



## Application of Reward and Punishment To Develop Disciplinary Behavior of Early Childhood

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### ABSTRACT

**Aim:** Discipline is one of the basic needs of children in order to form and develop a healthy character. Children can be creative and dynamic in developing their lives in the future. Compassion without discipline results in a feeling of sentiment and indifference, whereas discipline without affection is a cruel act. Parents and teachers always think of the right way to apply discipline for children from infancy to childhood and into adolescence. The purpose of this research is to examine the literature, articles and documents of research findings that identify the application of reward and punishment to develop disciplinary behavior in early childhood. Method: Reference in the form of primary articles of approximately 20 journals, 15 national journals with the last 5 years and international journals with the last 7 years of quality, accredited and reputable. The sample is a research journal on the topic of reward and punishment / disciplinary behavior in early learning in accordance with selected journal criteria: 1) respondents are early childhood and teachers; 2) the independent variable is reward and punishment and the dependent variable is discipline behavior; 3) the treatment given is the application of reward and punishment / a learning activity that is able to develop disciplinary behavior in early childhood. Results and discussion: the literature review states that disciplinary behavior has a variety of methods that vary greatly. Consists of habituation methods, teacher gestures, teacher teaching skills, reward and punishment. Likewise with reward and punishment can be applied in two ways consisting of verbal and non verbal. Verbals such as praise, smile, reprimand, warning, time out. And non verbal like star shape, candy, pencil. Conclusion: reward and punishment can develop children's disciplinary behaviors that are initially not good to be better, disciplinary behavior can be developed in various ways.

### KEY WORDS

*reward and punishment*; disciplined behavior; early childhood.

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## INTRODUCTION

Early childhood education (PAUD) is the basis for developing education at a later stage. Early childhood education is full of challenges and problems at every stage of its development. Early childhood education develops all aspects of development which include physical motor, cognitive, language, social emotional. Early childhood social environment is still limited to home and school environments, this is where the function of early childhood education is to introduce a broader environment and instill good character values in children such as the discipline of Siti et al (2020).

Early childhood has different characteristics. Early childhood can also be said to be a child who is new to his world, so children need to be guided in order to understand various things about the world and its contents. Children need to be guided by their discipline so that children can understand the rules applied at school and the rules at home, such as using school uniforms according to the day's schedule, coming to school is not late Rizka (2018).

According to Balson in Rizka (2018) self-discipline is a form of behavior to be responsible and not caused due to coercion or pressure, but because of the willingness of the heart of a child to perform these actions. The other understanding of discipline is according to Hurlock in Rizka (2018), discipline is someone who learns to voluntarily follow a leader. Discipline is also a way for society to teach children moral behavior that is agreed to by the group. The discipline put forward by Hurlock resembles discipline according to Balson, in which the child commits the act of his own volition.

Discipline is one of the basic needs of children in order to form and develop a healthy character. The goal is that children can be creative and dynamic in developing their lives in the future Mila et al (2018). Another discipline goal according to Mila et al (2018) is to mobilize children to learn about good things which are preparations for their adult life, where the child is very

dependent on self-discipline and the formation of behavior in such a way that he will be in accordance with the roles established by cultural groups particular, where the individual was identified.

Discipline is a feeling of being obedient and obedient to the values that are trusted, including doing certain jobs that are his responsibility, so that individuals can be formed by the character of self-discipline through discipline that is applied and able to distinguish good and bad things in society. Negative discipline enlarges individual maturity, while positive discipline will grow maturity. The main function of the discipline is to teach the child to accept the necessary restraints and to help direct the child's energy into a path that is useful and socially acceptable. Therefore, positive discipline will bring better results than negative discipline Mila et al (2018).

Discipline can be pursued through two ways, namely through habituation with confirmation and habituation with punishment. Habitual punishment without confirmation usually has a short-term effect. another case with habituation accompanied confirmation after punishment and habituation with affirmation for good behavior. Familiarization with affirmation is that a child behaves well and is rewarded in the form of praise or the like for that behavior Mila et al (2018).

One concept that must be instilled in childhood is to have to adjust through the process of development according to his age. Discipline is not planted just like that, but the development of discipline according to the characteristics of children's development from the age of 0-8 years, as for the characteristics of disciplinary development in childhood (3-6 years) phenomena that appear include, through fictional or actual stories, the consequences that must be accepted if doing wrong or right, discipline in daily activities, children begin to obey the guidance of parents and social environment, can tidy up toys that have



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been used, wash hands before and after eating Mila et al (2018).

The importance of discipline so that children can adjust to the environment in accordance with the norms and culture wherever the child is located. With discipline, children can differentiate between right and wrong according to the prevailing norms and culture. Children 5-6 years old tend to do the right thing because avoiding punishment is not based on generosity. Early childhood are also motivated to do something to get admiration from their friends who have not been able to distinguish what is right and what is wrong. So this is where the importance of the role of parents and teachers to instill the character of discipline in children from an early age. But many parents or teachers instead of disciplining their children in a violent way.

According to Kosim in Mila et al (2018) Reward means rewards, gifts, awards or rewards. Reward as an educational tool is given when a child is doing something good or has reached a certain stage of development or achieving a target. In the concept of reward education is one tool to increase the motivation of students. This method can associate someone's actions and behavior with feelings of happiness, pleasure and will usually make them do a good deed repeatedly in addition to motivation.

*Reward* according to Mueller and Dweck in Rizka (2018) rewarding efforts can encourage children to work harder and look for new challenges, children who get praise for their efforts also show a higher tenacity, while including positive and negative impacts in providing rewards given to children according to Skinner in Rizka (2018) reward generally relates to operant counseling, that every response followed by this reward works as a reinforcement stimulus, will tend to be repeated and reward or reinforcement stimulus will increase the speed of the response. While the negative impact of giving rewards is that the child will feel

Literature Review: Application of...

distrusted by giving the award if given excessively or even not at all.

