



**Strategies to Build Early Childhood Discipline
At TKU Daar El Dzikir in 2022/2023 Academic Year**



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Abstrak

Disiplin merupakan kualitas moral bangsa yang penting ditanamkan kepada anak usia dini. Pembentukan disiplin dimulai dari keluarga dan sekolah. Hal ini berpengaruh pada perkembangan anak usia dini dan penanaman kepribadian yang terpuji ketika dewasa. Penelitian ini bertujuan untuk mengetahui strategi membangun kedisiplinan anak usia dini di TKU Daar El Dzikir tahun ajaran 2022/2023. Penelitian ini merupakan penelitian kualitatif deskriptif. Penelitian ini dilakukan di TKU Daar El Dzikir, Soronanggan, Bulu, Sukoharjo, Jawa Tengah. Sumber data yakni semua guru di TKU Daar El Dzikir Sukoharjo.. Teknik pengumpulan data menggunakan observasi dan wawancara. Validasi data menggunakan teknik triangulasi sumber. Analisis data dalam penelitian ini menggunakan model analisis interaktif, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa strategi membangun kedisiplinan di TKU Daar El Dzikir Soronanggan, Bulu, Sukoharjo adalah dengan merencanakan dan menetapkan peraturan, membuat anak nyaman dengan lingkungan sekolah, pemberian contoh/teladan dari guru, pembiasaan dan konsistensi, pemberian penghargaan/ reward dan penerapan konsekuensi

Abstract

Discipline is a nation's moral quality that must be instilled in early childhood. The formation of discipline starts with the family and school. This affects early childhood development and the inculcation of a noble personality when becoming an adult. This study aimed to determine strategies for building discipline in early childhood at TKU Daar El Dzikir in the 2022/2023 academic year. This research used a descriptive qualitative method. This research was conducted at TKU Daar El Dzikir, Soronanggan, Bulu, Sukoharjo, Central Java. The data sources were all teachers at TKU Daar El Dzikir Sukoharjo. Data collection techniques used observation and interviews. Data validation used source triangulation techniques. Data analysis in this study used an interactive analysis model: data collection, data reduction, data presentation, and conclusion. The results showed that the strategy for building discipline at TKU Daar El Dzikir Soronanggan, Bulu, Sukoharjo was to plan and set rules, make children comfortable with the school environment, provide

	<p>examples from teachers, show habituation and consistency, give rewards and apply consequences.</p>
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INTRODUCTION

Discipline is an important behavior instilled in early childhood. According to Cahyono, D. D., Darsinah, D., & Wulandari, M. D. (2022), building children's character (character building) starts from the family and is applied to children from an early age because an early age determines the development of their abilities and prepares them for a good personality. Based on Appendix 1 of Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 on National Standards for Early Childhood Education aged 0-6 years (2014), one of the characters instilled is understanding rules and discipline.

According to Mini, R. (2011), "The initial goal of discipline is to make children trained and controlled". Discipline is a means to adjust to the prevailing environment and is a must for everyone, especially students, as a prerequisite for fostering behavior, morals, and rules of life that lead to student learning success. Discipline helps children to behave well in the home environment, school environment, and community environment. Discipline can form an orderly and directed behavior and comply with existing customary norms so that children become individuals who are orderly, responsible, and focused on goals.

An undisciplined attitude will naturally cause chaos in life, harm oneself and others, tasks and obligations cannot be completed, and life is disorderly. AKP Sofia in Solopos.com (2022) stated, "In the Sukoharjo Regency area from January 2022 to September 2022, there were 1,052 cases [traffic accidents], with MD cases [died] 26 victims. Most of these accidents were caused by drivers who did not comply with the rules (usually breaking through the traffic light). Violations of doctor discipline in the application of medical practice can harm the patient, and the protection of the patient's rights in health services is not implemented. Doctors proven to have

violated discipline can receive disciplinary sanctions according to the degree of violation from the Indonesian Medical Discipline Honorary Council (MKDKI). Teachers who are not disciplined will harm students because there are no guides, facilitators, and role models for students. National discipline is impossible to materialize because teacher discipline in a school is the beginning of the realization of national discipline. Students who are not disciplined result in moral decadence/moral decline. For example, students argue with their parents, against teachers, fight, and promiscuity.

