



The Role of Male Teachers in Character Development of 5-6 Year Old Children at RA Al Khairiyah Tanjung Aji

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Abstract

Early childhood is a crucial phase in the formation of human character because at this stage all aspects of development, such as cognitive, social, emotional, moral, and spiritual, develop rapidly and fundamentally. In early childhood education, teachers play a central role not only as instructors but also as role models who shape children's character through daily interactions. However, in practice, early childhood education is still dominated by female teachers, while the presence of male teachers is still limited due to social stereotypes in society. This condition creates a research gap regarding the contribution of male teachers in children's character development. This study aims to describe and analyze the role of male teachers in the character development of children aged 5–6 years at RA Al Khairiyah Tanjung Aji. This study uses a descriptive qualitative approach with field research methods. Data were collected through observation, structured interviews, and documentation with research subjects consisting of the head of RA, one male teacher, and 12 children selected by purposive sampling. Data analysis was carried out through data reduction, data presentation, and drawing conclusions using an inductive approach. The results of the study show that male teachers play a role as educators, teachers, and class leaders who contribute to the development of children's character, especially in the aspects of honesty, politeness, and empathy, although the development is not yet completely consistent in all children.

Keywords : Early Childhood Education, The Role of Male Teachers, Character Development

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INTRODUCTION

Children aged early is phase very crucial development in formation base personality humans, because in the period This all over aspect development like physical, cognitive, social, emotional, and moral development very rapidly and fundamentally. Especially in the range age 5–6 years, children is in a transition period important going to education basic, where the ability social, compliance to rules, as well as internalization moral values begin formed in a way more structured (Nurasyah & Atikah, 2023). At this stage this, child need environment conducive education as well as figure capable educators give exemplary behavior in a way consistent in life everyday. Teachers in context education child age early No only play a role as teacher, but also as a model of behavior that becomes references main for child in build character (Rahmawati, 2021).

In practice education child age early in Indonesia, the majority educator dominated by women. Because profession this in a way social often constructed as identical jobs with characteristic motherhood like gentleness, patience, and caring emotional. Female teacher proven own superiority in create atmosphere warm, safe learning in a way psychological, as well as capable respond need emotional child with more sensitive (Nurjanah, 2020). However Thus, dominance this also gives rise to inequality representation gender roles in education child age early, which is No direct can limit variation experience social child in the learning process. Conditions This show that the presence of male teachers in education child age early Still relatively limited and often overlooked not enough in accordance with stereotypes social developments in society (Fadillah, 2023).

The social stigma attached that education child age early more suitable For Woman cause low participation man in profession this, although in a way pedagogical gender diversity in power educator own mark important in formation character children. Some study show that male teacher own distinctive contribution, especially in build aspect discipline, assertiveness, leadership, and independence children (Sephiana & Yulindrasari, 2024). Male teachers can also become figure enriching alternatives experience social children, especially in provide role models man responsible adults responsible and authoritative. With Thus, the existence of male teachers No only nature complementary, but also strategic in support balance development character child.

More Next, the role of male teachers in education child age early can give variation approach differentiated learning compared to female teachers. Male teachers tend use a more approach firm, pushing courage, and emphasize independence child in finish tasks learning (Putri, 2021). Variations approach This become important Because child need experience learn a variety of things to be able to develop character in a way more balanced. However Thus, the limitations the number of male teachers in PAUD institutions causes contribution they not optimal in the strengthening process character child in a way comprehensive.

RA Al Khairiyah Tanjung Aji is one of the institution education child age early who have uniqueness Because there are male teachers in the learning process. The presence of male teachers in educational institutions This become interesting For reviewed Because can give description real about How gender roles influence the development process character Children aged 5–6 years in this RA be at the stage development characters that are still need strengthening in aspect honesty, politeness polite, and empathetic. Based on results pre-survey, found that part child Still is in the “ starting ” category developing ” and “ not yet ” develop ” in indicator character said, which shows that the internalization process mark character Not yet walk optimally.