So reward is a way that is done by someone to give an award to someone for doing something right, so that someone can be more enthusiastic in doing certain tasks and more motivated in doing something else and better the process so that someone able to achieve success from one thing to another and better the process so that a person is able to achieve success from something he does.

According to Purwanto in Mila et al (2018) the purpose of punishment (Punishment) is suffering that is given or intentionally caused by someone (parents, teachers and parallels) after a violation, crime or error has occurred. According to Djiwandono in Mila et al (2018) the purpose of punishment is to prevent bad behavior and remind students not to do what is not allowed. Punishment is suffering that is given or intentionally caused by educators after students commit violations or mistakes Hamruni in Mila et al (2018).

So the punishment (punishment) is an action given by educators of students who have made mistakes with the aim that students will not repeat it and correct the mistakes that have been made. The purpose of the punishment itself is that the punishment is held to eradicate the crime or to eliminate the crime, the punishment is held to protect the public from unnatural actions, the punishment is held to frighten the offender so as not to leave the act that is not fair, the punishment must be held for all violations.

## RESEARCH METHOD

This research is a secondary study in the form of literature review which means an analysis in the form of criticism (build / drop) from research that has been done on a specific topic or question on a particular scientific part. Literature studies can be obtained from various sources both journals, books, documentation, internet, and literature. The literature study method is a



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Literature Review: Application of...

series of activities relating to the method of collecting library data, reading and recording, and managing writing material (Sugiyono, 2016). The type of writing used is a literature review study that focuses on writing results related to the topic or variable of writing.

The data used in this study comes from research results that have been carried out and published in national and international online journals. In conducting this research researchers conducted a research journal search published on the internet using the ProQuest, PubMed, Research Gate, SagePub and scholar search engines with keywords: reward and punishment, reward and punishment, disciplined behavior, disciplined behavior.

In this study, researchers analyzed the application of reward and punishment to develop disciplinary behavior in early childhood.

The independent variable is the application of reward and punishment to develop disciplinary behavior in early childhood.

*Literature review* starting with the written material that is sequentially noticed from the most relevant, relevant and quite relevant. Then read the abstract, each journal first to provide an assessment of whether the problem discussed is in accordance with what is to be solved in a journal. Noting important points and their relevance to the research problem. To keep from being trapped in the elements of plagiarism, the writer should also record

childhood. The dependent variable is the development of disciplinary behavior which is done through reward and punishment. The population is all research journals on the topic of early childhood disciplinary behavior development. Samples are all research journals on the topic of developing disciplinary behavior through the provision of rewards and punishments. Journal criteria chosen are: 1) the treatment given is reward and punishment in the form of an experiment directly to the child; 2) the dependent variable is the development of disciplinary behavior through reward and punishment; 3) respondents in the research journal are early childhood; 4) research locations in early childhood education schools; 5) research results published in the span of 2013-2020. Reference in the form of primary articles of approximately 20 articles in 15 national journals with the last 5 years and international journals with the last 7 years of quality, accredited, and reputable. The flow of journal reviews in the literature review is carried out according to Figure 1.



the source of information and include bibliography. If indeed the information comes from other people's ideas or writings. Make notes, quotations, or information compiled systematically so that writing can easily search again if at any time needed (Darmadi, 2011 in Nursalam, 2016).

Research journals that are in accordance with the inclusion criteria are then collected and a journal summary is made



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Literature Review: Application of...

including the name of the researcher, year of publication of the journal, study design, research objectives, samples, instruments and summary of results or findings. A summary of the research journal is entered into a table sorted by alphabet and year of publication of the journal and in accordance with the above format.

To further clarify the abstract and full text analysis of the journal read and examined. The journal summary is then carried out an analysis of the contents contained in the research objectives and research findings / findings. The analytical method used uses journal content analysis.



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Literature Review: Application of...

### RESULTS AND DISCUSSION

The results contain an overview of the contents of the journal displayed in a table.

Table 1

No	Title	Researcher	Year	Research type and design	Population	Sample	Variable	Techniques and instruments	Data collection	Data analysis	Research result
1	The effectiveness of the moral development of group B children through the provision of reward and punishment	Kurniawan	2016	Qualitative	All kindergarten students	Group B Kindergarten	Independent Variable: effectiveness of moral guidance Dependent Variables: reward and punishment	Observation	Observation	Classroom action research	The students' attitudes showed the changes of children towards a better way after the researchers gave rewards and punishments in kindergarten. Learning that uses reward and punishment methods has changed the attitudes of children who previously behaved unfavorably for the better.
2	Implementation of rewards and punishments in shaping the discipline character	Mila Sabartining Sih, Jajang Aisyul Muzakki, Durtam	2018	Qualitative descriptive	RA An-Nawaa 3	RA An-Nawaa group B	Independent Variables: reward and punishment Dependent Variable: discipline character	Observation and interview	Observation and interview	Qualitative descriptive	The process of forming disciplined characters in early childhood, especially in group B is by applying reward and punishment. The way of application is to consider the





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Literature Review: Application of...