Much research has been done on instilling discipline in children, such as Sabartiningsih, M., Muzakki, J. A., & Durtam, D. (2018); Ananda, R., C., & Siagian, A (2022); Machfiroh, L., Desyanty, E. S., & Rahma R. A. (2019); Sinaga, Y. M., & Soesanto, R. H. (2022); Munaamah, M., Masitoh, S., & Setyowati, S, (2021). Based on a survey conducted by the author at TKU Daar El Dzikir, it has been seen that the habits of children arriving on time to school, washing hands before entering the classroom, shaking hands when coming and going home from school, taking off shoes and putting them on the shoe rack, participating in activities in an orderly manner, tidying up toys and learning tools after use, queuing when washing hands, waiting for their turn for activities and seeing children putting trash in its place.

LITERATURE REVIEWS

Researchers understand that early childhood discipline at TKU Daar El Dzikir did not just appear. Teachers must implement strategies to combine play and learning into one combination modified for early childhood. Therefore, researchers were interested in researching on teachers' strategies to build discipline in early childhood at TKU Daar El Dzikir in the 2022/2023 Academic Year.

According to the Oxford English Dictionary (2022), Discipline comes from the English "discipline" (noun; discipline) "the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience" (the practice of training people to obey rules or code of conduct, using punishment to correct disobedience). (verb; discipline) "train (someone) to obey rules or a code of behavior, using punishment to correct disobedience" (training (someone) to obey rules or a code of behavior, using punishment to correct disobedience). According to

Musbikin, I. (2021), "Discipline is an attitude of action, in which a person always obeys the rules that apply in the community where he/she lives, and that action is carried out with the awareness that comes from within himself to always obey these rules. Marsum (2019) defined, "A discipline is a form of obedience and adherence to all written and unwritten rules that apply in their environment". Based on the above understanding, the researchers concluded that discipline is an attitude of obeying written and unwritten rules that apply in society because of awareness within him.

Discipline in children is an effort that can be built through habituation applied in a directed and measurable manner. Children are guided to do good and routine actions as measurable behavior, as in worship and obedience to religious teachings. Children can do it well and consistently. Good discipline like what Lukman did in educating his children to discipline with the values of honesty, obedience and so on (Elfan Fanhas F Kh & Mukhlis, 2017).

There are several indicators of disciplined children. The Directorate General of Early Childhood Education, Non-formal and Informal Ministry of National Education (2012) mentioned seven indicators of early childhood discipline character values, namely: (1) always being punctual, (2) knowing how to estimate the time needed to do something, (3) using objects according to their function, (4) Taking and returning objects to their place, (5) trying to follow the rules that have been agreed upon, (6) orderly waiting for his/her turn, and (7) understanding the consequences if not disciplined.

According to W.Krtinas and E.B Grelf in Sutisna, O. (1990), "The elements of discipline are rules, punishments, rewards, and consistency." Regulations are patterns set for attitudes. The function of rules is to introduce someone to behavior that is agreed upon by group members and their environment and prevent unwanted behavior; Punishment is given for an error, resistance, or violation as a reward or retaliation even though it is not stated clearly but the individual knows his/her actions are wrong but is still carried out. The function of punishment is to prevent unwanted actions or behavior by the group, to educate, that is, through the punishment given, a person will do what is right and what is wrong, to provide encouragement to avoid behavior that is not accepted by society. In contrast, the award is given for a good attitude. Its functions are: to have educational value, meaning that if an action is

socially accepted, it can be felt good, to encourage repetition of socially approved behavior, and to reinforce socially acceptable behavior. A person learns to behave following the rules according to which the behavior is useful for him/her and sufficiently profitable for him/her. Likewise, rewards are used to create pleasant associations with the desired behavior; Consistency is the degree of inclination toward stability and comfort, and this characterizes all aspects of the discipline, both in consistency in the rules used as guidelines for behavior and in the implementation of the penalties given to those who violate them. The function of consistency is to have educational value, meaning that consistent rules will speed up the learning process, and have motivational value, which means that someone who has taken action will be rewarded. The wrongdoer will receive punishment, motivating him/her to avoid wrong actions and do the right thing.

