



IMPLEMENTATION OF REWARD AND PUNISHMENT IN FORMING DISCIPLINE CHARACTER EARLY CHILDHOOD

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ABSTRACT

According to the theory of Sr. Bond reward and punishment functions to influence positive responses or negative responses. The purpose of a positive response is to change someone's behavior for the better so that their good behavior will always repeat or increase. Meanwhile, the purpose of negative responses is to eliminate someone's bad behavior. Discipline is generally understood as personality and proper rules with certainty or personality that is gained from training such as, for example, "discipline in the classroom" (Dr. Thomas Gordon, 1996: 3). This study aims to analyze a literature, scientific articles, journals and documents. This study has the results to determine the application of reward and punishment when building characteristic early childhood discipline. In tracing research articles carried out in several databases using a word and the concept of special privileges in the 2016-2020 period. From several searches, it was found that 100 national and international research journals, 65 journals met the criteria, 35 journals did not meet the criteria and 20 journals met the criteria consisting of 15 national journals and 5 international journals. Literature review shows that the application of reward and punishments when building characteristics early childhood discipline Early stages have variations in several aspects of research design, sample and population (individuals involved), variables, methods, data analysis, specificity, and effectiveness. From statistical data analysis, it shows that a method used can increase the knowledge and actions of parents. Application of reward and punishments when building characteristics early childhood discipline can form discipline and change attitudes or behavior of children for the better.

KEYWORDS

Reward and punishment; discipline character; early childhood

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INTRODUCTION

According to Law No. 2 of 1986 regarding national education in Chapter 1, article 1 states that education is the beginning and agenda for the creation of an attractive learning and learning situation for students so that students can foster a spirit of self-potential to have religious spiritual power, personal handling, intellectual, commendable behavior, and the abilities that are used for themselves, the nation, and the country.

According to Law No. 20 of 2003 concerning national education in Article 1 Number 14 has explained that early childhood education is one way of forming children from birth until the child reaches the age of six. At that time the child needs to be given a learning stimulus so that the child gets sufficient growth and development so that the child is ready to enter elementary school, both in formal and non-formal education.

Early childhood education is held before the child enters primary school education, the target category for children aged 0-6 years which is commonly referred to as the golden age or the golden age of development. At the age of 0-6 years the child is still in a sensitive condition so that the action taken must be appropriate. So the implementation of early childhood education needs to know the stages of child development. The implementation of early childhood education programs is not to overwhelm children but to enroll children at the basic education level, provide appropriate educational accommodation for children, and of course the child must have physical and spiritual readiness to prepare children's primary school education. early age is to provide guidance and future guidance appropriate to children. If parents are wrong in choosing the

Implementation of Reward and...

steps for their children, when they grow up, what the children want will be difficult to get. So the need for a supportive situation for child development. One way to give warning and motivation to early childhood is by giving rewards and punishments to children.

According to Mulyasa (2007), reward is a person's behavior to increase a stimulus or response so that the behavior can be repeated. Meanwhile, according to Arikanto (1993), reward is one that is liked and found among children because rewards can help children to fill expectations with goals that match or even exceed their wishes.

The purpose of giving rewards is to be able to get reinforcement of someone's behavior both to provide motivation to students so that children in the learning process continue to grow and develop.

According to Baharuddin & Wahyuni (2010), Punishment is one of the conditions to present an unpleasant situation so that the existence of punishment can result in changing one's behavior. Meanwhile, according to Fadjar (2005), Punishment is an educational instrument that can have an impact on the difficulties for students. From that, with the existence of punishment for students, children can get encouragement and effort so that children can fulfill and do learning tasks.

The purpose of giving punishment is to change and encourage students to compete to avoid the predetermined punishment.

According to the theory of Sr. Bondreward and punishment, they function to influence positive responses or negative responses. The purpose of a positive response is to change a person's behavior for the better so that his good behavior will always repeat or increase.



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Meanwhile, the purpose of negative responses is to eliminate someone's bad behavior.

Discipline is generally understood as personality and proper rules with certainty or personality that is gained from training such as, for example, "discipline in the classroom" (Dr. Thomas Gordon, 1996: 3). Therefore, children are taught to show a willingness to have a soul that can accept a condition to obey a predetermined rule or order.

One of the main positive disciplines is to provide guidance to children to do something good and right so that children feel comfortable doing actions that can provide participation and role to society.