	of children										situation and condition of the child, gender, age and the actions taken by the child.
3	Implementation of reinforcement in disciplining children aged 5-6 years in Kinasih Islamic Kindergarten, Pinang sub-district, Tangerang	Siti Masruroh, Nurul Fitria Kumala Dewi	2020	Qualitative discriminatory	Kinasih Islamic Kindergarten teacher	Kinasih Islamic Kindergarten teacher	Independent Variable: application of reinforcement Dependent Variable: child discipline	Observation, interview, target source, documentation	Observation, interview, target source, documentation	Model of Miles and Hamberman	Kinasih Islamic Kindergarten has applied most of the reinforcement skills with various techniques including modeling, positive reinforcement and Konemy tokens. The results after being given reinforcement the child becomes more active in learning, happy, and motivated and more disciplined
4	The effect of giving rewards to the discipline of children aged 5-6 years in Kindergarten Aisyiyah Bustanul	Rizka Anugerahwati	2018	Associative Quantity	110 children from group B Kindergarten Aisyiyah Bustanul Atthfal	86 children of group B Kindergarten Aisyiyah Bustanul Atthfal	Independent Variable: the effect of giving rewards Dependent Variable: measures the discipline of children	Questionnaire	Questionnaire, Likert scale	Test for normality, linearity and simple linear regression	The effect of giving a positive effect on discipline of children aged 5-6 years, because the reward is given as a reinforcement or reinforcement stimulus so that when a child is given a reward for the





	Atthfal, East Jakarta Municipality										desired behavior, the behavior will occur repeatedly and increase
5	The effect of giving reinforcement to the learning outcomes of Mandarin vocabulary in Kindergarten B Picket Fence Pre-school students	Yenny Marlim, Patricia Winner	2019	Quantitative	All Kindergarten B students Pre-school Picket Fence	All Kindergarten B students Pre-school Picket Fence	Independent Variable: reinforcement Dependent Variable: Mandarin vocabulary learning outcomes	Pre-test, treatment, post-test	Pre-test, treatment, post-test	Quantitative	Giving reinforcement and without reinforcement both show the results of learning Mandarin vocabulary that increases from the pretest of each group. However, when viewed from the average posttest scores of the two groups, it was shown that the learning outcomes of students who were given reinforcement were higher than those of students who were not given reinforcement, even though the average pretest scores of the experimental class were lower than the average value of the control class.
6	The	Novia Sinta	2016	Experiment	A boy of 5	A boy of 5	Independent	Observation,	Interview,	Visual	Giving positive



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Literature Review: Application of...

	application of the independence of preschool age children by giving positive confirmers	Rochwidowati, Rahma Widyana			years and 8 months old at TK ABA	years and 8 months old at TK ABA	Variable: independence Dependent Variable: positive reinforcement	behavior checklist	Behavior checklist	inspection	reinforcement gives children the opportunity to learn to do activities / activities and their own responsibilities without the help of others. The intervention of giving a positive confirming gives a sense of pleasure, creates a relaxed atmosphere without coercion, involves emotions and can stimulate the dynamics of children's development well in increasing knowledge, experience, so as to experience changes in self-reliance in accordance with their developmental period
7	Management of early childhood discipline	A. Tabi'in	2017	Qualitative	All pre-school Al-muna Islamic	All pre-school Al-muna Islamic	Independent Variable: discipline character education	Observation and interview	Observation and interview	Qualitative descriptive	Children's discipline character education planning in Al-Muna islamic preschool



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Literature Review: Application of...

	character education in case studies at Al-Muna Islamic Preschool Semarang				students	students	Dependent Variable: management of discipline character education				tailored to the theme to be discussed, so as to create an integrated learning unit that is integral or uninterrupted
8	Formation of early childhood discipline character through habituation method in Kindergarten Aisyiyah Bustanul Athfal 33 Malang	Lailatul Machfiroh, Ellyn Sugeng Desyanty, Rezka Arina Rahmah	2019	Qualitative	ABA 33 Kindergarten Students	ABA 33 Kindergarten Students	Independent Variable: discipline character Dependent Variable: habituation	Observation, interview and documentation study	Observation, interview and documentation study	Qualitative descriptive	The process of forcing disciplinary character through the habituation method in TK ABA 33, namely the teacher as a model and as an example for children, the teacher also gives examples to children, gives motivation to children, gives understanding to children about what can be done and which should not be done
9	Improve discipline of early childhood through	Ayuk Nur Madiyanah, Himmatul Fariyah	2020	Classroom Action Research (CAR)	All group B students aged 5-6 years	All group B students aged 5-6 years	Independent Variable: discipline Dependent Variable: reward giving	Interviews, observations, observation sheets	Observation sheet	The formula for finding the final value of	There are two cycles of observation, the first cycle the teacher conditions the child to explain



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Literature Review: Application of...

	the provision of rewards									individual completeness of learning outcomes $N = sp / smx 100$	the rules in the discipline of the child's arrival to school, neatness and uniform according to school attributes. If anyone does that, and if fulfilled, all will get a reward in the form of a sticker that is worn and a number predicate symbol in the order of the child. but apparently, there are still many children who arrive late and break the rules. Then in the second cycle the teacher explains the rules again to the child and gives rewards to the disciplined child rules, not only given the sticker and number predicate but the child who gets the first title will be given the right to choose a table and a
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											playground first. That way, children are more enthusiastic and motivated to follow the rules and an increase in discipline behavior.
10	Relationship of habituation methods in learning with early childhood discipline	Nurul Ihsani, Nina Kurniah, Anni Suprpti	2018	Correlational	Children of group B PAUD Al-hidayah	34 children from group B PAUD Al-hidayah	Independent Variable: habituation Dependent Variable: early childhood discipline	Observation	Observation	Correlational	The habituation method is in good classification while early childhood discipline is also in good classification. the application of habituation methods the better the better the discipline of the child
11	The effect of the application of the teacher's gesture on the discipline behavior of group B children	Kadek Desy Wahyuning sih, I Wayan Sujana, Luh Ayu Tirtayana	2018	Pre experiment, experiment	The whole group B1 TK Widya Kumara	27 children from Group B1 TK Widya Kumara	Independent Variable: teacher's gesture Dependent Variable: disciplinary behavior of children	Observation	One group pre-test post test	Inferential Statistics	Learning by applying the teacher's gesture is able to develop disciplinary behavior in children.
12	Application of	Lusina, Muhamad	2018	Qualitative descriptive	Teacher and	Group A Christian	Independent Variable:	Observations, interviews,	Observations,	Qualitative	The teacher can explain good and