Unaradjan, D. (2003) stated, "Factors that influence child discipline include internal and external factors". Internal factors include physiological factors from medical history, physical factors of the child (physical limitations, physical weakness), and mental or psychological factors. External factors can be caused by the environment. Bronfenbrenner, U. (1986), a psychologist from Cornell University in the United States, explained ecological theory, which contemplates that human development is influenced by the environmental context. The reciprocal relationship between the individual and the environment shapes individual behavior. Information about the child's environment will describe, organize and explain the influence of different environments. The environment closest to the student's personality includes family, teachers, individuals, peers, school, neighborhood, and others that students meet daily. Individual characteristics and environmental characteristics influence the process of continuous interaction in the formation of discipline and community habits. The family is the closest environment and is the first to teach discipline to children because the family is the first environment where children learn. The school environment is the second environment where children learn. Teachers play a role in building discipline in children at school.

According to the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers (2005), "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, primary education, and secondary education". Teachers are organizers, class managers, facilitators, mediators, motivators, and inspirers in creating an effective learning environment and managing classes well. In carrying out their role, the teachers must have strategies to build child discipline.

The teacher's strategy in disciplining is needed, so students feel happy, safe, and comfortable. Strategy is a plan designed to achieve a desired goal. Strategy comes from the Greek word *strategos* (*stratos* = military and *ag* = lead), which means "generalship" or something war generals do in making plans to win the war. Strategy is an action to achieve a predetermined goal. In an organization, strategy is a set of positions, attitudes, principles, and/or standards set as goals.

Ockwell-Smith, Sarah (2017) described five strategies for applying effective and gentle discipline: "Stay calm, Proper expectations, Affinity with your child, Connect and contain emotions, Explain and set a good example". Stay calm when your child provokes anger and you feel stressed or angry, do not discipline them until you calm down. If necessary, take a time out. This means getting away from your child for a while, so he/she can think more clearly; Proper expectations, according to Ockwell-Smith, Sarah (2017) "...Before you respond to your child's actions, ask yourself, "Does he/she understand what he/she has done? Can he control it? Does he/she have a developing brain? to do better?" If the answer is no, your response will likely be very different"; "Affinity with your child" (Affinity/bond with Children), having an affinity means having important connections and understanding each other that will help in disciplining; "Connect and contain emotions" (connected with children's emotions), parents need to be connected with children's emotions so they can help children become better individuals; "Explain and set a good example" (explanation and giving a good example), Think carefully about how you will communicate. Explanations and examples given to children must be clear. The best teachers lead by example.

According to Jett Wyckoff & Barbara C. Unell in Suryadi (2006), the basics of discipline that must be carried out include: a. define the specific behavior you want to change by providing a clear explanation; b. tell the child exactly what you want the child to do and show them how to do it; c. praise the child after carrying out the

command; d. keep praising as long as the new behavior requires support; e. avoid power struggles with children; f. keep an eye on them; and g. do not bring up the child's bad deeds.

METHODS

This research used a descriptive qualitative method. According to Mohammad Nazir (2009), "descriptive method is a method in researching a group of people, an object, a condition, a system of thought or a class of events in the present". Prof. Dr. Lexy J. Moleong, M.A. (2018) explained, "Data in descriptive research are data collected in the form of words, pictures and not numbers". This is due to the application of qualitative methods. In addition, all the data collected will likely be the key to the research. The researchers chose a descriptive approach because it aims to describe the strategies of TKU Daar El Dzikir teachers in building early childhood discipline. The data sources were all teachers at TKU Daar El Dzikir, Soronanggan, Bulu, Sukoharjo, totaling 6 people. Data collection techniques included observation and interviews. Observations were made on early childhood discipline. Interviews were conducted with all teachers with questions related to discipline formation strategies. Data validity was carried out using source triangulation.

Data analysis techniques used components in data analysis (interactive models). According to Miles, M. B., & Huberman, A. M. (1992), "The flow used in data analysis was (1) data reduction, (2) data presentation, and (3) conclusion". Data reduction means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Presentation of data was the amount of data generated in qualitative research, always using narrative text. Drawing conclusions is temporary if the information data obtained does not find evidence to support the research being conducted. However, if the information found is strong evidence, credible conclusions can be drawn. Thus, the qualitative research conducted by the researchers followed the existing problem formulation.

