

The Role Of Teachers In Instilling Disciplined Character In Early Childhood 5-6 Years Old At Darussalam Early Childhood Education Center

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Abstract.

This research is motivated by the role of teachers as substitutes for parents when children are doing learning activities at school, playing an important role in optimizing children's growth and development, especially in developing and forming the independence of early childhood. This study aims to determine the role of teachers in instilling disciplined characters in early childhood 5-6 years in PAUD Darussalam. The study used a qualitative descriptive method with subjects of children aged 4-5 years and class teachers. Data were obtained through observation, interviews, and documentation, then analyzed with data reduction techniques, data presentation, and drawing conclusions. The results of the study show that teachers as educators with examples of teachers coming early to school and tidying up stationery and classrooms, teachers as facilitators, teachers teach to maintain cleanliness of clothes, teach children to wash their hands to be clean, teach to throw trash in the trash, and teachers as mentors, teachers provide guidance to children by conveying the rules that exist in the school while learning and the rules when playing games.

Keywords: *Role of Teachers, Disciplinary Character, Early Childhood..*

I. INTRODUCTION

Early Childhood Education (PAUD) is the initial stage in the national education process, aiming to develop children's potential from birth to age 6. In this regard, PAUD Darussalam is an educational institution that serves as a place for young children to receive a holistic education, both religious and non-religious. Disciplinary character education is a crucial aspect of the early childhood learning process. This discipline is crucial in shaping positive behavior and developing good habits in children.

However, in recent years, there has been a significant decline in the provision of disciplinary character education to early childhood. This is evident in children's uncertainty about listening to teacher instructions, following established rules, and difficulty accepting the consequences of their actions. The impact of this is that children who lack discipline will struggle to develop into independent and responsible individuals.

Education is fundamental to human life, one of which is early childhood education. Early childhood education (PAUD) is the first and most important education in a child's life. During this period, children receive everything that can stimulate their future development. Early childhood is the most appropriate time to provide positive stimulation and encouragement for child development.

Education plays a crucial role as a means of improving the quality and capacity of individuals in facing life. According to (Arifudin, 2022), education essentially serves a fundamental purpose: humanization. Education fundamentally serves to humanize humans, enabling them to recognize their natural qualities and maximize their potential (Surya, 2023).

According to (Supriani, 2023), early childhood education is a developmental effort from birth to six years of age through the provision of stimulation to support growth and development. This aligns with government policy in the Minister of Education and Culture Regulation No. 137 of 2014 concerning National Early Childhood Education Standards, which

states that learning must address aspects of child development holistically and be child-centered, including language development through a fun, play-based approach.

Early childhood is a period of rapid and fundamental development. At this stage, children experience comprehensive growth in various aspects, such as cognitive, social, emotional, motor, and especially language. Language plays a crucial role in a child's life, as it allows them to communicate, express ideas, and understand the world around them. Therefore, language development is a crucial aspect that must be addressed early on, especially between the ages of 0 and 6, as this is the golden age for language development (E. Setiawati, 2021).

The Quran and hadith are the main sources of guidance for humans, especially in educating children. Therefore, if parents use the Quran and hadith as a guide in educating children, the child will become a religious individual and understand the values of life or the rules that apply in social life and in religious life (Y. H. Setiawati, 2023). The following is a verse from the Quran that contains information about how to educate children, namely in QS. Luqman verse 13 which means: "And remember when Luqman said to his son, when he was teaching him, "O my son! Do not associate partners with Allah, indeed associating partners with Allah is indeed a great injustice."

The verse above explains the importance of instilling discipline in early childhood. Instilling discipline is a voluntary behavior (without coercion) that demonstrates internal order and adherence to existing rules. A person can be said to be disciplined if they can distinguish or understand right from wrong behavior and can obey rules without the need for rewards or punishments. This attitude will make a person more easily accepted by their environment because discipline can foster positive social interactions.

Surya in (Alammy, 2025) explains that discipline in early childhood is the process of forming habits, rules, and self-control that teaches children to understand and adhere to the norms, rules, and values desired in an environment or society. This discipline is important for helping children understand reasonable boundaries and developing self-regulation skills.