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Literature Review: Application of...

	disciplinary behavior in group A children in Pontianak Christian Immanuel Kindergarten	Ali, Dian Miranda			children of Group A Christian Kindergarten Immanuel	Kindergarten Immanuel	applicability Dependent Variable: disciplinary behavior	documentation studies, field notes	interviews, documentation studies, field notes		right behavior to children to understand that is by giving examples of things that are right and wrong things in concrete, the teacher explains in language that is easily understood by children
13	Application of role playing methods to improve disciplinary behavior in children aged 5-6 years in PAUD Pradnya Paramita	Putu Ayu Rima Chrismayanti, I Made Tegeh, Luh Ayu Tirtayana	2016	Classroom action research	PAUD Pradnya Paramita Penarungan	5-6 years age group	Independent Variable: the application of role play Dependent Variable: disciplinary behavior of children	Frequency distribution table	Frequency distribution table	Classroom action research	An increase in learning outcomes in disciplinary behavior of children aged 5-6 years in PAUD Pradnya Paramita Penarungan after applying role playing activities
14	Increasing child discipline behavior through the habituation method in	Rumiati La Jaga, Andi Agustan Arifin	2019	Classroom action research	IT Insan Kamil Kindergarten Students	Group B1 TK IT Insan Kamil	Independent variable: child discipline behavior Dependent Variable: habituation	Planning, action / implementation, observation, reflection	Observation	Classroom action research	Application of habituation methods can improve child discipline in IT Insan Kamil Kindergarten. Teachers' efforts in improving the discipline of children



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Literature Review: Application of...

	the Integrated Islamic Kindergarten Kamil group B1 age group 5-6 years										through several methods such as methods of habituation, modeling, giving punishment, dialogue.
15	The effect of the basic teaching skills of teachers on disciplinary behavior in early childhood group B	Sri Karina Elprida, I Wayan Sujana, Luh Ayu Tirtayana	2018	Pre-experimental designs, One-group Pretest-Posttest Design	All B1 children in Ganesha Kindergarten	All B1 children in Ganesha Kindergarten	Independent Variable: basic teaching skills of the teacher Dependent Variable: disciplinary behavior	Inferential Statistics	Observation	Inferential Statistics	Discipline behavior of group B1 children has increased from before and after treatment (treatment) through the application of basic teaching skills of teachers. By familiarizing children with disciplined behavior, when children grow up they will become humans who are not only intelligent and knowledgeable, but also of high moral standards and noble character.
16	The persistence of reward and	Ikbal Tuban Sahin Sak, Ramazan Sak, Betul	2016	Qualitative	30 preschool teachers: 20 girls 10	30 preschool teachers: 20 girls 10	Independent Variable: persistence Dependent	Semi-structured interview	Interviews and recorded using audio	Interviews and recorded using audio	Most teachers believe that the use of preschool class gifts is needed





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Literature Review: Application of...

	punishment in preschool classrooms	Kubra Sahin Cicek			boys	boys	Variables: reward and punishment				because it reinforces desired behavior, supports children's self-confidence, and helps teachers recognize children's good behavior. And there are some teachers who say that they use gifts only in certain activities or cases, so as to prevent children accustomed to gifts that may later lose value. For punishment is also needed and the teacher emphasizes several reasons that punishment removes unwanted behavior helping children to distinguish between desirable behavior and unwanted behavior and think about their behavior, maintain consistency in the classroom, and help children do something is
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											desirable
1 7	The implication of positive reinforcement strategy in dealing with disruptive behavior in the classroom: a scooping review	Aisha Rafi, Ambreen Ansar, Munezza Amir Sami	2020	Qualitative descriptive	The teacher and several students	The teacher and several students	Independent Variable: positive reinforcement Dependent Variable: dealing with disruptive behavior	Observation and questionnaire	Interview and questionnaire	Interview and questionnaire	The strategy used is a positive reinforcement strategy for classroom management and to reduce problem behavior in class, the use of positive reinforcement can improve student academic achievement. This strategy brings desirable behavior and motivates student learning. When the teacher gives praise, the child is able to appreciate and can reduce the child's bad behavior in class.
1 8	Children's reward and punishment sensitivity moderates the association	James J.Li	2018	Longitudinal study	201 parents and kindergarten children	201 parents and kindergarten children	Independent Variable: reward and punishment sensitivity to child punishment Dependent Variable: positive	Interviews, questionnaires, videos	Interviews, questionnaires, videos	Descriptive statistics and bivariate correlations	Unusual gift processing may be an important marker of ADHD risk, but it also highlights how children's responses to positive and



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Literature Review: Application of...

	of negative and positive parenting behavior in child ADHD symptoms						and negative behavior of children				negative parenting behavior can vary by the kindness and sensitivity of children's punishment. This might be an important marker in the prediction of ADHD diagnoses adding to the prospect of treatment to optimally benefit the individual
19	Student discipline in the classroom: public school teacher's point of view	Maria Corazon A.Virtudazo, Dr. Eugenio S.Guhao	2020	Qualitative Descriptive	Some teachers are in school	Some teachers are in school	Independent Variable: discipline Dependent Variable: teacher assessment	Interview, investigation	Interviews, investigations, recordings, field notes	Qualitative descriptive	Class management is very important, not only for teachers but also very important for a positive and developing learning environment for students. As such it is important to have a basic set of rules for students to do. This regulation will help maintain management classrooms and discipline. Children become disciplined



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Literature Review: Application of...

