



The Positive Effect of Behavioral Contract Techniques on Children's Discipline

I Gusti Ayu Fitria Devi^{1*}, I Nyoman Jampel², Putu Aditya Antara³ 

^{1,2,3} Program Studi Jurusan Pendidikan Dasar, Universitas Pendidikan Ganesha, Indonesia

*Corresponding author: gfitri69yahoo.com

Abstrak

Disiplin anak yang belum maksimal menunjukkan kurangnya penguatan aspek moral dan disiplin sejak dini. Penelitian ini menganalisis teknik kontrak perilaku terhadap sikap disiplin anak. Penelitian ini merupakan penelitian pra eksperimen jenis One group Pre-test-Post-test. Populasi penelitian ini adalah anak kelompok B dengan sampel sebanyak empat orang anak yang diberi perlakuan. Teknik pengambilan sampel dalam penelitian ini menggunakan teknik purposive sampling. Analisis data melalui statistik deskriptif meliputi mean, median, modus, standar deviasi, dan varians; statistik inferensial meliputi normalitas, homogenitas, dan uji-t. Hasil uji normalitas Pre-test diperoleh $< (0,381)$. Diterima, dan uji normalitas Post-test diperoleh $< (0,381)$ diterima. Hasil uji homogenitas = $1,8 < 9,28$, dikategorikan homogen. Hasil uji hipotesis t -hitung = 9, lebih kecil dari t -tabel yaitu 2,446. Hal ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Hal tersebut merupakan temuan yang menjelaskan pengaruh teknik kontrak perilaku terhadap disiplin anak. Dengan demikian, teknik kontrak perilaku berpengaruh positif terhadap perilaku disiplin anak. Penelitian ini mengimplikasikan bahwa teknik behavioral contract cocok sebagai salah satu alternatif untuk merangsang perilaku disiplin pada anak usia dini.

Kata kunci: Kontrak perilaku, Disiplin anak,

Abstract

The discipline of children who have not been maximized indicates a lack of reinforcement of the moral and discipline aspects from an early age. This study analyzes the behavior contract technique on children's discipline attitudes. This research is a pre-experimental research type One group Pre-test-Post-test. The population of this study was children in group B, with four children as samples who were given treatment. The sampling technique in this study used a purposive sampling technique. Data analysis through descriptive statistics includes mean, median, mode, standard deviation, and variance; inferential statistics include normality, homogeneity, and t -test. The results of the Pre-test normality test were obtained $< (0.381)$. It was accepted, and the Post-test normality test was obtained $< (0.381)$ it was accepted. The homogeneity test results = $1.8 < 9.28$, categorized as homogeneous. Hypothesis test results t -count = 9, smaller than the t -table that is 2.446. This shows that H_0 is rejected and H_1 is accepted. It is a finding that explains the influence of behavior contract techniques on children's discipline. Thus, the behavior contract technique positively affects the child's disciplinary behavior. This research implies that the behavioral contract technique is appropriate as an alternative to stimulate disciplinary behavior in early childhood.

Keywords: Behavior contract, Child discipline,

1. INTRODUCTION

Education is the initial capital to prepare quality human resources. Education plays an important role in achieving a better standard of living for the progress of a nation. The opportunity to get an education can be obtained by everyone (education for all), starting from an early age to the level of higher education. Children are small humans with potential that still needs to be developed. Children have distinctive characteristics, unlike adults. Children are always active, dynamic, enthusiastic, and curious about what they see, hear, feel and never stop exploring (Widiasari & Pujiati, 2016). Early childhood development includes cognitive, language, physical-motor, moral, social-emotional, and artistic development (Sunarni, 2019). Moral development is one important aspect of development in early childhood (Susanto et al., 2017). Moral development is related to the child's way of thinking because moral development is closely related to the rules and provisions on behaving by the

History:

Received : February 01, 2022

Revised : February 03, 2022

Accepted : April 04, 2022

Published : April 25, 2022

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



norms that apply in the social environment (Wahyuni, 2016). In essence, morality becomes a benchmark in social life and regulates good behavior in society according to applicable norms (Hasanah, 2018). Meanwhile, in Webster's New World dictionary, morality has to do with a person's ability to determine right and wrong and good or bad behavior. From this opinion, it can be concluded that moral development is related to the belief that something is right or wrong by the prevailing social norms that form the basis of action or thought. Piaget's theory says that children's moral development includes cognitive aspects, including knowledge of the concept of right or wrong, and affective factors related to the behavior or morals practiced (Hasanah, 2018; Widiyari & Pujiati, 2016).

