

## Research Article

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# Character Development Model of Kindergarten Students' Discipline Based on Eduparenting in Lombok, Indonesia

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**Abstract:** This study aims to analyze the model of character development of discipline in children at Pembina Sikur State Kindergarten and parenting education efforts implemented by parents at home. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The instruments used include observation sheets for the development of children's discipline character. Data analysis was carried out using the Miles and Huberman technique, which includes data reduction, data presentation, and drawing conclusions. The results of the study showed that the "Morning Journal" model implemented in schools was effective in improving children's disciplined character. This model involves collaboration between schools and parents, through parenting education activities such as "Parent Class." Children showed very good development of disciplined character, which was reflected in behaviors such as arriving on time, obeying class rules, and maintaining cleanliness. Parents also supported this development at home by getting children used to being responsible, making daily schedules, giving praise, and being role models. This study emphasizes the importance of synergy between schools and families in forming the disciplined character of early childhood through a parenting education-based approach.

**Keywords:** Discipline character, early childhood, eduparenting.

## Introduction

Early childhood according to Nurhasanah (2015) is a child who is under the protection and responsibility of his parents who is still under 7 years old. Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas) states that early childhood is a child aged from birth to 6 years, then emphasized in article 1 paragraph 14 that development efforts are carried out through early childhood education (PAUD). The growth and development of early childhood is determined by the quality of the environment. Aspects of early childhood development include physical motoric, cognitive, language, social emotional, artistic, and religious and moral values, including disciplined character.

According to Addawiyah and Kasriman (2023), the character of discipline is the

willingness to comply with applicable provisions or regulations because of awareness within oneself without any coercion. Discipline is demonstrated through obedience, loyalty, obedience, order, and regularity. The character of discipline is the key to success in various areas of life, especially in the academic, professional, and social worlds. To foster a character of discipline from an early age in early childhood, proper parenting by parents is required. This has been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning Family Involvement in the Implementation of Education, that (a) families have a strategic role in supporting the implementation of education to achieve national education goals; (b) family involvement in the implementation of education requires

synergy between educational units, families, and the community.

The quality of parenting has an impact on child development, so parents can collaborate with schools to stimulate aspects of child development, one of which is through eduparenting. Rohmawati et al (2023) stated that education is the provision of guidance or direction to parents through socialization activities, workshops, or training. While parenting is the way parents act towards their children through various efforts. So, eduparenting is an educational approach that involves parents in the process of education and child development. The goal is to strengthen the relationship between parents and children and improve the quality of education at home.

The importance of instilling a disciplined character from an early age is to prepare children to become human beings who have self-identity and good character through habituation and role models. However, in reality, there are still many schools that have not fully implemented a disciplined character in their students. This is due to the lack of student awareness, the lack of emphasis given by teachers to disciplined character education in schools, the absence of strict models or rules, and the lack of parental support. In addition, the wrong understanding and parenting patterns of parents can be an obstacle in instilling a disciplined character from an early age in children.

Based on the results of initial observations at Pembina Sikur State Kindergarten, the development of disciplined character is at a very well developed stage. This is indicated by children arriving on time, putting their shoes in their place, being able to line up neatly, obeying class rules, and even throwing trash in its place. This is inseparable from the existence of models or rules developed and implemented by the school as well as collaboration with parents. Based on this background, a study was conducted on “A Model

for Developing Disciplined Character Based on Eduparenting in Lombok, Indonesia”.

## Method

This study uses a qualitative research type with a descriptive approach. Qualitative research according to Sugiyono (2016) is a study that describes a condition or phenomenon truthfully without giving certain treatment to the object of research and all activities. The goal is to reveal the facts in the field correctly and as they are. The study was conducted at Pembina Sikur State Kindergarten. The subjects of the study were the principal, teachers, and students. The data collection technique used observation, namely by observing the implementation of the morning journal model and the development of children during learning activities according to the observation guidelines. Then conduct interviews with the principal and teachers according to the interview guidelines. Finally, use documentation in the form of photos, videos, and voice recordings as supporting evidence for the data collection process.

