



The Behavior Teachers of Raudhatul Athfal (RA) with Achievement in the Golden Age

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Abstract

This study emphasizes on the behavior of outstanding RA teachers who can be limited as mental states to think, behave, and behave during the golden age in the growth and development of an early child when RA teachers experience them. These behaviors are reflections of various aspects, both physical and non physical, as well as psychological reactions from an RA teacher with environmental achievements. These outstanding RA teachers during the golden age mostly did not receive formal education in their early age education, not through kindergarten (kindergarten) even those who were equal, but their childhood experiences really liked to play rain, play ball, even used to playing with boys (man). The teaching patterns instilled by his parents also tend to be rigid and decisive, especially his father who is also a teacher to teach him. In his house deliberately no television was provided because it was considered to be able to take up study time.

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INTRODUCTION

The high-achieving teacher of Raudhatul Athfal (RA) has a very urgent position, function, and role in achieving the vision of education, namely realizing competitive and intelligent Indonesians. Therefore, the teaching profession is upgraded to become a virtuous profession, so that its main role is in order to produce the national goals of quality education, and in carrying out its main duties it has pedagogical, then personal, and social, and professional (academic) competencies (Government Regulation of the Republic of Indonesia number 74 of 2008 concerning Teachers, in article 3 paragraph 12), at the same time being able to become a teacher of high character who is capable of commendable participation at the national, then regional, and even international levels.

Every teacher needs the freedom to be creative and self-actualizing (Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. RI Law No. 14 of 2005, Regarding Teachers and Lecturers Article 1, paragraph 1). Self-management is a procedure in which individuals manage their own behavior. In this individual technique is involved in the basic components in the form of: choosing the strategy to be determined, conducting and evaluating the procedure, and determining target behavior, and monitoring this behavior (Komalasari, et al. 2016, p. 180). In other words, self management is the ability of an individual to control himself in terms of emotions, behavior, and even to change the stimulus.

A teacher is judged not only from the scientific aspect, but also from the aspect of the personality he displays. whether it attracts students' interest and creates a sense of optimism in facing various life responses, or a personality that is ignorant, pessimistic, and unable to radiate a sense of optimism, all of which are contained in the concept of self-personality. According to Newcomb, it is defined as the organization of attitudes (predispositions) that a person has as a background to behavior. Which is the organization, namely how someone does, knows, thinks, feels, and responds to a situation. Personality is the organization of the biological, psychological, and sociological factors that underlie individual behavior. Personality includes habits, attitudes, and other characteristics that are typical of a person that develops when that person deals with

other people. (Roqib and Nurfuadi, 2009, p. 15)

In general, when a teacher finds a child who makes a mistake, he will advise him. It doesn't just end there, but for RA teachers who excel, it doesn't stop with that one piece of advice. Monitoring of changes in children's attitudes from one time to the next after being given advice will always be considered, measured seriously so that the child is really monitored, his behavior is guided so that he becomes a better child.

The future demands of the teacher are not light. Teachers are expected to be able and able to carry out a learning process that is based on and implements the four pillars of learning recommended by the UNESCO International Commission for Education, namely learning to know, learning to do, learning to be, and learning to live together. If we look closely at the four pillars, it requires a teacher to be creative, work diligently and must be able and willing to improve his abilities. Based on these demands, a teacher according to Kan & Bulut (2014) is finally required to play a more active and more creative role as seen in the following behaviors:

First, teachers do not only master science as a product, but especially as a process. He must understand the scientific disciplines he works on as ways of knowing. Because it is more than scholars who use science but must master the epistemology of these disciplines. Second, the teacher must recognize students in their characteristics as individuals who are in the process of development, both in their way of thinking, social and emotional development, and moral development. Third, teachers must understand education as a cultural process so that they are able to choose a learning model and an evaluation system that allows the socialization of various abilities, values, attitudes, in the process of learning various disciplines.

