
TEACHER'S EFFORT TO IMPLEMENT QUALITY CHARACTER IN EARLY CHILDHOOD

Husrin Konadi¹, Syarifah Ainy Rambe²

¹IAIN Takengon, husrin.konadi92@gmail.com

²IAIN Takengon, ainainyipah@gmail.com

ABSTRACT

A person's development is strongly influenced by the conditions of the local social and cultural environment, traditions, values, behavior of both parents, the way parents educate and treat them, various kinds of media, and various kinds of events experienced in their lives. This value places emphasis on forming an attitude of not being hasty or careless, but based on careful reflection and planning, this character is a very important indicator in assessing character and influencing the beliefs of others.

This research is a type of qualitative descriptive research whose purpose is to find out how the teacher's efforts to instill quality character in early childhood in Simehate Kindergarten. The research location is in Simehate Kebayakan Kindergarten. The results showed that Simehate Kindergarten instills Quality Character begins.

The conclusion of this study is the efforts made by teachers in instilling quality character in early childhood in Simehate Kindergarten, namely by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religious and moral. The supporting factor in the process of instilling quality character in early childhood at Simehate Kindergarten is the educational content that has been contained in the school curriculum on character, the supporting infrastructure for the implementation of character education is also adequate. In addition, the main factor that drives children to have quality character is their parents or guardians.

Keywords: Teacher's Efforts, Instilling Quality Character

I. INTRODUCTION

Early childhood education is a stage of education that cannot be ignored, in essence, education is held with the aim of facilitating the growth and development of children. This is stated in Law No. 20 of 2003 Chapter I Paragraph 16 concerning the National Education System(1).

Early Childhood Education which is commonly abbreviated to PAUD is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education(2).

One form of early childhood education institutions on the formal path is kindergarten or commonly abbreviated as TK (Depdiknas, 2015)(3). In line with Borman's opinion, learning in kindergarten there are activities that are always fun for growth and development because they aim to help increase the growth and development of children aged 4 to 6 years

so that they are ready to enter further education(4).

Indonesia has experienced crises in various fields, in the fields of education, economy, social and culture. This happens, along with the development of the times and lifestyles that are influenced from outside, so that the love and devotion of the nation's children are gradually eroding, and the morals/behavior of the younger generation are also starting to worry(5).

Education for early childhood basically includes all the efforts and actions taken by educators and parents in the process of caring for, nurturing and educating children by creating an aura and environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get. from the environment through observing, imitating, and experimenting which takes place repeatedly and involves all the potential and intelligence of children, therefore children are unique individuals and go through several stages of development and personality,

so the environment is sought by educators and parents. which can provide opportunities for children to explore various experiences with various atmospheres, should pay attention to the uniqueness of children and in accordance with the stages of development of the child's personality. .

The Gayo people are one of the indigenous tribes that inhabit the province of Aceh, especially in the Gayo highlands (Central Aceh, Bener Meriah and Gayo Lues districts and Southeast Aceh and occupy the second position as the largest indigenous tribe of Aceh).

The Gayo community (local people instilling themselves as urang gayo), has a genealogical relationship with the old Malay people. In the context of the gayo community, local wisdom is explained in the concept of Edet or adat, which includes practices, norms, and social life guidelines that come from experience that has been through the Islamization of urang gayo, attaching importance to the basic values of character and attitudes that are the main for the gayo community. The most important value for the gayo community is Mutual(5).

Mutual means to be diligent, to work hard, or to do something according to neat rules. Quality is a habit that is carried out by each individual by carrying out a good job in accordance with the rules and directed.

Working with conscience is working based on the center of human consciousness, namely the heart. Conscience is a heart that has been colored or filled with the light of truth. While the heart is the basis of self-deception. Basically, the heart tends to call for holiness, truth, and obedience to Allah SWT. In working, should listen to the voice of conscience as a policy maker.

