



Teacher Strategies in Instilling Disciplinary Character in Early Childhood

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ABSTRACT

Teacher strategy is how teachers instill discipline in children. This research uses a qualitative approach. The aim of this research is 1) to find out teachers' strategies for instilling disciplined character in the Joint Development Early Childhood Education in Lalong Village. 2) To find out the character of discipline in preschool children developed in Lalong Village. The methodology for writing this thesis uses a qualitative approach; data collection uses observation, interview, and documentation techniques. Teacher's Strategy for Instilling Disciplinary Character in Early Childhood Development Education with Lalong Village. The research results show that strategies that should be implemented are: 1) teacher examples. 2) maximize school regulations. 3) pursue moral and religious values. From the results of implementing several strategies above, positive results are quite satisfactory in the development of children's discipline, such as: a) increasing children's awareness of the existence of God; and b) children becoming more enthusiastic when teachers provide material about religion (reading and memorizing short prayers). b) Children increasingly appreciate time; they don't want to be late. c) Feel comfortable and happy when you are at PAUD Bina Bersama. d) Always appear neat, clean, and modest, and have awareness of personal and environmental cleanliness. e) Respect others and elders.

INTRODUCTION

In general, education is a process of change or human maturation, starting from not knowing to knowing, from being unfamiliar to being ordinary, from not understanding to understanding, and so on. Education can be obtained and carried out anywhere; it can be in the school, community, or family environment. What is important to pay attention to is providing or receiving education properly and correctly so that people do not fall into a negative life. Education has a very important role in ensuring the survival of a nation and state because it is a means of improving and developing the quality of human resources.

Early childhood is a golden age, which has important and valuable meaning because early childhood is the foundation for a child's future. Early childhood has the freedom to express itself without any rules that hinder or limit it. The reality in society is that kindergartens implement and set rules. For example, children have to wear uniforms, do schoolwork, and so on, which causes children to be stressed and creates boredom because children have to do all this without knowing the purpose. Another fact is that there are kindergartens that give children the freedom to do something according to their talents and interests so that it will stimulate their minds and imagination, which will enable them to produce creative products.

The process of providing education, especially for early childhood, is an effort to help children recognize and develop their potential from an early age. In achieving development, each effort should be carried out in an integrated, coordinated manner so that one effort and another are interconnected and support each other, and one of these efforts is by using regulations and guidelines in schools to support views in teaching and educating children. Many education experts believe that discipline is the answer to all social problems in schools and in the classroom. However, the problem is not discipline. Learning planning in the classroom: all teachers strive to create teaching plans that are creative and challenge children. But what should a teacher do if they find their child doing something that disrupts the flow of class? If teachers only think about dealing with it by disciplining children, then things that smell like 'punishment' will happen. Thus, the relationship between punishing and disciplining children is clearly visible. In the case of a child who disrupts the class, there are many things the teacher will do. From shouting to carrying out physical punishment, Physical punishment is what sometimes leads teachers to acts of violence against children.

Discipline applied in the early years will teach good habits. Discipline is often interpreted as the same as discipline, which is an effective tool for implementing discipline so that children can act in accordance with the principles in question. This shows that rather than being based on the child's own awareness, there is an element of compulsion on the child's part when he breaks a rule for fear of being punished. So, it can limit children's creativity in situations like this. In fact, imagination for children is a very important thing that must be created because, with creativity, young people will be able to find answers to the problems that befall them. Discipline is an action that shows orderly behaviour and obeys various rules and regulations. In terms of

discipline indicators, the habit of being punctual and obeying regulations are two examples. Likewise with responsibility, namely a person's attitude and behaviour in carrying out their responsibilities.

Disciplinary character is obedience to respect and the implementation of a system that requires people to obey applicable rules, orders, and decisions. Teaching discipline and personality to children experiences shifts depending on the transformative phase of the child's behaviour. Therefore, a child must have and be equipped with good things, such as knowledge, skills, and abilities that fulfil aspects of disciplined character, in order to become a reliable and good generation. Thus, a disciplined personality is concerned with one's wisdom towards different types of rules. Discipline is always shown to individuals who generally adhere to standards, for example, always arriving on time, acting according to relevant standards, not making noise in class, and always complying with existing guidelines. To instil a disciplined personality in students, the role of a teacher is very basic.