Discipline is crucial and should be taught to children between the ages of 5 and 6. This is what happens when children are taught discipline through the routine of cleaning up after meals, placing empty plastic bottles of drinks and snacks in the trash without being prompted by the teacher. Some children also firmly reprimand their littering friends, requiring them to pick up the trash and dispose of it in the trash. This is because these children already understand the consequences of this method.

Anna Karina in (Mayasari, 2023) explains that discipline must be instilled and implemented from an early age, preferably within the surrounding environment, the wider community, and the educational environment. It would be best if discipline began within the smallest unit, namely the family and the surrounding environment. It is fitting that children receive consistent discipline at home. At school, children can instill discipline by observing their friends at school who are never late and arrive early.

Winnicott in (Hanafiah, 2022) stated that early childhood learns to grow and develop rapidly and unexpectedly. Early childhood develops habits related to what they play with, what they like to eat, and when they sleep. These activities are all activities they choose and are part of their physical needs. Winicot's opinion is highly likely if early childhood develops a disciplined character. A disciplined character in early childhood will be very beneficial for them in performing skill procedures and interacting with others.

According to (Fadlillah & Lilif, 2016), the role of teachers in instilling discipline in early childhood is a guidance process that can instill certain behavioral patterns and habits, especially to improve mental and moral quality. Discipline is a very important character education that must be instilled in early childhood from an early age. By instilling discipline, children will

become accustomed to doing good and obeying/adhering to rules according to the norms, values, and guidance that apply in the child's community.

Teachers, as substitutes for parents when children are engaged in learning activities at school, play a crucial role in optimizing child growth and development, particularly in developing and shaping the independence of early childhood. Article 1 of Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, at the elementary and secondary levels. According to Ametembun and Djamarah in (Arifudin, 2024), teachers are all people responsible for the education of students, both individually and as a class, both in and outside of school.

Previous research was conducted (Aulina, 2013), this study aimed to inform children about good and bad and encourage children to behave in accordance with what has been taught. Meanwhile, this study aims to provide punishment through the time-out method by separating children who do not comply with discipline from their other friends. The results of this study are that teachers must consider the long-term effects on children's self-confidence, better than the current results, when making disciplinary decisions. Teachers must think of disciplinary situations as learning opportunities, namely opportunities to help children solve problems, how to negotiate differences, how to overcome frustration and others. The difference between the previous study and my research is that the previous study instilled discipline in children through the time-out method. While the similarities between the previous study and my research are that both discuss how to instill discipline in early childhood, and the type of research conducted is the same qualitative research.

Based on observations of the installation of disciplined behavior in the special program of Early Childhood Education (PAUD) Darussalam, educators emphasize that children always have good character. Based on observations, children are generally able to behave in a disciplined manner according to the rules. However, there are still some children who lack discipline. Among them, some children do not put back the toys/items they have used, do not put their bags in their place, most clearly seen when some children are often late to school due to lack of sleep, do not tidy up stationery such as drawing tools and pencil cases so that, when the next day when these items are needed, the child will be confused looking for the equipment until the child ends up shouting at the teacher or even crying. In addition, during recess, some children still throw trash in the right place, when mealtime comes, trash from eating is scattered and some children do not put objects and play equipment back in their original place. Judging from this phenomenon, guidance from teachers is needed to instill more disciplined behavior so that children avoid bad behavior. To instill disciplined behavior, the school uses methods through habituation to children, both verbally and nonverbally. Based on this explanation, further research will be conducted with the title "The Role of Teachers in Instilling Disciplined Character in Early Childhood 5-6 Years at PAUD Darussalam".

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2023), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Rosmayati, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The research was conducted on the role of teachers in instilling discipline in early childhood aged 5-6 years at Darussalam Early Childhood Education (PAUD). The type of research used in this study is a descriptive study method. According to Nana Syaodih

Sukmadinata in (Maulana, 2025), qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and human-made, which pays more attention to the characteristics, quality, and interrelationships between activities. In addition, according to Sukmadinata, it is quoted explaining that descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar (Kartika, 2023), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Ningsih, 2025) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Arifudin, 2025), this approach aligns with the primary objective of the study, which is to describe and analyze the role of teachers in instilling discipline in early childhood (5-6 years old) at Darussalam Early Childhood Education (PAUD). Therefore, this method will be able to explain the research problem (Aslan, 2025).

