

Discipline Improvement through Reward's Board at Budi Mulia Dua Kindergarten Bintaro City of South Tangerang

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Abstract:- This study aims to describe the process and learning outcomes through reward boards in improving children's discipline in Budi Mulia Dua Bintaro Kindergarten in 2018 South Tangerang City in September 2018. is group A as many as 18 students using action research methods. Procedure is divided into two cycles. Data collection techniques through tests, observation, interviews and documentation studies. Data analysis techniques used in this study are quantitative and qualitative data analysis. Pre-cycle was done to determine the discipline percentage of 26.81% increasing to 56.66% after the first cycle, and increasing to 87.5% after the second cycle. Child discipline can be improved through reward boards, where through reward boards besides being attractive can motivate children and increase enthusiasm in learning.

Keywords:- discipline, reward board, action research.

I. INTRODUCTION

Early childhood education is a vehicle for education that is very fundamental in providing a basic framework of formation towards growth and development. This development will be the basis for laying down further developments, therefore the development in the early period is a determinant for further development. The importance of early childhood education has been set forth in Law Number 20 of 2003 concerning the National Education System article 1 paragraph 14 states that early childhood education (PAUD) is a coaching effort aimed at children from birth to six years of age carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Peraturan Menteri Pendidikan Nasional: 1). Based on the law, it can be understood that early childhood education which is categorized based on age, that is, since children are born up to the age of 6 years, is a very important development and growth period for children, in the future or called the golden age but at the same time a very critical one that determines the stage of subsequent child growth and development.

The Golden age is a golden age of a child that is when the child has a lot of very good potential to develop. Utilizing this golden age as a period of guidance, direction, coaching

and character building for early childhood is intended to instill the values of goodness so that it can become a habit when later in adulthood or at the next level of education, on this basis it is important to do character education in early childhood. in maximizing children's abilities and potential. According to the Presidential Regulation No.87 of 2017 concerning Strengthening Character Education has a goal. build and equip students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education to deal with the dynamics of change in the future b. develop a national education platform that puts character education as the main soul in the administration of education for students with the support of public involvement through formal, non-formal and informal education (Setkab RI, 2017: 4).For this reason we are obliged to instill character education in the golden age of a child useful for his future.

Strengthening character education is carried out by applying the Pancasila values in character education, especially covering discipline. Discipline is defined as an important element in the behavior and life of both individuals and groups, because with the discipline of one's behavior will be more adapted to the demands of the provisions that apply in society. Discipline is the moral attitude of a person who is not directly present at birth, but is shaped by the environment through parenting and the treatment of parents, teachers and other adults around the child's environment. The next research by David (2010: 48-58) "How can we improve school discipline?" This research on how we improve discipline in schools in their research there are two approaches including: (1) An approach that emphasizes self-awareness and social awareness (2) The school system enhances discipline by communicating and teaching rules, as well as rewarding students who follow them. that means the discipline approach by direct communication with students to determine the rules that must be followed and obeyed. For those who obey and follow the rules agreed upon together, an award will be given.

Subsequent researchers by Smith (2013: 29) "How do infants and toddlers learn the rules? Familiar discipline and young children "in this study discusses how children who are three years old learn the rules of behavior that can be received in the family and in society. Physical punishment is not appropriate in disciplining a child. Then it requires effective

discipline that is being assertive and positive, how to care for parents, communication between children and parents, making rules that are consistent and fair, not giving physical punishment for bad behavior and preparing the right context to encourage good behavior. This means that in this study to instill early childhood discipline without physical punishment, a more appropriate approach is needed such as consistent rules so that discipline arises from within you. Based on preliminary observations of researchers in the Budi Mulia Dua Bintaro kindergarten, group A aged 4-5 years, with 18 children, 8 girls and 10 boys. Disciples of existing students, in Budi Mulia Dua Bintaro Kindergarten are still very low. This can be seen from the results of the pre-study using observations and interviews of researchers with teachers in Budi Mulia Dua Bintaro Kindergarten from 18 children. 17 of the 18 children in group A found that some children often did undisciplined actions, this seemed like children who (1) liked to put shoes and sandals less neatly on a shoe rack or anywhere (2) when walking and marching to each other precede, (3) praying still seen chatting with his friend (4) not tidying his toy after being used (5) not greeting when entering class. On the other hand also the evaluation of teachers are also rarely used in the classroom, learning is not memorable and not fun kid next thing to do research to find out the results of observations, the low discipline of children in group A by an interview to the teacher in the classroom, group A, while the description of the interview It is said that the teacher realizes that the child's deployment is only verbal praise and giving advice which is certainly forgotten by the child faster and less memorable, so that the impact has not increased discipline in children in the classroom. The learning process that is too fixated on the application of the concept of calistung also becomes a weakness for the implementation of learning in this kindergarten and the lack of application of child discipline. The teacher focuses more on preparing children so they can read and write before graduating and continue their studies at the elementary school level. The ability of each disciplined child is different from one another. This depends on the experience and interaction of children in school or at home, therefore the teacher plays a role in providing all the right tools and allows for optimal discipline for children for example by preparing activities specifically designed to improve children's discipline for example by using a board reward.