Based on the observations of the researchers, the teacher plays an important role in instilling the character of Mutual. So as to create a generation that has good morals, carries out orders in accordance with the directions and rules in the Qur'an and Hadith, children in Simehate Kindergarten are able to complete their tasks well but with a little help from educators, educators instill quality character by using language. who are polite and have character, and in TK Simahate has the characteristic of Mutual adat Gayo which is characterized by the principal having the best performance as the best principal in Central

Aceh Regency and the school as a driving school that becomes an example or role model for Kindergarten schools. other. Meanwhile, the educators at Simehate Kindergarten receive strict direction from the principal, in particular having a Standard Operating Procedure (SOP) or certain rules, namely: Every Friday teaches children to give alms, pray together and eat together every day. Then the teacher teaches the children to be orderly in carrying out activities such as neat rows, washing hands, when they want to do gymnastics. And also the educator teaches when putting the bag in the locker, throwing trash in its place, the educator leads to arranging shoes into place. When in learning, children carry out learning activities honestly and in accordance with the direction of the teacher. Based on the background of the description above, it is important for researchers to conduct research on, Efforts to Instill Quality Characters in Early Childhood in Simahate Kindergarten, Kebayakan District.

II. METHOD

This study uses a descriptive approach, which is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects(6). Where the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the collection technique is triangulation (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization(7).

This research was conducted at Simehate Kindergarten, Kebayakan village, Central Aceh district. The primary data sources in this study were collected from the actual situation when the incident occurred. The primary data in this study were 1 head of Simehate Kindergarten, 3 teachers and 15 children at Simehate Kebayakan Kindergarten.

Data collection techniques using observation and interviews. Observations were carried out by non-participant observers, namely the researchers were not involved in the activities being observed(8). In this case the researchers did not participate, this was intended so as not to change the objectivity of the research results, the collection was carried out systematically and carefully while the interview was a conversation carried out by two people. parties, namely the interviewer who asks the

question and the interviewee who provides the answer to the question.

Questions posed to respondents to obtain information on aspects that they want to know(9). The interview process will use structured interviews to obtain specific information, regarding the cultivation of quality character so that it can be seen how the teacher's efforts to instill quality character in early childhood.

III. RESULT AND DISCUSSION

In qualitative research, data analysis is a useful stage to examine the data that has been obtained from several informants who have been selected during the research. In addition, it is also useful for explaining and ensuring the truth of research findings, this data analysis has been carried out from the beginning and in conjunction with the data collection process in the field. In this study, researchers obtained several findings that can describe the Efforts to Instill Quality Character in Early Childhood in TK Simahate, Kebayakan District. The results of the study are as follows:

1. Teachers' Efforts to Instill Quality Characters in Early Childhood at Simehate Kindergarten

Quality character can be interpreted that is carrying out a thing or activity correctly. While the effort is an effort or endeavor to achieve a goal of solving problems, finding solutions, and so on. In an effort to instill character in children, an effort is also needed, such as doing something to make sense or a way out in finding solutions to every problem that is being faced.

Likewise, in Simehate Kindergarten, the teacher's efforts to instill a certain character are carried out in various ways. However, in this study, before the researcher asked about the teacher's efforts in instilling quality character in early childhood, the researcher asked about the curriculum applied by the teacher in the kindergarten. This question was answered by the Principal of Simehate Kindergarten, namely: "In Simehate Kindergarten we use the 2013 curriculum, because this is in accordance with the regulations of the Ministry of Education and Culture Number 24 of 2016.

From the results of the interview, it can be said that the curriculum applied at Simehate Kindergarten is using the 2013 curriculum, it is in accordance with the regulations set by the

Ministry of Education and Culture. In implementing the 2013 curriculum, there are several things that become the focus, one of which is the attitude of students. In this regard, the quality character in this study is related to the attitude aspect.

In instilling a good attitude or character in this study we call it a quality character, it requires teacher efforts, because one of the teacher's roles is as an educator, so in this case the teacher plays a role in instilling the quality character. Based on this, the researcher conducted an interview about how the role of the principal in applying quality character to the teacher and child council at Simehate Kindergarten?, the question was answered by the Simehate Kindergarten Principal, namely: "Basically instilling quality character is very important in an institution, and its application must start from the principal first, then the teacher, after that to the students. The role of the principal in instilling this character is by making policies in the form of regulations with the aim of making students especially virtuous, namely through the principal's teachers providing directions such as using polite language, providing examples of how to behave well in front of students and so on. "

From the results of the interview, it can be understood that the teacher's efforts to instill quality character are assisted by policies made by the principal, because the principal also plays a role in instilling this character. In terms of instilling the quality character in Simehate Kindergarten, it was done through the teacher, therefore the researcher asked about how the teacher instilled the quality character for early childhood in Simehate Kindergarten?, the question was answered by one of the teachers, namely: "How to instill the quality character of our children as teachers must teach several aspects of development to children, such as language, motor, cognitive, artistic, social emotional, religious and moral values. Then ask about likes, ideals, teach about mutual respect, honesty, discipline, work hard, please help, teach about prayer. Then the teacher also uses the language of apologize, excuse me, say hello. In addition, we also provide guidance, direction and remind children to get used to being disciplined, responsible and independent."