The teacher also feels tired. In general, when you feel tired, the teacher will take a break and assist the children at random. Unlike the high-achieving RA teacher, he does not really care about fatigue, when he finds something that is not good for the child, he will always advise the children, totally in carrying out their responsibilities (Komalasari, et al. 2016, p.180).

Something that is embedded in an accomplished RA teacher is how to make children learn well, pass lesson by lesson well, be guided by their behavior properly, so that later their students are able to become intelligent adults and have noble morals. Including during the learning process, teachers who already know exactly the abilities of each child, sometimes do not care about imp-

roving the academic quality of children with low intelligence. Unlike the RA teacher with achievement, he will always look for ways so that the child can be awakened from various sides, so that his potential can be directed properly and guided.

Literature review of Muh. Misdar in his dissertation, 2014 entitled, "Teacher exemplary; The Study of Exemplary Teacher at Madrasah Ibtidaiyah Negeri Palembang ". This research uses descriptive analytic, which describes that the increase in teacher modeling cannot run naturally, because modeling is basically a psychological symptom, an increase in psychological symptoms must be initiated through an increase in teacher attitudes, knowledge and skills. Improving teacher exemplary can be implemented in the form of non-academic and academic. Therefore, increasing the exemplary of a teacher through the development of his personality that can be implemented through four aspects; namely teacher competence, teacher behavior, school environment, and community control, carried out in two ways, namely increasing the latent function and the manifest function of the teacher. This latent function can be carried out through academic improvements such as the quality and quantity of education and training, academic work and norms, through tightening the application of academic administration or through the application of strict academic rules or procedures. Meanwhile, the manifest function can be done through increasing religious norms and social roles (Misdar, 2014).

The research revealed above is only a few that are directly related to the theme of the research being carried out, and there are many more studies that discuss teachers, but these cannot be summarized in this research. However, the products of previous research give an infinite number of meanings. The findings of previous studies are a very meaningful reference, as a common thread for the research conducted. Therefore the results can be concluded substantively, that almost all studies mention teacher professionalism, ideal teacher figures, behavior, morality, life values and some Islamic education teacher management, human resource management and management of educators and educational personnel.

METHOD

Types and Approaches

This type of narrative inquiry research was chosen as a type of research using a psychological approach. Qualitative research has the following characteristics: natural, using qualitative

methods, humans become instruments, inductive data analysis, focus, descriptive, prioritizing procedures over products, criteria being data validity, research results are considered and mutually agreed upon and the research design is temporary. Taylor and Bogdan interpret qualitative methodology as a research procedure that involves written descriptive data and oral words for people or informants who can be observed (Moleong, 2005. and Muhammad Rohmadi and Yakub Nasucha, 2015, p. 29).

This study seeks to determine the meaning of events in relation to the object and research situation. This approach provides direction to the interpretive meaning of the life events of teachers around RA. According Moleong, mentions the term "verstehen" (Rohmadi, and Nasucha, 2015). Furthermore, trying to get closer to the conceptual realm of the research object, so that a substantial understanding can be developed around the area of daily life around RA.

There are 3 (three) stages carried out in examining this matter. First, trying to enter the data reduction stage, is the stage of observing the events being studied; second, trying to arrange the parts of the events to be described, with the intention of getting the meanings of the events in the object of research, then the stage; third, entering into meaning transformation, here begins to compile a descriptive analysis and description (Smith, 2013, pp. 45-46).

In qualitative research, the psychological approach is one of the theoretical approaches to research, through understanding and describing what happens to the object of research. The psychological approach that is carried out emphasizes the behavior of a person's life, so it is also called qualitative research that emphasizes the integrity and depth of data from the object under study, or is also called naturalistic research, because the situation in the research field is natural and is stated as it is. This research is descriptive analytic, because this research seeks to describe the situation under study in the form of a narrative description, in which the main research problems are the focus of the research (Nasution, 2003, pp. 29-31), while it is described in a narrative form by describing the nature of the research. analysis.