One of the roles of parents and teachers is to apply discipline to children from the age of toddler to childhood to adolescence. The purpose of discipline is to guide children to do good things so that when the child grows up the child is ready for what the child will do. Many parents and teachers hope that someday, self-discipline can provide a better, successful life. and surrounded by lots of affection.

Seeing the condition of children who succeed or fail is the most effective thing in implementing discipline in children. For parents who are aware that there are times when they raise their tone of voice because in this way it can provide a firm attitude towards the child in giving limits of confidence in the growth and development of the child. So parents or teachers must have positive techniques in emphasizing discipline in children.

RESEARCH METHOD

This research is a secondary research type of literature review which means a review in the form of an assessment (realizing or removing) in this study a special theme or

Implementation of Reward and...

discussion has been carried out from one particular scientist (Agusta, 2008). The form of secondary research is to discuss or review 20 journals consisting of 15 national journals and 5 international journals. In this study, researchers analyzed the application of reward and punishment when building characteristic early childhood discipline. The independent variable is reward and punishment, while the dependent variable is discipline. The population is all research journals with the topic of reward and punishment and discipline. The criteria for the selected journal are: 1) It is a qualitative, quantitative research, research library and PTK. 2) The treatment given is the application of reward and punishment when building characteristic early childhood discipline. 3) Respondents in research journals are teachers, parents, and children. 4) Research locations are scattered in several locations in Indonesia. 5) The research results are published in the 2016-2020 period. 6) References in the form of primary articles of approximately 20 articles, 15 national journals with the last 5 years and 5 international journals with the last 7 years which are of high quality, accredited, and reputable.

RESULTS

According to research by Arlin Meila (2015) with the title Relationship reward with discipline Kindergarten children group B in Schools as cluster II in Sanden sub-district, Bantul. With reward and discipline variables. This type of research is a quantitative study with a correlation research design. This study used 163 students and 163 parents / guardians as the subject. The data collection technique used observation sheets and questionnaires. The observation sheet was used to measure the discipline variables of children at school while



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the questionnaire was used to measure the reward variable from the parents. The data analysis technique used is descriptive analysis for data presentation and product moment correlation for hypothesis testing. The results showed, there was no relationship between rewards from parents and child discipline

According to Pupung Puspa Ardini's research (2015) with the title Application of bias punishment between efforts to instill discipline by committing violence to children. With punishment and discipline variables. This type of research is qualitative research. This study uses the subject of teachers, students, and student guardians. The data collection technique used observation and interviews. The data analysis technique used was the interactive model of Milles and Huberman. The results showed that Discipline teaches us that discipline does not only convey but provides concrete examples directly to children.

According to research by Eka Yulia Khoerunnisa (2019) with the title Implementing rewards and punishments to improve early childhood discipline. With the variable reward and punishment, discipline. This type of research is experimental research with pre-experimental design that measures the causal relationship between the variable x and variable y. This study uses the subject of students of class B1 TK Adiria Desa Bandorasawetan totaling 27 children. The data collection technique uses observation and documentation. The data analysis technique used is descriptive statistics. The results of the study show that reward and punishment can increase early childhood discipline.

According to A Tabi'in's (2017) research with the title Management of early childhood discipline character education, a case study at

Implementation of Reward and...

al-Muna Islamic Preschool Semarang 2017. With educational variables, disciplinary character. This type of research is qualitative research with a case study research strategy. This study uses a subject al-Muna Islamic Pre school (disciplinary character education) with a sample of planning, process, assessment, inhibiting factors and supporting disciplinary character education Data collection techniques using interviews, observation, and documentation. While the data analysis techniques used are data reduction, display data, and drawing conclusions. The results of the study show that: 1) Educational planning is integrated with existing education and integrates planning and planning using RKH and RKM. 2) The learning system is held every day and has been scheduled and discussed with themes. 3) The evaluation uses notes and observations. 4) Supporting and hindering factors in the implementation of disciplined character education are the teacher as an example to students and providing clear rules.

According to Kurniawan's research (2017) with the title The effectiveness of the moral coaching of group B children through the provision of rewards and punishments. With children's moral variables, reward and punishment. This type of research is qualitative and the method used is PTK. This research uses the subject group B kindergarten with 13 children. Data collection techniques using observation and data processing techniques. While the data analysis technique used was pre-cycle: cycle 1 and cycle 2. From the results of previous observational research, the bad behavior / attitude of children from an average of 100% reduced to 74.6% in cycle 1 and reduced again to an average of 30.6%. Thus it can be concluded that reward and punishment



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can change the attitude or morale of the child on average 69.2% towards a better direction.

