

# Implementing Discipline for Early Childhood: Strategies and Teacher Roles

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**Abstract.** *Discipline is one of the characters that needs to be applied from an early age, especially by parents. The fact is that there are still many parents who do not understand and are moved to apply disciplinary behavior to their children. The purpose of this study is to analyze the role of teachers in optimizing the development of discipline application from early childhood. This research uses a qualitative approach with the type of research used, namely descriptive qualitative research. Data collection was carried out using interview, observation and documentation methods. Sources of research data are the principal, 1 assistant teacher or companion teacher 2 and 68 students. The researcher is the core instrument in the research and uses supporting instruments in the form of interview guidelines, observation guidelines. The analysis technique used is descriptive analysis from Miles & Huberman using an interactive model. The results showed that the teacher's role in children's discipline is as a good role model for children, teachers as educators and mentors by introducing and familiarizing children with discipline in everyday life, and teachers as evaluators. The teacher's efforts in implementing discipline are exemplary, habituation, and using reward and punishment methods. Factors that hinder teachers in implementing children's disciplinary attitudes are external factors, namely family, community environment, internal factors of hyperactive or tantrum children's attitudes. The supporting factor is the role of parents who are willing to cooperate well in developing their children's disciplinary attitudes. It can be concluded that teachers have an important role in shaping student discipline at school.*

**Keywords :** *discipline, early childhood, teacher's role*

## I. INTRODUCTION

The application of discipline is something that cannot be separated from rules, it is not even an exaggeration if rules are one of the components of a disciplined attitude. Discipline can simply be interpreted as someone who wants to learn and follow the leader, the leader in this case is like parents and teachers [1]. In early childhood education, discipline is one of education, because with the discipline of early childhood, children can learn to obey the rules so that they can form obedient behavior towards norms [2]. More specifically in early childhood education, discipline is an effort to keep children behaving politely at school or outside of school, with discipline can also maintain the stability of children in joint activities, and can also train children to be self-controlled [3]. Therefore, the attitude of discipline must be introduced from an early age and must be developed optimally from an early age [4].

Early childhood must be stimulated about discipline by habituation. Habituation in early childhood education is something that is very important for children of this age, if it is not familiarized from an early age it will affect the memory of early childhood, because children's memories are not yet strong, so they easily switch to new things. Therefore, habits are needed in teaching and learning activities so that children get used to practicing discipline.

From the results of observations made at ABA 1 CANDI Kindergarten, Sidoarjo city, the habituation of the application of discipline carried out by teachers in learning is to get used to children shaking hands when coming and leaving school, getting used to children washing their hands before and after eating, getting used to children performing dhuha prayers before starting learning and dhuhr prayers before leaving school, getting used to children throwing garbage in its place, getting used to children praying before and after eating, getting used to children praying before and after learning, getting used to cleaning up leftover food after eating, getting used to children brushing their teeth after eating and getting used to children leaving school on time. Of course, the application of this discipline does not only apply when children are at school but starting from home, the discipline of

waking up early, the discipline of taking a morning shower, the discipline of eating or having breakfast before the child goes to school, getting used to greeting the teacher when coming to school or when leaving school.

The application of discipline from an early age will have many benefits for children, and will make it easier for parents when children make deviations later in life, if from an early age children are accustomed to the application of discipline both at home and at school has become a habit, the benefits are not when children are still in early childhood, but when children grow up children will be easily accepted by society, or in their friendship environment, because discipline must be habituated continuously. [Mulyasa, 2013: 166] In the field of educational psychology, habituation is known as operant condition, which teaches children to get used to commendable behavior, the application of discipline starting from studying hard, working hard, being honest and responsible for the mandate given by others. Discipline rules are not only applied to early childhood, but must be carried out by everyone, be it teachers, parents or society.[5]

According to Syarbini [2014: 90], one of the applications of character development from early childhood is discipline. Discipline must be instilled from an early age, if equipped, the child will grow up with a good personality, one of which is the application to develop the character of early childhood, namely by habituation.[6] The role of teachers and parents is very large in the application of fostering children's character with any pattern, with habituation, one of which can lead to maturity and maturity, so that children can control themselves, solve their problems and face the challenges of their lives. To foster this character, teachers and parents need to apply discipline in everyday life. Discipline that is instilled is a very important basic capital for children to face various kinds of problems.