Determination of Research Subjects

The subjects of this study were 5 (five) outstanding RA teachers in Yogyakarta, represented by the ambassadors of each district, one RA teacher with achievement who won the district / city level (based on the Decree of the Head of

the Regional Office of the Ministry of Religion of the Special Region of Yogyakarta Number 482 of 2017. The Domestic Champion in the Madrasah / Raudhatul Athfal Teacher and Education Personnel Competition in the Special Region of Yogyakarta in 2017 on August 28, 2017), while the number of RAs in Yogyakarta was 221 (two hundred twenty one) RAs, which included: 27 (twenty seven) RA in Kulonprogo Regency, 37 (thirty seven) RA in Bantul Regency, 95 (ninety five) RA in Gunungkidul Regency, 52 (fifty two) RA in Sleman Regency, and 10 (ten) in Yogyakarta City (based on Student Recapitulation Report RA Recipient of Educational Operational Assistance for Head of Madrasah Education at the Regional Office of the Ministry of Religion of the Republic of Indonesia, Yogyakarta Special Region, 2017).

The object of the research (Sugiyono, 2012, p. 125), where at the same time the research location was the RA teacher, totaling 1,023 (one thousand twenty three) RA teachers from there who were selected to become RA teachers with achievement per district one, so there are 5 (five) exemplary RA teachers representing each of them. Districts or Cities in the Special Region of Yogyakarta, where these subjects become exemplary teachers who are able to understand that in fact the attitudes and behavior of other teachers and the behavior of students can be the result of observations of exemplary teacher attitudes and behavior as a process model (Suprijono, 2012, p. 65).

Research Instruments

The researcher himself is an instrument who also acts as a research subject (Sugiyono, 2013, p. 306). This research was conducted in a literature review, determining informants to be data sources, assessing the quality of data quality, collecting data and analyzing it, and making data conclusions. Conducted directly in the field to explore concepts, analyze teacher views and deepen the implementation of several personality indicators that lead to exemplary. Then try to maintain the validity of the data, try to understand and deepen the methodology, mastery of concepts and insight into the field under study.

Characteristics of research using qualitative types, so something in it becomes a direct source of data, because research is the key research instrument, the research was by Robert C. Bogdan and Sari Knop Biklen (2006, pp. 27-30) as the key instrument. The descriptive nature of the research prioritizes the form of appearance or expression, leads to the process not the result,

so qualitative research focuses more on what and how informants express their opinions.

Data Collection Techniques

The source of data collection from the performance of informants (5 RA teachers with achievement) was carried out in several stages: First, through observation. Observations were made without using intermediaries, meaning that the observations in this study were direct observations of the object of research by doing semi-participatory activities or also called moderate participation, meaning that they did not involve themselves directly to become teachers in RA where this research was conducted, even direct involvement in some RA activities. (Sugiyono, 2012, p. 227). Observations by looking directly at 5 (five) subjects as outstanding teachers, how their routines and activities in RA began their arrival, welcoming students to students, guardians who escorted them to reactions to their learning activities and even activities outside RA were exemplary.

The observations used above are moderate participatory observations, namely: a type of observation in which there is a match between being an outsider and an insider, which involves engaging in several activities on an object of research. The use of this technique is intended to maintain the validity of the data collected, especially data on the constructive understanding of outstanding teachers about exemplary and its implementation for other teachers in RA Yogyakarta. Direct involvement in class and interacting with students accompanying outstanding teachers in teaching and carrying out activities that support their example. Operationally the observations made are disguised observations (Sugiyono, 2012, p. 228), with the reason that the aspects being sought can be kept confidential, because if observations are made frankly it is feared that data will be kept secret by the informants.