The aspect of moral development usually implemented in schools is discipline, which is also one of the basic aspects of developing moral aspects that must be instilled in children from an early age. Discipline is a condition created and shaped through a process and a series of behaviors that show the values of obedience, loyalty, and order (Elisa et al., 2019; Hardhianah & Christiana, 2017; Hasanah, 2018). All potentials possessed by early childhood must be developed, not only in the cognitive development of children but also in moral development that must be developed (Martsiswati & Suryono, 2014; Widiyari & Pujiati, 2016). Many people assume that the most important aspect of a child's cognitive development is to develop because if a child's cognitive development is well developed, it is considered a smart child, forgetting the fact that whether or not a child is smart can also be seen from the way he behaves, one of which is disciplined behavior, obeying the rules. Discipline aims to direct and help children learn to control themselves, how to respect the rights of others, and obey the applicable rules (Adinda et al., 2017; Reswastiyo et al., 2019; Wahyuni, 2016). In general, the purpose of discipline is to guide children to behave under the rules, regulations, and norms that apply in the social environment so that children can adapt well (Wahyuni, 2016). It will have a good impact on children for preparation for the future if children from an early age are accustomed to adapting to the norms that apply in society. In the future, it will be easier for children to adjust to the community environment, so it is important to instill discipline in children from an early age to guide children to learn to live as social beings and achieve optimal growth and development of children (Susanto et al., 2017).

However, at this time, the Indonesian nation is experiencing a multi-dimensional crisis that impacts the nation's life. The number of problems related to the moral aspect is proven by the many issues that children no longer have manners toward their parents, skipping school, and fighting. Not even a few students are in prison because of the mistreatment of their teachers (Hasanah, 2018). This situation indicates a lack of reinforcement of the moral and discipline aspects from an early age. Based on the observations in group B of Ganesha Kindergarten, several problems related to children's discipline have not been maximized. It is shown by the fact that some children, when lining up, will enter the class ahead of each other, not in line. During prayer activities, before starting the activity and ending the activity, some children are still joking and busy talking with other friends.

When washing hands during break time, children do not want to queue, do not tidy up their seats when the activity is finished, and will go home from school. It is certainly not under what is expected from disciplinary behavior. Many children in group B of the Ganesha Kindergarten still have not shown disciplined behavior. Of the six indicators of disciplinary behavior observed, there are four indicators that children have been unable to do. As an indicator of obeying the rules of time, some children can be said to have not been able to stop playing when the break time is over. Instead, the children continue playing activities when the break time is over. Furthermore, regarding indicators of self-control, children have not been able to pray according to what has been taught. Many children still joke even though they have been given a warning. Children also don't want to stand in line while washing their

hands during breaks. The next indicator is taking care of themselves. Children have not shown behavior that shows children can take care of themselves optimally. It is shown by many children who often do not put shoes and bags in their lockers. In addition, Ganesha Kindergarten does not write down the assessment results of children's discipline behavior, specifically in the report on children's learning outcomes. Based on interviews with classroom teachers about what actions the teacher took when he saw a child acting inconsistently with the rules (lack of discipline), the teacher stated that he had tried to give verbal warnings to children when they behaved less disciplined. However, this method has not optimally stimulated children's disciplinary behavior, and this has often been done.

Seeing these problems, it is necessary to have a solution to optimize children's disciplinary behavior, one of which is behavior modification. Seeing these problems, it is necessary to have a recommendation to optimize children's disciplinary behavior, one of which is by modifying children's behavior using behavior contract techniques. Behavior modification is any action that aims to change behavior based on behavioristic learning theory. The limitation of behavior modification is the application of experimentally tested learning principles to change non-adaptive behavior. Non-adaptive habits will be weakened and eliminated, while adaptive behavior will be strengthened. Behavior modification is an approach to assessment, evaluation, and behavior change (Hasanah, 2018). Behavior modification that teachers can use to help teach disciplined behavior in children from an early age is a behavior contract technique.