According to research by Nikadek Ayu Trinayanti, I Ketut Ivory, Magta Pearl (2017) entitled The effect of the outbound method on the discipline of children in group B in cluster VI, Buleleng District 2017. With the variable method outbound, child discipline. This type of research is a quasi-experimental design with a post-test only control group design experiment. This study used the subjects of group B TK Trisula Singaraja as the experimental group, and the cheerful asih kindergarten students as the control group as many as 21 students of group B TK Trisula Singaraja, and 15 students of kindergarten as cheerful. The data collection technique uses random sampling. While the data analysis technique used is a descriptive statistical test. Based on the results of the research that H_a is accepted, that is, there is an effect of child discipline between those who are given the outbound method and those who don't provide the outbound method. So outbound can affect children's discipline.

According to Megawati Safitri's research (2017) with the title Concept of reward and punishment in educating children in the family environment according to the teachings of the Prophet Muhammad. With reward and punishment variables, educating, the teachings of Rasulullah SAW. This type of research is qualitative. This study uses a subject family (Parents and children). The data collection technique is by tracing and studying the literature or written sources on the subject matter. While the data analysis technique used is descriptive qualitative. The results of this study are educating and teaching children according to the teachings of the Prophet Muhammad.

Implementation of Reward and...

According to research by Umi Baroroh (2018) with the title Concept of reward and punishment according to Irawati Istadi (study in an Islamic perspective). With reward and punishment variables, Irawati Istadi, Islamic education. This type of research is library research (Research Library). This study uses the subject of Irawati Istadi Irawati Istadi's work. The data collection technique uses direct interviews. While the data analysis technique used is content analysis. From this research it can be concluded that reward and punishment have in common with Islamic education. And there are differences from other figures but not against the value of Islamic education.

According to research by Ayuk Nur Madiyanah, Himatul Fariyah (2020) with the title Improving early childhood discipline through reward and punishment. With discipline variables, reward and punishment. This type of research is Classroom Action Research (PTK). This study used the subject of group B students at TK Dharma Wanita Persatuan Siwalan with a total of 16 students. The data collection technique uses interviews and observations. While the data analysis technique used was Pre cycle: cycle 1 and cycle 2. The results of this study indicate that by 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 18.8% 37.5% to 8.3%. From the overall increase in the pre-treatment rate to the start of the second cycle 62.5%.

According to research by Rizka Anugrahwati (2018) with the title The effect of rewarding on the discipline of children aged 5-6 years at Aisyiyah Bustanul Atthfal Kindergarten, East Jakarta. With the variable reward, discipline, children aged 56 years. This type of



<http://journals.ums.ac.id/index.php/ecrj>

research is an associative quantitative approach. This study used a cluster sampling subject with a total of 110 children in group B from Kindergarten Aisyiyah Bustanul Atthfal. The data collection technique uses the spread of the angle. Meanwhile, the data analysis technique used is the normality test, linearity, and simple linear regression. The results of the study indicate that the consequences of giving rewards to the discipline of children aged 5-6 years can contribute.

According to Firdaus' research (2020) entitled *The Essence of Reward and Punishment in the Islamic religious education discourse*. With the variable reward and punishment, education, Islamic religion. This type of research is qualitative with a Library Research approach. This study uses the subject of a book source about Serambi Tarbawi journal with the title urgency reward and punishment and theoretical and practical education by Ngalim Purwanto. While the journal from al-Ibroh with the title of the article on punishment in the perspective of Islamic education. The data collection technique uses conclusion. While the data analysis technique used is with primary data and secondary data. The results of this study indicate that in using reward and punishment procedures, it is better to obey the existing rules.

According to research by Saiful Rohman (2016) with the title *Reward and Punishment in the perspective of Islamic education*. With reward and punishment variables, education is ideal. This type of research is a literature review or literature. This study uses the subject of books. The data collection technique uses conclusion. While the data analysis technique used is the source of the data taken from several books and then analyzed. The results of

Implementation of Reward and...

this study indicate that if children have mistakes, they can be given punishments or beatings in accordance with the sanctions that are allowed or not allowed in Islamic education.

According to Janis Anjeli's research (2019) with the title *Role of teachers in shaping kindergarten students' disciplinary attitudes through giving rewards and punishments*. With the variable teacher, discipline, reward and punishment. This type of research is qualitative. This study used the subject of students and teachers in Kindergarten A1 class with 17 students (8 girls and 7 boys). The data collection technique uses observation. While the data analysis technique used is Qualitative descriptive. From the research results, it can be seen that discipline has an influence on students in building discipline characteristics.