Second, through the in-depth interview technique by interviewing informants, regarding the in-depth interview technique used in this study, the unstructured interview technique is a form of interview that gives respondents the freedom to give answers (Mohamad Ali, 2013, p. 85), with the intention that respondents can provide alternative answers freely, interview guidelines need to be formulated to make it easier to carry out research activities but the guidelines are made only to the point of importance (Sugiyono, 2012, p. 234). The interview technique is also called an open-ended question, the purpose of using the method in question is to ensure the validity of the

data, especially the teacher's view of exemplary data.

In-depth interviews interviewed research subjects, namely 5 (five) RA teachers with achievement in Yogyakarta separately according to the domicile area where the outstanding teacher taught, in the teacher's room were asked about self-development, in the form of motivation for participation in regional level achievement teacher competitions that represented district level ambassadors, and asked various strategies to motivate other teachers to emulate themselves. The location visited for outstanding teachers as the first subject was the representative of Sleman Regency, Mrs. Sri Ngadiyati in RA Masyithoh Kantongan Merdikorejo Tempel Sleman.

The second location went to the representative subject from Kulon Progo Regency, namely Mrs. Estri Ritah Indriwati at RA Masyithoh Janten, Tegalrejo janten Temon Kulon Progo. The third came to Tegal Kembang Imogiri Bantul at the residence of Mrs. Rufiyati Ambarningrum as the third subject who was on maternity leave from RA Ar-Raihan on Jl. Juanda Kweden Trirenggo Bantul, as an ambassador representing Bantul Regency. The four visited the location of RA Masyithoh Kwarasan in Kwarasan Tengah RT 1 RW 2 Kedungkeris Nglipar Gunungkidul to interview Rina Wahyuni as an RA teacher with achievement five (hope II) representing the ambassador from Gunungkidul Regency. The five came to RA Baitur Rahmah to interview Anton Ariyadi's brother on Jl. Sawitsari A-15, Condongcatur Depok Sleman. Since no ambassador for the city of Yogyakarta was represented, an additional quota was given to him as a teacher with achievement 4 (hope I).

Interview steps are carried out by: First, determining the informants to be interviewed; second, to present the core of the problem which is the subject of discussion; third, opening the interview flow; fourth, carry out the interview flow; fifth, informs the summary or final conclusion of the interview results and the last; sixth, compiling the results or interview products that have been obtained (Sugiyono, 2012, p. 235).

Third, through documentation from 5 (five) RA teachers with achievements, and documents used to find other supporting data that complements; such as portfolios of participants in the DIY RA teacher achievement competition in 2017, RA documents, IGRA documents, IGRA activities, RA curriculum, results of previous research in the RA environment, which have ties to research development. The urgency of using this method is so that written data is not

possible by means of interviews or observations, through this procedure, efforts are made to help and support data analysis about exemplary RA teachers who excel in the RA environment.

Fourth, through triangulation, which is a technique used to test the credibility of data, be it data that comes from or comes from interviews, observations, and documentation (Sugiyono, 2012, p. 273). In this study, data triangulation techniques were used (Sugiyono, 2012, p. 274), namely; checking and testing various data collected through three sources, namely data collected from interviews, then observation, and through documentation. Triangulation technique is used with the intention that some of the collected data is still confusing, so it requires data validity. So an in-depth discussion was carried out on data sources, such as the head of the RA, the head of the IGRA, the Head of the Ministry of Religion Education, and teachers who were considered to have mastered the main problems in the research.