Reward or award is to encourage children to return to good behavior and be accepted in the social environment. Reward is one of the ways that can be used by teachers in motivating children to be disciplined learning, reward or rewarding is the best and most useful method in correcting a child's morals. Because in the classroom the creation of discipline in children, is one of the conditions for creating a conducive atmosphere for effective learning for children, discipline in a well-formed class will support the smooth implementation of the child's learning process. In this case class discipline can be interpreted as awareness, attitude and understanding of children in accordance with the provisions in

force in the class. This board reward is equipped with a column for attaching a star symbol or symbol that has been obtained by the child, when the child succeeds in doing something that is in accordance with the class rules the child will be given a star sticker, preferably if the child violates the rules the sticker will be reduced. The existence of a column on the board of the reward child can see the acquisition of stars that are obtained so that the child remembers the existing class rules. Through giving on the board reward, it is expected that child discipline will increase so that the child's behavior will be in accordance with the demands and rules that apply in the community. In addition, the child can turn himself towards a better direction according to his needs and abilities, helping the child in controlling behavior, so that the child can know what is right and what is wrong, through the board reward is expected to be more independent, and know and understand the rules and rules especially in schools. Seeing the reality in the field and from the results of relevant research, the author feels the need to conduct research with the title: Increased discipline through the reward board in Budi MuliaDuaBintaro Kindergarten. The author hopes that discipline can increase through reward board activities so that it has a positive impact on other aspects of development.

➤ *Discipline*

Howard's (2011: 1352) in his journal "Discipline is an adult set up for a child's life that is designed to low him or her to fit into the real world happily and effectively". Discipline is where a structure of rules is made or designed by adults for the life of a child so that it makes it possible to enter the real world with pleasure and effectiveness. This means that a regulation made by adults is useful for children to be able to live and be accepted in the community well. According to Ardini (2015: 252), discipline is a way that the community does to teach good behavior to children so that it can be accepted by the group. This means that the discipline is the order and the rules that must be done in order to become a good human being in accordance with the wishes of the community. While according to Aulina (2013: 40) discipline is a way of the community in teaching children about moral behavior that is agreed upon by the group in which elements of volunteerism and self-awareness are needed. It means that the willingness and ability to behave according to the rules approved by the group arise from within without any coercion.

This is in line with Wissow in Anne B Smith (2013: 29) explains that discipline is the teaching of children the value and normative behavior of the society. This opinion explains that discipline is teaching children normative values and behavior. Discipline here explains that moral guidance, emotional and physical development that allows them to take responsibility. This will help children become aware of the differences in behavior received or not received by the community.

Discipline is very important in everyday life, because with disciplined behavior, and good attitude, children will get

along well with family and with society, with discipline children can control their behavior and character. This is in line with the opinion of Papalia and Old (2004: 297) about discipline, namely the discipline of referring to methods of teaching for children character, self-control, and acceptable behavior, it can be a power tool for socialization. Which can be interpreted as a discipline is a method of learning character formation, self-control and behavior that is accepted in the community, discipline can be a power to socialize.

According to Hughes (2012: 243) Discipline is voluntary obedience to outside influences meaning that discipline is growing because an activity is carried out repeatedly without coercion so that it becomes habituation and character. Based on the description previously explained, it can be concluded according to the researcher that discipline is an attitude of obedience to regulations and provisions in behaving and acting voluntarily which has elements of obedience, order, responsibility, and self-control both in daily life in the family, as well as in society.

➤ *Reward*

According to Cicek (2016: 57) in his journal "Reward used the correct at the correct time and focuses on a specific behavior absolutely changes in the behaviors of the children." Meaning reward is reward or reward is used the right focus and time can change behavior desired. Rewards are gifts given when the child behaves well and can change into better behavior, so that students are more actively involved in the desired behavior, so they know which behaviors are desired and not unwanted so they know the difference in behavior.

According to KF Hoffmann (2009: 848) "Reward help motivate kids to do their best work. Several teachers expressed that the reward is appropriate as long as they were used on a limited basis. "Award is something that motivates students to behave well, meaning that an award is something given to students because they have done something good or positive and can direct something better. Wahyuningtyas (2015: 99), appreciation is a method as a motivation to direct behavior, and strengthen behavior that is socially approved so that children behave well in accordance with their social environment.