Bungin, as quoted by (Kartika, 2025), explains that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or depiction of a particular condition or situation. This study aims to provide an analytical overview of the role of teachers in instilling discipline in early childhood (5-6 years old) at the Darussalam Early Childhood Education Center (PAUD).

Bogdan and Taylor in (Sudrajat, 2024) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, the researchers created a complex picture, examined words, detailed reports from respondents' views, and conducted studies in natural situations, specifically related to the role of teachers in instilling discipline in early childhood aged 5-6 years at the Darussalam Early Childhood Education Center.

Engineering can be seen as a means of carefully performing technical work using the mind to achieve goals. Although research is essentially a scientific endeavor, it is conducted to systematically collect realistic data to establish the truth. Research methodology is a means of finding solutions to any problem. In this case, the author collected information on the role of teachers in instilling discipline in early childhood (5-6 years old) at Darussalam Early Childhood Education (PAUD), including articles, journals, theses, e-books, and others (Abduloh, 2020).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Mukarom, 2024).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Romdoniyah, 2024) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared views on the role of teachers in instilling discipline in early childhood (5-6 years old) at the Darussalam Early Childhood Education Center (PAUD).

Furthermore, Amir Hamzah in (Nasril, 2025) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These

details can be found in scientific literature, research, scholarly writings, dissertations, theses, and other written sources. According to (Delvina, 2020), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Sopwandin in (Aidah, 2024) explains that data collection was conducted through observation, interviews, and documentation studies. Data analysis included data condensation, data presentation, and conclusion drawing. Data collection included in-depth interviews and direct observation of teachers' roles in instilling discipline in early childhood (5-6 years old) at the Darussalam Early Childhood Education Center (PAUD).

Observation is part of the direct research process into the phenomena being studied (Nita, 2025). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the role of teachers in instilling discipline in early childhood (5-6 years old) at the Darussalam Early Childhood Education Center (PAUD).

The informants in this study consisted of three class teachers, two subject teachers, and one education staff member who were selected purposively based on their involvement in the learning process. The interview technique used in this study was a structured interview, which is an interview conducted using various established standard guidelines, with questions structured according to information needs and each question needed to uncover each empirical data (Afifah, 2024).

Documentation is a data collection technique using existing written documents or records (Kartika, 2022). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Saepudin, 2021), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Saepudin, 2022), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method was carried out to obtain data on the condition of the institution (research object), namely the role of teachers in instilling discipline in early childhood aged 5-6 years at the Darussalam Early Childhood Education Center.

Moleong, as quoted by (Saepudin, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al in (Abdurakhman, 2025) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong in (Kosasih, 2025), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Paramansyah, 2024) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Kartika, 2024) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

Research Result

In this section, we will discuss the research findings which are qualitative data obtained through observation, interviews and documentation on the disciplinary character of early

childhood aged 5-6 years at PAUD Darussalam and the role of teachers in instilling the disciplinary character of early childhood aged 5-6 years at PAUD Darussalam.

Disciplinary Characteristics of Early Childhood 5-6 Years Old at Darussalam PAUD.

a. Arrive on time

Based on the researcher's observations, there are regulations set in schools such as classroom discipline, school entry and exit schedules, cleaning schedules, and several other provisions. Although for children these regulations are small things that are not really noticed by them, teachers must encourage children to be able to implement them. In the teacher's role in instilling this disciplined character, there is an indicator, namely being present on time. If a child arrives late and educators always ask and reprimand the reason why the child is often late. This is implemented so that the child has a sense of shame for coming late and becomes disciplined. If a child develops bad habits and is not given advice or the child is simply ignored, then the bad habits will continue to be the child. This is the same as expressed by the class teacher as a resource person who said that: "There are some children who always arrive on time according to the hours determined by the school, but there are also those who arrive late. The reason children are late to school is because they wake up late. If this is done repeatedly, it will become a bad habit for the child's development."