Data Analysis

The approach used in analyzing this research uses a qualitative descriptive approach, where the procedure is the collection of descriptive data in the form of spoken or written words about conditions, individual characteristics, and observable group symptoms (Muhammad Rohmadi and Yakub Nasucha, 2013, p.29). As well as a detailed qualitative descriptive analysis approach, starting from the first time the data was collected, the analytical approach in this study is a qualitative approach (Qualitative analysis is an analysis using existing then grouped by categories made through a coding approach to draw conclusions, Noeng Muhadjir, 2000, p. 29-32, and Paul Suparno, 2008, p. 67. As well as Sugiyono, 2012, p. 247) using interactive analysis, namely analysis by finding and matching data from one another since data collection began, so as to create an integrated analysis (Sugiyono, 2012, p. 246). The analysis steps were carried out sequentially; starting from editing, reducing data, classifying data, and presenting data (Sugiyono, 2012, p. 247). The data analysis starts from the first problem, then the second and third problem as determined by the researcher. Some analysis will be taken, because it refers to the analysis of: data reduction, then data presentation, and ends with a conclusion.

This data reduction includes: the process of selecting, sorting, concentrating attention, transforming, simplifying, and abstracting the initial data which is still rough, obtained from

field notes, then continued with data display (Sugiyono, 2012, p. 247) which is the process of presenting a number of information in the form of narrative text, the direction of data presentation, namely: simplification, processing, sorting, grouping complex and messy and meaningless information so that it becomes a whole in the form of understandable scientific configurations, then data verification is continued, is drawing conclusions which is an activity to seek understanding and meaning. facts so as to produce conclusions and new research findings.

This research has been carried out since the enactment of the decree of the head of the Yogyakarta Ministry of Religion's regional office number 482 of 2017, concerning the determination of the winner of the competition for teachers and high-achieving Madrasah / Raudhatul Athfal education staff at the Yogyakarta level, dated August 28, 2017, from October 1 2017 to June 30 2018.

Test Data Validity

The validity of the data is carried out to prove whether the research carried out is truly scientific research, as well as to test the data obtained. Test the validity of the research data using the credibility test (Sugiyono, 2012, p. 270). In order for the data to be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test is carried out in the form of: credibility test (credibility) or the trust of the research data presented, so that the research results are not doubted as a scientific work.

In testing the credibility of the research, the writervapplied triangulation of sources, then triangulation of data collection techniques, and time triangulation (Sugiyono, 2012, p. 274). Triangulation of sources to test the credibility of the data is done by checking the data obtained from several sources. The data obtained were analyzed by researchers, in order to obtain a conclusion, then an understanding or submission of questions (member checking) was asked for three data sources (Sugiyono, 2012, p. 247). Technique triangulation is applied to test the credibility of the data which is done by checking the data against the same source but with different techniques. For example, checking data can be done through interviews, observation, documentation. If the data credibility test technique obtains different data, then discuss further on the data source to ensure which data is considered correct or even at the same time consult with several fellow lecturers in the field, as well as with the promoter, as well as to the examiners of this dissertation.

Time triangulation of data obtained through interview techniques in the morning where when the informant is still in fresh condition, will provide more valid data, so that the data is more credible. Furthermore, it can be done by checking interviews, then observation, or even by other techniques, in a different time frame, situation and condition. If the test results obtained different data, it is done repeatedly continuously, so that data certainty is obtained (Sugiyono, 2012, p. 247).

RESULT AND DISCUSSION

Teachers play a role in improving the quality of education. As individuals, teachers are the embodiment of all the unique characteristics that are in accordance with their position as stakeholders in the teaching profession. Personality is the main basis for self-realization as an effective teacher in carrying out professional duties. This requires a teacher to be able to realize an effective person to be able to carry out their functions and responsibilities. The teacher must know himself and be able to develop it towards the realization of a healthy and complete person. (Oktradiksa, 2012)