(Sanjaya, 2008) The teacher's strategy is how educators instil a disciplined personality in students, because the educator's procedures are used as part of the teacher's results in instilling a disciplined personality in students. In disciplined character education, the role of the teacher is very important as an educator, teacher, mentor, trainer, and evaluator. The teacher's attitudes and behaviour leave a deep impression on the students, so the teacher's words, behaviour, character, and personality can be a reflection of the students. The activeness of a teacher in providing good reflection in front of and behind students is very influential, because basically a student, especially in early childhood, can be said to start imitating what he sees, and they will practice it in the future. Therefore, to help students become better, teachers need to be skilled in using methods such as example, habituation, punishment, and rewards to instil the values of disciplined character in their students. Therefore, it is important for a teacher to know the strategies used to instil discipline in children as well as the factors that hinder and support the development of this character in students.

A teacher feels he has done enough for his class when he has planned learning through a teaching plan. Teachers never provide their children in class with procedures that actually help their duties as teachers. The procedures in question include: how children pay attention when someone is talking; Entering the class, handing in assignments when they have finished working on them, what to do when they have finished doing assignments first, Quieting children Asking questions, asking for help, working collaboratively, Move around in the classroom. Go to another room.

LITERATURE REVIEW

According to (Raka, 1984) In general, strategy refers to a plan of action that must be followed to achieve predetermined goals. Related to educational and learning techniques, it can be interpreted as an encapsulation of helping and learning exercises to achieve the goals illustrated. (Raka, 1984) Tarigan An outline of actions to achieve predetermined goals is another definition of the

term "strategy." To understand "system" and "method" more solidly. Then "approach" or "method" is usually used to outline the explanation.

Everyone who works in education is a teacher. According to (Balnadi Sutadipura, 1985) in (Tiyas, 2018), teachers are people who should be used as examples and imitated. According to (Adikusumo, 1998) in (Salim, 2010), "Selling information by selling it" in front of students is not what a teacher does, as can be inferred from these sources. After all, he was a force. professionals who have the ability to teach students to plan. review and conclude the problems encountered. Therefore, a teacher should have high ideals, be broad-minded, have areas of strength for a firm character, and have deep humanity. (Syarifudin Nurudin, 2002).

As shown by (Hidayatullah & Rohmadi, 2010), Character is the quality, mental strength, morals, or manners that a person has as the main driver and differentiator between one individual and another. Looking at this explanation, it tends to be reasonable that character will be the character, traits, and things that are basic for an individual as a difference between one individual and another. According to Lalin (2013:03), what is meant by character is the nature that each person has in accordance with their personality (strength of heart), which is the essence of values, perspective, and approach to action (outward mentality and activities).

A person's character is a collection of traits that are always admired as indicators of goodness, virtue, and moral maturity. The word "character" comes from the Latin word "character," which means "character," "personality," and "morals." According to the Akbar Indonesian Dictionary, character has the meaning of: 1) psychological traits, morals, or manners that differentiate a person from others. 2) Character also means "letter."

According to (National, 2010) Character is a way of thinking and behaving that is a special characteristic of each individual for life and relationships, both within the family, people, nation, and state. An individual with good character is an individual who can make decisions and is ready to take responsibility for every impact of the decisions he makes. Based on the understanding of character and discipline, it can be concluded that disciplined character is behaviour carried out by a person in order to comply with existing rules. Character discipline is the behaviour carried out by a child at school. There are several indicators of discipline revealed by (National, 2010) As follows:

1. Come to school and go to class on time.
2. Carry out the tasks that are your responsibility.
3. Sit in a designated place.
4. Dress neatly.

His character or disciplined attitude can be described as one of great character that leads a person to useful things. A disciplined personality, if implemented properly, will bring benefits to the persistent person himself. To make someone better.

According to (Nursito, 2008) in (Leniwati & Arafat, 2017) Discipline is a condition that is created and formed through a process and a series of

behaviours that demonstrate the values of obedience, compliance, loyalty, regularity, and/or order. Regarding the form of discipline and how it is formed, there are various opinions or views. (Nasution, 2000) in (Martono, 2012) states "the existence of two views, namely the old view (establishment) and the view (new modern stance)." (Khalsa, 2019) explains that "Discipline is training through learning or training." Discipline is closely related to the training process carried out by those who provide direction and guidance in teaching activities. (Poerwadarminta, 2018) is obedience and obedience to rules and regulations.

