

The Relationship between Teacher Teaching Quality and the Independent Character and Discipline of Kindergarten Group B Children in Taman District Madiun City

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ABSTRACT

Teachers are the first people to teach students at school. In order for the teaching given by teachers to be useful for students, it is important to have quality teaching given by teachers to students. The teaching that can be given by teachers in kindergarten is independence and discipline, these two characters teach students not to be dependent, confident, initiative, responsible, able to socialize, able to control themselves, and obey the rules. The approach in this study is quantitative and the respondents used were 10 teachers and 66 group B students at Aisyiyah Bustanul Athfal 3 Kindergarten and Al-Husna 2 Kindergarten, Taman District, Madiun City, the data collection technique used a questionnaire with the results of the validity and reliability test of each question item valid. Data analysis used the product moment correlation hypothesis test. The results show a high percentage of variables with a value of 70% of the teacher's teaching quality, 68% of the child's independent character and 95% of the child's disciplined character, for the significant product moment correlation test the result is 0.00 because <0.05 then there is a relationship between the variables with the hypothesis answer H_0 is rejected H_a in the theme, the Pearson

correlation value is 1, 0.946, 0.400, 0.994, and 0.987 so that the quality of teacher teaching on independent and disciplined characters has a very strong positive relationship.

Keywords: teacher teaching quality, independent character of children, children's discipline character

INTRODUCTION

The teacher is the main figure whose job is to provide teaching to students in class (1), teachers and teaching are a unity that determines the success of student learning (2), it is in accordance with (Tjabolo and Herwin, 2020) that the teaching carried out by teachers is able to influence students (3), especially if the teaching is given to young children who are entering a critical period of development (4), so there needs to be quality teaching from teachers so that it is beneficial for the students they teach (5). The quality of teaching of teachers is a matter of concern in various parts of the world (6), This is because quality teaching can improve student learning (7).

The teaching that can be given to students in Kindergarten (TK) is character (8), character is a component of awareness, action, and knowledge to live a good life (9) so that character education is an effort to shape a person's attitudes and life skills (10).

The benefit of teaching character to children is being able to make them behave well (11), help him to control himself (12), become an ethical and cultured human being (13), so early character education can contribute fully to the positive moral development of children (14) and becomes a habit that sticks until the child grows up (15).

One of the important character lessons for children is independence (16). Independence is a character that is formed not in a day or two but rather takes a long time, so it is suitable if given to children from an early age (17), by providing an independent character from an early age, it means preparing children to be able to learn to do everything themselves without the help of others (18). Another positive thing about teaching children independent character is that it can make them innovative, active, have initiative and be self-confident (19), prepare to enter a wider society in the future and have responsibilities (20).

The following character education which is no less important is discipline (21). Discipline is an attitude of obedience to established rules (22), this attitude of obedience is inherent in a person and is not easily shaken (23). Providing discipline teaching is a way for teachers to make children understand how to behave positively, obey the rules without resistance, adapt and walk according to the rules given, so that discipline is a positive character that can form good habits and lifestyles (24).

It is known that students' ability to absorb learning depends on how the teacher teaches (25) So the role of teachers in providing character education to children was found in previous research conducted by (Rahmadini and Novianti, 2020) that there was a significant influence of 70.44% between the flipped learning model and the independence of children aged 5-6 years in kindergarten (26), Furthermore (Cynthia Yusnita and Muqowim, 2020) explains that teaching using the student-centered learning

method can instill a disciplined character in children in kindergarten (27).

Previous research has shown that teacher teaching is able to make children's independent and disciplined characters good, but in the initial survey conducted by researchers there were problems with teacher teaching in several kindergartens in Madiun City which included, teachers having difficulty understanding the various characters of children in the class, teachers being less able to manage the class, lack of parental support for the learning carried out by teachers, insufficient funding, incomplete facilities.

In addition to problems with teacher learning, there are also problems with the independent character of children in several kindergartens in Madiun City, such as there are still children who ask for help from teachers to open their lunch boxes, accompany them to the toilet, are embarrassed when asked to go to the front of the class, and are waited for by their parents during learning at school, lastly there is a problem with the character of children's discipline in several kindergartens in Madiun City, such as being late to school, not being orderly in praying and lining up, not wearing uniforms according to the rules, and not paying attention to the lessons given by the teacher in class.