Based on the results of the interviews above, it can be understood that the teacher's

way of instilling quality character in early childhood at Simehate Kindergarten is by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religious and moral. In this case the teacher emphasizes the students to do a task or activity well, disciplined and responsible.

In addition, the researcher also gave the same question to one of the teachers in Simehate Kindergarten about how teachers instill quality character for early childhood in Simehate Kindergarten?, the question was answered by Bensu Ruhmiani, he explained that: "The way we do to Instilling quality character in this kindergarten is by setting a good example to students, giving moral messages in every lesson, being honest and open to mistakes, sharing experiences, teaching manners and giving appreciation if the tasks or orders given are done correctly." So, it can be understood that there are several ways or efforts made by teachers at Simehate Kindergarten in instilling quality characters in children such as giving examples in doing things properly and correctly to giving appreciation if students are able to carry out the orders given correctly.

However, in instilling quality character in children, there are several things that need to be prepared by both teachers and school principals. Therefore, to get more detailed information related to this, the researcher asked about how the school principal prepares to instill character. We prepare to instill this quality character by applying it to ourselves first and to teachers for self-development by sending teachers to attend trainings held by the relevant agencies." The statement above explains that there are several things that need to be prepared in instilling quality character in Simehate Kindergarten, starting from the readiness of the teacher in giving lessons to students, besides that it is also supported by the inclusion of teachers in trainings held by the relevant agencies.

In instilling the quality character, of course, a method is needed in order to facilitate the delivery of the quality character itself. So in this case the researcher conducted interviews regarding what methods were used by teachers in the process of instilling quality characters in Simehate Kindergarten?, this question was also answered by Mrs. Ridayana as a teacher at Simehate Kindergarten, namely: proficient,

question and answer method, storytelling method, wizard work method, demonstration, experiment and socio drama method".

It can be concluded that the teacher's efforts to instill quality character in early childhood in Simehate Kindergarten are carried out through various methods or methods as described above. To strengthen this statement regarding whether the teacher's efforts have been successful or not, the researcher asks whether there is real evidence that teachers have made efforts to instill quality characters in early childhood in Simehate Kindergarten? The question was answered by the principal of the Simehate Kindergarten, Mrs. Simehate Harfa, saying that: "Alhamdulillah, as a school principal, he has won 2 times as a champion for outstanding principals in Central Aceh district and teachers here have also won at the district and national level, children our children also get many achievements and victories such as reading short surahs, as well as many other competitions that our students have won.

From the results of these interviews, it can be concluded that the teacher's efforts in instilling quality character in early childhood in Simehate Kindergarten have been carried out as much as possible, this can be seen from the achievements achieved by both the principal, teachers and students. These achievements can prove that the quality of character has been carried out by the school.

1. Supporting Factors in the Process of Instilling Quality Characters in Early Childhood at Simehate Kindergarten

In instilling the quality character carried out by the teacher, of course there are supporting factors that help the teacher's success in teaching these characters, therefore in this study the researcher conducted an interview with Mrs. Ridayana, a Simehate Kindergarten teacher to get answers to questions related to the factors that became supporting factors in In the process of instilling quality character in TK Simehate ?, he said that: "Supporting factors such as the content of education in the school curriculum on character, supporting infrastructure for the implementation of character education are also adequate. Apart from what I have mentioned, the main factor that motivates children to have good character is their parents or guardians."

The statement explains that the supporting factor in the process of instilling quality character in early childhood at Simehate Kindergarten is because the curriculum used has also emphasized the character aspect, besides that adequate infrastructure can help smooth the process. However, parents or guardians of students are the key so that children have this quality character.

The researcher also asked a similar question to Mrs. Bensu Ruhmiani, a teacher at Simehate Kindergarten, and she gave an explanation, namely: "The supporting factor in the process of instilling quality character in early childhood in this school is the teacher factor, because the teachers here are able to understand and apply character. Of course, besides that, the school environment is also a supporting factor because the school environment where children hang out or study here can be said to be good and far from bad influences."