Meanwhile, self-discipline is the voluntary regulation of internal behaviour, as defined by (Gestwicki, 2016) in the book *Developmentally Appropriate Practice*. So, according to Kostelnik and friends, discipline is a deliberate way of behaving (without coercion) that shows inner consistency towards existing guidelines. It is said that someone can be said to be disciplined if they are able to differentiate between right and wrong behaviour and follow the rules without being rewarded or punished. Because discipline can foster positive social interactions, such an attitude will make it easier for someone to be accepted by their environment.

In Surah Al-Kautsar verse 1, it is explained that a disciplined person will always carry out his responsibilities and solve problems well so that he will not become a burden on other people.

وَأَتَّبِعْ فِيمَا ءَاتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ

الْفَسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

Translation: The old view defines discipline as a form of obedience caused by supervision or authority from an outside party (in this case, the teacher). (DA RI, 2010)

According to the old stance, it is "an attempt to regulate and control children's behaviour to achieve educational goals." The old or modern view means that discipline is not outward obedience, not coercion, and not obedience to authority to carry out an order. Discipline, according to the modern view, basically requires a sense of responsibility from students to carry out something good based on a mature social sense.

According to (Hurlock, 1993) Discipline is expected to be able to educate children to behave in accordance with the standards set as follows:

- a. Rules as guidelines for behaviour
- b. Be consistent in those rules and in the methods used to teach and enforce them

(Hurlock, 1993) divides the elements of discipline into three, including:

- a. Regulations and laws that serve as a guide for good judgment.
- b. Penalties for violations of regulations and laws. The punishment given is in the form of sanctions that have educational value and are not only intimidating but also have the potential to make children aware so that they do not repeat their actions again.

Rewards for good behaviour or efforts to behave socially. Rewards can be given in verbal and non-verbal form so that children are more motivated to do good again.

Discipline Goals

According to (Gaustad, 1999) stated that discipline has two goals, namely providing comfort to students and staff (teachers) and creating an environment that is conducive to learning. (Subari, 1994) believes that discipline has the aim of obeying a rule with one's own awareness of creating that rule.

Discipline is society's way of teaching children about moral behaviour that is accepted by the group. The aim is to tell children which behaviour is good and which is bad and to encourage children to behave in accordance with the required standards.

The objectives of discipline according to (Keenan et al., 1980) that is:

- a. The main goal is that children are prepared and controlled with appropriate lessons.
- b. The main goal is to create and control the wisdom of the younger generation without any influence from outside parties (Fachrudin, 1989). It is emphasized that the basic objectives of discipline are:
- c. Assist students in achieving personal maturity and the transformation from dependency to responsibility.
- d. It helps children survive, keeps disciplinary problems from arising, and represents an ideal state for educational and learning practices in which they adhere to established standards.

Disciplinary Function

Basically, the function of discipline itself is to respect class rules and other general rules, learn to develop habits, and control oneself. The main function of discipline is to teach self-control, respect, and obedience to authority.

According to (IKIF Children's Discipline, nd) Elements of learning discipline include:

- a. The discipline that arises from vigilance will encourage students to succeed in their exams. On the other hand, students who often ignore school guidelines will hinder the progress of their abilities and achievements.
- b. The school and classroom environment are not conducive to learning activities without effective discipline. Discipline provides calm and systematic support for the educational experience.
- c. Guardians generally believe that younger students are familiar with the standards, advantages of life, and discipline. As a result, children can develop into well-organized and orderly individuals.
- d. Discipline is a way for students to achieve success in learning and later in work.

