

RINGKASAN

PERAN GURU DALAM MENGEMBANGKAN KARAKTER MANDIRI ANAK USIA DINI BERBASIS BUKU *SEMBILAN PILAR KARAKTER* DI TK SINAR MENTARI

Penelitian ini membahas peran guru dalam mengembangkan karakter mandiri anak usia dini berbasis buku Sembilan Pilar Karakter di TK Sinar Mentari. Penelitian ini dilatarbelakangi oleh pentingnya penanaman karakter mandiri sejak usia dini sebagai fondasi pembentukan kepribadian anak. Salah satu pilar yang dikembangkan adalah karakter mandiri, yang mencakup kemampuan anak dalam melakukan aktivitas tanpa bergantung pada orang lain, berani mengambil keputusan sederhana, serta bertanggung jawab atas tindakannya. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Subjek penelitian adalah guru dan anak-anak di TK Sinar Mentari. Teknik pengumpulan data penelitian ini dengan observasi langsung, wawancara, dan dokumentasi kegiatan. Teknik analisis data dengan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru memiliki peran yang sangat strategis dalam mengembangkan karakter mandiri anak, yaitu sebagai teladan (*modeling*), *storyteller*, fasilitator, pembimbing, motivator, evaluator, dan komunikator dengan orang tua. Guru menanamkan nilai kemandirian melalui kegiatan pembiasaan, *storytelling* menggunakan Buku Sembilan Pilar Karakter, pemberian kesempatan kepada anak untuk melakukan aktivitas sendiri, serta pemberian penguatan positif. Sikap mandiri yang muncul pada anak meliputi kemandirian merawat diri, kemandirian dalam belajar, bersosialisasi dan tanggung jawab. Perkembangan tersebut menunjukkan bahwa internalisasi nilai karakter melalui pembiasaan yang konsisten dan keteladanan guru memberikan dampak positif terhadap pembentukan karakter mandiri anak.

Kata kunci: peran guru, karakter mandiri, anak usia dini

SUMMARY

THE ROLE OF TEACHERS IN DEVELOPING INDEPENDENT CHARACTER IN EARLY CHILDHOOD BASED ON THE NINE PILLARS OF CHARACTER BOOK AT TK SINAR MENTARI

This study examines the role of teachers in developing independence character in early childhood through the Nine Pillars of Character book at TK Sinar Mentari. The research is motivated by the importance of instilling independence from an early age as a foundation for children's personality development. One of the pillars emphasized is the character of independence, which includes children's ability to carry out activities without depending on others, make simple decisions, and take responsibility for their actions. This study uses a qualitative method, utilizing observation, interviews, and documentation as the primary techniques for collecting data. The subjects of the study are teachers and children at TK Sinar Mentari. Data were collected through direct observation, interviews, and documentation of activities. The data analysis techniques consisted of data collection, data reduction, data display, and conclusion drawing.

The findings indicate that teachers play a highly strategic role in developing children's independence character, acting as role models (modeling), storytellers, facilitators, mentors, motivators, evaluators, and communicators with parents. Teachers instill the value of independence through habituation activities, storytelling using the Nine Pillars of Character book, providing opportunities for children to perform tasks independently, and giving positive reinforcement. The forms of independence observed in children include self-care independence, learning independence, social independence, and responsibility. These developments demonstrate that the internalization of character values through consistent habituation and teacher role modeling has a positive impact on the formation of children's independent character.

Keywords: *teacher's role, independent character, early childhood.*