b. Dress neatly

Based on observations and interviews, it can be said that dressing neatly is one of the important things in discipline and is an indicator of discipline. Neatness in dress is a person's behavior to always remain neat in dressing, in accordance with applicable regulations, neatness in dressing can also make children more comfortable and concentrate on learning so that learning objectives and school objectives themselves can be achieved well and satisfactorily. At PAUD Darussalam children are taught to dress neatly when coming to school. This is the same as expressed by the class teacher as a resource person who said that: "in the discipline of children accustomed to dressing neatly at school, the teacher also includes it in the daily activity plan (RKH) namely in the theme of my needs, sub-theme of clothing. The teacher includes it in the material of getting used to dressing neatly at school, at PAUD Darussalam children are taught to dress neatly when coming to school. The uniform of PAUD Darussalam is Monday-Tuesday (white and green uniform), Wednesday-Thursday (batik uniform), and Friday-Saturday (sports uniform)".

c. Tidy up toys after use

Based on observations and interviews, it can be said that when children have finished using toys, they must be able to return them to their original place. And children are also able to take care of the toys they use to play. This, if done and taught continuously to children, will become a good habit in children. This is in line with what was stated by the class teacher as a resource person, who said that: "Returning toys to their place is the final process of play activities, and is a child's responsibility that can be assessed. How they return and tidy up their toy place. How they take care of toys from the start of play until they finish playing. Because over time this will become a habit for children until they are adults."

d. Washing hands before and after eating.

Based on the results of observations and interviews, it is seen that teachers get children used to washing their hands before and after eating. When before washing their hands, children must line up neatly when queuing to wash their hands and no one fights over them. Children also get used to eating using their right hand instead of their left hand. The teacher's efforts are by guiding and providing examples of how to wash their hands firmly and diligently. This is the same as what was said by the class teacher as a resource person, saying that: "the importance of getting children used to washing their hands, the rules that apply to this activity must be firm, firmness in the matter referred to such as the teacher's seriousness in implementing

disciplinary rules for washing hands before and after eating and not forgetting to also get used to praying before and after eating and also getting used to eating using the right hand so that children will obey it".

e. Throw rubbish in its place

Based on observations and interview results, it can be said that teachers play an important role in guiding, accustoming, and providing the best knowledge to children so that they understand the importance of discipline in disposing of garbage in its place, then if there are still children who litter, the teacher gives advice and pressure so that children do not repeat littering because littering can cause flooding and the emergence of various diseases. After eating, the garbage in front of the child needs to be collected so that children are responsible for their own garbage. Teachers will not tire of reminding their children to always pick up garbage and throw it in its place. In addition, the teacher's efforts also implement waste sorting so that children are accustomed to distinguishing the types of garbage. This is the same as what was said by the class teacher as a resource person, saying that: "from this habituation, children will understand, not only accustomed to throwing away garbage, but knowing that garbage can also be sorted based on its function, accustoming children to be responsible for disposing of their own garbage, so that children will be accustomed to not littering."

The role of teachers in instilling the character of discipline in early childhood aged 5-6 at PAUD Darussalam.

a. Teachers as educators

Based on observations and interview results, it can be said that teachers are educators who become figures, role models, and identification for students and their environment. Therefore, a teacher must have certain personal quality standards, which include responsibility, authority, independence, and discipline. It is seen that teachers at PAUD Darussalam in instilling discipline in children, a teacher must start from himself in various behaviors and actions such as introducing existing regulations at school or in class, making commitments with children, and making consequences for violating regulations with professional awareness, because teachers are tasked with disciplining students at school, especially in learning. In accordance with the statement of the class teacher who was a resource person, said that: "related to discipline, teachers must comply with various regulations and rules consistently, because regulations are not only drawn up for students to follow, but every school member must comply with and carry out the applicable regulations and rules."