How Discipline is Formed

According to (Mulyasa, 2011), teachers should follow the following tips when enforcing discipline in the classroom:

- a. Concentrate on student meetings at school through combined note cards.
- b. For example, learning students' names clearly
- c. Through class investment notes Reflect on the learning environment and the student environment.
- d. Provide tasks that are clear, justifiable, basic, and direct.
- e. Be prepared. Be enthusiastic and energetic about learning so that
- f. Daily practice so that the learning is completed according to what is arranged so that there are very few deviations, which can be used as a good example for students to carry out the unique and fluctuating Senate.
- g. Try not to be lethargic so that it helps students' discipline and enthusiasm for learning.
- h. Change assumptions about students' abilities; don't encourage students according to their understanding; or measure students based on their teacher's abilities.
- i. Clarify and establish guidelines so that they can be implemented as best as possible by students and their current situation.

Types of Discipline

The discussion regarding the various disciplines is explained by (Tulus, 2004) That is:

- a. Authoritarian discipline

Authoritarian discipline is about encouraging other people's desires without regard to their impact. In this discipline, the principles are laid out very strictly and point by point. When working in a disciplined environment, employees are expected to obey all regulations. If anyone abuses this discipline, they will be subject to extreme sanctions or discipline. On the other hand, assuming you win at following the guidelines, you will get less credit because dictatorial discipline is seen as a commitment.

- b. Permissive discipline

Allows someone to make their own choices and act according to their heart's desires. Violations that cause confusion and hesitation are not punished in this discipline. The reason is that they don't know what is permissible and what is taboo.

- c. Sound-based discipline

A voice-based discipline approach is carried out by providing clarification, discussion, and thinking to help young people understand the reasons why they must comply with and agree with existing guidelines. This procedure emphasizes an educational viewpoint rather than a disciplinary one. Disciplinary approval is given to someone who abuses work to uncover problems, correct them, and teach. Popularity-based discipline attempts to cultivate the discipline that arises from attention, thereby learning areas of

strength to consistently exercise restraint. Students in this field have a lot of autonomy and responsibility.

Factors Influencing the Cultivation of Discipline

According to (Mumpuni, 2018), The factors that influence discipline are, in particular: a. The self-execution of this discipline depends on the student's internal identity. Because without vigilance, whatever efforts the people around you make will be in vain. b. The family is the first and foremost place in the preparation and use of discipline. Essential discipline education in the family has a significant impact on the resulting character improvement. c. Ecological relationships Climate has a big role in the implementation of discipline, both in the school climate and the local climate.

Factors influencing discipline, according to (Mustikasari et al., 2022), are:

- a. Support that comes from within a person; more specifically, information, attention, and readiness to focus.
- b. Comfort that comes from outside is orders, prohibitions, mistakes, praise, danger, discipline, etc.

According to (Ekosiswoyo & Rachman, 2000) in (Ermawati et al., 2017), Variables that influence discipline are:

- a. A teacher or school administrator who is authoritarian and always follows orders without considering student autonomy.
- b. Teachers who allow students to make mistakes are more concerned with learning than their students.
- c. The school atmosphere includes things such as the main days and last hours of school (during naps or after events), changes in illustrations, changes in educators, irregular schedules or wrong school action plans, noisy environments, and so on. Self-awareness, family, living environment, and school environment are factors that influence discipline, in the opinion of these experts.

METHODOLOGY

According to (Sugiyono, 2011) The research used in this study is descriptive with a qualitative approach. Qualitative research aims to gain a general understanding of social reality from the participant's perspective. This understanding is not determined beforehand but is obtained after analysing the social reality that is the focus of the research.

(Sugiyono, 2011) Subjective exposure research, especially research that plans to reveal a problem or situation, is in accordance with the meaning of subjective examination, especially an exploratory method that produces clear data in the form of written or spoken words from individuals and their ways of behaving. This examination is field research, which plans to find out data about teacher strategies for instilling disciplinary character in preschool children in Bina Bersama Lalong Village. The approach that will be used in this research is a logical phenomenon approach, namely by describing data or phenomena that can be captured by researchers by showing evidence that has been captured by research.

RESULT AND DISCUSSION

From the results of the research that the researcher conducted while at PAUD Bina Bersama Lalong Village and by following data collection techniques, namely qualitative, which used the observation method and the interview method, The data sources from the observation method are the teachers and students of Bina Bersama PAUD Lalong Village, and the interview data sources are the Bina Bersama PAUD School Principal, Lalong Village, the Deputy Principal, and the Bina Bersama PAUD Teachers, Lalong Village. Therefore, the researchers concluded that:

1. Teacher's Strategy for Instilling Disciplinary Character in Early Childhood Development Education with Lalong Village

Basically, the character of discipline is a support for a person in his life. Carrying out the activity, good or bad, and achieving or not achieving the activity depends on a person's discipline factor.