The data were analyzed using the Miles and Huberman model data analysis technique. Sugiyono (2016) stated that the model consists of three stages: first data reduction, at this stage the data obtained in the field is simplified, selected, and focused on things that are relevant to the research, namely focusing on data on the character development model of discipline applied by the school, the development of children's discipline character, and parenting education through parent classes; Second data presentation, namely presenting data in an organized manner so that it is easy to understand in the form of tables, graphs, charts or diagrams. In this case the data is presented in the form of a table; And third drawing conclusions and verification, namely the researcher draws conclusions and then verifies to check the accuracy of the data. In this case the conclusion and results of the verification are that in schools

there is a character development model of discipline and parenting education activities to improve the discipline character of children of Pembina Sikur State Kindergarten.

## Results and Discussion

### Development of Children's Disciplined Character

Based on the results of observations during learning activities, The development of disciplined character in children at Pembina Sikur State Kindergarten is at a very good development stage. This is indicated by arriving on time according to the specified time, putting shoes in their place, participating in morning journal activities before entering class, being able to line up neatly, obeying class rules, throwing trash in its place both inside and outside the classroom, not eating in the classroom, and tidying up play equipment. In addition, every Monday the children are very enthusiastic about participating in the flag ceremony. This is in accordance with the results of interviews with the principal and teachers, that to make children as disciplined as they are now there is a model that is applied in schools, there is collaboration with parents through parenting education activities, and it is carried out consistently, resulting in the development of children's disciplined character which is at a very good development stage. This success cannot be separated from the preparation of a good and structured school program and in every corner the rules of teacher and student discipline are displayed.

### Model for Developing Disciplined Character

The results of the interview with the principal of Pembina Sikur State Kindergarten, Mrs. Muliati, S.Pd obtained data that to improve the character of discipline and other child development, the "Morning Journal" model was applied. This model aims to help teachers in disciplining children such as arriving on time.

However, before disciplining children, the teacher must first be disciplined. The principal emphasized that teachers always come early or on time to school, divide tasks as on-duty teachers who welcome the arrival of children, and prepare educational games and learning media for teaching and learning activities. The welcoming activities for children are carried out by teachers in turns according to the schedule that has been agreed upon together. Teachers become role models so that children follow what their teachers have done.

The effectiveness of the implementation of the morning journal model is marked by changes in the increase in children's discipline, which initially they came late then entered the class and played freely. After the morning journal model was implemented, the children arrived on time, tidied up their shoes, entered the class and carried out the morning journal activities, so that the 30 minutes waiting for class time were filled with useful activities, not just playing. The morning journal activity was filled with imtaq, children submitted memorization in the form of hadiths, daily prayers, and short verses. This activity is carried out every day led by the principal. The school always informs about the morning journal activities that will be carried out through the WhatsApp group, so that the children are ready the next day at school. The principal always involves parents in every activity created by the school so that parents also understand the purpose of the activities created including morning journals and other activities.

Next, an interview was conducted with the class A teacher regarding improving the character of children's discipline, because in terms of age, class A children are still being directed and guided. The results of the interview with Mrs. Salmah, S.Pd. that to improve children's discipline, teachers act as models by giving examples, providing appropriate stimulation, and being carried out consistently through positive habits. As for new students who are still adapting

and are not yet able to obey class rules and discipline, the child's teacher allows the child to choose the activities they want without having to force the child to immediately obey class rules and discipline. The teacher allows the child to feel comfortable with their choice and then directs and guides them to follow class rules and discipline. Class A children need 2-3 months to adapt, sometimes they are still accompanied by their parents at school. However, after being given direction through parenting education to parents, they can build their children's trust to feel comfortable, brave, independent, and follow class rules.

Lastly, an interview was conducted with the class B teacher regarding improving children's discipline, because in terms of age, class B children are already able to follow orders and obey existing rules. The results of the interview with Mrs. Hj. Mislah, S.Pd that improving discipline in children is done through consistent habits. Children's discipline abilities are assessed from the results of observations and anecdotal notes, so that when there are problems experienced by children, the school will communicate with parents through WhatsApp groups, direct meetings in parent classes, or other parenting events held by the school. In addition, the school facilitates parents through a liaison book. This aims to find out the process of child development while at school and at home. Discipline has started from class A through direction, guidance, habits, and consistency, so that when they are in class B the children are used to all the existing rules.