A behavior contract is a process of forming a child's behavior through a behavior contract that is made and agreed upon by both parties concerned (the educator and the child), in this case, to optimize the child's discipline (Ishitsuka et al., 2019; Jain et al., 2019; Mulatya & Ochieng, 2020). Some findings suggest behavioral contracts can improve child discipline (Wahyuni, 2016). Behavioral contracts tend to positively influence children's discipline by prioritizing moral principles and stimulating development for children (Abraham et al., 2020; Kaya & Karatepe, 2020). Based on this explanation, it can be seen that the behavioral contract technique is appropriate as an alternative to stimulate disciplinary behavior in early childhood. A behavior contract is an agreement between two or more people to change certain behaviors on the target (children); a behavior contract, in this case, is made to change the child's maladaptive behavior into adaptive behavior and to create new conditions in the sense that the child acquires new behavior and maintain the expected behavior together in a behavior contract (Berejena Mhongera & Lombard, 2020; Brito et al., 2020; Gil Solá, 2016; Kirk & Rifkin, 2020).

Behavior modification with this behavioral contract technique positively impacts the parties stimulated by the contract agreement so that there is a change in behavior to comply with what is stated in the contract. One factor considered important in the behavior contract is reinforcement (Lee et al., 2020; Mulatya & Ochieng, 2020; Zheng et al., 2020). An important element in learning is the reinforcement provided by the educator. The behavior contract is flexible and open to produce an agreement between educators and students. The things that are emphasized in the behavior contract are expectations, responsibilities, and consequences that must be met (Gil Solá, 2016; Kirk & Rifkin, 2020). In addition, a behavior contract can provide an opportunity for children to learn to be responsible for the contract that has been agreed with the teacher. Responsibility is very important to be stimulated in early childhood as an initial effort to develop child discipline (Abraham et al., 2020; Kaya & Karatepe, 2020). So that the behavior contract can be a forum for children to optimize their discipline from an early age, this study aimed to analyze the behavior contract technique on the disciplined attitude of group B children in Ganesha Kindergarten.

2. METHODS

This study aimed to know the effect of behavior contract techniques on children's discipline. This research is a form of pre-experimental research type One group Pre-test-Post-test. In this method, a control group is not required to be compared with the experimental group. This research was conducted at the Ganesha Singaraja Kindergarten during the even semester of the 2019/2020 school year. The population in this study were all 28 children of group B of TK Ganesha. The sample was determined by the purposive sampling technique, and obtained four children as samples for the experimental group. The independent variable in this study is the behavioral contract technique, and the dependent variable is the child's discipline. The dependent variable data was taken using an instrument in the form of a rubric. The assessment instrument consists of 12 items based on the dimensions of the child's discipline: self-regulation, self-control, and understanding of norms. Using the score as a criterion to measure, scores 1,2 and 3 with categories 1 = Not Able, 2 = Quite Able, and 3 = Able. The instrument testing was carried out through the instrument content validity test by expert judges, the instrument empirical validity test with the product-moment test, and the reliability test with the Cronbach alpha test. The child discipline instrument grid is presented in Table 1.

Table 1. Research Instruments

| No | Dimension | Indicator | Number | Total |
|--------------|--------------------|---|--------|-----------|
| 1 | Self-order | Obedient to time | 1,2, | 4 |
| | | Dress up according to the rules | 3,4 | |
| 2 | Self-control | Children can control themselves | 5,6 | 4 |
| | | Take care of myself | 7,8 | |
| 3 | Norm understanding | Concern for the environment | 9,10 | 4 |
| | | Children orderly participate in learning activities | 11,12 | |
| Total | | | | 12 |

It is collecting data in this study using the method of observation and documentation. The behavioral contract steps carried out in this study were conducting observations, choosing the desired behavior, discussing with the class teacher a list of reinforcements that would encourage the child to perform the desired behavior, assigning a person who can provide the reward, writing a contract clearly so that the party involved understanding the contents and objectives of the behavior contract, implementing the contract, collecting data, writing the behavior contract again when the goal is not achieved, Supervising behavior on an ongoing basis, choosing other behaviors that allow the child to achieve the goal. The data analysis technique uses the normality test of the data distribution using the Liliefors technique. First, sort the sample data from small to large and determine the frequency of each data. Second, determine the z-score of each data. Third, determine the probability of each z score based on table z and named F(z). Fourth, calculate the relative cumulative frequency of each z-score called S(z) → Calculate the proportion. If n=10, then each cumulative frequency is divided by n. Use the largest L0 score. Fifth, determine the score L0= |F(z)-S(z)|, calculate the difference, then compare it with the Lt score from the Liliefors table, 6) If L0 < Lt, then H0 is accepted, so it can be concluded that the sample comes from a population that contributes normally.