The essence of the award according to Dudson (2006: 15) is a gift for desired behavior, but there is no reward for undesirable behavior. According to Fadhli (2015: 28) reward is a gift if the child achieves. Based on the opinion above the reward is a reward given if the child has done a good deed and followed the rules made. Goals reward that can be concluded that with rewards or rewards, encouraging children to obey the existing rules well and the child's compliance comes from within the child, so that the child is more confident and the teacher or parent relationship is more closely and lovingly connected.

➤ *Media Board Reward*

Board of reward is one of the media used in instilling discipline in children. According to Lee (2010: 13) "Media education is the process of teaching and learning the media." It means the media is a tool used in the teaching and learning process. According to Sundayana (2014: 6) media is a tool or the like that can be used as a messenger in a learning activity. Means the board reward is an information tool that describes the results obtained by the child used in the learning process. Scaniand (2014: 258) in the principles of learning design also provides a definition of media as follows. Instructional media encompasses all the material and physical means an instructor might use to implement instruction and facilitate students achievement of instructional objectives, this may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects and videotapes or films, as well as newer materials and methods such as computers, DVDs, CD ROMs, the internet, and interactive video conferencing. Media definition that includes all physical materials and equipment used by instructors to carry out learning and facilitate student achievement, meaning that the physical media is a learning aid used by teachers in the form of boards reward that can help students to improve discipline in the classroom.

According to Gerlach and Ely (2013: 163) in the learning strategy states "A medium, conceived is any person, material or events that establish conditions that enable the learner to acquire knowledge, skills and which enable the learner to acquire knowledge, skill and attitude". According to Gerlach in general the media includes people, materials, equipment, or activities that create conditions that allow students to gain knowledge, skills and attitudes. In accordance with the meaning above that through board media it is reward hoped that there will be a change in the attitude of students' discipline to be even better.

According to Fisch (2017: 217), the media is "Education media by creating media products that are tailored to fit the needs, abilities, and limitations of their users". Media is a product created according to the need to overcome the shortcomings of its users. While according to Laely (2013: 301-220) in his journal that the media is a tool that is used as a channel of messages in order to achieve the goals of teaching and arranged by the teacher.

According to Arends (1998: 167) teachers can stimulate expected behavior through giving gifts and privileges to children. Gifts that teachers can do are: (1) points given for certain types of work that can enhance a student's grade. (2) Symbols such as gold stars, happy faces, or certificates or accomplishments. (3) Special honor rolls for academic work and social conduct. This opinion can be described that the teacher can reward children through three ways; first giving points to children whose behavior has improved, both teachers can give gifts to children in the form of stars, pictures or certificates of success, Third list of awards.

In line with Guttel (2012: 3) "Educators often reward learners by using a variety of rewards such as special awards, gold stars, or bonus points, in order to enhance their motivation for making an effort". Educators often give awards to students by using various awards such as special awards, stars, or special points to improve their motivation. the above opinion can be described that the teacher or parents can give rewards or rewards to the child whether it be in the form of points, stars, pictures, or certificates even the teacher can also make a table of rewards or table rewards for children who can run the rules well.

Based on the understanding above, board media *reward* is a visual media tool that provides information in the form of symbols or symbols. While the notion of *reward* is an award that directs the behavior of good behavior of children. Based on the opinions above it can be interpreted that an award or reward is a symbol or symbol can be given by a teacher or parent to a child if the child has done good deeds and follows the rules that have been made.

II. METHODS

This research was conducted at Budi Mulia Dua Bintaro Kindergarten Jl. Jombang Raya No. 89 Ciputat South Tangerang City. This is done in the 2018/2019 academic year in September and October 2018 up to 2 cycles. The first cycle was carried out ten times, while the second cycle was carried out nine times. At that time, the learning activities were effective, so they could help get adequate data. This study uses a class action research model from Kemmis and Taggart. The implementation process includes a) planning, b) action, c) observation and d) reflection. The source of the data in this study came from participants in group A and class teachers at Budi Mulia Dua Bintaro Kindergarten, South Tangerang City. Observation results will be explained about the discipline of children before being given action, discipline of children when given action, and discipline of children after being given action.

Data collection techniques used in this study includes observation, interviews, and documentation. Observations of participants were carried out to make the data obtained more complete, accurate and richer in the sense that each behavior

that appeared in the observation sheet was carried out by the researcher. Interviews are conducted by conducting question and answer sessions with related parties, such as parents, class teachers, and principals. Documentation becomes a complementary tool for observation and interviews which includes writing, drawing, or photographs.