RESULTS AND DISCUSSION

Disciplining children encourages children to act voluntarily following mutually agreed rules or procedures. Building early childhood discipline is an important thing

for teachers to do. This condition requires a teacher to have the right strategy so that the character of discipline is formed from an early age. The strategies used by TKU Daar El Dzikir teachers in building discipline in early childhood were convenience and application of rules, setting examples, habituation and consistency, rewards, and giving consequences.

The strategy of convenience and application of regulations is based on the results of an interview with Ustadzah (Miss) SL, a homeroom teacher for class A2 on December 10, 2022, stating that "at the beginning of the learning year before teaching and learning activities the school gathers parents and conveys the rules that apply at school. During the introduction to the school environment, we provide games so that children get to know the teacher, and new friends, so they feel comfortable at school." This statement is in line with the results of an interview with Ustadzah D as homeroom teacher for class A1 who said; "In disciplining early childhood, at first we made the children comfortable by giving pictures, inviting the children to tell stories, asking about the children's activities before going to school and then introducing the children to light rules according to the child's development pattern. (Interview notes 15 November 2022). The same thing was stated by Ustadzah MW, a homeroom teacher for class B1, who stated: "Disciplining young children to obey the rules with gentle greetings, touches, and hugs makes children feel safe and comfortable. (Interview notes 15 November 2022. Ustadzah P, a homeroom teacher of class B3, said, "By knowing the child's development, there will be a reciprocal relationship so that communication occurs and the child becomes comfortable when given rules, it will be easier for the child to accept and implement the rules." (Interview notes 15 November 2022)

Based on the statements from the teacher interview results above, it was obtained data that the teacher's strategy for disciplining children was to make the children comfortable and then apply the rules. This is reinforced by the results of observations which inform that regulations are stipulated in a code of conduct and SOP (Standard Operating Procedures). The existence of rules for disciplining children is in line with the opinion of Elizabeth B Hurlock (1999) stating that "rules are established patterns of behavior that introduce someone to behavior that is approved by group members and their environment".

The teacher has a friendly, creative, and enthusiastic attitude in building discipline so that children feel comfortable and voluntarily carry out the rules set. The Directorate General of Early Childhood Education, Basic Education and Secondary Education (2020) mention one of the "principles that need to be considered in managing an early childhood learning environment is to make children feel comfortable". It is important to give a sense of comfort to children because early childhood learning is through play. If the child feels comfortable it will foster motivation to learn. This is different from research (Nurhayati & Ab, 2020) stating that the strategy for building discipline in learning is by providing the necessary facilities in the classroom so that students are accustomed to exemplary disciplinary behavior, namely providing good examples to students, and providing educational sanctions, and giving rewards to students who excel and comply with school rules and class rules.

The teacher is one of the most important factors in teaching discipline to children. The teacher is an example for students, inside and outside the classroom. The teacher's strategy of giving examples is based on the results of interviews with Ustadzah V homeroom teacher for class B4 saying "At first we exemplified the puzzle where it was here, the legos were placed here, after playing sharing toys then directed to clean up." (Interview notes December 10, 2022). This is in line with the results of an interview with Ustadzah S, a homeroom teacher for class B2, who stated that "The habituation process was initially given an example of the location of each game tool. Then the child is directed to take and store toys in their previous place. Other examples include the teacher arriving before the children, greeting, and washing hands after eating or carrying out activities." (Interview notes 15 November 2022). This is the same as the results of an interview with Ustadzah P, a homeroom teacher for class B3, who said, "We set an example for children because the teacher is a figure that children see. So before telling children to be disciplined, we set an example. For example, the habit of children throwing garbage in its place is a habit that is carried out by example by ensuring that the classroom and school environment is clean before the child arrives." (Interview notes 15 November 2022)

The results of these interviews were strengthened by the results of observations which showed that children in class B2 tidied up their toys after playing, washed

their hands after doing activities, and disposed of trash in its place. This follows the Aristowati's research (2014) stating that educators are an example for children. Children will always follow and imitate the actions taken by educators. Maimunatul Muna'amah, Siti Masitoh, Sri Setyowati (2021), explained that "the teacher's role in child discipline is as a good role model for children".