3. RESULTS AND DISCUSSION

Results

This study's respondents were four children treated with a behavior contract technique. Determining research results begins with testing the instrument in Group B1 TK Ganesa, then testing the validity with the Gregory formula, testing the empirical validity with the product-moment, and testing the reliability with the Cronbach alpha formula. The results of the reliability test of the instruments that have been compiled show that the results enter the high category, 0.766, with an interval of $0.60 < 0.80$. After that, the instrument can be used in the implementation of the pre-test and post-test in the experimental group. The data obtained are as follows. The pre-test results of the experimental group's disciplinary behavior data showed that the highest score was 23 and the lowest score was 18. The distribution of the experimental group's pre-test data is presented in Table 2.

Table 2. Distribution of the Pre-Test Data on the Disciplined Behavior of the Experimental Group

| Class Interval | Xi | Fi | c | F,k | \bar{X} | $X - \bar{X}$ | $(X_1 - \bar{X})^2$ | $F(X - \bar{X})^2$ |
|----------------|----|----|----|-----|-----------|---------------|---------------------|--------------------|
| 18-20 | 19 | 2 | 38 | 2 | | -1,5 | 2,25 | 9 |
| 21-23 | 22 | 2 | 44 | 4 | 20,5 | 1,5 | 2,25 | 9 |

More detailed calculations regarding the descriptive statistical analysis of the data can be seen. In table 2, it is known that the average discipline behavior of children is 20.5 with a median (Me) of 17.5, so the standard deviation (SD) is 2.12. The summary of the results of the pre-test descriptive statistical calculation of the experimental group's disciplinary behavior can be seen in Table 3.

Table 3. Distribution of Disciplinary Behavior Data in the Experimental Group (Pre-Test)

| Descriptive Statistic | Result |
|-----------------------|--------|
| Mean | 20,5 |
| Median | 17,5 |
| Standard Deviation | 2,12 |
| Variance | 4,5 |

The data from the post-test results of the experimental group's children's early reading ability showed that the highest score was 29 and the lowest score was 25. The data's frequency distribution belongs to the experimental group's post-test group in Table 4.

Table 4. Distribution of Post-Test Data on the Experimental Group's Discipline Behavior

| Class Interval | Xi | Fi | Fi.Xi | F,k | \bar{X} | $X - \bar{X}$ | $(X_1 - \bar{X})^2$ | $F(X - \bar{X})^2$ |
|----------------|-------|------|-------|-----|-----------|---------------|---------------------|--------------------|
| 25-27 | 26.00 | 2.00 | 52.00 | 2 | - | -1.25 | 2.5 | 5 |
| 28-29 | 28.5 | 2.00 | 57.00 | 4 | 27.25 | 1.25 | 2.5 | 5 |

Descriptive statistical analysis of the data in table 4 shows that the average discipline behavior of children is 27.25 with a median (Me) of 77.4, so the standard deviation (SD) is 1.581. The summary of the results of the pre-test descriptive statistical calculation of the experimental group's disciplinary behavior can be seen in Table 5.

Table 5. Data distribution of Experimental Group Children's Discipline Behavior (Post-Test)

| Descriptive Statistic | Result |
|-----------------------|--------|
| Mean | 27.25 |

| | |
|---------------------------|-------|
| Median | 77.40 |
| Standard Deviation | 1.58 |
| Variance | 2.50 |

The normality test of the data distribution was carried out as a condition for testing the hypothesis. This study uses the normality test with the Liliefors technique—comparing Pre-test and Post-test Normality Test Results in Table 6.