The criterion for the success of the action in this study refers to the criteria set by Mills, which states that action research has a target percentage of 71% after taking action on the research subject, meaning that this research is said to be successful if 71% of the number of children in the class has reached the standard what has been determined by collaborators is 75% taking into account the situation and school conditions.

III. RESULTS

Research results at TK B Budi Mulia Dua Bintaro show that reward boards can increase the discipline of children aged 4-5 years with a final overall score of 89.41%, the results of pre-research observations show that child discipline in Budi Mulia Dua Bintaro Kindergarten is not optimal because as for a picture of the results of the interview that the teacher realizes that the child's deployment is only verbal praise and giving advice which will certainly be forgotten sooner by the child and less impressive, so that the impact has not increased discipline in children in the classroom. The learning process that is too fixated on the application of the concept of calistung also becomes a weakness in the implementation of learning in this kindergarten and the lack of application of child discipline, the teacher is more focused on preparing the children to read and write before graduating and continue their studies in elementary school.

Based on the data analysis it was found that the pre-study was 51.73%, the first cycle had 67.75% and the second cycle had 87.5%, therefore the researchers and collaborators decided to stop the research in cycle II. This result shows an agreement with a hypothesis that requires a minimum percentage of 75% to be accepted, in other words, the hypothesis that the reward board can increase the discipline of students aged 4-5 years is accepted.

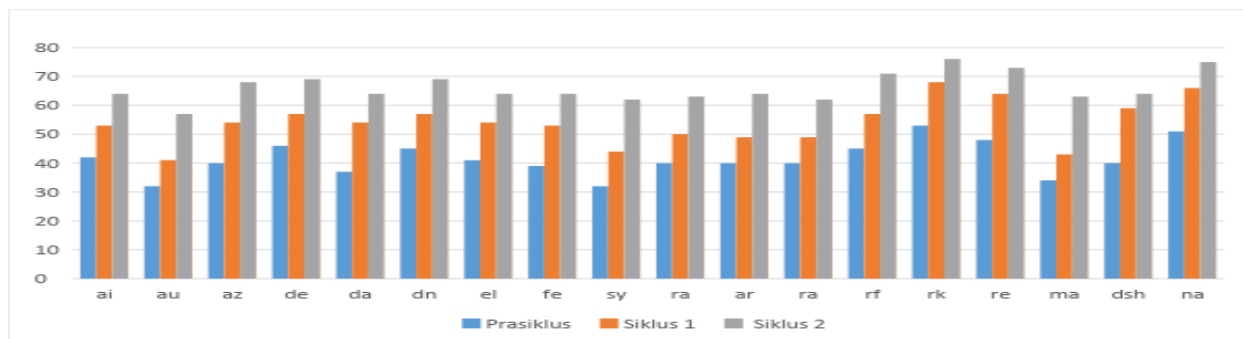


Fig 1

Based on the results of the pre-research data analysis, it was obtained as much as 51.73%, while in the first cycle it was 67.50%. Data is said that the percentage of pre-research in the first cycle has increased. However, it refers to the interpretation of the analysis that the research is said to be successful if the increase reaches the target of 75%. Therefore, this researcher is not said to be successful because the average percentage is 67.5%.

Researchers and collaborators agreed to proceed to cycle II to prove to cycle II to prove whether there was a significant increase. Based on the results of the second cycle, the average percentage was 87.5%. Data can be said that the percentage of child discipline has increased significantly. It can be said that the reward board can improve the discipline of children aged 4-5 years at Budi Mulia Dua Bintaro Kindergarten, Ciputat District, SouthTangerang City. After getting a significant percentage, the study was stopped.

Based on qualitative data, there is an increase in the discipline of children aged 4-5 years through the provision of actions in the form of reward boards. Improved discipline looks like when they go to class, play and until school returns. Based on observations in the form of field notes, documentation and interview notes, it can be seen that reward boards can increase the discipline of children aged 4-5 years in Budi Mulia Dua Bintaro Kindergarten.

IV. CONCLUSION

Based on the results of data analysis showed that the percentage of pre-research that was obtained was 51.73%, Cycle 1 was 67.50% and cycle II was 87.5%, the data can be said that the percentage of transition from pre-research to cycle I increased, but the interpretation of the results of the analysis is said to be successful if the development reaches the target of 75%.

Based on data from cycle II, the percentage of child discipline increases significantly, therefore it can be concluded that reward boards can increase the discipline of children aged 4-5 years in Budi Mulia Dua Bintaro Kindergarten, South Tangerang City.

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