In the explanation above, it is known that teaching from teachers can make independent and disciplined characters of children become good, but in the initial observations conducted by researchers in several kindergartens in Madiun City, there are still obstacles in terms of teacher teaching, independence and discipline of children. Previous studies have also not discussed in more depth the relationship between teaching quality and independent and disciplined characters of children, most of which only examine independent and disciplined characters through models or methods, and the influence of teaching carried out by teachers, thus this study will examine in more depth the relationship between the quality of teacher teaching and

independent and disciplined characters of children.

MATERIALS & METHODS

This study uses a quantitative type with a correlational approach that aims to determine the relationship between teacher teaching quality and children's independent character and discipline. The population used is teachers and children at Aisyiyah Bustanul Athfal 3 Kindergarten and Al Husna 2 Kindergarten, Taman Kota Madiun District, with sampling using a purposive sampling technique and determining the number of samples using the slovin formula resulting in 10 teachers and 66 children in group B at Aisyiyah Bustanul Athfal 3 Kindergarten and Al Husna 2 Kindergarten, Taman Kota Madiun District. The data in this study were collected using a questionnaire with a rating scale instrument. There are 3 questionnaires used, namely teaching quality, independent character, and children's discipline character, the outline of which can be seen in table 1 below. The independent character and children's discipline questionnaire will be filled in by the teacher and the teacher's teaching quality questionnaire will be filled in by the teacher and validated by the researcher through direct observation during the study. Data processing and analysis techniques also use descriptive statistical tests, normality tests, homogeneity, linearity and hypothesis testing using product moment correlation.

Table 2 Distribution of Teacher Teaching Quality Categories

No	Score	Frequency	%	Category
1	$X \geq 92$	7	70%	Tinggi
2	$88 \leq X < 92$	2	20%	Sedang
3	$X < 88$	1	10%	Rendah
Total		10	100%	

Table 2 explains that if there is a low category 1 (10%), medium 2 (20%), high 7 (70%), then it can be concluded that the teaching quality of ABA 3 and Al-Husna 2 Kindergarten teachers is in the high category (70%).

RESULT

A. Descriptive Analysis of Teacher Teaching Quality

In the variable of teaching quality, teachers have 24 question items with respondents used being 10 teachers in group B. The questionnaire of teaching quality has 4 alternative answers such as, very good worth 4, good worth 3, less worth 2, very less worth 1, and produces a maximum score obtained by teachers of 9, minimum 85, mean 92, mean 94, mode 95, and standard deviation 4.

Table 1 Frequency Distribution of Teacher Teaching Quality

No	Frequency Distribution	f	f(%)
1	85-86	1	5%
2	86-87	1	5%
3	87-88	1	5%
4	88-89	1	5%
5	90-91	1	5%
6	92-93	1	5%
7	94-95	6	27%
Total		10	100%

In the table above, there is a teaching quality of teachers in the 94-95 interval totalling 6 teachers, the rest in the 85-86, 86-87, 87-88, 90-91, 92-93 intervals totalling 1 teacher, so the teaching of ABA 3 and Al-Husna 2 Kindergarten teachers is of good quality because their scores tend to be high.

B. Descriptive Analysis of Children's Independent Character

In the variable of children's independent character, there are 18 question items used to determine the independence of 66 children in group B with 4 alternative answers, very good 4, good 3, lacking 2, very lacking 1, and producing a maximum

score of 40, minimum 22, mode 37, standard deviation 3, mean 37.

Table 3 Frequency Distribution of Children's Independent Characters

No	Frequency Distribution	f	(%)
1	22-25	1	2%
2	25-28	0	0%
3	28-31	3	5%
4	31-34	8	12%
5	34-37	25	38%
6	37-40	29	44%
7	40-44	0	0%
Total		66	66,0%

Table 3 explains that the highest independent character is in the interval 37-40, namely 29 children, and the lowest is in the interval 22-28, namely 1, so that the

independent character of children in group B is classified as independent because the scores obtained are mostly in the high category.

Table 4 Distribution of Children's Independent Character Categories

No	Score	Frequency	%	Category
1	$X \geq 37$	45	68%	Tinggi
2	$29 \leq X < 37$	20	30%	Sedang
3	$X < 29$	1	2%	Rendah
Total		66	66,0%	

Table 4 show that the independent character of children is in the high category of 68% for 45 children, medium for 20 children (30%), low for 1 child (2%), so the independent character of children in ABA 3 and Al-Husna 2 Kindergartens is in the high category of 68%.