Teacher personality is the most important factor for students' learning success. The teacher's personality becomes an example for students. Teacher's personality is a factor that determines the good or bad personality of the child. A good personality is a requirement for a teacher. Based on decree number 482 of 2017 (dated 28 August 2017), regarding the determination of the winner of the competition for teachers of Raudhatul Athfal achievers at the Yogyakarta Province level in 2017, stipulates as attached in the decree that outstanding RA teachers are; first place was won by Sri Ngadiyati, S.Pd.AUD from RA Masyithoh Kantongan B Merdikorejo Tempel Sleman, second place was won by Estri Ritah Indriwati, S.Pd.I. from RA Masyithoh Janten Temon Kulon Progo, the third winner was Rufiyati Ambar Ningrum, S.Sos.I. from RA Ar Raihan Bantul, the first runner up was won by Anton Ariyadi, S.Si. from RA Baitur Rahmah Jl. Sawitsari A-15 Gang Anggrek Condongcatur Depok Sleman, and Rina Wahyuni, S.Pd. AUD. from RA Masyithoh Kwarasan Nglipar Gunungkidul. The five outstanding teachers became the formal object or subject of this study.

RA teacher achievement behavior in Yogyakarta can be limited as a mental state to argue, think, behave, etc. in the golden age of the development of an early childhood when an accomp-

lished teacher experiences it, this behavior is a reflection of various aspects, both non-physical, as well as physical. Behavior is also defined as a psychological reaction from an accomplished RA teacher to his / her environment at that time, the reaction in question is classified into 2, namely in the passive form (without real or concrete action), and in active form or with concrete actions (Notoatmodjo, 2003.p . 1).

In a school environment, children aged 4 to 6 years usually attend school or enroll in PAUD or kindergarten. Kindergarten as a world of children's play which is a means of learning. In a play situation, children's attention to lessons can be greater. While playing, children also learn to share basic skills and abilities. There are various kinds of games in kindergarten, including active play, constructive play, creative play, and imaginative play. However, most of the RA teachers who performed well during the golden age of their agency did not receive this early education, but the spirit of living life with joy and sorrow adorned their golden years.

The golden age or also known as the golden age for achieving RA teachers when they are 0-5 years old or especially when they enter early education (PAUD) such as kindergarten or the equivalent at that time, will be an exemplary picture of their track record of experience. His past is fun so that he is able to deliver achievements when the teachers are currently teaching achievement. The five outstanding RA teachers representing their district ambassadors in the Yogyakarta Province regional level competition in 2017, as for their behavior during the golden age, namely:

Sri Ngadiyati

Teacher RA Masyithoh Kantongan B Merdikorejo Tempel Sleman, who achieved first place, at the time of her golden age, the seventh of the eight siblings did not go through kindergarten (Kindergarten) at an early age, but I remember her childhood experiences well. , he really likes to play in the rain, so when it rains he often runs in the rain, his mother has often forbidden him but he is still wayward (Interview with R. ng. Suparmini, having his / her address at Sanggrahan, Lumbungrejo, Tempel, Sleman , Yogyakarta. He is the second brother of Mrs. Sri Ngadiyati (the first subject in this study), on June 23 2018).

In the past when I was little I often played with my brother, playing football. Even used to playing with boys (boys), because I am the 7th child of 8 siblings, the only daughter is me and my second eldest brother and even then I am still 4 years old, my sister is married so at the house of

all my friends, that's why I always tomboy, after becoming an RA teacher, I just got a little feminine (Interview with Mrs. Sri Ngadiyati for her confession on 23 June 2018). When I entered elementary school, I didn't want my name to be added in front of my name, namely Rr (roro) even though all my family wore the female Rr, while the boys wore the extra R (raden) (Interview with Sri Ngadiyati's mother for her confession on 23 June 2018).

As a child, I also liked to make a house from salak leaves with my friends, then cook or cook with pottery, which was too old, and finally finished eating together (Interview with Sri Ngadiyati's mother above confession on 23 June 2018).

Estri Ritah Indriwati, S.Pd.I.

The winner of second place is RA Masyithoh Janten Temon Kulon Progo, his father used to be a veteran, but also farming. I used to follow my father, plowing the fields, my father often invited me to ride on a plow, until now I still feel like riding on a plow. Besides that, my father also raises ducks, my father often asks me to find crabs (yuyu) for ducks' food. He exclaimed, looking at night along the river, using a light (large flashlight) (Interview with Estri Ritah Indriwati on June 25, 2018).