											when the teacher is able to manage the class well and pleasantly
20	Implementation of discipline character education in early childhood (multi-site study in shoots of the nation and aisyiyah bustanul athfal integrated early childhood education at ulin foundation golf)	Laila Mahmudah, Asniwati, Aslamiah	2019	Qualitative descriptive and multi-site	Foundations, principals, teachers, parents	Foundations, principals, teachers, parents	Independent Variable: discipline character education Dependent Variable: multi-location study	Observation, interview, documentation	Observation, interview, documentation	Reduction, appearance, conclusion, verification	The application of discipline character education carried out by school principals, teachers, education personnel is an implementation strategy consisting of socialization of rules in an integrated manner with habits and exemplary behaviors that display attitudes of protection, love, and care. The existence of punishment and punishment to the environment by providing motivation is done consistently. The implementation strategy is also carried out by involving parents through the contact book, whatsapp, and other lists. The



application of character discipline is carried out from the beginning to the end of the learning process. Constraints in applying the character of educational discipline occur in the family and school environment. Evaluation of school regulation policies is carried out by foundations, schools, teachers, and educators by identifying problems, deliberations, gathering information and determining solution criteria through follow-up. Discipline character evaluation is done by observation, checklist, daily notes, anecdotal notes





## DISCUSSION

All articles that are sampled in this study are the results of research with a variety of studies. There are 4 studies using pre-experimental designs, 10 studies using qualitative designs, 2 studies using quantitative designs, 2 studies using classroom action research designs, 1 using correlational research designs, and 1 research using longitudinal study designs. The sample selection method is in accordance with research standards such as pre-test questionnaire, treatment, post-test, observation, interview, behavior checklist, One group pre-test post test, documentation, field notes, semi-structured interviews, videos.

Random sampling techniques are very important so that research results can be generalized to the population and suppress the events that exist in the study. The population used in the 20 research journals varies greatly, including: kindergarten teachers, kindergarten students, parents, schools, communities. Criteria for inclusion and exclusion of samples vary greatly, based on the specific objectives of each study, of course researchers have considered carefully so that the sample criteria do not affect the results of the study.

### Reward and Punishment

All research journals selected to become the sample of this study totaled 20 journals. There are 9 journals that observe the value of variables about reward and punishment. From 9 research journals that have been criticized, reward and punishment can influence disciplinary behavior in children. 9 of these journals 3 of which discussed the application of rewards and punishments to the discipline behavior of young children. The journal entitled the implementation of reward and punishment in shaping the character of early childhood discipline written by Mila et al (2018) discusses that the provision of reward and punishment is done in two ways namely verbal and non verbal. Verbal rewards in the form of praise and non-verbal in the form of stars. For punishment only given verbally only in the form of reprimands or warnings. Because if we want to punish the child, punish first with verbal

punishment and as far as possible do not provide non-verbal punishment (body punches). After giving rewards and punishment, disciplinary behavior in children appears to increase significantly and children can accept and adjust according to their respective conditions. Children can apply it both at school and home environment.

Related to the findings above Rizka (2018) also discusses the effect of giving rewards on discipline of children aged 5-6 years written by Rizka (2018) the effect of giving rewards has a positive influence on discipline of children aged 5-6 years, because rewards are given as reinforcement or reinforcement stimulus so that when a child is given a reward for the behavior he wants, there will be behaviors that are done repeatedly and increase. The effect of reward giving a positive result in accordance with the opinion of skinner, that every response followed by this reward will work as a reinforcement stimulus, and will tend to be repeated, and reward or reinforcement stimulus will increase the speed of the response.

Furthermore, research that also discusses the application of reinforcement in disciplining children aged 5-6 years written by Siti et al (2020) is to discuss that giving reinforcement to children should be fun so that children easily understand. Techniques used such as modeling, giving positive reinforcement, tokenemy. Konemy token is a technique by collecting stars that can be exchanged for prizes. While negative reinforcement uses time out techniques. Teachers also have skills in using a variety of reinforcement such as gestural, verbal, approach, touch, giving activities and giving gifts. Children become happier, more enthusiastic in learning and more disciplined in following learning and learning objectives will be achieved.

Of the three journals above, they both use rewards and punishments to develop disciplinary behavior in early childhood, the method of presenting learning used is the same, verbally and nonverbally. For verbal rewards such as praise, words that encourage and verbal punishment such as reprimands, warnings or time out. While non-verbal rewards such as star shapes, candy





and other prizes. From these methods it can be concluded that to develop disciplinary behavior in early childhood can use a fun way so that children easily understand and easy to apply it.

The next finding is to discuss the effectiveness of the moral development of group B children through the provision of reward and punishment written by Kurniawan (2016) in this study the researchers conducted moral guidance by giving rewards and punishment using 2 activities, the first by singing and the second by telling stories. When singing and telling stories, children are rewarded by giving candy to those who comply with moral regulations. And give punishment to children in an educational way such as memorizing short verses / letters. After doing these activities, the behavior of children who were previously not good to be significantly better than before.

The next finding is to discuss the effect of giving reinforcement to the learning outcomes of group B mandarin vocabulary written by Yenny et al (2019) in this study the researchers conducted the first two teachings with reinforcement and the second with conventional methods, the material given was the same to get learning achievement the optimal. The results of learning in the experimental group with reinforcement are greater than the average results of the control group that does not get reinforcement. Giving reinforcement and without reinforcement both shows that the learning outcomes of Mandarin vocabulary are increasing from each group. Giving reinforcement significantly influence the learning outcomes of Mandarin vocabulary.