Pre-survey data show that Of the 12 children observed, only part little one who has reach “ developing ” category in accordance hope ”, whereas part other Still be at the stage beginning development character. Observed indicators covering honesty, politeness polite and empathetic as aspect main formation character child age early. Condition This show that child Still need more assistance intensive and sustainable from the teacher as figure main in the educational process character. In the context this, the role of male teachers become very important For analyzed more carry on as part from effort improvement quality development character child.

In a way theoretical, development character child age early done through the process of habituation, role modelling and interaction consistent social environment education (Sari, 2021). Teachers play a role as agent main in internalization values character like not quite enough responsibility, discipline, empathy, and honesty. From an Islamic perspective, the importance of education based exemplary behavior is also emphasized in QS. An-Nahl verse 125 emphasizes importance convey mark kindness with wisdom and good manners. This is show that the educational process character No only nature cognitive, but also spiritual and moral which requires figure strong role model.

Research previously show that teachers have role significant in formation character child age early through role models and habits values positive (Sari & Prasetyo, 2021). Other studies also confirm this. that male teacher can give influence positive to development discipline and cooperation children (Fitri & Ramadhan, 2022). However, some big study the Still focuses on the role of teachers in general or only on the aspect certain, without in a way special study male teacher contribution in context development character child age 5–6 years in a way comprehensive. With however, still there is gap research gap that is needed filled.

Based on study literature said, can identified that the novelty of the research This lies in focus studies that are special analyze the role of male teachers in development character child age early, especially aged 5–6 years at RA Al Khairiyah Tanjung Aji. Research This No only see aspect the role of teachers in general, but also examines contribution specific based on gender perspective in education child age early. With Thus, research This expected can give contribution scientific in development theory education character, especially related the role of male teachers as figure example in formation character child.

Based on description said, research This aim For describe in a way deep the role of male teachers in development character child aged 5–6 years at RA Al Khairiyah Tanjung Aji. Research This expected can give benefit theoretical in enrich study education child age early, and benefit practical as material evaluation for institution education in optimize the role of male teachers. In addition, research this is also expected can become reference for study next to study connection between teacher gender and formation character child age early in a way more wide.

METHOD

Study This is study field research with approach qualitative descriptive purposeful For get understanding deep about the role of male teachers in development character child aged 5–6 years at RA Al Khairiyah Tanjung Aji. Research field chosen because the data was obtained in a way direct from location study For study phenomena that occur in a way experience without existence treatment special to subject research (Fathoni, 2018). Approach qualitative used Because researchers make an effort understand meaning, process, and dynamics the role of male teachers in formation character child through technique triangulation data collection, namely observation, interviews, and documentation, so that analysis nature inductive and emphasizes meaning than generalization (Sugiyono, 2019). Research This held at RA Al Khairiyah Tanjung Aji, District Melinting, East Lampung Regency, in the period January–March 2026. Subject study consists of from 1 RA head, 1 male teacher, and 12 children selected ages 5–6 years use purposive sampling technique, namely election informant based on consideration certain relevant with objective research (Lenaini, 2021). Research data includes primary data in the form of results observation and interviews with head schools, teachers, and children, as well as secondary data in the form of document institution like profile school, grades daily children, and documentation activities (Wijaya et al., 2025).

Data collection was carried out through observation on the learning process and interactions of male teachers with child, interview structured to head of RA and teachers to dig information deep, and documentation For strengthen field data (Narbuko & Ahmadi, 2018). Instruments study covering guidelines observation, guidelines interviews, and guidelines compiled documentation in a way systematic before study carried out so that the data obtained more valid and focused (Sulastris & Rahman, 2020). The validity of the data was tested through technique triangulation sources, methods, and theories For ensure consistency information from various corner view (Mekarisce, 2020). Data analysis was carried out through three stage, namely data reduction, data presentation, and data extraction conclusion / verification with pattern think inductive, namely interesting conclusion from facts specifically in the field going to conclusion general (Sugiyono, 2019).