The character of discipline in children at PAUD Bina Bersama Lalong village still tends to not be optimal in the implementation process; this cannot be separated from the way teachers instil the character of discipline from an early age. There is a lack of supervision, as well as the implementation of unsatisfactory learning strategies and a lack of coordination between teachers and parents so that a disciplined character can be formed in the children of the preschool fostered by Lalong Village. Based on the grand theory above, the researcher designed several strategies that can be used to instil disciplined character in PAUD Bina Bersama Lalong Village, as follows:

a. Self-Example

Educators who are good examples for children are teachers who, at that time or with the children, generally adhere to virtue. The educational model does not need to be in a sentence frame like that. Therefore, teachers at Paud Bina Bersama Lalong Village always try to set a good example for the children. Researchers and teachers understand that children can have their own uniqueness in seeing, processing information, and carrying out actions; therefore, researchers and teachers must be able to try to provide and develop good examples from teachers and researchers. The researcher's question is:

"What are examples of self-examples that are used every day at the Bina Bersama PAUD school in Lalong Village?"

"Examples of self-examples that are carried out daily at PAUD Bina Bersama Lalong Village include praying before eating, which is led directly by the principal or class teacher; praying before starting lessons or after studying before going home; and tidying up toys and the classroom when leaving the classroom," said the principal. (interview on Monday, June 12, 2023, with Mrs. Rukmila A., M.Pd)

Based on the expressions of the school principal, it can be seen that every action carried out by each teacher and principal has a big impact on children because children always imitate every behaviour of educators; therefore, the principal and PAUD teachers of Bina Bersama Lalong Village must be very careful. Be careful when setting an exemplary example.

2. Togetherness in Realizing Moral Values

The development of disciplined character in children in a positive direction is what teachers at PAUD Bina Bersama and parents want. By developing a child's disciplined character in a positive direction, the child can recognize good things that will have a good impact on the child or bad things that will actually have the opposite impact. So that the character of discipline in children can develop in a positive direction, children must know the moral values that apply in the Bina Bersama PAUD environment as well as in the family environment or community environment. Therefore, the principal and teachers try to establish togetherness and cooperation with the parents of the children. PAUD develops together in teaching, introducing, and realizing moral values in children. Teachers as parents at school strive to teach and introduce moral values, for example, honesty, tolerance, and doing good to others, together with parents who play a role in helping to realize the moral values that have been taught at school.

"What is the process of implementing morals in everyday life in the school environment and community environment?"

"In everyday life, we always train children to be honest when the child accidentally brings games or props home; teach children to be tolerant, such as religious tolerance, because in our area there are various religions and we must respect each other; and always do good deeds, even if they are small." Mrs. Asi, a teacher at PAUD Bina Bersama Lalong Village, said in the interview. (Interview on Monday, June 12, 2023, with Mrs. Asi Sumanti, S.P.D.)

By teaching children's moral values and the togetherness and cooperation of parents at home, it is hoped that children at PAUD Bina Bersama can develop a positive disciplinary character.

3. Assign Tasks and Responsibilities

Assignments are activities given by teachers to students. The tasks given by the teacher are to train children in physical, emotional, logical, and spiritual matters. For example, every Friday, the children at PAUD Bina Bersama are invited to carry out tasks or activities, namely sports, in this case gymnastics, and in gymnastics activities, the children are physically trained by following healthy, cheerful gymnastics movements, which of course have been done by the children. Accompanied by cheerful music, it can change children's emotions from bad to better. Gymnastics also trains children's logic to see movements, think and record all gymnastic movement activities, and save them in memory. Apart from that, gymnastics can also train children's spiritual. What the researcher means here is not only religious in nature but also towards inner calm; this can improve the child's mood so that the child will carry out their activities at Bina Bersama PAUD. That is one example of the task.

When talking about duties, they cannot be separated from responsibility. According to researchers, responsibility here is a self-reaction to guard and protect what is entrusted or entrusted wholeheartedly.

