

ANALISIS PERAN GURU DALAM IMPLEMENTASI KARAKTER MANDIRI PADA ANAK USIA 5-6 TAHUN

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ABSTRAK

Karakter mandiri merupakan aspek penting dalam perkembangan sosial emosional anak usia dini. Namun, masih terdapat anak usia 5–6 tahun yang bergantung pada guru atau orang tua dalam menyelesaikan kegiatan sederhana. Penelitian ini bertujuan menganalisis peran guru, strategi pembiasaan, faktor pendukung dan penghambat, serta perkembangan karakter mandiri anak usia 5–6 tahun di RA Al Mukhlisin Kota Depok. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Informan terdiri atas kepala sekolah dan dua guru kelompok B. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi. Analisis data menggunakan model Miles, Huberman, dan Saldaña melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Keabsahan data diperiksa melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa guru berperan sebagai pendidik, pembimbing, teladan, fasilitator, motivator, dan evaluator. Implementasi dilakukan melalui pembiasaan rutin, tugas sederhana, pendampingan bertahap, kesempatan mencoba, dan penguatan positif. Faktor pendukung meliputi konsistensi guru, fasilitas ramah anak, kesiapan anak, dan kerja sama orang tua. Adapun faktor penghambat meliputi pola asuh protektif, perbedaan strategi guru, keterbatasan sarana, dan ketidakkonsistenan pembiasaan di rumah. Pembiasaan mengurangi ketergantungan serta meningkatkan kepercayaan diri dan tanggung jawab anak. Sekolah perlu menyelaraskan strategi guru dan memperkuat kerja sama dengan orang tua.

Kata kunci: peran guru, karakter mandiri, anak usia dini, pembiasaan, PHBK.

AN ANALYSIS OF TEACHERS' ROLES IN IMPLEMENTING INDEPENDENT CHARACTER DEVELOPMENT AMONG CHILDREN AGED 5–6 YEARS

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ABSTRACT

Independent character is an important aspect of social-emotional development in early childhood. However, some children aged 5–6 years still depend on teachers or parents to complete simple activities. This study aims to analyze the role of teachers, habituation strategies, supporting and inhibiting factors, and the development of independent character among children aged 5–6 years at RA Al Mukhlisin, Depok City. This study employed a qualitative descriptive method with a case study approach. The informants consisted of the school principal and two teachers of Group B. Data were collected through observation, semi-structured interviews, and documentation. Data were analyzed using the Miles, Huberman, and Saldaña model through data condensation, data display, and conclusion drawing and verification. Data validity was examined through source and technique triangulation. The results showed that teachers acted as educators, guides, role models, facilitators, motivators, and evaluators. Implementation was carried out through routine habituation, simple tasks, gradual assistance, opportunities to try, and positive reinforcement. Supporting factors included teacher consistency, child-friendly facilities, children's readiness, and parental cooperation. Inhibiting factors included protective parenting, differences in teacher strategies, limited facilities, and inconsistent habituation at home. Habituation reduced children's dependence and increased their confidence and responsibility.

Keywords: *teacher role, independent character, early childhood, habituation, PHBK.*