



## The Implementation of Rewards in Creating Discipline for Early Childhood Group Ages 5-6 Years

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### Abstract

Educating discipline for early children is not an easy, it needs habituation and perseverance in shaping such behavior which is based on the roles that have been set in the group environment, the character of discipline is very important as a provision for children to have good moral until they grow old. In disciplining children, there are still many educators and teachers who use violence against children, even though that is not true. The purpose of this study was to determine the implementation of giving rewards in building discipline for early childhood. The type of research method which used in this research was qualitative research approach with a phenomenological qualitative approach. This research was conducted at Bintang Kids PAUD in the 5-6 years old of age group class. Interviews, observation and documentation were used as data collection techniques in this research. In testing the validity of data, time triangulation was used in this study. In data analysis technique, the researcher here used data analysis which was based on a theory of Miles and Huberman, namely data collection, summarizing, reviewing and conclusions. The results of this research on the implementation of giving rewards in creating discipline for early childhood were obtained from these following steps; 1). the planning stage, the discipline of educators, such as: (1) maintaining the cleanliness of classroom, (2) preparing the Daily Lesson Plan (RPPH), (3) preparing media (teaching equipment and materials) which was based on the learning material and (4) controlling the class (to be conducive) so that the class would be calm and could start the Teaching and Learning Process (PBL). 2) the implementation stage, namely giving rewards (verbally: good, smart, excellent, thumbs up., nonverbal: thumbs up, clapping, head nodding and giving stickers), some differences in discipline between children in previous era and now, undisciplined children (coming late, praying in a hurry, talking when their teacher explained, disturbing his friends when doing assignments, and submitting their assignments late), and the teacher here was as a facilitator.

**Keywords:** Giving rewards, Discipline, Early Childhood



## 1. Background

Early childhood education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimulus to help children's physical and spiritual growth and development so that they have readiness to enter further education. In its development, community has shown concern for the problems of education, care, and protection of early childhood 0-6 years with various types of services which based on existing conditions, both in formal and non-formal education (Minister of Education Regulation No. 58 of 2009). Early Childhood Education (PAUD) has main aim to develop all potential points of children so that later they can be as a fully human being in accordance with the philosophy of our nation. Children can be seen as individuals who are new to the world. They do not know manners, rules, norms, ethics and various things about the world. They are also learning to communicate with others and learning to understand others. Children need to be guided to be able to understand various things about the world and its contents (Slamet Suyanto, 2005). Sigmund Freud said, "The Child is The Father of The Man", that a person's future is very determined by his childhood experiences (Suyadi & Maulidiah Ulfah, 2013). Researchers here had conclusion that early childhood education is preschool education which starts from birth to the age of 6 years by providing educational stimuli to help growth and development both physically and spiritually. Learning about norms and discipline can actually be obtained by children effectively and efficiently through early childhood education. Early childhood education teaches children various habits, ethics, and rules that exist in everyday life. Although they are about simple habits, for example: greeting, putting shoes in their place, praying before and after eating, washing hands, and returning toys to the right place, these are attitudes that can train discipline and obey the rules for them. These various habits can be obtained by children consistently when they participate in early childhood education programs (M. Fadlillah, 2018).

According to Gunarsa, and based on Agus Wibowo's statement, he explained that teaching discipline from early age is intended to be more rooted in children so that it would be their habit. Meanwhile, according to Edwards, parents should control difficult children while they were still a child, because difficult behavior would them until they grow old. Bern, in Patnani stated that one of the developmental tasks in early childhood was to develop awareness to obey the rules even though there was no authority figure (Suyadi and Maulidya Ulfah: 2013). Meanwhile, according to Suryadi, discipline is a control system that is applied by educators to students so that they have function in society, as said also by Hadiyanto discipline is a condition where attitude and appearance of a student is in accordance with the order of values, norms and provisions that applied at schools where students they study (Wirna Novita: 2015). From the description above, the researcher here got conclusion that what was meant by discipline was to familiarize children with doing things which based on existing regulations in their environment so that they had awareness of their duties and obligations. Education applies the Reward method as a motivation so that children can be disciplined in the classroom. Motivation is the basic support that moves a person to behave (Hamzah B. Uno: 2011). Reward is a method that has been applied in the world of education for years. When rewards are associated with discipline, this discipline will always be associated with rules and regulations. Rules and regulations are a good thing that must be obeyed. In learning process, sometimes children make mistakes. Educators and parents must be aware of this.