Discipline is an attitude that must be learned and accustomed to since childhood and will carry over into adulthood. Discipline is built by learning little by little and practicing with light rules continuously. Habituation and consistency strategies were obtained from the results of interviews with Ustadzah MW, the homeroom teacher for class B1 saying that "Disciplining children is done every day and repeatedly so that disciplinary behavior is directly formed". (Interview notes 15 November 2022). The same thing was stated by Ustadzah V, a homeroom teacher for class B4, who stated that "Discipline is carried out with habit from the start. This activity is carried out continuously as long as the child understands where they should keep their toys and the game's rules." (Interview notes December 10, 2022). The results of this interview were reinforced by the statement of Ustadzah S, a homeroom teacher for class B2 on November 15, 2022, who said that "the point is that the rules are set from the start and continue because if not then we have to start all over again".

The results of this interview explain that discipline is instilled through habit and consistency. This follows the research of Lailatul Machfiroh, Ellyn Sugeng Desyanty, Rezka Arina Rahmah (2019), which shows that in forming the disciplinary character of TK ABA 33 apply behavior habituation, habituation through speech, and provide knowledge to children of things that may or may not be done. Nurul Ihsani, Nina Kurniah, and Anni Suprapti (2018) stated that "there is a significant relationship between habituation methods and early childhood discipline at PAUD Al-Hidayah Bengkulu City".

An award is an appreciation given to the child for the child's ability or obedience to the rules he/she has achieved. The reward and consequence strategy is based on the results of an interview with Ustadzah S, a homeroom teacher for class B3, who said, "We give awards to children who have obeyed the rules by saying barakallahu fik, with a thumbs up sometimes with a sticker". (Interview notes 15

November 2022). The results of this interview follow the results of an interview with Ustadzah V, a homeroom teacher for class B4, who said that "For children who are in an orderly manner, the award we give is in the form of saying barakallah fik, masyaallah mas Raihan sholih, mashaAllah I will be happy to see Naila's work". (Interview notes December 10, 2022).

This follows Verawaty's research, Izzat (2020) stated that "Giving rewards is related to children's disciplinary behavior". In Ayuk Nur Madiyanah's research, Himmatul Fariyah (2020) revealed that giving rewards to strive for child discipline in the first cycle increased by 18.8% to 37.5%, and in the second cycle, it increased again by 37.5% to 81.3%. Yenda Puspita, Fitriana, and Yundri Akhya (2022) explained that the application of prizes/awards results in a discipline in early childhood because it influences various aspects of development, especially learning to be responsible for using their actions, self-control and encouraging children to carry out their activities.

Discipline is a way of training and cultivating an attitude of obeying the rules, but sometimes some children commit acts that deviate from the rules. Ustadzah S, a homeroom teacher for class B2, stated "If there is a child who does not comply with the rules, he/she is immediately given an understanding of the rules of the game, but if the child remains undisciplined, he is given a consequence, not a penalty, for example, the toys are cleaned up first, then they move places. When mentioning inappropriate behavior, it is discussed without mentioning the name of the child who deviates so that the child knows that the agreed rules must be obeyed. (Interview notes 15 November 2022). The results of this interview are the same as those with Ustadzah V, a homeroom teacher for class B4, who said that "We agree not to punish children. If a child is disorderly, we first ask how we feel if a friend does not follow the rule. Usually, the child is silent but his/her friends answer "I do not like it, what should I do if I do not like it?". (Interview notes December 10, 2022).

Based on the statements from the teacher interview results above, data were obtained that teachers did not punish children who deviated from the rules but imposed consequences for these actions. The consequences will encourage children to understand their actions, be responsible for decisions, and respect themselves and others so that children with self-discipline are formed. This follows Elia Wardani,

Melani, and Apriliani's research explaining that "The application of the Logical Consequences method can increase obedience for early childhood in PAUD Daruth Tholibin, especially in the indicators of rules during learning, during play and at the end of learning".

CONCLUSION

The study results indicated that the strategies for building discipline in early childhood at TKU Daar El Dzikir are convenience and application of rules, setting examples, habituation, and consistency, rewarding and giving consequences.

Therefore, the teacher should in building discipline be able to make children comfortable before applying the rules, provide examples, discipline with habituation and consistency, give reward/appreciation and apply consequences for violations of the rules.

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