## **II. METHODS**

The research method in this study is a qualitative research method of observation, interview, qualitative description of research methods that intend to understand the phenomenon of what is experienced by the subject in this research school, for example in the form of behavior, perception, motivation, action, a way out to solve the problem. Holistic in the form of words by utilizing the method of research. Holistic in the form of words by utilizing scientific methods (Yusuf, 2017). The descriptive qualitative approach is considered appropriate, because researchers conduct research with a natural and comprehensive background so that it can describe the actual situation regarding the role of teachers in implementing children's disciplinary attitudes at ABA 1 Candi Kindergarten, with the researcher himself as the key research instrument. The use of descriptive data means that the data collected in this study is a collection of scientific data about the situation, the procedures that apply in the situation, ongoing regarding the role of the teacher. ABA 1 Kindergarten Candi Sidoarjo. These data are then analyzed using relevant theories. The data sources in this study were the principal, 1 Plp 1 tutor, and 68 students consisting of class A1 14 students, class A2 13 students, class A3 14 students, class B1 13 students, and in class B2 14 students of TK ABA 1 Candi. Data collection techniques used by researchers in this study are interviews, observation, and documentation.

<b>No.</b>	<b>Interview indicator</b>
1.	Learners' character
2.	School environment conditions
3.	School rules and regulations
4.	ceremonial activities
5.	Organizational structure and school rules

6.	curriculum, student affairs, teacher competency development
7.	observation

Interpreting the data from each component studied, the analysis technique used uses an interactive model, which consists of three flows (stages) of activities, namely: In testing the validity of the data, researchers used triangulation techniques, namely checking the validity of the data that utilizes something else outside the data for the purpose of checking or comparing the data and the most widely used triangulation technique is to check through other sources. Researchers use source triangulation to compare, recheck the degree of trust in information obtained through different sources. In this study, researchers conducted a comparison test of data obtained from observations with interviews, interview results with documentation, and others regarding data from various sources obtained. Researchers also triangulate methods by comparing data or information in different ways. To obtain the truth of the data accurately using interviews and observations to check the truth and through various perspectives from subjects or informants, this is done if the data obtained is doubtful.

### **III. RESULTS AND DISCUSSION**

#### **A. Results**

Disciplined attitude is part of the development of children's character, it is stated in the character building values derived from religion, Pancasila and culture and the objectives of national education, namely religious, honest, tolerance, discipline and hard work [8]. According to Discipline comes from the same word as "disciple", namely someone who learns from or voluntarily follows a leader.[9] Another opinion put forward by stating that discipline is how educators' efforts to train the mind and character of a child gradually so that later he becomes a person who can have self-control and can be accepted by the environment or can socialize[10]. stated that discipline is a guidance process that aims to instill certain patterns of behavior. Especially to improve mental and moral quality.[11] This opinion is also in line with stating that discipline is an action that shows orderly and obedient behavior to various provisions and regulations.[12].

Based on the description above, it can be concluded that discipline is an effort of teaching, guidance and encouragement made by educators. Discipline is a means to shape the character of children to be more trained and controlled to deal with a rule or habit in the continuity of life for themselves or for the social environment. Because there is no single cultural pattern, there is also no one comprehensive philosophy of child education to influence how to instill discipline. Disciplinary behavior has as its core objective to teach children how to behave in a way that conforms to the standards of the social group with which they identify.

The application of disciplinary attitudes in children at school can be done by applying rules such as school rules and class rules are important because in disciplining children, rules are needed. In addition, we can apply disciplinary attitudes and religious attitudes by performing Dhuhur prayers in congregation. Through this congregational prayer, it is hoped that students can be trained to be orderly in performing worship, both from preparation, implementation, to ending worship. Providing affective messages in various corners of the school so that students will always remember and will be motivated to carry out what is written in these affective messages. Because discipline is compliance with the rules and regulations that have been set. Discipline in children includes teaching, guidance, or encouragement by parents to their children. So, it can be concluded that early childhood discipline is an attitude of obedience and obedience to the rules that apply wherever the child is.

The objectives to be achieved from the formation of children's discipline are as follows:

- a. Educating children to behave well.

- b. Educating children to stay away from bad behavior.
- c. Providing support for children to do good deeds and avoid bad deeds.
- d. Helping early childhood in understanding and adjusting to the environment.
- e. Accustoming children to live with good habits and benefits for themselves and their environment. [11]

The types of discipline are as follows:

**a. Discipline to Enforce and Obey Rules**

Discipline to enforce and obey the rules is very influential on authority, the model of discriminatory sanctions must be abandoned. Students are now smart and critical, so if they are treated arbitrarily and favoritism, the children will feel depressed and feel jealous. In addition, favoritism in giving sanctions is hated by religion. Justice must be upheld under any circumstances.