All educators want children to be orderly and immediately obey when they are given orders and not make noise so that learning process can take place in a conducive manner. However, all of this is not in accordance with what educators expect, so there must be a method that can discipline children. One of the methods applied in the 5-6 year old group of children in Samarinda was through the provision of rewards. Educators apply rewards so that children can be disciplined in the classroom and at home. Discipline aspect of students in this study includes coming on time, praying quietly, no talking when their teacher explained, they do not disturb their friends when doing assignments, and submitting assignments on time. In this study, researchers wanted to know what kind of reward was best applied to early childhood, so that children felt the motivation of giving the reward. Not even making children felt bribed or forced to be disciplined in class. Researchers discussed about the implementation of giving rewards in creating discipline in early childhood because there were still many attitudes of children who still lacked of discipline and it was difficult to find the right method to improve discipline. Therefore, in this study, researchers wanted to examine how to improve children's discipline through the application of rewards so that the discipline of early childhood can be built.

Researchers here took the 5-6 year age group as the object of this research, because we saw that there were still children who were less disciplined in doing some activities in their classroom, such as they did not want to pray quietly, talking with their friends when the teacher was explaining, completing assignments late and so on.



## 2. Formulation of Problem

Based on the background above, the researcher formulated the problem as follows: how is the implementation of giving rewards in creating discipline in early childhood in the 5-6 year age group?

## 3. Theoretical Framework

### A. Reward

#### 1. Definition of Reward

Reward according to language, it comes from English, the word Reward which means award or prize (John M. Echol and Hasan Shadily: 1996). Reward is a tool in education that is used to educate children so that they feel happy because their actions or work are rewarded, so that children could maintain these good attitude. Rewards are not only given during learning process, but they are also given after children has completed a task well. In this case, they will be more enthusiastic in carrying out the task or work given. Rewards which given to children should not be in the form of wages for completing their tasks, but an award can be given as appreciation when they complete their work or task based on what was ordered (Ngalim Purwanti, MP, 1995). In the Big Indonesian Dictionary, it is stated that rewards are gifts (as a reward), punishment (as response) (Arief Armani: 2002). Reward is a response to someone's behavior which one day will repeat itself and even increase. Rewards can be done verbally or non-verbally with the principles of warmth, enthusiasm, and meaningful (Mulyasa: 2011).

According to Wens Tanlain, reward is an educator's action that has aim to strengthen the mastery of certain educational goals which have been achieved by students. This is an acknowledgment of what has been done and achieved by students (Ahmad Suyuthi and Achmad Sun'an: 2020). Reward is something that is liked by children, and it is given to anyone who can meet expectations, namely achieving the specified goals, or even being able to exceed them. The size of reward given, it depends on many things, mainly determined by the level of achievement achieved. Regarding how its shape, it is largely determined by the type or form of achievement achieved and to whom the reward is given (Suharkimi Arikanto: 1993). Reward is an effort to raise awareness with various motives (support), so that intentions are more focused, methods and targets are clearer. Reward as support and a symbol of success or achievement as well as appreciation for toughness, patience, and success in carrying out the process (Khazim, Muhammad Nabil: 2010).

From the description above, the researcher can conclude that Reward is an easy and fun method if it is given to children. To test the truth of children's learning motivation in the world of education, a reward is needed. Reward can be said as a form of appreciation of a teacher or parents to children who perform good achievements and behavior. The goals of giving rewards to children are to maintain and motivate, make them to behave based on the rules that have been set. In giving rewards, teachers and parents must also be wise and systematic in accordance with the right principles. The intention of teachers and parents to give rewards wisely and systematically to them in order to make them to be more motivated to be smart or get achievement and be more enthusiastic in learning in class and at home.

