

STAR STICKER REWARDS' INFLUENCE ON GROUP B CHILDREN'S ARTS LEARNING DISCIPLINE AT THE DHARMA WANITA KINDERGARTEN BENDUNGANJATI

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ABSTRACT

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The discipline of group B students at the Dharma Wanita Bendunganjati Kindergarten, which had not developed effectively, served as the driving force for this study. The pretest findings, which indicate that 12 of the 19 children's disciplines still meet the criterion for not progressing, are evidence of this.

An experimental research model is combined with a quantitative research method to conduct this study. One group pretest-posttest, or one group study with a sample of 19 children, was the type of experiment that was used in this work.

This is evident from the average improvement in children's discipline before and after therapy, which is 26.6 to 55.1, based on the research results, sig < 0.05, or 0.000. Therefore, H₀ is refused, and H₁ is approved, indicating that rewarding children with star stickers impacts their behavior both before and after therapy. Based on the conducted research, it can be inferred that rewarding group B children at Dharma Wanita Bendunganjati Kindergarten with star stickers affects their behavior.

Keywords: Rewards, Art, Star Stickers, and Discipline

INTRODUCTION

In Law Number 20 of 2003 Article 28 paragraph 1 concerning the national education system states that "early childhood education is a form of guidance aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education".¹

This time frame is also known as the "golden age of children" because of how quickly children develop at this age, beginning with sensitivity, creativity, discipline, language, motor abilities, and other areas. Early childhood is a crucial time for human development since it is when a child's entire being starts to grow and develop at a rapid pace.

Hurlock contends that the age-appropriate developmental goal is to learn how to get along with classmates while adhering to the moral standards that have emerged in society.² Parents view childhood as

challenging when children are disobedient, defiant, and significantly impacted by their friends, families, and surroundings. Numerous family members of similar ages sometimes quarrel and even physically fight each other.³ This demonstrates that parents, teachers, and other caregivers must be aware of their needs to assist children in completing their developmental responsibilities.

Early childhood needs more specialized care to assist children's successful character development since they differ from older children. Thus, education is critical in helping youngsters develop their moral character. Instilling disciplined character values in youngsters is one method of schooling that might help them develop positive behavior.

According to Wiyani, early discipline training helps children (0–6) develop self-control over their disciplinary nature and helps them behave in a way that respects social norms, values, and school and family regulations.⁴ In this discipline, parents and

¹ Undang-undang No. 20 Tahun 2003 tentang sistem pendidikan nasional pasal 28 ayat (1)

² Fina Surya Angraini, *Psikologi perkembangan*, (Batu: Literasi Nusantara, 2019), 20.

³ Fina Surya Angraini, *Psikologi perkembangan*..., 21

⁴ Martha Efirlin, Fadilah, dan Marmawi, *Penanaman Prilaku Disiplin Anak Usia 5-6 tahun di TK Primada Untan Pontianak*, *jurnal pendidikan dan pembelajaran khatulistiwa* vol.3 (12) (Pontianak: Univeritas Tanjungpura, 2014), 3.

educators must assess how to help kids learn and how to educate in a way that allows them to apply what they learn as early as possible until they are adults so they understand the standards their parents and their surroundings set. This can also be prevented when a child's learning declines; parents need to support their child in regaining his enthusiasm and preventing him from growing bored with his activities.⁵

Since young infants tend to repeat and mimic, the early years are thought to be when children learn various abilities. Children don't want to be chastised and always prefer it when their good behavior is acknowledged and rewarded.⁶ Educators, parents, and teachers must be astute in selecting efficacious teaching strategies to foster the development of children's disciplined character, avoid the repetition of undisciplined behavior, and implant desirable behavioral traits in children.

Offering prizes to kids is one way to help them accomplish good deeds that demonstrate discipline and stop them from repeating irresponsible behavior. This approach can instill disciplinary ideals in children's character development. This is consistent with Slamet Suyanto's assertion that rewards and punishments should be used in conjunction with imparting rules, discipline, and morality.⁷ Maria J. Wantah says incentives can boost kids' motivation to behave well and stay out of trouble. Rewards are therefore necessary to stimulate the development of children's disciplined behavior.⁸

The researcher is interested in delving deeper into "the influence of giving star sticker rewards on the discipline of group B children" in light of the background information mentioned above.

METHODOLOGY

The purpose of this investigation was to determine the scientific truth. It takes a study methodology to uncover the truth. This study

⁵ Elis Ratna Wulan dan Rusdiana, *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014).

⁶ Idad Suhada, *Psikologi Perkembangan Anak Usia Dini* (Bandung: PT Remaja Rosdakarya, 2016), 115.

⁷ Slamet Suyanto, *Konsep Dasar Pendidikan Anak Usia Dini* (Jakarta: Departemen pendidikan Nasional, Direktorat Jendral Pendidikan Tinggi, 2005), 52.

⁸ Maria J. Wantah, *Pengembangan Disiplin Dan Pembentukan Moral Pada Anak Usia Dini*, (Jakarta: Departemen pendidikan Nasional, Direktorat Jendral Pendidikan Tinggi, Direktorat Pembinaan Tenaga Kependidikan dan perguruan tinggi, 2005), 84.

used a quantitative experimental design, after the treatment, the difference between the pretest and posttest results represents the outcome of the treatment, making it more accurate to determine.¹¹

at the Dharma Wanita Kindergarten The Dharma Wanita Bendunganjati Bendunganjati". According to Sugiono, Kindergarten, located at Bendungan Jati, Pacet research methods are a scientific approach to sub-district, Mojokerto, was the site of this gathering data for particular uses and purposes. study.