Table 6. Comparison of Normality and Homogeneity Test Results

| No | Normality | | | Homogeneity | |
|-------------|-----------|-------|-------|-------------|---|
| | L_0 | L_t | SD | Variance | N |
| 1. Pre-test | 0.008 | 0.381 | 2.12 | 4.5 | 4 |
| 2. Pos-test | 0.227 | 0.381 | 1.581 | 2.5 | 4 |

| Description | Normal | Homogenous |
|-------------|--------|------------|
|-------------|--------|------------|

The results of the normality test of the pre-test of the child were obtained $L_0 < L_t$, then H_0 was accepted. It can be concluded that the sample came from a normally distributed population. The results of the normality test obtained $L_0 (0.008) < L_t (0.381)$ Then H_0 was accepted, and the results from the post-test normality test of the child were obtained $L_0 < L_t$, then H_0 was accepted, it can be concluded that the sample came from a normally distributed population. The normality test results are obtained $L_0 (0.227) < L_t (0.381)$, So H_0 is accepted. The homogeneity test of group data variance measures whether a data group has a homogeneous variance. The F-test uses the homogeneity test with the criteria for homogeneous data if $F_{hitung} \leq F_{tabel}$, and non-homogeneous data if $F_{hitung} \geq F_{tabel}$. Data testing was carried out at a significant level of 5% with dk in the numerator $n_1 - 1$ and dk in the denominator $n_2 - 1$. Based on the calculation of the homogeneity test with the F test obtained F_{hitung} 1.8 and with the numerator dk (4-1=3) and denominator dk (4-1=3) with a significant level of 5% = 9.28. Thus $F_{hitung} \leq F_{tabel} = 1.8 < 9.28$, the data group is categorized as homogeneous. Based on the prerequisite tests carried out, the normality test and homogeneity test, it was found that the results of the disciplinary behavior of the experimental group of children were normal and homogeneous. Based on the results of the t-test obtained t_{hitung} 9 and for db = 28 with a significant level of 5% = 2,446. Thus $t_{hitung} \leq t_{tabel} = 9 < 2.446$. So that H_0 is rejected, and H_1 is accepted, which means that there is a significant effect (5%) on children's discipline before and after the behavioral contract is applied. This shows that the behavioral contract technique affects the discipline of group B Ganesha Kindergarten children in 2019-2020.

Discussion

The findings in the pre-test and post-test experimental groups were obtained from the difference in the average children's discipline behavior results. It explains that there is an effect of a behavior contract on children's discipline. A behavior contract is an attempt to instill disciplined behavior in children with the hope that the behavior to be changed becomes clear because of the contract. Behavioral contracts also provide opportunities for children to build a responsible attitude within themselves in complying with the agreed contract. The opinion supports that after the contract implementation, the child's behavior becomes more obedient to the rules and more responsible for completing tasks (Sunarni, 2019). In implementing the behavior contract, the teacher conveys the rules contained in the behavior contract repeatedly in easy-to-understand language so that the child can still remember the agreement that has been made. One of the characteristics of children is that their

concentration power is short. Therefore, repeating information periodically to children keeps the information in the child's memory (Martsiswati & Suryono, 2014). The teacher also provides reinforcement for children if they show behavior under the contract, so they will feel happy and trigger the child to repeat the behavior. This is supported by the opinion (Antara (2019) states that children will feel comfortable if the teacher provides verbal and nonverbal reinforcement so that children will always show behavior that follows the values of everyday life.

The second finding was differences in disciplinary behavior between behavioral contracting techniques and conventional techniques commonly applied in schools. It is concluded based on the higher average results of the child's discipline behavior assessment when the behavior contract technique is applied. With an increase in the mean of these children, it indicates that the behavioral contract technique has a positive influence on early childhood discipline. It is due to reinforcement and appreciation. The reinforcement given aims to stimulate the child to elicit a response, the child's disciplined behavior (Calista et al., 2019). Reinforcement is always given immediately and consistently after the child shows the desired behavior together. It is reinforced by the opinion that the sooner the reinforcement is given, the better the effect on the behavior that is given reinforcement (Erawati, 2018). Positive reinforcement can be in the form of showing attention, smiling, nodding your head, appreciation, objects, and even fun activities (Brito et al., 2020; Mulatya & Ochieng, 2020; Zheng et al., 2020). One of the characteristics of early childhood is the child's interest in new things. Giving objects such as 'Good Job' stickers have never been received by children before, so it will be something new and interesting for them. Rewards given by teachers when making behavior contracts with children will motivate children to behave in a disciplined manner (Hardhianah & Christiana, 2017). Repeating disciplinary behavior given reinforcement will become the habituation of disciplinary behavior for children. The longer the teacher does not need to remind again, just by giving a signal such as shaking his head, the child will immediately understand what the teacher means and immediately fix it (Ni Kadek Ayu Trisnayanti, I Ketut Gading, 2017).