Through this process, research This make an effort describe in a way deep the role of male teachers in development character child age early, at the same time identify limitations that occur in the field as base development findings study.

RESULTS AND DISCUSSION

RA Al Khairiyah Tanjung Aji is institution education child age early in the morning which is located in Tanjung Aji Village, District Melinting, East Lampung Regency. In general geographic, location school This Enough strategic Because located in an environment surrounded by various institution other education such as MI Al Khairiyah next door east and SDN 1 Tanjung Aji in the part north, and bordering with Tebing Village next door south. Conditions social economy public around majority Work as laborers, farmers, livestock breeders goats, and part small as traders and civil servants. Although in a way economy is in the category medium to bottom, level concern public to education child classified as Enough good. Environment schools are also designed safe, comfortable and conducive with various facility play like swings, plants, and animal pets that can utilized as a learning medium child.

In a way In general, RA Al Khairiyah has 26 participants divided education in two groups learning, namely group Ar -Rohman and Ar -Rohim with composition relatively men and women balanced. In addition, the school This is also supported by adequate facilities and infrastructure. complete and deep condition good, like room class, room office, bathroom, APE (equipment) game educational) indoor and outdoor, as well as various facility support others that support the learning process child age early. Based on condition mentioned, the discussion in study This will focused on two aspects main, namely development character child ages 5–6 years at RA Al Khairiyah, which includes indicator honesty, politeness polite and empathetic based on results observation beginning, and the role of male teachers in development character child age early 5–6 years old at RA Al Khairiyah, which is seen from contribution, pattern interaction and involvement in the process of getting used to it values characters in the environment school. Second aspect This become focus main in understand dynamics formation character children in institutions the in a way more in-depth and systematic.

Character Development of 5-6 Year Old Children at RA Al Khairiyah

Development character child 5–6 year olds at RA Al Khairiyah Tanjung Aji were analyzed based on three indicator main, namely honesty, politeness polite, and empathetic. Third aspect the is foundation important in formation character social and emotional child since age early. Research results through observation, interviews, and documentation show that development character child Still be at the stage not optimal and requires sustainable development. Children show variation ability in apply values characters, where some of them Already start growing, but part other Still need directions intensive from the teacher. Condition This confirm that formation character is a gradual process that is not can achieved in a way instant. Therefore Therefore, the role of teachers becomes very important in the internalization process mark character in children age early.

In this aspect honesty, results study show that part big child Still be at the stage beginning development. Some child Still classified as in category Not yet develop Because Not yet capable show behavior Honest in a way consistent, still Afraid confess errors, as well as Not yet understand importance honesty in life everyday. Meanwhile that, some child Already start show honesty in situation certain although Not yet stable, and only little that has been develop in accordance hope with capable said Honest as well as No take goods belonging to someone else without permission. Findings This show that honesty in children age early still very much influenced by the process of habituation and role models from environment around, especially teachers as figure main in school.

Interview results with male teachers show that children Still need a gentle and gradual approach in grow attitude honest. The teacher conveyed that child often feel Afraid scolded so that tend hide mistakes, so teachers need use approach calm communication so that children Want to confess his actions. This is reinforced by the statement head schools that affirm that honesty must trained every day through habituation and example direct from the teacher. Findings the show that approach The pedagogical methods used by teachers are very important development honesty children. With Thus, the formation of honesty No only depends on the material learning, but also on the quality teacher interaction with child.

In this aspect polite polite, results study show that part big child Still is in the category Not yet grow and start developing. Children who have not develop Still Not yet used to say greetings, asking permission, and use polite language in communicate, while children who are starting develop Already show behavior polite although Not yet consistent. As for children who have develop in accordance hope has capable apply polite polite in life daily without Lots directed by the teacher. Conditions This show that formation polite polite Still need strengthening through consistent habits in the environment school.