### Parenting Education Model

In addition to the morning journal, the school collaborates with parents to provide parenting education related to disciplined character and other developments through the "Parent Class" model. This program is all managed by parents and the school helps facilitate, so that parents are actively involved in

every school activity such as meetings, other parenting activities, teacher's day events, and other events held by the school. If there are parents who cannot attend, information will be conveyed through the WhatsApp group, so that all parents get the same information and understanding.

Based on the results of interviews with parents of class A students, data from respondent 1 obtained that the model of developing disciplined character applied in schools is applied at home through habits, such as getting children used to saying polite words such as please, thank you, sorry, and excuse me in everyday life. Parents provide positive examples to children, so that children follow them. Data from respondent 2 also revealed the same thing, that in addition to following the model at school, parents make a consistent daily schedule, such as mealtimes, playtimes, and bedtimes. These activities are carried out in a fun way so that children do not feel burdened. Data from respondent 3 explained that to improve children's discipline at home is done through habits and giving children responsibilities, such as throwing out trash or cleaning their beds.

Respondent 4 data explained that in addition to following school regulations, to improve discipline at home, a schedule of children's activities is made, then the rules that are allowed and not allowed to be done along with their consequences are explained. Furthermore, respondent 5 data also revealed the same thing, namely through good habits emphasizing positive sentences and actions. In addition, parents also apply praise and reward techniques that are adjusted to conditions, because not all children's activities must be rewarded because later they will get used to the prize.

Furthermore, interviews were conducted with parents of class B students, data obtained by respondent 6 stated that the model of discipline development applied in schools is very good, so it is applied at home through positive habits. Parents

make rules regarding the time children play cellphones or watch television with supervision. In addition, parents and older siblings act as examples such as obeying the rules at home. Data from respondent 7 also explains the same thing, while at home the child is made a schedule from activities after school until before going to bed. So there is time for children to study and there is time for children to play cellphones, usually given only 1 hour each day with parental supervision.

Data from respondent 8 stated that to improve discipline at home by making rules and explaining the consequences when violated. In addition, children are given responsibilities, such as helping to buy something at the shop or other things. Then data from respondent 9 explained that to improve children's discipline at home, consistency and cooperation between both parents are needed. In addition to getting used to and giving examples, children are equipped with character education such as patience, honesty, and hard work. Finally, data from respondent 10 also revealed the same thing, because it happened that the child was a bit naughty, a daily schedule was made, of course, every activity was carried out consistently. In addition, parents implement open communication with children, so that children can express their opinions.

Through this approach, schools and parents collaborate in supporting the development of children's disciplined character. Nantara (2022) stated that to improve children's disciplined character in schools, this is done through habituation, extracurricular activities, spontaneous activities, school literacy, clean culture, and religious culture. Meanwhile, the form of collaboration between schools and parents is through eduparenting activities. Furthermore, Tuntipuchitanon et al (2024) explained that eduparenting activities include providing assistance and knowledge to parents regarding child-rearing skills and providing social emotional support.

The results of Jeti et al's (2022) study, that through the eduparenting program, it can increase family involvement in children's education while at home, involvement in communication, and involvement in making joint decisions. Parents can apply appropriate parenting patterns to stimulate children's development while at home. Furthermore Sari et al (2024) added that positive parenting is a parenting method that focuses on developing children's social-emotional aspects with affection, open communication, and consistent discipline. Children who are raised with a positive parenting style tend to have better character, are more disciplined, responsible, empathetic, and able to manage emotions well.

## Conclusion

Based on the results of the study above, it can be concluded that the development of children's discipline character in Pembina Sikur State Kindergarten is included in the category of developing very well. This is indicated by children being able to follow every rule that exists. The model for developing discipline character applied by the school is the morning journal model. There is a difference before and after applying the model, namely that children become more disciplined. The effectiveness of the model is measured through observations of child development and anecdotal notes. Meanwhile, the form of collaboration between the school and parents is through parent class eduparenting activities. Parents are involved in every activity held by the school, so they can find out about every development of their children. The model for developing discipline character applied by parents at home is through habituation, giving examples, using positive words, making daily schedules, making rules and explaining consequences, giving responsibility, and giving praise and awards.

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