When I was in elementary school, I already got routine tasks, namely washing dishes and sweeping the yard, and I was disciplined in doing that. At the beginning of elementary school I was also forced by my teacher to lead a walking competition, this is the first time I participated in a race, I really didn't want to and because I was really forced to join the competition, it turned out that my team won an unexpected champion. (Interview with Estri Ritah Indriwati on June 25, 2018).

This behavior provides in-depth knowledge to teachers or parents to identify more deeply about early childhood behavior. In the home environment, parents are obliged to understand the talents of their children by prioritizing their parents' ambitions about "my child must be this", but it must also be understood that interests and talents are two very different things. By using an understanding of children's limitations and creating a creative and conducive atmosphere as well as giving more encouragement to children so that children can hone their talents properly.

Rufiyati Ambar Ningrum

The winner of this third place is from RA Ar Raihan Bantul, his behavior as a child, pre-

elementary school age (SD), is not much different from his friends. Play and learn like any other, however, there are also some things that make it special compared to its friends. He did not take PAUD education, at 6 years old he went directly to SD, did not receive pre-primary or kindergarten education, but was accompanied directly by his mother (parents). His parents obliged him to recite the Koran (learn to read the al-Qur`ān) every night after ṣalāt maghrib until it was time for isha` at his residence. The teaching patterns instilled by his parents also tended to be rigid and assertive, especially his father who was also the teacher. In his house, television was intentionally not provided because it was considered that it could take up his study time (Interview with Saryanto (husband of Rufiyati Ambar Ningrum) at his residence in Tegalkembang Imogiri Bantul, on 27 June 2018).

He is the first child of 4 (four) siblings. The age relationship with his younger siblings is not too far away, only around 1-2 years, so he is also used to accompanying his younger siblings to play and study even though he is still young. Apart from being friends to play with, his younger siblings are also friends to study during the Koran. He likes playing on the field which hones his dexterity in interacting with friends in his village, likes to socialize so he has many friends. In his friendship, he tends to be the leader (Interview with Rufiyati Ambar Ningrum on 27 June 2018).

In addition, parents should invite children to be grateful with a gradual method, pay attention to the development of the child's mindset, control children's desires, and be consistent in teaching. Parents are also required to assist children in watching or viewing television by helping and selecting television programs that are relevant to the child's age and level of understanding. Children are also involved in working together in the family in order to understand household chores and train children's communication between families.

Anton Ariyadi, S.Si.

This outstanding RA teacher who is the only man teaches at RA Baitur Rahmah Jl. Sawit-sari A-15 Gang Anggrek Condongcatur Depok Sleman, as the winner of the first runner up for an outstanding RA teacher in 2017 who resides in Karet Pungkurat RT 07 Pleret Bantul, behaves in accordance with the statement agreed by his brother and mother:

"I was in kindergarten, the type is enthusiastic and cheerful, like to share, easy to get along with, play with all my friends, and very active. On

the negative side, maybe I used to be a bit lazy, if I was asked to do something that I didn't like or didn't like, even though I actually understood the material or the instructions" (Interview with the first sister (Ningsih) and also according to the testimony of Mrs. Jumariyah (Mrs. of Pak Anton Ariyadi), on June 26 2018).

Rina Wahyuni

The second runner-up winner in the RA teacher achievement competition from RA Mas-yithoh Kwarasan Nglipar Gunungkidul who is brave and stubborn in accordance with the phrase narrated by this mother of two children:

"My mother used to ride bicycles everywhere, and I was often invited by her, a bell on the back, my mother always asked me to sit facing the front, and hold on to my mother, she asked me to obey, but every time I got to the middle of the trip, I always moved to sit on the side, not facing forward. Instead, facing sideways with legs parallel to one side, not stepping facing forward. At that time with a position like that, I already felt big or big, then every time I reached the destination my mother always advised and reminded me not to fall like that. But I was still stubborn, finally every time I was invited to go I was ridden behind, I would have faced the front then tied my legs to the bicycle wearing a scarf, then I couldn't do anything, so it continued until the goal of the position was fixed, because it was tied with the scarf" (Interview with Rina Wahyuni on 29 June 2018).