"Are there activities provided by the teacher so that students can carry out the responsibilities given?"

"Every time after gymnastics, we at PAUD Bina Bersama Lalong Village also usually carry out public service to clean up rubbish to protect the environment so that children get used to living clean, neat, and healthy." We only carried out this activity for five or ten minutes. Here I gave the task of cleaning the PAUD environment as well as training children in carrying out their responsibilities when given this task." This was expressed by the head of the Bina Bersama PAUD School in Lalong Village. (interview on June 14, 2023, with Mrs. Rukmila A., Md., Pd.)

4. Moral Values are Based on Religious Values

It is known that the family or family environment is the main place for children to realize moral values. All forms of moral values taught by teachers as children's parents at school, such as honesty, tolerance, and doing good to others, have a big impact on the development of children's disciplinary character depending on the way people behave. old in helping make it happen. The moral values taught to children must be in accordance with the values that apply in a good society. Therefore, every moral value that is taught must be based on religious values that apply to people's lives and are taken and based on the holy book, so that the religious values that are implemented are not in accordance with or deviate from religious teachings and holy books and are appropriate and have consequences. for each person in society with authority, and that is absolute.

These religious values are also taught at PAUD Bina Bersama Lalong Village. In accordance with what researchers learned during research, Children at PAUD Bina Bersama are taught the application of moral values based on religious values; one example is the application of the value of honesty. If a child does things or speaks honestly, it will have a positive impact on him, and conversely, if he is dishonest, it will have a negative impact. and will receive sin from Allah SWT.

"Why are religious values required to be taught by teachers? "

"In addition to many children being taught general education, they are also taught moral values based on religious values so that everything the child does is of a good nature or impact for him, and, God willing, he will receive a reward from Allah SWT." (Interview on June 16 2023 with Mrs. Rukmila A, Md, Pd)

Character of Discipline in Preschool Children Developed with Lalong Village

Character discipline is an effortful process that helps children achieve maturity and independence. Good habits at school in the form of school rules that are accepted and approved by children will lead to strategies that are more profitable for instilling a disciplined character in children. In an effort to carry out school rules, teachers, especially at PAUD Bina Bersama Lalong Village, have a role as supervisors who monitor children's movements and actions. In supervising students, a teacher must not be arbitrary or too rigid but must provide space for movement. as well as freedom to carry out the rules, except when a violation or discrepancy in a child's behaviour is discovered, the teacher occasionally acts tyrannical, however dictatorial here; within certain limits, it

overly restricts all the child's activities, which will later limit the child's exploration in the learning process.

Instilling the character of discipline in children starts with carrying out school rules and regulations; therefore, it is necessary to give punishment and rewards (punishment and rewards) to children. Punishment is given to children who do not want to or deliberately do not follow the agreed rules, but this punishment must be accompanied by providing guidance and assistance so that, in the future, it is hoped that children will be able to follow the rules little by little. Rewards are given to children who have followed the rules and become positive role models for other children. However, giving gifts must be wise so that students know that giving gifts is a stimulus for doing the action and not just for the purpose of doing the action. For example, the teacher promises to give the child a new drawing book and coloured pencil stationery if the child can colour neat pictures. and train the child's mentality to move forward in front of the class, but the teacher must accompany the prize with reasons why the child must be brave and be able to colour and what benefits will be obtained if the child succeeds in training his mentality. Impulsive gift-giving will only make children focus on the goal of getting a gift without understanding the important aspects of why the gift was given.

In providing important training to young children, teachers at Paud Bina Bersama Lalong Village apply elements of discipline, among others.

1. There are Rules in School

In social life, there are rules, both written and unwritten. This also applies to PAUD Bina Bersama, where this regulation is about developing children's character so that they can become independent individuals. Wearing a uniform according to the day and time determined by the school and arriving on time are some examples of the rules in PAUD Bina Bersama.

Apart from the general school regulations, there are also special classroom regulations such as greetings, storing or placing luggage in the place provided, tidying up toys or props that have been used, which encourages children to always be neat in life, and praying. When starting or after completing the learning process before leaving for their respective homes, this aims to ensure that children always remember Allah SWT. As the owner of knowledge, we also ask for submission to him when we return to our respective homes or go anywhere.