C. Descriptive Analysis of Children's Discipline Character

In the discipline character, there are 13 question items with 66 children in group B whose discipline character will be studied. This questionnaire has 4 alternative answers, namely, very good 4, good 3, lacking 2, very lacking 1, with a maximum score of 52, standard deviation 4, minimum 30, mean 40, mode 44, and median 46.

Table 5 Frequency Distribution of Children's Discipline Characteristics

No	Frequency Distribution	f	f (%)
1	30-33	1	1%
2	33-36	0	0%
3	36-39	1	1%
4	39-42	19	25%
5	42-45	17	22%
6	45-48	15	20%
7	48-52	23	30%
Total		66	66,0%

Table 5 shows that the highest discipline character falls in the interval 48-52, amounting to 23 children and the lowest is 30-33, 36-39, namely 0 and 1, so that children in group B have discipline because the highest score obtained is high.

Table 6 Distribution of Child Discipline Character Categories

No	Score	Frequency	%	Category
1	$X \geq 44$	63	95%	Tinggi
2	$38 \leq X < 44$	1	2%	Sedang
3	$X < 38$	2	3%	Rendah
Total		66	66,0%	

So, table 6 shows that the disciplinary character of children in the high category

has a frequency of 63 (95%), medium 1 (2%), low 2 (3%), so that the independent

character of children in group B at ABA 3 and Al-Husna 2 Kindergartens is classified as high at 95%.

D. The Relationship between Teacher Teaching Quality and Children's Independent Character

Table 7 Results of the Normality Test of Teachers' Teaching Quality on Children's Independent Character

		Unstandardized Residual
N		10
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.68484490
Most Extreme Differences	Absolute	.226
	Positive	.154
	Negative	-.226
Test Statistic		.226
Asymp. Sig. (2-tailed)		.160 ^c

In table 7 above, it can be seen that the sig value is 0.160, so the value is > 0.05, meaning it is normal, so the data on the

teaching quality variable with the child's independent character variable is normally distributed.

Table 8 Results of Linearity Test of Teachers' Teaching Quality towards Children's Independent Character

			Sum of Squares	df	Mean Square	F	Sig.
Independent character * Teaching_ quality	Between Groups	(Combined)	5.900	5	1.180	.080	.992
		Linearity	1.731	1	1.731	.117	.749
		Deviation from Linearity	4.169	4	1.042	.071	.988
	Within Groups		59.000	4	14.750		
	Total		64.900	9			

Table 8 shows that the deviation from linearity value is 0.988, so > 0.05 means linear, so there is linearity between the

quality of teacher teaching and the independent character of children.

Table 9 Results of the Homogeneity Test of Teachers' Teaching Quality on Children's Independent Character

Levene Statistic	df1	df2	Sig.
.894	1	74	.347

Table 9 above obtained a Levene statistic value of 0.347, where > 0.05 means the data is homogeneous.

Table 10 Results of Product Moment Correlation Test of Teachers' Teaching Quality on Children's Independent Character

		Teaching quality	Independent character
Teaching_ quality	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	10	10
Independent character	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	10	66

In table 10 there is a sig value of 0.00, so <0.05, meaning there is a significant

relationship and Ho is rejected, with a Pearson correlation of 1 and 0.987, meaning

that teaching quality and independent character have a very strong positive relationship.

E. The Relationship between Teacher Teaching Quality and Children's Discipline Character

Table 11 Results of the Normality Test of Teachers' Teaching Quality on Children's Discipline Character

		Unstandardized Residual
N		10
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.51251560
Most Extreme Differences	Absolute	.164
	Positive	.136
	Negative	-.164
Test Statistic		.164
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 11 above shows the results of the normality test of 0.200, so > 0.05 , so the teaching quality of teachers and disciplinary character have normal data.

Table 12 Results of Linearity Test of Teachers' Teaching Quality on Children's Discipline Character

			Sum of Squares	df	Mean Square	F	Sig.
Character discipline * Teaching quality	Between Groups	(Combined)	37.650	5	7.530	.809	.598
		Linearity	8.509	1	8.509	.914	.393
		Deviation from Linearity	29.141	4	7.285	.782	.591
	Within Groups		37.250	4	9.313		
	Total		74.900	9			

Table 12 linearity test above shows a deviation from linearity value of 0.591, then > 0.05 , meaning the teaching quality variable has a linear discipline character.

Table 13 Results of the Homogeneity Test of Teachers' Teaching Quality on Children's Discipline Character

Levene Statistic	df1	df2	Sig.
.151	1	74	.699

The results of the homogeneity test in table 13 are 0.699 and > 0.05 , so the quality of teacher teaching and the character of children's discipline are homogeneous.