#### 2. The purpose of Rewards

In learning activities, it must have clear goals and must be achieved, as well as in learning activities if you want to motivate children to be active in learning then rewards will help them to increase their learning motivation, especially when activities in the class take place, rewards are given to children in learning activities, rewards have important objectives, namely as follows: (Hasibuan: 2002)

- a. Increase children's attention.
- b. Facilitate learning activities in the classroom.
- c. Generating and maintaining children's motivation.
- d. Controlling and changing disruptive behavior towards learning behavior.
- e. Lead to a good way of thinking.



### 3. Kinds of Rewards

Reward is a positive assessment of students' learning. There are some variations of Rewards which given to students, generally rewards can be divided into four types, namely:

#### a. Praise

Praise is a form of reward that is often done. Praise can be in the form of words such as: good, very good, excellent, and so on. However, it can also be in the form of suggestive words, for example: "Well next time it should be better", "I hope you are now more diligent in studying" and so on. Moreover, in the form of words of praise, it can also be in the form of signs, for example by showing thumb, by patting the child's shoulder, clapping and so on.

#### b. Respect

Rewards in the form of respect can be categorized into two kinds. The first is in the form of a kind of coronation, in which children who honored are announced and standing in front of their friends or in front of everyone (parents and classmates). For example, at the farewell which held at the end of the year, students who had been chosen become class stars were shown. Second, respect in the form of giving power to do something. For example, for children who successfully completed a difficult problem, they were asked to work on the blackboard for their friends to be followed.

#### c. Gift

What is meant by gifts here are rewards in the form of gifts, namely in the form of goods. Rewards in the form of giving items are also called material rewards, namely gifts in the form of goods which can consist of school supplies, such as pencils, rulers, books, and so on.

#### d. Sign of Appreciation

If the gift is a reward in the form of goods, then appreciation is the opposite. Giving appreciation is not valued in terms of the price and usefulness of items, such as gifts. For example, appreciation is judged in terms of "impression" or "remembrance value". Therefore, this reward or appreciation is also called a symbolic reward. This symbolic reward can be in the form of letters of service, and certificates (Amir Daien Indrakusuma: 1973).

### 4. Benefits of Giving Rewards

With the provision of rewards, there are also benefits of giving rewards in learning, including: (Roymond and Simamora: 2008)

- a. To increase children's attention,
- b. Generating children's motivation,
- c. Make it easier for children to learn,
- d. Encourage productive behavior of children,
- e. Controlling the children's behavior.

### 5. The Terms of Reward

Giving rewards to children is not an easy thing. There are several conditions which need to be considered by educators, including:

- a. To provide appropriate pedagogical rewards, teachers must understand the character of students and how to treat them.
- b. A reward given should not cause jealousy and envy for other children, the reward given must be a motivation for other children.
- c. Giving rewards should be frugal/ economical. Rewards given to children should not be done continuously, because it will eliminate the meaning of reward as an educational tool.
- d. Giving a reward must not be promise, before they show the results of their work. If the reward is promised to the child in advance, the child will be in a hurry to do the work and will bring difficulties to less intelligent child.
- e. In giving rewards, teachers must be careful so that they do not make rewards as a reward for every result of their hard work.

### 6. Advantages and Disadvantages of Rewards



#### a. The Advantages of Rewards

Everyone likes appreciation or gifts, because rewards will strengthen a person's feeling that he has done something good and right, it can also cause a sense of happiness and also raises a sense of being liked socially (Thoifuri: 2008). The advantage of giving rewards is that it can create objective competition for children to do good and progressive things, and can be a motivation for other children.

#### b. The Weakness of Rewards

Giving rewards can have a negative impact if teachers and parents often do it, and children will have an arrogant attitude and feel that they are better and higher than their friends (Khazim, Muhammad Nabil: 2010). Rewards can also cause children to leave the noble norms which are the main goals of children in learning, because getting items/ goods is their main target. In this case, the teacher must explain in advance the meaning and form of award that will be given.