Interview results show that teachers routinely get used to child For say greetings and examples use good language in interact. The teacher also emphasized that children tend copy method talking to adults around him, so that teacher's exemplary behavior becomes factor main in formation polite polite. Head the school also stated that polite polite must implanted since early through consistent habits and role models. Findings This show that the internalization process mark polite being polite depends heavily on routine and example real information provided by teachers in the environment school.

In this aspect empathy, results study show that part big child Still be at the stage start developing. Children who have not develop tend Not yet show concern to friends, like help or understand other people's feelings, whereas children who are starting develop Already show attitude care although Not yet consistent. Only partially small children who have capable show empathy in a way spontaneous in various situation social. This is show that empathy is developing characters in a way gradually through experience direct.

Interview results with male teachers show that empathy taught through example real, like help fallen friend or experience difficulties. The teacher emphasized that child own potential empathy, but need trained in a way continuously to become habits. Head the school also stated that empathy is aspect important in build connection social child so that must implanted since early. Findings This strengthen that learning based experience direct more effective in grow empathy compared to only through verbal explanation.

Based on overall results research, can analyzed that development character child 5-6 year olds at RA Al Khairiyah are greatly influenced by the process of habituation, teacher role models, and environment social children. Children aged early Still be at the stage imitation so it's very easy copy the behavior of adults around him, both positive and negative. Therefore that, a gentle, consistent, and full approach exemplary behavior become factor key in success formation character. In addition, involvement the family also has role important in guard consistency mark character instilled in schools. With Thus, development character child No only become not quite enough the teacher answered, but is results synergy between school and environment family.

In the end, it can concluded that development character children at RA Al Khairiyah are still need strengthening sustainable, especially in aspect honesty, politeness polite, and empathetic. Third aspect the develop in a way gradual and requires a consistent habituation strategy as well as strong role model from teachers. Research results This show that the role of teachers, including male teachers, has contribution important in form character child although Not yet completely optimal. With Thus, it is necessary improving learning strategies more characters integrated and collaborative so that development character child can reach more stages maximum.

The Role of Male Teachers in Character Development of Early Childhood Children Aged 5-6 Years at RA Al Khairiyah

The role of male teachers in the character development of early childhood children aged 5-6 years at RA Al Khairiyah Tanjung Aji shows a significant contribution in shaping children's character values, especially in the aspects of honesty, courtesy, empathy, discipline, and responsibility. Based on the results of observations and interviews, male teachers not only play a role as teachers in the classroom, but also as educators and leaders in managing the learning process. These three roles run in an integrated manner in daily activities at school, where teachers strive to instill character values through habituation, role models, and classroom activity management. However, the results of the study also show that the implementation of these roles is still not fully optimal due to the limited time for interaction and the character of children who are still in the early stages of development. Condition This show that formation character child requires a continuous and non-stop process can achieved in a way instant, so that need teacher involvement in consistent and comprehensive.

In his role as teachers, male teachers at RA Al Khairiyah have carry out learning that is not only aspect - oriented cognitive, but also integrates values character to in every activity learning. The teacher designs activity such as queuing, sharing, and getting used to it child said Honest in interaction everyday in class. In addition, teachers also provide directions, explanations rule class, and evaluation simple to behavior child during the learning process taking place. This is show that the learning process has directed No only For reach ability academic, but also for form habit positive in children. With Thus, the role teacher instructional contributions in build base character through activities that are of a nature structured and meaningful.

Furthermore, as educator, male teacher show his role through exemplary behavior in attitude, speech, and behavior daily displayed to children. The teacher tries become good example with behave patient, talking soft, and give educational response when child do error. Approach used more nature persuasive and full empathy, so that child feel comfortable and not stressed in the learning process. Teachers also instill values Islam like honesty, mutual respect and care to fellow through advice and examples directly. This is strengthen that exemplary behavior become key main in the internalization process mark character in children age early.