It can be understood that the supporting factors in the process of instilling quality character in Simehate Kindergarten are not only the teacher factor, but the environment and family factors are also factors to support the implementation of the quality character.

The application of this quality character certainly has implications for student achievement, because the success or failure of the character cultivation can be seen from the achievements of the students at Simehate Kindergarten. Therefore, the researcher asked about the influence of the implementation of quality character on student achievement in Simehate Kindergarten?, this question was answered by Mrs. Ridayana, Simehate Kindergarten teacher, namely: "Yes, children can speak and behave honestly towards achievement, children have can memorize short suras, hadiths, connect the letters of a word or two, such as my book, recognize and count the numbers 1-50, know the pillars of Islam, the pillars of faith, the names of angels, the names of the prophets and many more."

From the results of the interview, it can be understood that the cultivation of quality character has implications for student achievement, because in quality character students are taught how to do things properly and correctly, perform tasks according to the directions or orders given so that students at Simehate Kindergarten can achieve

achievements. because they have applied the quality character taught by the teacher in the kindergarten.

The data obtained are discussed in accordance with research that focuses on the formulation of the problem below, namely:

1. Teachers' Efforts to Instill Quality Characters in Early Childhood at Simehate Kindergarten

Early childhood is the right time for education. Because at this time, children are experiencing a process of rapid growth and development. Many factors come from outside or the environment itself so that parents and educators will find it much easier to direct and guide their children, especially in instilling character values. Quality character is carrying out an activity that does not deviate from the usual activities.

In the results of the research that has been described previously related to the teacher's efforts in instilling quality character in early childhood at Simehate Kindergarten in instilling good attitudes or characters in this study called quality character, teacher efforts are needed, because one of the teacher's roles is as an educator, so in terms of In this way, the teacher plays a role in instilling this quality character.

Teachers' efforts in instilling quality character are assisted by policies made by school principals, because school principals also play a role in instilling these characters. In terms of instilling quality character in Simehate Kindergarten, it is done through the teacher, the teacher's way of instilling quality character in early childhood in Simehate Kindergarten is by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religion and morals.

The results of this study are in accordance with the theory described in the previous chapter which explains that quality character means being diligent, working hard, or carrying out something according to the rules (neatly).

So it can be understood that in instilling quality character in early childhood in Simehate Kindergarten cannot be done alone by the teacher, because in the process of planting the character the teacher must be assisted by the principal through the policies that have been set.

Thus the teacher's efforts in implementing and teaching quality character can be more focused because it has been guided by the policies that have been set.

In the process of character education, in this case quality character, it is necessary to continue and never end (never ending process), as an integrated part to prepare for the future, rooted in the philosophy and religious cultural values of the Indonesian nation. Where, character education is an effort to help the development of children's souls both physically and mentally, from their natural nature towards a humane and better civilization.

Emphasizing and empowering the application of character education in various educational institutions, both informal, formal and non-formal, is expected to be able to answer various challenges and complex problems experienced by the Indonesian nation. Therefore, it takes a way or effort that must be done by the teacher to instill the value of the quality character.

In this study the teacher's way of instilling quality character in early childhood at Simehate Kindergarten is by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religious and moral. In this case the teacher emphasizes the students to do a task or activity well, disciplined and responsible.

The results of this study are supported by the theory of the role of teachers in instilling character in early childhood where as educators teachers also play a role in instilling good character and in accordance with religion. To instill this character can be done by providing guidance and direction, for example in terms of religious education the teacher can invite them to go to the mosque to practice worship properly and correctly, and teach things related to commendable morals or good character values.

So, it can be understood that there are several ways or efforts made by teachers at Simehate Kindergarten in instilling quality characters in children such as giving examples in doing things properly and correctly to giving appreciation if students are able to carry out the orders given correctly.

The appreciation given certainly aims to motivate students to continue to be enthusiastic in learning and have good character. However, in instilling quality character in children, there

are several things that need to be prepared by both teachers and school principals, for example the maturity of curriculum planning used in this case, of course, the 2013 curriculum which emphasizes more on aspects of character or morals, in addition to supporting the success of learning, facilities are also needed. adequate infrastructure so that teachers can maximally provide education and lessons related to quality character in Simehate Kindergarten.