Being punctual is part of a teacher's role as an educator. Teachers can be role models for children by arriving on time to school. As role models, teachers can demonstrate discipline by example: arriving early to school, greeting students at the front of the classroom, tidying up shoes, stationery, and the classroom, and disposing of trash in the trash can.

b. Teacher as facilitator

Based on observations and interview results, it is said that as a teacher, not only is he skilled at teaching and training but he can also be a facilitator who can connect the skills of students. Facilitators are also able to facilitate the way their students make decisions whether they want to follow what they think or what they feel and then influence their behavior. Although the activities chosen are always technical, their function is as an introduction between experiences in the classroom or groups to the realities of real life. This is supported by interviews with other class teachers as sources, stating that: "whatever the teacher does to children in developing discipline is a must and should not be missed, when children come as teachers must immediately supervise and control the children, leave their cellphones or not play with them if they are not important from the time the child arrives until they go home, so supervision is number one and reminds children of the consequences that have been mutually agreed upon."

Washing hands before and after eating is part of the teacher's role as a facilitator. Washing hands before and after eating is one of the teacher's roles in introducing personal hygiene to children. Here are some of the roles of teachers in introducing personal hygiene to children: Teaching children to keep clothes clean, Teaching children to wash their hands before and after eating, Being a good example for children. Washing hands before and after eating is a simple and effective preventative measure for maintaining health. This habit can help maintain food hygiene and protect against disease.

c. Teacher as a guide

Based on observations and interview results, it can be concluded that teachers as travel guides, teachers need high competence to carry out the trip in instilling the character of discipline in children in four things, namely teachers must be able to determine goals and identify competencies to be achieved, teachers must see the involvement of students in learning, teachers must interpret learning activities, and teachers must carry out assessments. This is in accordance with what was expressed by other sources, saying that: "teachers always provide continuous guidance with the aim that children are trained and accustomed to doing something that has been determined, in addition, teachers in implementing rules are always consistent with the aim that children can be disciplined by obeying the rules in the classroom."

In addition, Darussalam Early Childhood Education (PAUD) has a special program to foster discipline in children and maintain cleanliness, called Clean Friday. Every Friday, everyone at the school works together to clean the school environment. This activity is led directly by each class teacher and the principal. In this activity, teachers instruct all students to pick up trash around the school and dispose of it in the trash bins provided. Not only do they instruct students, but teachers and the principal also directly participate in cleaning the school environment.

Research Discussion

The discussion presented in Chapter IV is based on the results of the research conducted. This research was obtained through data collection through observation, interviews, and documentation, which resulted in data. An in-depth presentation is provided based on the data obtained during the research. The accuracy of the information obtained can be seen from the attached physical evidence (attached data).

Disciplinary Character of Early Childhood Education in Darussalam PAUD

a. Arrive on time

Based on the research results, some children always arrive on time, and others are still often late. However, teachers always reprimand them and ask the reason why they are often late. And teachers always explain that at school there are several rules that cannot be violated by anyone. For example, in carrying out assignments, playing, coming to school in clothing according to the rules set by the school, arriving on time and leaving at the right time. Based on the research findings, this is in line with (Chandrawaty dkk., 2020) who stated that school rules and regulations must be obeyed, followed and implemented all school rules that have been determined by the school, and follow everything that has been determined by the school.

b. Dress neatly

Based on research at PAUD Darussalam, it is seen that children always follow the rules at school to dress neatly according to the schedule of school rules. Such as Monday-Tuesday (black and white clothes), Wednesday-Thursday (batik clothes), and Friday-Saturday (sports clothes). This is always instilled from the time the child arrives at school until he goes home. When a child's clothes are dirty, a teacher immediately teaches the child how to clean them so that it becomes a habit for the child continuously until they can solve the problem without being given an example by the teacher. This is in line with the findings of (Fitriani, 2022) in her research that school discipline means that every student must follow the rules and regulations

of the school such as how to dress neatly and politely, even the dress code in each school institution has been regulated accordingly where usually girls wear a headscarf or hijab and boys wear a peci, this will make students aware that dress discipline is the most important thing in school.

c. Tidy up toys after use

Research shows that children return used toys to their proper places without being asked by teachers, such as storybooks, magazines, stationery, and toys. This aligns with research findings from (Machfiroh et al, 2019) that instilling habits from an early age will benefit children as adults, intentionally fostering discipline.