In implementation his role as leader, male teacher capable manage class with Enough Good through arrangement activities, supervision behavior children, and enforcement rule simple in class. The teacher directs child For disciplined, orderly, and following activity learning in accordance with the rules that have been agreed together. In addition, the teacher also provides a warning of a nature educate when child do violation, without cause fear excessive in children. Attitude firm However still The friendliness shown by the teacher helps create atmosphere a conducive and orderly class. With Thus, the role teacher managerial contribution in form discipline and responsibility answer child since age early.

research results also show that third the role of the teacher each other related and unrelated can separated in the development process character child. Role as teacher, educator, and leader walk in a way simultaneous in activity learning everyday. Teachers don't only convey material, but also guide, direct, and control behavior children to fit in with expected values. The third integration role This become factor important in help child understand and apply mark character in life everyday at school. This is show that male teacher own holistic contribution in the educational process character.

If associated with development character children, the role of male teachers proven give influence to emergence behavior positive like start development honesty, politeness polite, empathetic, disciplined and responsible answer. Although Thus, development the Still be at the stage early and not yet fully stable on all child. This is show that strengthening

character Still requires a more process of getting used to intensive and consistent. The teacher's exemplary role model becomes a factor the most dominant aspect in influence behavior child because at the age This child tend copy what they see. Therefore that, quality teacher interaction is very important success formation character child.

In practice, it is still there is a number of obstacles that affect optimization the role of male teachers, such as limitations time interaction with child as well as variation ability child in accept habituation mark character. In addition, the differences background behind family also participated influence consistency behavior children at school. Conditions This show that formation character No only become not quite enough teacher's answer, but also requires support environment family and social. With Thus, it is necessary synergy between schools and parents so that the educational process character can walk more effective and sustainable.

Based on overall findings said, can concluded that the role of male teachers at RA Al Khairiyah has give positive contribution in development character child age early, although Still need improvement in a number of aspects, especially greater consistency and evaluation systematic. The role of the teacher as teacher, educator, and leader has walk Enough Good in support formation character child through habituation, role model, and management class. However, the results study this also confirms that development character child is a long-term process length required Work The same all parties. Therefore that, is necessary strengthening learning and collaboration strategies between teachers and parents so that the goal education character can achieved optimally.

Discussion

Mature this, implementation education character become very urgent need in the world of education, including at the tertiary level education child age early. Phenomenon social events that occur like increasing mischief teenagers, bullying, low discipline, as well as decline moral values in the environment public show that education character No can Again ignored. This is in line with view that strengthening character based Islamic values are necessary done since early as effort form a moral generation noble and possess good personality in life social (Thohir et al., 2024). In the context of this, education child age early own role strategic Because become foundation beginning formation character child through habituation, role model, and interaction intensive social environment school and family.

Character child age early childhood education developed at RA Al Khairiyah Tanjung Aji includes mark honesty, politeness politeness and empathy which are part important from formation character social and emotional child. Formation character the No only influenced by the environment school, but also very much determined by the role family in give habituation and reinforcement values religious in life daily life (Khotimah et al., 2025). Research results show that third character the Still be at the stage start developing and not yet develop optimally, so that need sustainable development. Conditions This strengthen view that character child No formed in a way instant, but rather through a long process influenced by consistency habituation and role model from environment around.

On the indicator honesty, results study show that part big child Still Not yet capable behave Honest in a way consistent and still have fear For confess error. This is in line with indicator development character child 5–6 year olds who affirm that honesty develop through a continuous process of habituation and role modelling (Rachmawati, 2022). The role of male teachers in matter This seen through approach persuasive that provides a sense of security to children to be brave disclose truth. Findings This is also supported by research by Sari and Prasetyo (2021) which states that teacher's exemplary behavior has influence significant in form character honesty child age early. Therefore that, honesty in children is greatly influenced by a supportive environment as well as a gentle and consistent approach from the teacher.