### B. Discipline

#### 1. Definition of Discipline

Discipline in English means "training to act in accordance with rules", trains someone to act according to the rules. Therefore, children are disciplined (trained) to behave according to the rules or norms that apply in society (Roswita N: 2009). Etymologically, discipline comes from the Latin language, namely *disciplina* and *discipulus* which means orders and students. Therefore, discipline is an order given by parents to children or teachers to students so that they do what parents and teachers want. Webster's New World Dictionary defines discipline as an exercise to control oneself, character and circumstances in a published and efficient manner (Ali Imron: 2011). According to Kostelnik and colleagues in the book *Developmentally Appropriate Practice*, self discipline is Voluntary, Internal Regulation of Behavior, discipline is voluntary behavior (without pressure) that shows internal regularity with existing regulations (Choirun N.A: 2021). According to them, a person can be said to have discipline if they can distinguish or understand right and wrong behavior and can obey the rules properly without any reward and punishment. Such an attitude will make a person easily accepted by environment because discipline can bring positive social interactions.

Discipline has an important role in children's life. When the child grows up and occupies an environment that has different rules. Discipline education that is built from an early age will train children to obey every rule that is applied in the family, school or community environment on the basis of their own desires. The child is a follower, he will absorb discipline according to what he sees or the people around him give an example (Ayuk Nur Mardiyana and Himmatul Fariha: 2020). According to Thoma Lickona, discipline is a morality in the class as a small society. This means that the values of discipline for children, especially in PAUD, are not only disciplined in time, traffic, learning discipline, learning discipline based on time but and it is determined by various aspects and manners of life (Thoma Lickona: 2013). From the various understanding above, the researcher can conclude that discipline means a learning process to develop habits, self-assignment, and acknowledging personal responsibility as the goal of self-development in order to behave in an orderly manner. Then, students' discipline in participating in an activity will lead to responsibility or discipline in dealing with lessons. Therefore, in teaching discipline there should be no element of pressure from teachers or parents to them, so that children will know the purpose of discipline for a better life.

#### 2. Elements of Discipline

Discipline is a developmental need and at the same time as an effort to develop children to behave in accordance with the rules and norms that have been set by society. According to J. Wantah, discipline has three important elements, including:

##### a. Regulations

Rules are patterns that are set for behavior, where the pattern is set by parents, teachers and playmates. The goal is to provide them with approved behavioral guidelines in a given situation. Regulations have two functions, namely: (a) regulations have educational value, because rules introduce children to behaviors that are approved by members of group; (b) Regulations help to avoid unwanted behavior. In order for rules can meet these two functions, they must be understood, remembered and accepted by children. Young children need more rules than older children because by adolescence children are considered to have learned what is expected of their group.



**b. Habits**

There are some types of habits, namely traditional, but some are modern. The traditional one is to respect and greet parents both at home, on the street, at school and elsewhere, and not to say harsh words to people who are older or the same age. While modern habits that can be taught through schools or become community culture, such as the habit of getting up early, then brushing teeth, bathing, changing clothes and having breakfast.

**c. Punishment**

Experience regarding the consequences of wrong actions and getting punished will be needed as motivation to avoid these mistakes. When children are able to properly consider the actions they will take and the consequences, then they can learn to decide whether the action is appropriate or not, thus they have the motivation to avoid actions which are not right. In applying discipline, parents or teachers should use methods which can increase children's motivation to behave well. Therefore, rules or discipline are done by everyone (Maria J. Wantah: 2005).

**C. Benefits of Early Childhood Discipline**

Hurlock argues that discipline is needed for child development because discipline meets certain needs, such as (Novan Ardi Wiyani: 2007):

- a. Discipline gives children a sense of security by telling them what they can and cannot do.
- b. Discipline allows children to live based on standard approved by social groups thereby obtaining social approval.
- c. With discipline, children learn to behave in a way that will bring praise which will be interpreted as a sign of affection and acceptance. This is essential for successful adjustment and happiness.
- d. Discipline that is appropriate to their development has function as an ego-boosting motivation that encourages children to achieve what is expected of them.
- e. Discipline helps children to develop a conscience in decision making and behavior control (Elizabeth B. Hurlock: 2012).