⁹ The experimental approach aims to look for Statistical data analysis procedures are specific influences and treatments on another the method of analysis employed. Pretest and object under carefully monitored conditions.¹⁰ posttest results are gathered and compared as part of the data analysis process for quantitative research employing one-group data analysis. Examine the two results by pretest-posttest pre-experimental designs (non- determining if the pretest and the posttest results differ. Because the difference in values is designs) research methodologies.

This design has only one group— simply calculated as the average of the two neither an experimental nor a control group. values, the SPSS 16 for Windows application is utilized to assist in using a technique known as the t-test.

The three steps of the study method are as follows: first, a pretest is administered to the t-test.

ascertain the respondents' starting state before treatment. Treat (Y) in the second step, and then conduct a posttest to ascertain the state of the dependent variable following treatment. Since it can compare the conditions before and

RESULTS AND DISCUSSIONS

Pretest Data

To acquire data for this study, experiments were carried out. An experimental design consisting of a single group pretest-

⁹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta), 2.

¹⁰ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*...., 2 Dan 110.

¹¹ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, (Jakarta: Prenada Media Group, 2019), 179-181.

posttest is the one that was employed. This experiment involved administering an initial test and a final test to a single group without using a comparison group.

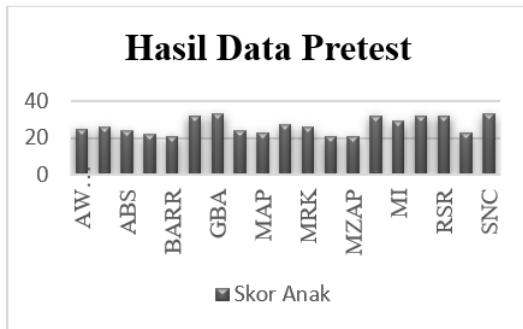


Diagram 1. Pretest Data

Posttest Data

Four treatments were conducted to acquire data, including treatment and final test sticker rewards, so children's autonomous increased in the final test.

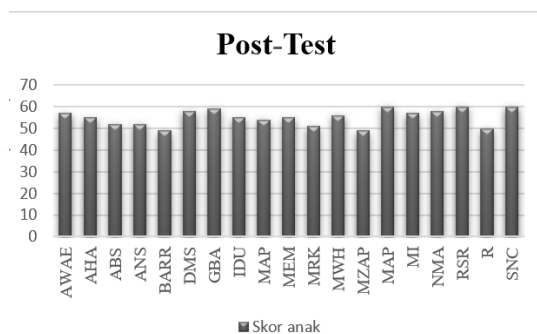


Diagram 2. Post-Test Data

When the results of the pretest, the first test, were compared to the posttest, the final test, after the children received rewards in the form of disciplinary star stickers, showed a considerable rise.

Results of pretest and posttest scores at Dharma Wanita Bendunganjati Kindergarten

No	Nama Anak	Skor	
		Pretest	Posttest
1	AWAE	25	57
2	AHA	26	55
3	ABS	24	52
4	ANS	22	52
5	BARR	21	49
6	DMS	32	58
7	GBA	33	59
8	IDU	24	55
9	MAP	23	54
10	MEM	27	55
11	MRK	26	51
12	MWH	21	56
13	MZAP	21	49
14	MAP	32	60
15	MI	29	57
16	NMA	32	58
17	RSR	32	60
18	R	23	50
19	SNC	33	60
Total		506	1047
Rata-rata		26,6	55,1

Based on the study's findings, 63.1% of the pretest data fell into the undeveloped category, and 36.8% fell into the still-developing category. This demonstrates that the youngsters in the group still have comparatively low levels of discipline. A disciplined approach is necessary for learning.

Rewarding good behavior is a very successful way to improve children's development of discipline because, when it is implemented, children receive rewards immediately for their good behavior. This is

consistent with the view expressed by John W. Santrock, who claimed that when a supportive stimulus follows a response, the response increases.

The goal is to determine whether or not the data from the research findings is normally distributed based on the necessary normality test. The researchers utilized SPSS version 16 for Windows to perform normality testing. Because the sample size is fewer than 50, the data normality test yielded a significant result of 0.163, indicating that the data is usually distributed because the value is more than 0.05.

Then, use SPSS to carry out the t-test. The obtained significant value is 0.000, indicating a smaller value than 0.05. Thus, this indicates that treatment has an impact.

According to the findings of the researchers' observations, which focused on how rewarding stars stickers could enhance kids' behavior in the classroom—such as when they waited their turn, lined up neatly, were present, obeyed rules, and showed self-control when taking toys or putting things back where they belonged. From these findings, it is evident that kids are becoming more disciplined and act in accordance with school rules because they receive prizes for good behavior, which makes them glad to perform. When their good behavior is recognized, youngsters are delighted, and it is hoped that as they become older, they will become accustomed to following social norms.

CONCLUSION

The goals and problem formulation that have been developed are supported by the research's conclusions. The following conclusions can be drawn from the data analysis that was completed:

- a. The growth of children's discipline is examined in light of the findings of the pretest assessment, which evaluates the discipline-building process of children prior to receiving treatment. The Dharma Wanita Bendunganjati Kindergarten's group B children, who made up the sample, had varying degrees of discipline, according to the pretest findings. 36.8% of children's discipline was in the still-developing category, while 63.1% of children's discipline fell into the underdeveloped

category.

- b. At Dharma Wanita Bendunganjati Kindergarten, there is a substantial correlation between rewarding group B students and improving their discipline. The pretest findings, whose initial average was 26.6 and rose to 55.1 in the posttest, demonstrate this. The hypothesis test results, which show that the significant value is less than 0.05, or 0.000, further support this.

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- ¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta), 2.
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