The next finding is to discuss the increase in independence of preschool-aged children by giving positive confirmers written by Novia et al (2016) to train children's independence through various stages of positive reinforcement and is formed through the application of appropriate stimulus. Giving positive reinforcement gives children the opportunity to learn to do activities / activities and their own responsibilities without help from others. The intervention of giving a positive confirming gives a sense of pleasure, creates a relaxed atmosphere without coercion,

involves emotions and can stimulate the dynamics of children's development well in increasing knowledge and experience, so as to experience changes in independence behavior in accordance with the development period.

The next finding is to discuss the implications of positive reinforcement strategies in Indonesia that deal with disruptive behavior in the classroom written by Aisha et al. (2020) the strategy used is positive reinforcement strategies for classroom management and to reduce problematic behavior in class, the use of positive reinforcement can increase academic achievement student. This strategy brings desirable behavior and motivates student learning. When the teacher gives praise, the child is able to appreciate and can reduce the child's bad behavior in class. The strategy provided makes the child's behavior from bad to good and the child continues to repeat what he has done. Parents also take part in providing these strategies, not only at school but at home children also do the same thing.

The next finding is to discuss the persistence of gifts and penalties for early childhood written by Ikbal et al (2016) giving gifts and punishments that have a good impact on early childhood. Children become more disciplined and understand the rules given by the teacher. Giving prizes such as pencils, stickers, chocolates, candy, toys and weekly or monthly prizes of various types. Whereas the punishment is like time out.

Further research that also discusses the sensitivity of reward and punishment to positive and negative parenting behaviors in children with ADHD symptoms written by James (2018) the process of gift giving to children and parenting is important to identify special treatment in psychosocial interventions for ADHD, especially given that not all children benefit from care. The responsiveness of a child's reward and sensitivity to punishment are positively related to a child's ADHD symptoms. Individual differences in sensitivity to rewards or punishments are important markers of ADHD risk, but also highlight how children's responses to positive and negative



parenting behaviors can differ according to each child's sensitivity.

From the findings related to reward and punishment above, that reward includes a process that is carried out by giving reinforcement in the form of rewards, so that with the award it is expected that positive behavior will automatically arise and continue to do so better in the future. . So that with the award of children will be considered to play a role or useful and feel valued for their efforts that can raise their status. In other words, reward can be said as one of the steps taken by children to give an award to children who have done their job properly. By giving rewards children are expected to maintain and even improve the quality of their achievement in the future. Punishment also has an equally important role in shaping or improving children's attitudes. Punishment is performed by children to provide improvements to unsatisfactory behavior or achievement. With the punishment it is expected that the child is aware of the mistakes he made so that he can consider something that will be done next. Punishment is done to avoid unpleasant conditions by correcting or minimizing unfavorable behavior. Therefore, with the behavior accompanied by punishment, the behavior (negative) will be reduced and will not even repeat. According to Skinner in Zaiful et al (2019) skinner distinguishes two types of reinforcement, positive and negative. Positive reinforcement occurs when pleasant stimuli are presented as a consequence of behavior (reward) and reinforced behavior increases. Meanwhile, negative reinforcement occurs when unpleasant stimuli are removed and the expected behavior increases. A teacher who is rigid, strict, disciplined and rigid is not likely to foster student creativity in the classroom. The teacher will try new things and the child will follow the existing standard. However, the teacher then removes the rigid rules and allows students to create freely so that the child's creativity increases. The removal of rigid rules in the classroom is a negative reinforcement that gives rise to behavior in the form of a child's level of creativity. negative reinforcement occurs when the unpleasant stimulus is removed and the

expected behavior increases. A teacher who is rigid, strict, disciplined and rigid is not likely to foster student creativity in the classroom. The teacher will try new things and the child will follow the existing standard. However, the teacher then removes the rigid rules and allows students to create freely so that the child's creativity increases. The removal of rigid rules in the classroom is a negative reinforcement that gives rise to behavior in the form of a child's level of creativity. negative reinforcement occurs when the unpleasant stimulus is removed and the expected behavior increases. A teacher who is rigid, strict, disciplined and rigid is not likely to foster student creativity in the classroom. The teacher will try new things and the child will follow the existing standard. However, the teacher then removes the rigid rules and allows students to create freely so that the child's creativity increases. The removal of rigid rules in the classroom is a negative reinforcement that gives rise to behavior in the form of a child's level of creativity. the teacher then removes the rigid rules and allows students to create freely so that the child's creativity increases. The removal of rigid rules in the classroom is a negative reinforcement that gives rise to behavior in the form of a child's level of creativity. the teacher then removes the rigid rules and allows students to create freely so that the child's creativity increases. The removal of rigid rules in the classroom is a negative reinforcement that gives rise to behavior in the form of a child's level of creativity.

### **Disciplinary Behavior**

All research journals selected to become the sample of this study totaled 20 journals. There are 11 journals that observe the value of variables about disciplinary behavior. Of the 11 research journals that have been criticized, disciplined behavior can change children for the better than before. 11 of these journals 3 of which discussed the discipline behavior of children through the habituation method. A journal entitled "Improving the Disciplinary Behavior of Children through the Habituation Method in Group B Aged 5-6 Years" written by Rumiati et al (2019) in this study the