d. Washing hands before and after eating

Based on research, it is seen that before washing their hands, children must line up neatly when queuing to wash their hands, and no one fights over them. Children also get used to eating with their right hand instead of their left. Teachers' efforts include guiding and providing examples of how to wash their hands firmly and diligently. This is similar to the research findings from (Chandrawaty dkk., 2020) that instilling discipline in children when eating can be done starting with simple things such as washing their hands by queuing first. This shows a child's disciplined attitude if it is carried out continuously with children. If continued to be given an example, children will naturally follow suit.

e. Throw rubbish in its place

Based on the findings of the teacher, it is important to guide, accustom, and provide the best knowledge to children so that they understand the importance of discipline in disposing of garbage in its place, from here the child will understand, not only accustomed to throwing away garbage but also know that garbage can be selected so that it becomes the child's responsibility to throw away their own garbage. It is seen that in PAUD Darussalam when after eating, the garbage in front of the child needs to be collected so that the child is responsible for his own garbage. Teachers will not tire of reminding their children to always pick up garbage and throw it in its place. In addition, the teacher's efforts also implement sorting garbage so that children are accustomed to distinguishing the types of garbage. This is the same as the results of research from (Hefni, 2018) that the habit of throwing garbage in its place must be instilled in children from an early age, as an educator has an obligation to instill awareness of throwing garbage in its place to children even for small garbage so that children have a sense of responsibility, empathy, compassion, discipline, order and love of cleanliness.

The role of teachers in instilling disciplinary character in early childhood at Darussalam PAUD.

a. Teachers as educators

It is seen that teachers at PAUD Darussalam in instilling discipline in children, a teacher must start from himself in various behaviors and actions such as introducing existing rules at school or in class, making commitments with children, and making consequences for violating rules with professional awareness, because teachers are tasked with disciplining students at school, especially in learning. This is the same as the findings of research from (Kusmawan, 2025) that as an educator must be able to be a good role model for students so that students can have a good disciplined character according to the norms and values that apply in society.

b. Teacher as facilitator

This is evident in Darussalam Early Childhood Education (PAUD Darussalam), where the role of teachers as facilitators is quite good. This is evidenced by the provision of facilities such as shoe racks placed individually in each classroom, bag cabinets, trash cans in each classroom, two large trash cans outside the classroom, cleaning tools in each classroom, and handwashing stations in each classroom. However, teachers also provide learning media that are useful in instilling discipline in children with the aim of increasing children's interest in

learning discipline. Similarly, findings from (Adolf Bastian dan Reswita, 2020) indicate that as facilitators, teachers play a role in providing services to facilitate students in the learning process and are able to organize various types of media and can utilize various teaching resources.

c. Teacher as a guide

This is evident when teachers consistently provide guidance with the goal of training and getting children accustomed to doing what has been determined. Furthermore, teachers consistently implement rules with the goal of ensuring children become disciplined by obeying classroom rules. As mentors, teachers need to approach students with engaging activities or learning that support student discipline. Furthermore, teachers must consistently communicate and discuss with students because each child's character is different. This is consistent with research by (Adolf Bastian dan Reswita, 2020) that states that the role of teachers as mentors is that teachers must have an understanding of the discipline of the children they are mentoring and must be skilled in planning the goals and competencies to be achieved, as well as planning the learning process.

Based on the explanation above, it can be concluded that the role of teachers in instilling discipline in early childhood is crucial. This is because teachers serve as role models and role models for children. Discipline can foster habits, rules, and self-control, teaching children to understand and adhere to the norms, rules, and values desired within a given environment or society. It helps children understand reasonable boundaries and develops self-regulation skills.

IV. CONCLUSION

Based on the research conducted, it can be concluded that the role of teachers in instilling the character of discipline in early childhood in PAUD Darussalam is that teachers as educators with examples of teachers coming early to school and tidying up stationery and classrooms, teachers as facilitators, teachers teach to keep clothes clean, teach children to wash their hands so they are clean, teach them to throw trash in the trash, and teachers as mentors, teachers provide guidance to children by conveying the rules that exist in school when studying and the rules when playing games.

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