**b. Discipline in Behavior**

Discipline in controlling one's own actions is the starting point for managing the behavior of others. For example, the discipline of not getting angry, rushing into action. Discipline in this attitude requires practice and struggle. In order not to violate it, if children are disciplined and behave well in their lives

**c. Classroom Discipline**

Discipline is the training of the heart and character with the intention that all his actions always obey the rules of order ". While order means rules, because discipline arises from the need to establish a balance between what individuals do and what is desired from others to a certain extent and meet the demands of others.

According to (M. Shochib, 2010). factors that cause children to be undisciplined are:

- a. Peer association.
- b. The influence of mass media.
- c. Family environment.
- d. Community environment.
- e. The absence of role models or idols[13].

The implementation of discipline, there is an attitude of obedience that must be known by children. While in early childhood sometimes we encounter antisocial attitudes such as child disobedience. Many early childhood children display undisciplined behavior due to lack of compliance with parental or educator orders. This non-compliance begins to be displayed after 2 - 3 years, because at that age children have their own desires so that it becomes something difficult for them to be taught discipline. When referring to Erickson's social theory, children aged 2 years begin to disobey because they are in the stage of autonomy versus shame and doubt At the age of 3 - 5 years, children are in the stage of ininitatif versus guilt at that stage the child has the belief that the child is a person. So it can be said that children at this age already have a curiosity about who they are. Children also dare to take the initiative. At this stage, children begin to enter a wider environment in which there are various norms and rules. If the rules and norms are not in accordance with their will, children take the initiative to disobey them. As a result, non-compliance behavior emerges in children and encourages children to behave in an undisciplined manner[14].

The supporting factor is that parents are willing to cooperate well in developing their children's disciplinary attitudes. The fact that parents are ignorant and do not accustom children to discipline at home makes it less synchronous with the education taught at school, because ideally the family environment is one of the keys to the success of instilling children's discipline education from an early age, parents as the first and main educators should provide the right basics. So that this condition becomes an obstacle in implementing children's discipline, which is quite complained about and becomes a problem for teachers. Parents are the main key in implementing children's discipline from an early age. Parents have an important role in instilling education in the family environment, and cannot be given and replaced in educational institutions. Ideally, a good family is a family that teaches and fosters children to be disciplined by accustoming children to applying social norms, religious morals that they adhere to. In the family environment, parents play an important role in the development of discipline of other members of the family. So that the conditions experienced in educational institutions if the family is less supportive will indirectly interfere with the educational process carried out, and can be the cause of less than optimal child development. In addition to parents, teachers also play a role as educators and mentors, by teaching children to always behave in a disciplined manner, getting children used to learning discipline by arriving at school on time, lining up in an orderly manner when washing hands, putting their belongings and toys neatly, and directing them to be orderly during learning activities and not disturbing. In addition, the teacher as an evaluator, namely the teacher evaluates the development of children's discipline attitudes at school, the teacher will observe and record the child's development process including observing the difficulties and obstacles experienced by children in the development of their discipline attitudes. The role played by the teacher shows that in developing the disciplinary character of early childhood requires intensive assistance from the closest person in the environment. Especially the teacher as someone who is fully responsible for ensuring the quality and quality of knowledge and character of his students. As the second environment for children, school should be a place where children learn and develop themselves well. The role of the teacher as a role model is none other than because everything the teacher does will get more attention from students and the people around him, so the teacher should be the most important example or model at school always strives by familiarizing positive things in children. This is in line with the results of previous research, regarding the role of teachers as very high in supporting the attitude of learning discipline in students. Teachers have an important role in students' learning discipline attitudes, because teachers are substitutes for parents when students are in school. All teacher behavior will be an example or model for students in disciplinary behavior. The high role of teachers in educating and guiding and being a role model in a disciplined attitude, will realize a high attitude of learning discipline in students. Teachers also use the habituation method when children at school are accustomed to discipline from the start of entering until the child goes home, such as getting children used to throwing garbage in its place, packing stationery and toys. As a facilitator, teachers create a fun and comfortable learning atmosphere for children. Creating a fun and comfortable atmosphere is done by the teacher by inviting children to chat before starting learning. Then the teacher invites children to sing, clap so that children are not bored in learning. The following is the role of teachers in child discipline at ABA 1 Candi Kindergarten:

### **1.Role as a Guide in Instilling Disciplinary Character in Children at ABA 1 Candi Kindergarten**

The role of the teacher as a mentor in instilling disciplinary character in children is to guide children when children are still undisciplined, the teacher tells and explains to children, directs and reminds children to be disciplined in terms of time and actions so that learning runs smoothly. revealed that "as a teacher mentor, the teacher must strive to guide and direct the behavior of students in a positive direction, and support learning." [15] In line with this opinion, teachers at ABA 1 Candi Kindergarten tell when there are children who come late to school. Then before carrying out learning activities when children come to school the teacher guides them by directing them to store their shoes neatly, asking them to shake hands with the teacher first after that inviting the child to enter the class and telling the child to store their bag on the shelf / bag holder provided by the school. If there are children who do not store their bags neatly, the teacher guides them by reprimanding "kak/abang keep the bag neatly". So that children get used to storing things in their place. The teacher reprimands not scolds but tells and reminds children to get used to storing things in their place. The role of the teacher as a guide must be serious as stated by Hartono (2013, p.9) that "the teacher as a guide, guides children in finding potential and guides children to be able to carry out developmental tasks. Guidance requires children to be actively involved so that the guidance process runs effectively" [16]. In line with this opinion, teachers guide children to discover their potential about discipline, teachers provide habituation and discipline activities that can make children accustomed to discipline. ABA 1 Candi kindergarten teachers as mentors tell children and direct children, supervise every child's activity, and remind children. Teachers make every effort to guide children so that the character of discipline can be embedded in them. This is done by the teacher so that children can be organized and obedient to the rules and directions given.

## **2.The role of the teacher as a role model in implementing disciplinary character in children at ABA 1 Candi Kindergarten.**

Based on the observations obtained in the field, the role of the teacher as an example is carried out by being an example of discipline to children so that children can imitate and apply it both in terms of time and actions. Giving a good example is given by the teacher to children through habituation from the ongoing learning process to the end of learning activities such as before learning activities the teacher gives examples to children such as coming to school on time and earlier than the children, the teacher can give examples with gentle and polite speech to children so that they are not hurt or angry with the teacher, inviting children to pray in congregation so that children instill strong faith in children by motivating them to memorize verses of the Qur'an such as short surahs and hadiths of the Prophet SAW and 5-time prayers. In addition, teaching children the importance of purifying the heart by avoiding despicable traits, such as shirk, lying, daring to parents, envy, spite, hatred and prejudice to others, and talking about other people's disgrace. Nurfuadi (2012) reveals that the teacher "As a model who is able to provide good examples to students to behave well". [17] The role of teachers in ABA 1 Candi Kindergarten teachers are role models and role models who must start from themselves to be disciplined first in order to have a complete personality so that children can imitate all aspects of their lives in behavior. In line with Rusman (2014, p.62) states that "the teacher acts as a determining factor as a model and role model who must be able to display every good behavior so that children can imitate and imitate every good behavior so that children can imitate and imitate every good attitude from the teacher" [18]. The example given by the teacher aims to make children behave well, orderly, organized and willing to obey the rules or directions given by the teacher. The teacher's job at school is not only to deliver learning materials but also to instill good character for children. Teachers are also involved in

disciplinary activities by performing simple disciplinary actions by children. Discipline examples given by teachers are shown intentionally or unintentionally.

### **3.The role of the teacher as a facilitator in instilling the character of discipline in children at ABA 1 Candi Kindergarten.**

The role of the teacher as a facilitator to instill children's disciplinary character is that the teacher provides facilities and makes it easy for children to carry out activities that can instill discipline in children. In accordance with what Nurfuadi (2012, p.129) stated that "As a facilitator, that is, providing facilities for students to carry out teaching and learning activities". The form of instilling discipline in learning activities carried out by the teacher as a facilitator is that the teacher prepares crayons/colors, erasers, books, stationery and erasers that have written the child's name. The teacher also prepares a place to store children's learning equipment so that after finishing using it the child is taught to store it back in the place that has been prepared. Teachers create a pleasant learning atmosphere, as facilitators in addition to providing facilities, activities and facilities for children, teachers also play a role in creating a comfortable learning atmosphere so that children can receive learning easily. In line with Sardiman (in Rohmanti, 2020) "the teacher as a facilitator is to provide facilities and facilities in the teaching and learning process by creating an atmosphere of effective learning activities". In line with the above opinion, the teacher creates an effective learning atmosphere by singing, clapping and playing. Then if the teacher has seen the children begin to not focus on learning sometimes the teacher tells interesting stories according to the existing theme. To make them enthusiastic about listening to the story, the teacher tells the story with full expression. The teacher as a facilitator is not just about providing something physical, but there is something more important, namely facilitating children so that they can carry out learning activities that are beneficial to their development. Teachers can carry out their duties starting with compiling programs to implement them in educational, active, creative and fun learning.