researchers improved the Disciplinary Behavior through the Habituation Method. The researcher conducted two cycles in his research, the first cycle was seen from before learning began, at the time of the activity, and after learning ended. From the first cycle the child has not been maximized in habitualizing and child discipline behavior is still lacking. In the second cycle shows that the discipline behavior of children is more increased than before. Discipline that is in the child is not necessarily immediately fulfilled but can be pursued through good habituation with exemplary activities, spontaneous activities and programmed activities that will eventually become routine activities every day. As in this study, researchers applied habituation through 2 activities namely programmed activities and spontaneous activities. Programmed activities are inserted in the learning activities while spontaneous activities are directly applied if the child shows indisciplinary behavior in every activity from coming to school to going home. In the second cycle shows that the discipline behavior of children is more increased than before. Discipline that is in the child is not necessarily immediately fulfilled but can be pursued through good habituation with exemplary activities, spontaneous activities and programmed activities that will eventually become routine activities every day. As in this study, researchers applied habituation through 2 activities namely programmed activities and spontaneous activities. Programmed activities are inserted in the learning activities while spontaneous activities are directly applied if the child shows indisciplinary behavior in every activity from coming to school to going home. In the second cycle shows that the discipline behavior of children is more increased than before. Discipline that is in the child is not necessarily immediately fulfilled but can be pursued through good habituation with exemplary activities, spontaneous activities and programmed activities that will eventually become routine activities every day. As in this study, researchers applied habituation through 2 activities namely programmed activities and spontaneous activities. Programmed activities are inserted in the learning activities while spontaneous activities are directly applied if the child shows indisciplinary behavior in every activity from coming to school to going home. In the second cycle shows that the discipline behavior of children is more increased than before. Discipline that is in the child is not necessarily immediately fulfilled but can be pursued through good habituation with exemplary activities, spontaneous activities and programmed activities that will eventually become routine activities every day. As in this study, researchers applied habituation through 2 activities namely programmed activities and spontaneous activities. Programmed activities are inserted in the learning activities while spontaneous activities are directly applied if the child shows indisciplinary behavior in every activity from coming to school to going home.

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Associated with the above findings Lailatul et al (2019) also discussed the formation of disciplinary character of early childhood through the habituation method, habituation in this study not only by habitualizing behavior, but also habituation through speech and also habituation



through the understandings given by the teacher, habituation. These habits need to be done so that the balance between the 3 aspects of character education is not one-sided, because the 3 aspects must be balanced. The findings of the research on the process of forming the character of early childhood discipline through the habituation method are (1) the teacher accustoms the child to arrive on time, (2) the teacher accustoms the child to turning things back into place, (3) the teacher accustoms the child to cleaning up the toys after playing in the classroom, (4) the teacher accustoms the child to be patient and orderly in waiting for their turn to wash their hands, (5) the janitor accustoms the child to queuing when going to the bathroom. The more habituation is done like that, the child will be disciplined by itself.

Furthermore, research that also discusses the relationship between habituation methods in learning and early childhood discipline written by Nurul et al. (2018) the findings of this study confirm that the habit method is in good classification while early childhood discipline is also in good classification. The application of the habituation method has a significant relationship in the medium category. That is, based on these results the teacher has done the habituation method with routine, spontaneous and exemplary but has not been applied consistently. The teacher's profile and appearance should have qualities that can lead children to the formation of strong characters. The better the application of the refractive method, the better the discipline of the child will be. The habituation method is one of the proper methods in shaping the discipline of children.

Of the three journals above, they both use the habituation method in developing children's disciplinary behavior. The habituation method that is carried out continuously will be embedded in the child and the child's disciplined behavior will change for the better. Early childhood if since childhood has been accustomed to behave in discipline, until large will continue to behave like that without any orders or coercion.

The next finding is to discuss the application of role playing methods to improve disciplinary

behavior of children aged 5-6 years written by Putu et al (2016) in this study. how to play, where play is a way that is easily applied to children so that children are more eager to follow the learning that takes place, besides that children can also express and can imagine. Researchers also conducted research with 2 cycles. Cycle 1 of the application of the role playing method in children, obtained a significant increase that occurred in the discipline behavior of children. Implementation in the second cycle of researchers during the administration of action in cycle 2 many things that make this role playing method successful to improve the discipline behavior of children, one of which is the children's enthusiasm in participating in the learning given by the teacher and the child feels so happy and eager to follow the learning. The development that children experience in their greater discipline behavior, children look so disciplined after the implementation of this role playing method.

The next finding is to discuss the management of early childhood discipline character education written by Tabi'in (2017) the management of disciplinary character education using the holistic character-based education method. Disciplinary character education is carried out by way of introducing the values of the discipline of awareness and the importance of values and internalization into the behavior of everyday students through a good learning process that takes place both inside and outside the classroom. The process of character discipline of children's education is carried out with a central system so that what has been planned is more directed and targeted. Children are expected to have a disciplined character through three things, namely by knowing, feeling and acting.

The next finding is to discuss improving early childhood discipline through rewards written by Ayuk et al (2020) important discipline for children, creating discipline in children by implementing rules in an orderly manner, with the method of habituation that is carried out every day at school with various activities, one of them with how to give rewards or rewards to children. Reward is given to children when children have done





something done correctly, both in the form of gifts and motivation. Reward can be divided into two namely verbal and non verbal. At the school, the rewards used are non-verbal to improve children's discipline, the provision of rewards in the form of stickers that are put on to children and the number predicate that meets some of the indicators of discipline. This study uses 2 cycles, the first is the teacher conditions the child to explain the rules in the discipline of the arrival of children to school, neatness in line and uniform according to school attributes. The teacher also motivates children to go to school early. If anyone does that, they will get a reward in the form of a sticker put on the child and the symbol of the number predicate. In cycle 1, many children are still late coming to school. Then carried out the second cycle, in this cycle the teacher explains the rules again to the child and gives rewards to children who are disciplined in the rules, not only given stickers and the number predicate, but the child who gets the first title will be given the right to choose the table and the first playing tool . It turns out that children are more enthusiastic and motivated to follow the rules. The increase in a child's disciplinary behavior becomes significantly increased after being rewarded. After being rewarded, the child continues to repeat to do this and also applies it at home.