The behavior contract technique can affect not only the child's discipline but also provides an opportunity for the child to learn to be responsible for the contract that has been agreed with the teacher. (Susanto et al., 2017). The effect of the behavior contract technique is determined by the implementation of the treatment, which is carried out in stages until the behavior contract technique has a significant effect compared to only giving a strong reprimand to the child imposed by the teacher. So far, most teachers equate discipline with punishment, and children who violate must be punished physically. Due to a wrong perception of discipline, many children receive physical punishment, which is natural because it is considered to discipline children. Because of this, discipline should be paid more attention to and appropriate behavior, so children have children character from an early age (Aulina, 2013). Thus, the child's awareness of his daily behavior proves they already have moral awareness. Children will be given negative reinforcement to educate children who behave less disciplined as stated in the behavior contract instead of giving physical or physical punishment, but reinforcement in the form of getting an additional one-day picket schedule, last rest, or last home. Punishment can hurt children if it is wrongly applied (Martsiswati & Suryono, 2014).

Therefore, the teacher must be careful in choosing the form of punishment that suits the child and choose the right opportunity in its application. If the application is not by the child and is inappropriate, it can cause new problems for the child. Behavior contracts are applied to children to eliminate maladaptive behavior and strengthen desired behavior (Sriwahyuni et al., 2019). In this case, it is related to children's discipline, which not only covers one area of child development, such as psychomotor but also touches the cognitive

and moral realms (Novita, 2012). In future practice, the behavioral contract technique can stimulate other aspects of development. The positive impact of the post-test scores of the experimental group means that this research can be generalized to places with the same problems and characteristics as educators who are more capable of contracting behavior. This finding is reinforced by previous findings stating that behavioral contracts can improve children's discipline (Wahyuni, 2016). Behavioral contracts tend to positively influence children's discipline by prioritizing moral principles and stimulating development for children (Abraham et al., 2020; Kaya & Karatepe, 2020). Based on the results of the study, the disciplinary behavior of group B Ganesha Kindergarten children can be influenced through a behavior contract technique, making a behavior agreement that the child must obey. This research implies that the behavioral contract technique is appropriate as an alternative to stimulate disciplinary behavior in early childhood. In addition, for educators in dealing with student discipline problems at school, to add insight and alternative educators in applying discipline in learning, especially in early childhood.

4. CONCLUSION

Disciplinary behavior of children can be stimulated through behavior contract techniques. With this significant influence, it can be interpreted that the behavior contract technique can be used as an alternative to improve early childhood discipline. Discipline is one of the important aspects that must be stimulated right from an early age because if you use inappropriate methods such as corporal punishment, it will cause other impacts on children in the future. Thus, this research is expected to understand the importance of instilling disciplined behavior in children from an early age. It is also recommended for other researchers to examine this problem in a wider scope and try to apply it to a larger sample.

5. REFERENCES

- Abraham, J., Kurniadi, M. A., Andangsari, E. W., Ali, M. M., Manurung, R. H., & Warnars, H. L. H. S. (2020). Prediction of guilt and shame proneness based on disruption to psychological contract: A new light for corruption prevention. *Heliyon*, 6(6), e04275. <https://doi.org/10.1016/j.heliyon.2020.e04275>.
- Adinda, P., Resiva, S., & Ester, T. (2017). Upaya Meningkatkan Kedisiplinan Anak Usia Dini Melalui Metode Pembiasaan Di Tk Bina Anaprasa Kencana Tahun Ajaran 2016/2017. *Seminar Nasional Pendidikan Dasar Universitas Negeri Medan*, 14.
- Antara, P. A. (2019). Implementasi Pengembangan Karakter Anak Usia Dini Dengan Pendekatan Holistik. *VISI: Jurnal Ilmiah Pendidik Dan Tenaga Kependidikan Pendidikan Non Formal*, 14(1). <https://doi.org/10.21009/JIV.1401.2>.
- Aulina, C. N. (2013). Penanaman Disiplin Pada Anak Usia Dini. *PEDAGOGIA: Jurnal Pendidikan*, 2(1), 36. <https://doi.org/10.21070/pedagogia.v2i1.45>.
- Berejena Mhongera, P., & Lombard, A. (2020). Pathways of resilience for children facing socio-economic adversities: Experiences from Future Families' OVC programmes in South Africa. *Children and Youth Services Review*, 108(July 2019), 104657. <https://doi.org/10.1016/j.childyouth.2019.104657>.
- Brito, A. R., Vairo, G. de P. T., Dias, A. P. B. H., Olej, B., Nascimento, O. J. M., & Vasconcelos, M. M. (2020). Effect of prednisolone on language function in children with autistic spectrum disorder: a randomized clinical trial. *Jornal de Pediatria*, xx. <https://doi.org/10.1016/j.jped.2019.10.012>.
- Cahyaningrum, E. S., Sudaryanti, S., & Purwanto, N. A. (2017). Pengembangan Nilai-Nilai Karakter Anak Usia Dini Melalui Pembiasaan Dan Keteladanan. *Jurnal Pendidikan*