## **B. Discussion**

The results of the discussion above, are about habituation where habituation is an activity that is always repeated, and from this habituation can be used to train the habits of early childhood. According to Abdullah Nasin Ulwan, the habituation method is a practical way or effort in the formation (coaching) and preparation of children, then the habituation method is a way to, create a certain habit or behavior for students which includes, religion, social emotional, and independence [19].

And the habituation activities carried out by TK ABA 1 CANDI to optimize the development of students' disciplinary attitudes are through exemplary teachers, this can be seen from the activities at TK ABA 1 CANDI where teachers always behave and give examples of things that reflect the attitude of discipline in children, for example, teachers always come on time to school, always dress neatly and politely, speak well, and teachers model putting shoes and throwing garbage in place. From the habituation activities exemplified by ABA 1 CANDI kindergarten educators can develop the independence of ABA 1 CANDI kindergarten students. Teachers also act as educators and mentors, by teaching children to always behave in a disciplined manner, getting used to children learning discipline by arriving at school on time, queuing in an orderly manner when washing hands, putting their belongings and toys neatly, and teachers also direct students to be orderly during learning activities and not disturbing their friends. In addition, the teacher as an evaluator, namely the teacher conducts an evaluation of the development of children's

discipline attitudes at school, the teacher will observe and record the child's development process including observing the difficulties and obstacles experienced by children in the development of their discipline attitudes. The role played by the teacher shows that in developing the disciplinary character of early childhood requires intensive assistance from the closest person in the environment. Especially the teacher as someone who is fully responsible for ensuring the quality and quality of knowledge and character of his students. As the second environment for children, schools should be a place where children learn and develop themselves well. The role of the teacher as a role model is none other than because everything the teacher does will get more attention from the students and the people around him, so the teacher should be the most important example or model at school always strives by familiarizing positive things in children, therefore the role of the teacher is very high in supporting the attitude of learning discipline in students. Teachers have an important role in the attitude of student learning discipline, because teachers are substitutes and reflections for students and substitutes for parents when students are in school. All teacher behavior will be an example or model for students in disciplinary behavior. The role of the teacher is very important in educating and guiding students and making the teacher a role model in a disciplinary attitude, then from the teacher's exemplary attitude will realize a high learning discipline attitude for students.

From these various results, it is clear that the teacher acts as a good role model for students in the attitude of discipline by becoming a teacher as a role model and example in behaving properly, for example the teacher's attitude in speaking, the teacher's habit of throwing garbage in its place and trying to always be on time at school is a good reflection for children, coupled with providing guidance and direction on how to behave in discipline, which is done continuously so that it becomes a habit. In addition, the act of evaluating is a fairly effective step that teachers can take at school in optimizing the development of early childhood discipline. However, there are factors that hinder the development of students' disciplinary attitudes, namely factors that can hinder the development of children's discipline from external factors such as families who do not care and teach their children in discipline at home, the community environment. Therefore, to optimize the development of children's discipline, collaboration between parents and students is needed so that it does not cause obstacles to the development of children's discipline. So that parents must also provide good examples or examples so that children continue to develop in a disciplined attitude. While internal factors that hinder the development of children's discipline in the form of hyperactive children's attitudes or tantrums. The supporting factor is parents who are willing to cooperate well in developing their children's disciplinary attitudes. However, the relationship between parents and educators at TK ABA 1 CANDI is very good so that in the application of the development of children's disciplinary attitudes continues to develop because parents are able to work together with educators in order to realize independent and noble students.

#### **IV. CONCLUSION**

The Application of Discipline in Early Childhood Can Be Concluded That Discipline Is an Effort of Teaching, Guidance and Encouragement Carried Out by Educators. Discipline Is a Means to Shape the Character of Children to Be More Trained and Controlled to Face a Rule or Habit in the Continuity of Life for Themselves or for the Social Environment. Because There Is No Single Cultural Pattern, There Is Also No One Comprehensive Philosophy of Child Education to Influence How to Instill Discipline. Disciplinary Behavior Has at Its Core the Goal of Teaching Children How to Behave in Ways That Conform to the Standards of the Social Group with Which They Identify



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