**D. Some Strategies in Creating Discipline**

In building discipline requires a precise strategy, namely by using a good approach to students. Strategies that can be used in creating class discipline include:

- a. With an example model given by teacher to students. The teacher provides an example of how to behave, speak, and behave properly in accordance with applicable rules or regulations.
- b. The application of rules and regulations which are flexible, comfortable, and do not make students feel pressured during the learning process.
- c. Adjusting the rules to the psychology and development of children, so that they do not feel under pressure and their development will not be disturbed due to psychological pressure.
- d. Involving students in making rules or regulations, so that students feel they have responsibility for the rules they make themselves, even though in reality these rules are made and agreed upon together.
- e. Establish good social relations with students in order to create a comfortable family atmosphere.
- f. Teach to live based on the principle of structure of authority. This relates to the principle of acting in accordance with the rules of God Almighty.
- g. Treating parents of students as partners. An educator should work with parents of students in building a disciplined attitude. Because family has a very big influence in child's learning process.
- h. Organize and create a good classroom atmosphere. Regular classes can be a place for students to follow the flow when learning process is conducted. This is related to physical maintenance of school, for example: classroom arrangement, seating arrangement, and teaching preparation.
- i. Giving rewards to students who behave well. This can motivate them to obey the rules (Afriza,: 2014).

**4. Method of Research**

This research was done using a qualitative approach with a qualitative phenomenological approach where phenomenology or social background of the research target was in the form of narrative writing, which aimed to describe the provision of rewards in creating discipline for early childhood in the 5-6 year age group. This research was conducted at Bintang Kids PAUD in the 5-6 year age of group class for 3 (three) months. Interviews, observation and documentation were used as data collection technique in this research. In testing the validity of data. The researcher here used time triangulation by collecting data at different time with same problem, namely giving rewards in creating

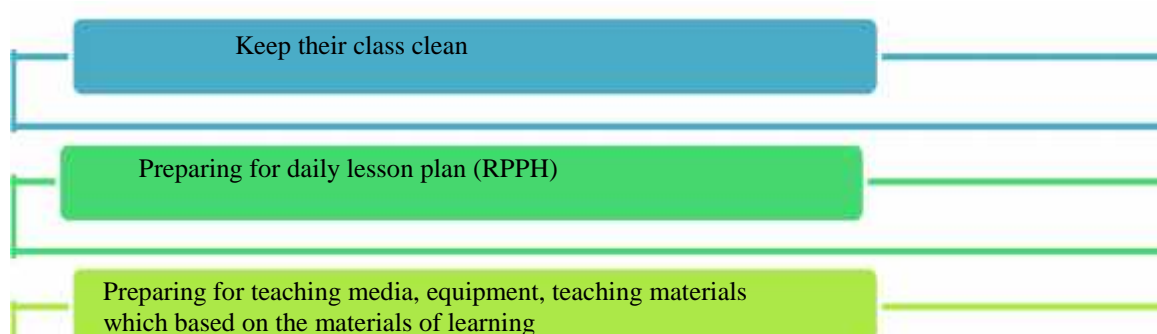




discipline for children. Researchers conducted interviews in the same place and at different time. A theory of data analysis applied by Miles and Huberman, namely collecting data, summarizing, preparing and making conclusion were used as data analysis technique in this research (Lexy J. Meleong: 2012).