On the indicator polite polite, results study show that part child Not yet used to say greetings, asking permission, and use polite language in interaction everyday. Condition This show that habituation polite polite Still need improved in a way consistent through routine activities at school. This is in line with theory that polite polite is results from the habituation process carried out in a way continuously in interaction social child (Rachmawati, 2022). Male teacher play a role as example with show good attitude and speech so that can imitated by children. Findings This is also reinforced by research by Nurhayati (2020) which states that habituation and role model is the most effective strategy in form character polite polite to children age early.

On the indicator empathy, results study show that child start show concern to friends, even though Not yet done in a way consistent. Empathy towards children age early develop through experience social and interaction direct with environment surrounding area. This is in line with research by Putra and Lestari (2022) which states that empathy child will develop more optimal through exemplary behavior and experience real in life everyday. Male teacher in study This play a role give example direct like help friends who have difficulty so that children can copy behavior said. Therefore that, creation a crowded environment Work same and caring become factor important in development empathy child.

male teachers as teacher (instructional) in study This show that the teacher has capable integrate values character to in the learning process. This is in accordance with theory Djamarah (2010) stated that that teachers have task in planning, implementing, and evaluating learning in a way comprehensive. The teacher does not only convey material, but also instill mark character through activity such as queuing, sharing, and honesty in activity class. Findings This in line with research by Anisa and Wahyuni (2021) which shows that structured learning can strengthen development character child age early. However Thus, the aspect evaluation Still need improved so that development character can measurable more systematic.

male teachers as educators are visible from the example given in attitudes, behavior, and daily speech. Teachers try become good example as well as give advice with gentle approach without force will to child. This is in accordance with draft that the teacher as educator on duty form personality child going to a person of good character noble (Djamarah, 2010). Research Fitri and Ramadhan (2022) also shows that male teacher own influence strong in form discipline and work The same child through exemplary behavior. With Thus, the role educator become very important in forming morals and character social child age early.

male teachers as visible (managerial) leader from his abilities in manage class, directing activity learning, as well as create atmosphere conducive learning. Teachers are able to organize activities, supervise behavior children, and give reprimand in a way firm However still educate. This is in accordance with theory Djamarah (2010) stated that that teachers have role in organizing and controlling the learning process. Findings This is also supported by research Fitri and Ramadhan (2022) which shows that male teacher own contribution in form discipline and responsibility answer children. With Thus, the role influential teacher leadership to formation character discipline child age early.

Based on overall results research, can analyzed that the role of male teachers at RA Al Khairiyah Tanjung Aji has strategic position in development character child age early, but Still not yet optimal comprehensive. The presence of male teachers give contribution important in aspect assertiveness, leadership, and formation discipline children, at the same time complete the role of female teachers in the educational process. However Thus, the limitations interaction and consistency implementation habituation become challenges that need to be overcome be noticed. Therefore that, is necessary strengthening role through support institutions, improvement teacher competency, as well as collaboration with

parents so that development character child can walk more effective, systematic, and sustainable.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the role of male teachers in the character development of early childhood aged 5-6 years at RA Al Khairiyah Tanjung Aji has been carried out through three main functions, namely as teachers, educators, and leaders. As teachers, male teachers are able to integrate character values such as honesty, courtesy, and empathy into the learning process through planned activities and simple evaluations. As educators, male teachers show exemplary attitudes and behaviors and guide children with a persuasive and empathetic approach, thereby helping the formation of children's morals. Meanwhile, as leaders, male teachers are able to manage the class, direct children's behavior, and create an orderly and conducive learning atmosphere. The impact of these roles is seen in the improvement of children's character, where some children begin to show development in aspects of honesty such as daring to admit mistakes, in aspects of politeness such as getting used to greeting and speaking more politely, and in aspects of empathy such as starting to care about and help friends, although not yet completely consistent.

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