The next finding is to discuss the application of disciplinary behavior in group A children written by Lusiana et al (2018) the application of disciplinary behavior through habituation by determining rules, consistency, punishment, and reward. In its application the teacher always gives a concrete example and when there are children who do not behave in discipline the teacher always reminds the child not to do undesirable actions. Giving a punishment to a child is not a physical form of punishment such as hitting, pinching, but a mild form of punishment, for example by revoking the rights of the person he likes (not playing with his friends when he is inducted). In the application of disciplinary behavior, teachers give rewards in the form of rewards. This is done so that children are motivated to do good deeds or discipline.

The next finding is to discuss the effect of the basic teaching skills of teachers on group B disciplinary behavior written by Sri et al. (2018) there are three basic teaching skills of teachers, namely the questioning skills, reinforcement skills, classroom management skills. In the questioning skills the teacher gives questions to all children in the class first, then the teacher also asks the child individually in turn. From the questioning activity the child will be more focused and motivated so that the child remains orderly and in the classroom during the learning process. The teacher must also be able to provide reinforcement to children in the learning process. Strengthening is verbal or non verbal. Verbal reinforcement such as words of praise, appreciation while non-verbal like a thumbs up, a smile. By giving reinforcement can increase children's disciplinary behavior and reduce children's negative behavior. The final skill is managing class, to create and maintain optimal learning conditions and return to optimal conditions in the event of a disruption, either by disciplining or doing remedial activities.

The next finding is to discuss the effect of the application of teacher's gesture on the discipline behavior of group B children written by Kadek et al (2018) the strategy used by the teacher is to apply the teacher's gesture (body language) in managing the class, applying the teacher's gesture in managing the class relevant to be implemented because of gesture is a form of non-verbal behavior in the involuntary movements of the hands, shoulders and fingers. Gestures referred to in this study are hand movements, eye gazes, facial expressions and body movements accompanied by conversations or conversations by children. The findings of this study indicate that there are differences before and after the application of the teacher's gesture to disciplinary behavior.

The next finding is to discuss student discipline in the classroom: a public study of the teacher's view of the class written by Maria et al (2020) the teacher is able to create positive learning in the learning environment and minimize student bad behavior. Students perceive that the teacher is



very effective if he usually involves and gives recognition compared to the teacher who gives the punishment. Punishment can reduce student motivation. Students who are not disciplined will produce poor grades and hinder academic and social success. And if students are disciplined, their academic and learning motivation increases.

The next finding is to discuss the implementation of discipline character education in early childhood written by Laila et al (2019) in an important program of school committees, teachers and parents supporting the development of children by participating in activities in learning centers, tourism, peak themes, holidays and national holidays. . To begin the formation of the child's character is done from an early age to adulthood. Because the characters are implanted

from an early age attached to them and it becomes difficult to make changes. Habits are defined as automatic reactions of a person's behavior to situations that are consistently obtained and manifested repeatedly. Someone accustomed to good things has the ability to manage themselves well. The application of disciplinary behavior is carried out in stages starting from the arrival of the child in school to the child's return. Giving rewards and punishment to children is also given so that children understand what is wrong and what is right. After being treated like that, the discipline behavior of children increases significantly from bad to better.

From the findings related to disciplinary behavior above that in overcoming this discipline required the existence of school rules, consistency and implementing school discipline and partnerships with parents. Sanctions must not be given emotionally and according to taste, but must refer to existing standards and rules and aim at educating. With these things discipline in the school can be upheld and restored. Children who have problems with bad behavior can be helped and restored. It is hoped that such steps and attitudes will have a major impact on conducive conditions so as to create good learning outcomes and more positive changes in children's behavior.

According to MacMillan (in Tulus Tu) in Sukini (2016) that discipline is orderly, obedient or

controlling behavior, self-control, self-control, training to shape, straighten or perfect something as a mental ability or moral character. Penalties given for training or correcting a set of regulatory systems for behavior. Bohar Soeharso (in Tulus Tu) in Sukini (2016) mentions three things about discipline namely discipline as training, discipline as punishment and discipline as an educational tool. A child has the potential to develop through interaction with the environment to achieve his self-realization goals. In these interactions children learn about the values of something. The learning process with an environment where there are certain values has brought influences and behavioral changes. This behavior changes in the direction determined by the values learned,

## CONCLUSION

*Reward* includes the process carried out by giving reinforcement (reinforcement) in the form of rewards, so that with the award it is expected that it will naturally arise positive behavior and continue to do it better in the future. So that with the award of children will be considered to play a role or useful and feel valued for their efforts that can raise their status. In other words, reward can be said as one of the steps taken by children to give an award to children who have done their job properly. By giving rewards children are expected to maintain and even improve the quality of their achievement in the future. Punishment also has an equally important role in shaping or improving children's attitudes. Punishment is performed by children to provide improvements to unsatisfactory behavior or achievement. With the punishment it is expected that the child is aware of the mistakes he made so that he can consider something that will be done next. Punishment is done to avoid unpleasant conditions by correcting or minimizing unfavorable behavior. Therefore, with the behavior accompanied by punishment, the behavior (negative) will be reduced and will not even repeat. Punishment is done to avoid unpleasant conditions by correcting or minimizing unfavorable behavior. Therefore, with the behavior accompanied by punishment, the behavior (negative) will be reduced and will not



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#### SUGGESTION

The advice to be conveyed through this article is in learning as an educator or teacher should pay more attention to the characteristics of students, especially for early childhood education. Early childhood education which is a period of education that will determine the child's subsequent development. In cultivating an attitude of discipline from the outset, appropriate strategies are needed and how teachers can be present in the midst of children who are not only in physical form but also psychologically that make children feel comfortable. From the comfort felt by the child, it will make the child able to behave and behave properly. One strategy that can be applied by teachers is by applying reward and punishment. By applying reward and punishment. The results of this literature review are expected to provide a reference for other writers in conducting a literature review of several factors or variables that are thought to be effective in increasing disciplinary behavior in early childhood through rewards and punishments both in education and in everyday life.

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