2. There is Punishment

Punishment is used so that children do not repeat wrong actions and are not accepted in their environment. With punishment, children can, of course, think about which actions are correct and which are wrong, so that children in PAUD Bina Bersama do not continue to make mistakes. Giving punishment aims to have a deterrent effect on children so that they are not trapped in making repeated mistakes. However, the teachers at PAUD Bina Bersama are always careful and wise in giving punishment so as not to disturb the child's psychological, mental, and emotional condition, which will later make it difficult for the child to instil a disciplined character.

3. There is an Honour

Reward means any type of gift where recognition of good results does not need to be in a material frame of mind but can be a smile or a gesture of congratulations. In providing discipline education to children, apart from educators being extreme by giving advice so that children know the limits of wrong and intelligent activities, PAUD Bina Bersama educators also occasionally need to provide inspiration as a provision, and giving gifts can be used by teachers to motivate learning. children, but in giving gifts, teachers must be wise. Teachers must be able to explain the benefits of learning, even if the teacher does not give prizes.

In the form of appreciation for materials or goods, for example, when the learning process lasts several weeks, the teacher or principal of PAUD Bina Bersama evaluates students who have achieved more and gives them picture books as gifts. to encourage them to be more active in the learning process.

4. There is Consistency

There must be consistency in the rules, punishments, and rewards. The rules that are made must be approved and obeyed by the school, and for those who violate these rules, there are, of course, sanctions. In this case, there is a need for consistency among all school personnel, especially teachers at PAUD Bina Bersama Lalong Village. Consistency is needed when making a decision so that the decision taken does not change and is permanent.

Consistent implementation in PAUD Bina Bersama Lalong Village is also used when determining which children will be given prizes, which here aims to harmonize the choices of each teacher. The consistent attitude carried out by teachers towards school regulations to instil discipline in children also has an impact on the teachers themselves, such as:

5. Teacher Example

The teacher's consistent attitude, such as arriving on time, dressing neatly, speaking well, and respecting and appreciating, are examples of the concept of exemplary behaviour that children immediately see and pay attention to so that they will imitate the example set by the teacher. This is also in line with the duties and functions of teachers, namely as parents at school, teachers, and role models for children.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research that researchers have conducted, it can be concluded as follows:

1. Teacher's Strategy for Instilling Disciplinary Character in Early Childhood Development Education with Lalong Village.

Educators who are good examples for children are teachers who, at that time or with the children, generally adhere to virtue. Strategies that should be implemented are: 1) teacher examples. 2) maximize school regulations. 3) pursue moral and religious values. From the results of implementing several of the strategies above, the positive results are quite satisfactory in the development of children's discipline. The educator model does not need to be in a sentence frame like that. These include:

a) Always invite children to carry out their obligations to God Almighty.

- b) Arrive on time
- c) Give attention to children
- d) Teach children the importance of personal and environmental cleanliness

Based on the methods mentioned above, teachers get quite satisfactory results from children's development, such as:

- Increase children's awareness of the existence of God and children become more enthusiastic when teachers provide material about religion (reading and memorizing short prayers)
- Children increasingly appreciate time; they don't want to be late
- Feel comfortable and happy when you are at PAUD Bina Bersama
- Always appear neat, clean and modest and have awareness of personal and environmental cleanliness.
- Respect each other and elders.

2. Character of Discipline in Preschool Children Developed with Lalong Village

Character discipline is an effortful process that helps children achieve maturity and independence. Instilling the character of discipline in children starts with carrying out school rules and regulations; therefore, it is necessary to give punishment and rewards (punishment and rewards) to children, but wise reasons must be given for why punishment and rewards are given. The punishment and rewards implemented by teachers at PAUD Bina Bersama Lalong Village provide positive results and impacts for children, such as:

- Children come to know and understand which good actions will have a good impact on themselves and their environment and tend to stay away from actions that have a bad impact on them.
- Don't make the same mistakes over and over again.
- Children become motivated to develop into good individuals.
- Children tend to be more able to optimize themselves to be useful for the environment and others

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FURTHER RESEARCH

This research still has limitations so further research needs to be done on this topic "Teacher Strategies in Instilling Disciplinary Character in Early Childhood".

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