katilombu is the emergence of positive habits in children's daily lives. Through the habituation carried out by the constants, children begin to be trained to do simple things, such as greetings, prayers before and after learning activities, and tidy up the equipment or toys used

Social Skills Development

The formation of morals in Kindergarten Negeri 1 Katilombu contributes greatly to the growth of children's social skills. In daily interactions with teachers and peers, children are accustomed to working together, waiting for their turn, sharing, and showing mutual respect. Children who acquire social skills at this age will be better equipped to build positive relationships and adjust to larger social environments later in life.

The Emergence of Discipline

Through class rules, children learn to obey schedules, take care of personal and shared belongings and complete tasks well. This disciplined attitude forms a sense of responsibility which is an important capital in the social and academic life of children in the future.

Growing Sense of Responsibility

Through the guidance of teachers, children are trained to complete simple tasks such as tidying up learning equipment, maintaining the cleanliness of the classroom, and maintaining their belongings. Responsibility is also fostered by the involvement of children in joint activities, such as maintaining order while playing or helping friends in need.

CONCLUSIONS

In addition to being educators, teachers at Katilombu 1 State Kindergarten serve as mentors, role models, and positive behavior coaches, all of which contribute to the moral development of young children. Teachers are able to build moral principles that are the foundation for children's character development through habituation techniques, consistent examples, and moral development from an early age. However, this process cannot be separated from various challenges, including the lack of parental attention due to busyness, environmental influences, and mass media that often display negative content. Nevertheless, the efforts of classroom teachers still have a significant impact on the development of children's morals, which is reflected in the formation of positive habits, social skills, discipline attitudes, and a sense of responsibility for children. Thus, it can be said that the effectiveness of the early moral development program at Katilombu 1 State Kindergarten is highly dependent on the cooperation of instructors, family support, and a conducive environment in instilling moral values from an early age.

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