CONCLUSION

The behavior of outstanding RA teachers in Yogyakarta is able to provide strength and produce a work ethic called hard work, smart work and sincere work that can foster positive, productive, and contributive behavior. So that they value their work more, are more enthusiastic at work and become motivation when they are less enthusiastic.

This outstanding RA teacher (Sri Ngadiyati) did not receive Kindergarten education in his early childhood, or even the equivalent, but his childhood experience was like playing in the rain, playing soccer, and even getting used to playing with boys. He admitted that when I was a child I also liked to make houses from salak leaves with my friends, then cook or cook with delicious pottery cooking utensils, finally I finished eating together too. Then when I entered elementary school, I didn't want my name to be written in front of Rr (roro) even though all the families

used Rr for girls, while boys used R (raden) in front of their real names.

Second (Estri Ritah Indriwati), her father is a veteran, but she also often plows fields, is invited to plow. Until now, I still feel the sensation of riding a plow. Besides that his father also raises ducks, he often takes him to look for crabs (yuyu) to feed ducks. He exclaimed while looking along the river at night, using a lamp (large flashlight). Elementary school age students already have routine tasks of washing dishes and sweeping the yard, and they are disciplined in doing that. At the beginning of elementary school the teacher was forced to lead a walking race, this was my first time participating in a race, I really didn't want to and because I was really forced to take part in the race, it turned out that my team won the unexpected champion.

Third (Mrs. Rufiyati Ambar Ningrum) at the age of pre-elementary school (SD), is not much different from her peers. Play and learn like any other, however, there are also some things that make him special compared to his peers. He did not receive early childhood education, at the age of 6 he went straight to elementary school, did not receive pre-primary or kindergarten education, but was accompanied directly by his mother (parents). His parents obliged him to do "mengaji/tadarus" (learn to read the Qur'an) every night after ṣalāt maghrib until the time isha' at his residence. The teaching patterns instilled by his parents also tended to be rigid and firm, especially his father who was also a teacher. At home, he purposely did not provide television because he was considered to be able to take up his study time.

He is the first of 4 (four) siblings. The age relationship with his younger siblings is not too far away, only around 1-2 years, so he is also used to accompanying his younger siblings to play and study even though he is still young. Apart from being playmates, his siblings also make friends to learn the Koran. He likes to play on the field which hones his dexterity in interacting with friends in his village, likes to socialize so that he has many friends. In his friendship, he tends to be the leader.

The fourth child (Anton Ariyadi) is the only teacher at RA Baitur Rahmah Jl. Sawitsari A-15 Gang Anggrek Condongcatur Depok Sleman, during kindergarten was enthusiastic and cheerful, like to share, easy to hang out, play with all friends, and very active. The negative side might be a bit lazy, if asked to do something that he thinks he doesn't like or doesn't like, when in fact he understands the material or the instruc-

tions.

Fifth (Rina Wahyuni), her mother often took a bicycle ride, and I was often invited by her, hitchhiking in the back, Mom was always told to sit facing the front, her mother hugged her, she just obeyed, but every time until the middle. During the trip she always moved the chair to the side, not facing forward. Instead, face the side with your feet parallel to one side, not stepping facing forward. At that time with a position like that, it already felt big or big, so every time I arrived at the destination my mother always advised and reminded her not to fall like that. But still stubborn, in the end every time they are invited to ride back, they have to face the front and then their feet are tied to the bicycle using a scarf, then they can't do anything, continues. until the goal is in a fixed position, because it is tied with the scarf.

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