THE ROLE OF TEACHERS IN DEVELOPING CHARACTER THROUGH ISLAMIC RELIGIOUS BEHAVIOR FOR EARLY CHILDHOOD EDUCATION

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Abstract
Teachers have a very large influence on the child in developing character by Islamic religious behavior. The describing of developing character by Islamic behavior can be known about knowledge, attitude, and skills of children. The research question in developing the character of Islamic religious behavior in early childhood. This research was conducted in Permata Sunnah kindergarten, Banda Aceh. This is qualitative research and the data are analyzed using the models of Miles and Huberman. Data were obtained from observations, interviews, and documentation. The teachers' role in creating the religious behavior of Islam for children includes educational backgrounds, the teacher as a model, and the learning environment created by the teacher. Recommendation of this research is that Islamic behavior can develop a character for children, besides having to be given the right example. So, it would have been a wise and educated character education to children from an early age programmed and routinely.

Keywords: Teachers' Role, Developing Character, Islamic Religious Behavior, Early Childhood

INTRODUCTION
The rise of deviant behavior in adolescents in various places in Indonesia, including adolescents in the province of Aceh, can disturb parents and society, such as brawls, drug use, sexual deviations, and so on. So because of the many facts, Aceh Province, which has the Banda Aceh structure, enforces a regulation that affects the lives of its people, namely the enforcement of Islamic Shari'a. Enforcement of the Islamic Shari'ah is expected to provide understanding to the public about the importance of establishing Islamic religious behavior, which contains an understanding of religious values, attitudes in religion, and the implementation of worship carried out in religion. Supporting regional conditions are not a guarantee. Then special attention is needed to the closest people to children, including school teachers to shape Islamic religious behavior from an early age.

Early age is the most appropriate age to shape Islamic religious behavior in children. Early childhood between 2-6 years is the right phase to instill Islamic values. Parents can start choosing Islamic-based schools for children from an early age. This is in accordance with the situation of TKIT Permata Sunnah Banda Aceh. This school is unique in shaping Islamic religious behavior in children, which has a superior program that focuses on planting Islamic values, tahfidzul Quran (memorizing verses in the Quran), memorizing
hadith, and daily prayers. The uniqueness of this school makes it a question to know about the role of the teachers in developing Islamic religious behavior in children. The teacher is the main educator in the school. Teachers should be able to become a basic guideline for children after parents. Therefore, this school has an attraction to study, namely about the role of teachers in developing Islamic religious behavior in children.

METHOD
This study uses a qualitative approach, with a type of phenomenology. Phenomenological research is a qualitative study that seeks to look closely at individual interpretations of their experiences (Emzir, 2011, p. 20). The technique of collecting data uses observation, interviews, and documentation. Then the data were analyzed using the stages of the Milles Huberman data analysis model. Data is analyzed through data reduction, data presentation, and verification.

RESULTS AND DISCUSSION
The teacher's role in shaping Islamic religious behavior of children from the results of the study includes: 1) Teacher education background consisting of PG-PAUD and Tarbiyah Islamic religious education, 2) Teachers become models for children, and 3) Environment created by teachers in forming Islamic religious behavior in children is pleasant and good.

Some of the roles of teachers who can shape Islamic religious behavior in children include:
(1) The background of teacher education is one of the roles in shaping Islamic religious behavior in children. Educator is a job or a profession needed in the implementation of formal education. In various developed countries, every citizen who wants to become an educator needs to meet professional requirements, namely having a diploma as an educator provided by a University or a High School that has the authority to prepare educators (Jamaris, 2013, p. 242).

(2) Formation of religious behavior in children can be formed through imitation or modeling of the teacher. According to Bandura in Robert E. Slavin, a child’s behavior can be easily formed through imitation and observation learning (Slavin, 2011, pp. 202-203). Bandura analysis of observation learning (observational learning) includes four stages, namely the stages of attention, memory, reproduction, and motivation.

(3) The environment created by the teacher. As Lew said in Jamaris (2013) that an educator (teacher) is an individual who is actively involved in interactive behavior with his students, both individually and in groups. Teacher interaction with students is an interaction that has certain goals directed at changes that occur in students, such as changes in knowledge related to cognitive abilities, psychomotor changes that manifest in various forms of skills and changes in feelings. This is also the same as according to Gagne who said that an educator (teacher) needs to carry out various educational efforts, such as creating a learning environment that can activate and strengthen the learning process (Jamaris, 2013, p. 247). Therefore, the environment created by teachers in dealing with children is very necessary for shaping Islamic religious behavior in children.
CONCLUSION
Based on the discussion of the results of the previous chapter, it was concluded that the teacher's role in shaping Islamic religious behavior in children was (a) the teacher's educational background consisted of PG Paud and Tarbiyah Islamic Education, (b) the teacher showed a good attitude so that children, (c) the environment created by the teacher is comfortable and suitable for the needs of the child.

REFERENCES