- Anak, 6(2), 203–213. <https://doi.org/10.21831/jpa.v6i2.17707>.
- Calista, V., Kurniah, N., & Ardina, M. (2019). HUBUNGAN REINFORCEMENT TERHADAP DISIPLIN ANAK USIA DINI DI PAUD PEMBINA 1 KOTA BENGKULU (Studi Deskriptif Kuantitatif Di PAUD Pembina 1 Kota Bengkulu). *Jurnal Ilmiah POTENSIA*, 4(1), 13–17. <https://doi.org/10.33369/jip.4.1.13-17>.
- Elisa, Prasetyo, S. A., & Hadi, H. (2019). Penanaman Nilai-Nilai Pendidikan Karakter Siswa Melalui Kegiatan Ekstrakurikuler Pramuka. *Mimbar PGSD Undiksha*, 7(2), 114–121.
- Erawati, E. (2018). Meningkatkan Kedisiplinan Anak Melalui Penggunaan Reinforcement Secara Variatif Pada Anak Kelompok B1 Taman Kanak-Kanak Negeri Pembina Kepahiang. *Ilmiah Potnsia*, 3(1), 36–43. <https://doi.org/10.1017/CBO9781107415324.004>.
- Fatmawati, E., Huzaima, E., & Nafiqoh, H. (2018). MENGEMBANGKAN NILAI MORAL DAN DISIPLIN AUD MELALUI METODE BERCERITA. *Jurnal Ceria*, 1(2), 41–46.
- Gil Solá, A. (2016). Constructing work travel inequalities: The role of household gender contracts. *Journal of Transport Geography*, 53, 32–40. <https://doi.org/10.1016/j.jtrangeo.2016.04.007>.
- Gunariyah, M. (2013). *Model Penanaman Kedisiplinan Anak Usia*.
- Hardhianah, S., & Christiana, E. (2017). Award Giving Form of Pictured Sticker in Improving the Discipline Behavior of Early Childhood in Bintang Sembilan Kindergarten Lamongan. *Bimbingan Konseling*, 04(5), 1–6.
- Hasanah, U. (2018). Metode Pengembangan Moral Dan Disiplin Bagi Anak Usia Dini (Moral And Discipline Development Methods For Early Children). *Jurnal Perempuan Dan Anak*, 02(01), 91–117.
- Ishitsuka, K., Yamamoto-Hanada, K., Ayabe, T., Mezawa, H., Konishi, M., Saito-Abe, M., Ohya, Y., Kawamoto, T., Kishi, R., Yaegashi, N., Hashimoto, K., Mori, C., Ito, S., Yamagata, Z., Inadera, H., Kamijima, M., Nakayama, T., Iso, H., Shima, M., ... Katoh, T. (2019). Risky Health Behaviors of Teenage Mothers and Infant Outcomes in the Japan Environment and Children's Study: A Nationwide Cohort Study. *Journal of Pediatric and Adolescent Gynecology*, 32(2), 146–152. <https://doi.org/10.1016/j.jpag.2018.10.009>.
- Jain, S., Reno, R., Cohen, A. K., Bassey, H., & Master, M. (2019). Building a culturally-responsive, family-driven early childhood system of care: Understanding the needs and strengths of ethnically diverse families of children with social-emotional and behavioral concerns. *Children and Youth Services Review*, 100(October 2018), 31–38. <https://doi.org/10.1016/j.childyouth.2019.02.034>.
- Kaya, B., & Karatepe, O. M. (2020). Attitudinal and behavioral outcomes of work-life balance among hotel employees: The mediating role of psychological contract breach. *Journal of Hospitality and Tourism Management*, 42(January), 199–209. <https://doi.org/10.1016/j.jhtm.2020.01.003>.
- Kirk, C. P., & Rifkin, L. S. (2020). I'll trade you diamonds for toilet paper: Consumer reacting, coping and adapting behaviors in the COVID-19 pandemic. *Journal of Business Research*, 117(May), 124–131. <https://doi.org/10.1016/j.jbusres.2020.05.028>.
- Lee, S. J., Pace, G. T., Ward, K. P., Grogan-Kaylor, A., & Ma, J. (2020). Household economic hardship as a moderator of the associations between maternal spanking and child externalizing behavior problems. *Child Abuse and Neglect*, 107(June 2019), 104573. <https://doi.org/10.1016/j.chiabu.2020.104573>.
- Martsiswati, E., & Suryono, Y. (2014). Peran Orang Tua Dan Pendidik Dalam Menerapkan Perilaku Disiplin Terhadap Anak Usia Dini. *Jurnal Pendidikan Dan Pemberdayaan*