In instilling the quality character, of course, a method is needed in order to facilitate the delivery of the quality character itself. Based on the results of research that has been obtained that the teacher's efforts to instill quality character in early childhood in Simehate Kindergarten are carried out in various ways including the conversation method, question and answer method, storytelling method, wizard work method, demonstration, experiment and socio drama method.

In the learning process, both theoretical and practical, of course, an appropriate method is needed so that the objectives of the educational process can be achieved effectively and efficiently. Likewise, in the process of planting quality characters in Simehate Kindergarten, the method used will certainly affect the success of the process of planting quality characters.

The results of this study are in accordance with the theory that has been described in chapter two in this study which explains that the method is a method or procedure taken by educators in managing effective and efficient learning. There are several methods of managing learning that can be applied to early childhood education, such as the exemplary method, which is to provide an example in a way that children can see, the habituation method is a way that can be done to familiarize children with thinking, behaving, acting in accordance with religious teachings, methods of Storytelling is a way of conveying learning material through stories or stories that can attract the attention of students and the field trip method which is a teaching method that provides opportunities for children to observe.

It can be concluded that in instilling quality character the teacher also strives to choose the right learning method so that the learning objectives that have been set can be achieved. In this case, the teacher's efforts in

instilling quality character in early childhood at Simehate Kindergarten are carried out by the storytelling method, the wizard work method which aims to observe, the demonstration method which aims to practice the theory that has been learned and so on.

2. Supporting Factors in the Process of Instilling Quality Characters in Early Childhood at Simehate Kindergarten

In the process of instilling quality characters in early childhood at Simehate Kindergarten, of course there are supporting factors so that the educational process can run smoothly. The teacher's role in the learning process is very important, especially if it is associated with increasing human resources (students), achieving quality and graduation, especially in the field of character. Likewise, in an effort to instill character in children is not an easy thing to do, therefore supporting factors are needed in the process of these activities.

Based on this, in this study, the supporting factor in the effort to instill quality character in early childhood is the educational content that has been contained in the school curriculum on character, the supporting infrastructure for the implementation of character education is also adequate. In addition, the main factor that drives children to have quality character is their parents or guardians.

This is certainly related to the theory that has been described previously which explains that the family is the first in shaping the development of children, because children are born, first interact with parents and family members. Based on this, it is in accordance with Uswatun's opinion that parents as the party responsible for the safety of their children in undergoing the stages of development (physical, emotional, intellectual, social, etc.) not only covers material coincidences but also covers all aspects of the child's life.

It can be concluded that the supporting factor in the process of planting quality character in early childhood at Simehate Kindergarten is that the curriculum used has emphasized the character aspect, so that teachers can easily adapt teaching materials to the curriculum. In addition, adequate infrastructure makes it easier for teachers to instill such as giving examples or ways so that early childhood

children in the kindergarten can apply these quality characters.

In addition to this, the application of this quality character certainly has implications for student achievement, because the success or failure of instilling character can be seen from the achievements of students at Simehate Kindergarten.

So it can be understood that the cultivation of quality character has implications for student achievement, because in quality character students are taught how to do things properly and correctly, perform tasks according to the directions or orders given so that students at Simehate Kindergarten can achieve achievements because they have implemented quality character taught by the teacher in the kindergarten.

The data obtained and presented by the researcher will be discussed in accordance with research that focuses on the formulation of the problem below, namely:

1. Teachers' Efforts to Instill Quality Characters in Early Childhood at Simehate Kindergarten

Early childhood is the right time for education. Because at this time, children are experiencing a process of rapid growth and development. Many factors come from outside or the environment itself so that parents and educators will find it much easier to direct and guide their children, especially in instilling character values. Quality character is carrying out an activity that does not deviate from the usual activities.

In the results of the research that has been described previously related to the teacher's efforts in instilling quality character in early childhood at Simehate Kindergarten in instilling good attitudes or characters in this study called quality character, teacher efforts are needed, because one of the teacher's roles is as an educator, so in terms of In this way, the teacher plays a role in instilling this quality character.

Teachers' efforts in instilling quality character are assisted by policies made by school principals, because school principals also play a role in instilling these characters. In terms of instilling quality character in Simehate Kindergarten, it is done through the teacher, the teacher's way of instilling quality character in early childhood in Simehate Kindergarten is by

providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religion and morals.