## 5. Results and Discussion

Based on the description of results of this research which obtained from observations, interviews, and documentation about the implementation of giving rewards in creating discipline for early childhood in the 5-6 year age group was the provision of rewards that often given by teachers to their students with rewards in verbal form, and in non-verbal form. Non verbal form of reward was given by teacher but not as often as verbal. But before discussing this, the researcher explained the form of discipline that had been done by educators at Bintang Kids PAUD, because to produce students who were disciplined, the teachers must be disciplined first, the following forms of discipline are carried out in planning below:



The verbal rewards which used, namely the words good, smart, excellent, and thumbs up, as stated by Roymond and Simamora that these words of praise and honor were useful to increase children's attention, raising their motivation, making it easier for them to learn, encouraging children's productive behavior, and control children's behavior. This is also almost the same as the results of Nur Atika Fatmah's research on the Pattern of Early Childhood Discipline Application, namely that the method used to apply discipline to children at kindergarten Kemala Bhayangkari 05 Sleman was method of habituation, advice, and regulations. The application of this method was quite good, but there were still improvements, especially the method used, it would be better if method of praise and rewards (gifts) was added too. Supporting factors that supported the application of discipline at kindergarten Kamala Bhayangkari 05 Sleman were about acting as small police or small police program (pocil), parents and students' self-awareness.

NO	VERBAL REWARDS	NON VERBAL REWARDS
1	Good	Nodding head
2	Thumbs	Thumbs up
3	Well	Applause
4	Smart	pat on the shoulder

Meanwhile, in non-verbal form of reward, the teachers at Bintang Kids PAUD used head nodding, thumbs up, clapping, and patting the shoulder. The form of nonverbal appreciation could be with symbols or movements of the educator's body language when seeing their students' behavior, for example clapping hands, patting students' shoulders, showing thumbs or thumbs, and others. Nonverbal rewards which given by teachers could also be in the form of



motivational writing on their worksheets and the provision of valuable objects such as medal necklaces, star pins, and others. There were also special awards given as improvisation of awards, such as giving opportunities for students to do other things if they succeed in achieving something first. Giving rewards had brought good results for children, they became disciplined in terms of following the rules, carrying out refractions that are said every day in game and learning activities, avoiding punishments by doing activities correctly. Child discipline. In this book, Maria J. Wantah, Hurlock stated that discipline was necessary for children's development because it met certain needs, such as: (1) giving children a sense of secure by telling them what they can and cannot do, (2) being disciplined allowed children acted based on established standard which approved by social group, thereby obtaining social approval, (3) with discipline, children learned to behave in a way that would bring praise which interpreted by them as a sign of affection and acceptance. It is essential for successful adjustment and happiness, (4) appropriate discipline was as an ego-boosting motivation that encouraged children to achieve what was expected of them, (5) discipline helped children to develop a conscience in decision making and behavior control.

Therefore, it should be noted, teachers must observe and recognize every characteristic of each student in daily life, because it can help in the process of giving rewards to increase discipline in children. When students break a rule or make mistakes, teacher will give warnings calmly and strictly. The characteristics of students are so many, it makes teachers have to be extra patient in educating them. If there are students who are very difficult to be guided, the way the teacher handles the problem is admonishing them, giving advice, and asking them to stay for a while after school and giving them explanation or reprimanding them.

## 6. Conclusion

Based on the results of this research conducted by the author here on the implementation of giving rewards creating discipline for early childhood, the researchers concluded that the results of the study were as follows: the implementation of giving rewards in creating discipline for early childhood, namely (1) the first planning, which contained teacher as a controller in the classroom, teacher prepared for the RPPH, teacher cleaned up the school environment, and determined learning media, the second implementation, namely the provision of rewards which given in each learning process, educators provide rewards in the form of verbal and nonverbal rewards, such as (1) Verbal Rewards: teachers used good words, smart, good, and thumbs up, (2) Non-verbal rewards: teachers nods his head, thumbs up, claps hands, and give stickers in the end of learning process before going back home. With the implementation of rewards, it could strengthen discipline and motivate children in learning activities. The level of discipline of students was getting better and the total of children who were not disciplined decreased. What is meant by undisciplined children here was about when they arrived late, prayed quietly or shout, talked with friends when the teacher was explaining, disturbed friends when doing assignments, they did not complete their assignments on time, they did not greet, forget to thank, they did not say please. , and could not queue.

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