- Masyarakat*, 1(2), 187. <https://doi.org/10.21831/jppm.v1i2.2688>.
- Mulatya, D. M., & Ochieng, C. (2020). Disease burden and risk factors of diarrhoea in children under five years: Evidence from Kenya's demographic health survey 2014. *International Journal of Infectious Diseases*, 93, 359–366. <https://doi.org/10.1016/j.ijid.2020.02.003>.
- Ni Kadek Ayu Trisnayanti, I Ketut Gading, M. M. (2017). Pengaruh Metode Outbound Terhadap Disiplin Anak Kelompk B Pada Gugus VI Kecamatan Buleleng. *Jurnal Pendidikan Guru Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha*, 5(2), 167–177. <https://doi.org/10.23887/paud.v5i2.11676>.
- Novita, W. (2012). Pelaksanaan Penanaman Disiplin Pada Anak Di Taman Kanak-Kanak Adhyaksa Xxvi Padang. *Pesona PAUD*, 1(5), 1–14. <https://doi.org/10.1017/CBO9781107415324.004>.
- Reswastiyo, A., Rahmi, S., & Tarakan, U. B. (2019). Pengaruh teknik behavior contract terhadap disiplin belajar siswa kelas viii smp n 6 tarakan tahun pelajaran 2018/2019. 1(1), 23–30.
- Sriwahyuni, I., Khusus, D. P., Pendidikan, F. I., & Indonesia, U. P. (2019). Teknik Behavior Contract Untuk Mengurangi Perilaku Hiperaktif Pada Peserta Didik Low Vision. *Jassi Anakku*, 19(1), 49–54.
- Sunarni, N. (2019). “Kontrak Perilaku” Dapat Menanamkan Kebiasaan Baik Pada Siswa Kelompok B3 Tk Masyithoh Pijenan Bantul Sehingga Menjadi Siswa Yang Berkarakter “ Mantab.” *Jurnal Pendidikan Anak*, 7(2), 165–175. <https://doi.org/10.21831/jpa.v7i2.24460>.
- Susanto, A., Jakarta, U. M., Kh, J., Dahlan, A., & Jakarta, C. (2017). Proses Habitiasi Nilai Disiplin Pada Anak Usia Dini Dalam Kerangka Pembentukan Karakter Bangsa. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, 15(1), 18–34.
- Wahyuni, S. (2016). Peningkatan Kedisiplinan Siswa melalui Teknik Kontrak Perilaku (Behavior Contract) di TK ABA Pakis. *Jurnal Pendidikan Anak Usia Dini*, 3(5), 270–278.
- Widiasari, Y., & Pujiati, D. (2016). Modifikasi Perilaku Pada Anak Usia Dini (Studi Kasus Implementasi Teknik Modeling dan Toke ekonomi dalam proses perubahan tingkah laku pada anak usia dini). *Psycho Idea*, 1, 1–11. <https://doi.org/10.30595/psychoidea.v14i1.1571>.
- Zheng, W., Luo, B., & Hu, X. (2020). The determinants of farmers ' fertilizers and pesticides use behavior in China : An explanation based on label effect. *Journal of Cleaner Production*, 272, 123054. <https://doi.org/10.1016/j.jclepro.2020.123054>.