Table 14 Results of Product Moment Correlation Test of Teachers' Teaching Quality on Children's Discipline Character

		Teaching quality	Character discipline
Teaching_ quality	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	10	10
Character_ discipline	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	10	66

The result of the product moment correlation test is $0.00 < 0.05$, so there is a relationship so that H_0 is rejected, with a Pearson correlation value of 0.994 and 1,

which means that there is a very strong positive relationship between the quality of teacher teaching and the character of children's discipline.

F. The Relationship between Teacher Teaching Quality and Children's Independent and Disciplined Characters

Table 15 Results of Product Moment Correlation Test of Teachers' Teaching Quality on Children's Independent Character and Discipline

		Teaching quality	Independent character	Character discipline
Teaching_ quality	Pearson Correlation	1	.946**	.960**
	Sig. (2-tailed)		.000	.000
	N	10	10	10
Independent_ character	Pearson Correlation	.946**	1	.400**
	Sig. (2-tailed)	.000		.001
	N	10	66	66
Character_ discipline	Pearson Correlation	.960**	.400**	1
	Sig. (2-tailed)	.000	.001	
	N	10	66	66

The significant value results from table 20 are 0.000 which is <0.05 , so there is a relationship and the answer hypothesis is H_0 is rejected, and the Pearson correlation is 1, 0.946, 0.400, meaning there is a very strong positive relationship between the variables of teacher teaching quality, independent character and child discipline.

DISCUSSION

A. The Relationship between Teacher Teaching Quality and Children's Independent Character

The teaching quality of group B teachers at ABA 3 and Al-Husna 2 Kindergartens is in the high category with a percentage of 70%. In addition, teachers have also fulfilled the indicators of teaching quality such as planning before teaching, implementing learning, and evaluation, this is in accordance with (Haron 2021) that quality teaching is teaching carried out by teachers by planning and implementing teaching (28). Next is the independent character of group B children at ABA 3 and Al-Husna 2 Kindergartens, which is classified as high with a percentage of 68% and also fulfills several indicators of independence, namely self-confidence, having a healthy physique, being able to socialize and control themselves, being responsible, and being appropriate in (Az Zahro 2022) Independence is a character that is demonstrated through responsibility, emotional control, social, physical ability, and self-confidence (29).

In the product moment correlation test, the value is 0.00, meaning <0.05 , so it has a significant relationship with the hypothesis H_0 is rejected and H_a is accepted. The following is the Pearson correlation, which produces 1 and 0.987, so the quality of teacher teaching and the independent character of group B children have a very strong positive relationship.

B. The Relationship between Teacher Teaching Quality and Children's Discipline Character

The disciplinary character of group B children in ABA 3 and Al-Husna 2 Kindergartens is in the high category, namely 95% and also fulfills two indicators of discipline, namely discipline of rules and time, because in (Sichon and Guhao, 2020) explains that discipline can arise due to good teaching in it (30).

In the product moment correlation test, the value produced was 0.00, which means <0.05 , so there is a relationship and H_0 is rejected. With a Pearson correlation of 0.994 and 1, there is a very strong positive relationship between the quality of teaching of teachers and the disciplinary character of group B children.

C. The Relationship between Teacher Teaching Quality and Children's Independent and Disciplined Characters

In the product moment correlation analysis test, the value obtained was 0.00 where

<0.05 means there is a relationship, and for the Pearson correlation the values are 0.946, 0.400, 1 so that the quality of teacher teaching with the independent character and disciplined character of group B children has a very strong positive relationship.

CONCLUSION

The conclusion of this study is that there is a relationship between the quality of teacher teaching and the independent character and discipline of children which is known from the results of the study of the quality of teaching of group B teachers of ABA 3 and Al-Husna 2 Kindergartens that teachers have a high teaching quality category of 70%, the quality of the teacher who makes the independent character in group B children has a high percentage of 68% and also the character of child discipline which is in the high category of 95%, and then the results of the hypothesis test using product moment analysis that the quality of teacher teaching, independent character, and child discipline character have a significant value of 0.00 then < 0.05 means that there is a significant relationship between the variable of teacher teaching quality and independent character and child discipline, with the answer of the hypothesis H_0 rejected and H_a accepted with a Pearson correlation value of 1, 0.946, 0.400, 0.994, and 0.987 then the quality of teacher teaching, independent character and child discipline have a very strong positive relationship.

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