The results of this study are in accordance with Musanna's findings that quality character means being diligent, working hard, or doing something according to (neat) rules(10).

So it can be understood that in instilling quality character in early childhood in Simehate Kindergarten cannot be done alone by the teacher, because in the process of planting the character the teacher must be assisted by the principal through the policies that have been set. Thus the teacher's efforts in implementing and teaching quality character can be more focused because it has been guided by the policies that have been set.

In the process of character education, in this case quality character, it is necessary to continue and never end (never ending process), as an integrated part to prepare for the future, rooted in the philosophy and religious cultural values of the Indonesian nation. Where, character education is an effort to help the development of children's souls both physically and mentally, from their natural nature towards a humane and better civilization.

Emphasizing and empowering the application of character education in various educational institutions, both informal, formal and non-formal, is expected to be able to answer various challenges and complex problems experienced by the Indonesian nation. Therefore, it takes a way or effort that must be done by the teacher to instill the value of the quality character.

In this study the teacher's way of instilling quality character in early childhood at Simehate Kindergarten is by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional, religious and moral. In this case the teacher emphasizes the students to do a task or activity well, disciplined and responsible.

In addition, the results of pious research stated that the role of the teacher in instilling character in early childhood where as a teacher educator also plays a role in instilling good character and in accordance with religion. To instill this character, it can be done by providing guidance and direction, for example in terms of religious education the teacher can invite them to go to the mosque to practice worship properly

and correctly, and teach things related to commendable morals or good character values(11).

So, it can be understood that there are several ways or efforts made by teachers at Simehate Kindergarten in instilling quality characters in children such as giving examples in doing things properly and correctly to giving appreciation if students are able to carry out the orders given correctly.

The appreciation given certainly aims to motivate students to continue to be enthusiastic in learning and have good character. However, in instilling quality character in children, there are several things that need to be prepared by both teachers and school principals, for example the maturity of curriculum planning used in this case, of course, the 2013 curriculum which emphasizes more on aspects of character or morals, in addition to supporting the success of learning, facilities are also needed. adequate infrastructure so that teachers can maximally provide education and lessons related to quality character in Simehate Kindergarten.

In instilling the quality character, of course, a method is needed in order to facilitate the delivery of the quality character itself. Based on the results of research that has been obtained that the teacher's efforts to instill quality character in early childhood in Simehate Kindergarten are carried out in various ways including the conversation method, question and answer method, storytelling method, wizard work method, demonstration, experiment and socio drama method.

In the learning process, both theoretical and practical, of course, an appropriate method is needed so that the objectives of the educational process can be achieved effectively and efficiently. Likewise, in the process of planting quality characters in Simehate Kindergarten, the method used will certainly affect the success of the process of planting quality characters.

IV. CONCLUSIONS AND RECOMMENDATION

Based on the results of the research that has been carried out, namely the effort to instill quality character in early childhood in TK Simahate, Kebayakan District, it can be concluded as follows:

1. Efforts made by teachers in instilling quality character in early childhood in Simehate Kindergarten are by providing guidance and direction in accordance with several aspects of education such as cognitive, psychomotor, socio-emotional religion and morals. In this case the teacher emphasizes the students to do a task or activity well, disciplined and responsible.
2. Supporting factors in the process of instilling the quality character of early childhood in TK Simahate, Kebayakan District, are the educational content that has been contained in the school curriculum on character, the supporting infrastructure for the implementation of character education is also adequate. In addition, the main factor that drives children to have quality character is their parents or guardians.

After doing research, the author can provide some suggestions, namely as follows:

1. For Institutions

Simehate Kindergarten, Kebayakan District, Central Aceh Regency, the advice given is to further optimize and increase efforts in instilling quality character in students at the institution.

2. For educators

Educators have an important role in the process of instilling quality characters, especially for Early Childhood. Therefore, it is hoped that the teacher can guide and familiarize children with certain behaviors with methods that make children interested in doing these behaviors.

3. For further researchers

There are several suggestions that need to be considered for further researchers who are interested in researching the efforts of teachers in instilling quality character in early childhood in Simehate Kindergarten, namely:

- a. Future researchers are expected to examine more sources and references related to the efforts of teachers in instilling quality character in early childhood so that the results of their research can be better and more complete.
- b. Future researchers are expected to be more prepared in the process of collecting and collecting data and everything so that research can be carried out better.

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