According to research by Sri Handayani, Ruliana Khasanah, Rahmi Hanifah (2019) with the title *Concept of reward and punishment in education according to the hadith*. With the variable reward and punishment, education, hadith. This type of research is a literature review or literature. This study uses a book subject. The data collection technique uses conclusion. While the data analysis technique used is the source of the data taken from several books and then analyzed. The results of this study indicate that Islamic education has the effect of giving positive punishments, because children will be aware and responsible for what has been done so that children will not be able to repeat it.

According to research by Reza Dizkrotul Maula Aziz (2015) with the title *Implementation of giving rewards and punishments to improve the social-emotional abilities of group B children RA Nur Yaqien Setu Wetan, Weru District, Cirebon Regency*. With the variable



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reward and punishment, social emotional. This type of research is Classroom Action Research (PTK). This study used the subject of student group B RA Nurul Yaqien Setu Wetan, Weru District, Cirebon Regency with a total of 19 children. The data collection technique uses observation. While the data analysis technique used Pre cycle: cycle 1 and cycle 2. From the implementation of the cycle of giving rewards and punishments to the children of group B RA Nurul Yaqien Setu Wetan, Weru District, Cirebon Regency, it can improve children's social emotional abilities.

According to research by Sahin sak, Iqbal and Sak, Ramazan and Sahin Yonca, Betul (2016) with the title reward and punishment that is continuous in the preschool classroom. With reward and punishment variables, classrooms, preschool. This type of research is qualitative. This study used the subject of preschool teachers with a total of 30 teachers. Data collection techniques using semi-structured interviews. While the data analysis technique used is the word list technique. The results of this study are that many teachers still use traditional rewards and punishments rooted in behaviorism and teacher-centeredness to manage children's behavior, even though there are techniques and strategies that are more developmentally appropriate.

According to research by Jabben, Lubna, and Iqbal, Nadem and Haider, Najib and Iqbal, Sajid (2015) with the title Cross-correlation analysis of reward and punishment on student learning behavior. With reward and punishment variables, student learning behavior. This type of research is quantitative. This study uses the subject of school teacher Dg Khan. The data collection technique used a questionnaire

Implementation of Reward and...

approach and data. While the data analysis technique used the paired simple T test approach to test the correlation of variables. It can be concluded that reward and punishment have a significant positive effect on student learning behavior.

According to research by Jame J. Li (2018) entitled Child appreciation and punishment sensitivity moderate the association of negative and positive parenting behavior in children's ADHD symptoms. With variable child reward and punishment sensitivity, behavioral association, child's ADHD. This type of research is qualitative. This study used the subject of kindergarten children and parents of kindergarten children (N = 201.55% boys) and parents. Data collection techniques using Questionnaire (about parenting practices). While the data analysis technique used is conclusion drawing. As a result of this study, children with high sensitivity to punishment had more ADHD symptoms than children with low sensitivity to punishment, but only in conditions where praise was observed rarely. The results provide evidence that individual differences in sensitivity to reward / punishment may be an important marker of ADHD risk, but also highlight how children's responses to positive and negative parenting behaviors can vary according to children's sensitivity. Clinical and treatment implications are discussed.

According to research by Adam Steel, Chris I Baker, Charlotte J stagg (2020) with the title Intention to learn to modulate the impact of reward and punishment on sequential learning. With reward and punishment variables, learning is sequential. This type of research is experimental. This study uses student subjects. Data collection techniques



<http://journals.ums.ac.id/index.php/ecrj>

using verbal reports and dissociation procedures. While the data analysis technique used is JASP (version 0.8.4, for Mac). The outcome of this study was that punishment significantly benefited performance during learning only when participants learned accidentally, and we observed no punitive effect when participants learned intentionally. Thus the impact of feedback on performance can be influenced by student goals.

According to research by David Chairisyah (2019) with the title Educate children to be disciplined. With the variables of educating children and discipline. This type of research is literature study method. This research uses the subject of books and journals. The data collection technique uses conclusion drawing. Meanwhile, the data analysis technique used was that the data sources were taken from several books and journals and then analyzed. What parents and teachers can do is train children's discipline regularly and consistently, get used to behaving based on normal standard values, and the need for parental supervision to foster children's internalization. Apart from that, get to know it too age and stages of child development, talk to the child heart to heart, apply the consequences received when doing an action and finally give praise to the child when it is disciplined.

DISCUSSION

Of the several articles used as samples of this research are the results of various types of research designs, namely quantitative, qualitative, experimental, literature (Research Library), and classroom action research (PTK). There are 8 studies using qualitative, 4 research

Implementation of Reward and...

using libraries (Research Library), 3 studies using quantitative and experimental, and 1 research classroom action research (CAR). This method has a selection of research samples that are in accordance with the standards of quantitative, qualitative, experimental, library research, and Classroom Action Research (PTK), namely observation, questionnaires, documentation, interviews, data processing, random sampling, drawing conclusions, questionnaires. , as well as verbal reports and dissociation procedures. This research can be generalized to the population, The population used varies, namely, parents, teachers, students, books or journals, and cluster sampling. This study found that the number of respondents used was in the range of 1-300 people. The dependent variables measured in this journal include, relationship, application, character education, Islamic education, effectiveness, intention to learn, and educate. In the 20 journals studied, it can be seen that the variables used are about reward and punishment, and discipline.

Of the 20 analyzed research results, it shows that the majority of observations are always continuous, meaning that reward and punishment and discipline are very important for early childhood because children will be more responsible and more motivated to have useful personality traits. The implementation of reward and punishment can increase and change the disciplinary attitudes of aged children because reward and punishment have educational facilities in the assessment or learning system for educators to strengthen learning and help children to be encouraged to do correct activities. This can be related to a theory from Ivan PetroVich Pavlov (1849-936) that a person's personality can be controlled by



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changing a natural stimulus with the right stimulus to obtain a repetition of the preferred response.

For this reason, it is necessary to make parents aware that rewards are not a place to suggest material or objects, but with love and appreciation, children will feel happy and comfortable. As for punishment, the researcher wants to provide knowledge to the community, teachers, and parents that punishment is not applied to toddlers because toddlers do not understand punishment, in giving punishment to children avoid delivering punishment when the feeling conditions are not good, giving punishment can be seen whether it has a bad impact on the child, the child is informed about the impact of the original behavior of the child, avoid giving physical and psychological rewards to the child, be clear and clear in conveying punishment to the child (it is not easy to melt when the child groans), Punishment is not used as a routine activity that is needed when the child makes a mistake. This also needs to make parents aware that even though the child has mistakes, the parents do not immediately scold the child because conditions like this can cause the child to be stressed mentally and

CONCLUSION

From the results obtained based on the results of literature reviews on 20 research journals related to the implementation of reward and punishment in shaping the character of early childhood discipline is very satisfying and quite clear. Each researcher describes well the results of each study conducted and almost all studies have the same and related results. From several studies, many discuss about reward and punishment, the success of reward and punishment and the role

Implementation of Reward and...

psychologically, notifying that punishment also looks at the age and impact experienced by the child (Prawira, Purwa Atmaja. 2013). Some of the things described above are in accordance with the research conducted on the application of reward and punishment when building characteristics informs that punishment also looks at the age and impact experienced by the child (Prawira, Purwa Atmaja. 2013). Some of the things described above are in accordance with the research conducted on the application of reward and punishment when building characteristics informs that punishment also looks at the age and impact experienced by the child (Prawira, Purwa Atmaja. 2013). Some of the things described above are in accordance with the research conducted on the application of reward and punishment when building characteristicsearly childhood discipline. Whether seen from the use of variables, the method used, the population and sample used and the results obtained based on the results of research journals from the 20 journals above, it can be seen that the provision of reward and punishment education can build early childhood discipline characteristics.

of teachers and parents. Almost every researcher places more emphasis on books or journals because there is a lot of knowledge about reward and punishment that must be understood about how to educate children to use reward and punishment.

From the 20 journals reviewed, it can be concluded that reward and punishment can build the characteristics of early childhood discipline. Reward and punishment have advantages and disadvantages. Both can be used but in a way to guide the child. When giving rewards and punishments, the child's



<http://journals.ums.ac.id/index.php/ecrj>

condition also needs to be considered. When a child makes a mistake, the parents do not automatically scold the child and are given punishment, but the parent should understand and understand what happened. Being a parent has an important role not only to be smart but also to know and understand the procedures for determining punishment for children, synchronizing the rules that have been made and seeing the changing times. Meanwhile, giving rewards is not allowed on a routine basis and does not sell out promises to children so that they don't want it.

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Implementation of Reward and...

Based on the above research, the researchers feel that this research is not yet perfect. Therefore, the researcher proposes several suggestions, namely for parents and teachers to provide rewards and punishments in accordance with the development and needs of children in shaping the characteristics of early childhood discipline. And give rewards and punishments that are appropriate for children.

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