

ANALYSIS OF THE ROLE OF TEACHERS IN BUILDING EARLY CHILDHOOD DISCIPLINE CHARACTER THROUGH BEHAVIOR CONTRACT TECHNIQUES IN PRESCHOOLS THROUGHOUT KALIBUNDER SUB-DISTRICT

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Abstract

One of the most important factors that can improve the character of children's discipline is to perform behavior contract techniques on children. The purpose of this study is to determine the role of teachers in building disciplinary character through behavior contract techniques. The data of this study are all ECCE teachers who have applied behavior contract techniques, with a sample of 100 people. The method used in this study is descriptive with a quantitative approach. The method of data collection in this study is the distribution of questionnaires in the form of questions to respondents. Simple linear regression analysis was used as an analysis method in this study. The results explained that the character of discipline had a significant effect on behavior contract techniques, and the effect was 65.2% while 34.8% was influenced by other variables.

Keywords: Teacher Role, Discipline Character, Behavior Contract Techniques

INTRODUCTION

Teachers as role models for students must have a complete attitude and personality so that they can become role models and idols in all aspects of life. Teachers should always try to choose and take positive actions to improve their image and good name, especially in the hearts of students. In this case, the teacher's capacity plays a role and functions in shaping the personality of students to prepare and develop human resources (Salsabila et al., 2021).

Teachers are not only required to be able to interpret learning but also make learning a place to form competencies and improve the personal qualities of students. National Education System Law No. 20 of 2003 Chapter III Article 3 states that: National education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who believe in God Almighty, have a noble character, are sensible, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Zulkarnain, 2019: 27). And as contained in Surah Al-Muddatsir verses 1-7 "An educator should be an example in educating such as wearing clothes, words, skills, educators also educate through his person". Educators as centers and students as complements in learning.

Early childhood education is a coaching effort aimed at children from birth to the age of six years, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Burns et al., 2015; Fischer et al., 2022). One of the things that need to be prepared so that children have further education readiness is that children have good disciplinary character (Yunesa & Khaidir, 2018).

Character is not born based on descent or occurs suddenly, but requires a process through character education that has begun in early childhood (Hb, 2020). According to (Maghfirah et al., 2019), instilling disciplined character from an early age is an important thing that must be done by parents. Because the character of discipline is a character that will later be useful throughout his life. The purpose of character discipline is to shape behavior in such a way that it will correspond to the roles set by a group or environment in which the child lives, both in the school environment and in the community (Subiarto & Wakhudin, 2021). When the child is instilled with a disciplined character from an early age, the child will be orderly and obey a rule that applies wherever it is. Regulations can be made flexibly but firmly, regulations must adapt to the child's developmental conditions and be implemented with a firm nature (Rivaldo Sari, 2021).

Discipline education needs to be applied to children because when making mistakes there must be risks. From here the child can know what is right and what is wrong, what can be done, and which should not be done. These forms of disciplinary activity must be carried out voluntarily and through habituation and example by teachers, society, and parents because they are the ones who are instrumental in the formation of disciplinary character (Obee et al., 2023). The environment can also affect aspects of development both cognitive, affective, social, and emotional, so that early childhood must be given a strong character foundation from an early age (Masdar & Nasrullah, 2023).

In character education, teachers must develop character in students so that they can be applied in everyday life. Character education is education that aims to instill and develop students' personalities, so that they have noble personalities that can be applied in everyday life at home, at school, and in the community (Syuraini et al., 2022). Character education also includes all the forms that teachers take to influence students. In this case, teachers help shape students' personalities which include discipline, religious, honest, and tolerant attitudes, tolerance, democracy, and love for the motherland (Bhavnani et al., 2021). However, facts in the field show that not all children have appropriate attitudes and personalities. In Surah An-Nisa verse 59 Allah explains obedience, discipline, and obeying a rule which means "*O believers, obey Allah and obey (his) Rosul, and Ulil amri among you*".

Sugihartono (2012: 103) (Wahyuni, 2016), states that errors pointed out by a student need to be corrected immediately. Because of repetition and practice, the child can show the desired behavior and become a habit. Another factor that behavioral schools consider important is the reinforcement factor. Reinforcement is anything that can encourage a response (Wahyuni, 2016). Positive reinforcement as a stimulus can increase the repetition of a behavior, while negative reinforcement can decrease or eliminate the behavior. One of the behavior modification techniques that teachers can use to improve child discipline is the behavior contract technique (Gusti Ayu Fitria Devi et al., 2021).

According to (Wahyuni, 2016), A contract of conduct is an oral or written agreement between a child and a teacher to behave in a certain way and be rewarded for doing so. This is in line with (Devi et al., 2022) which states that a contract of conduct is an agreement between two or more people to act in a certain way and receive rewards for those actions.

This behavioral contracting technique expects that the changed behavior is clear, and the child understands it well. The teacher immediately reinforces the child whenever the expected behavior occurs, thus increasing the likelihood of the child repeating the positive behavior (Blazar, 2018). The techniques given to children are manifested in the form of regular smiles, thumbs up, and applause, which means that all children are well-behaved (Jeynes, 2019). If there is a contract of behavior, the child will try to change his behavior according to what is stated in the contract. Because, in the contract, if the child behaves well, then he will be rewarded in the form of praise. From the description above, it can be determined that the purpose of this study is to determine the role of teachers in building disciplinary character through behavior contract techniques.

LITERATURE REVIEW

The Role of the Teacher

Role is a dynamic aspect of a position or status, if a person exercises rights and obligations by his position then he has played a role no matter how (Masdar & Nasrullah, 2023). Like teachers and students, teachers have a very important role in the world of education, especially in teaching and learning activities, because students need the role of teachers to support themselves in the process of self-development and optimization of their talents and abilities (Rivaldo Sari, 2021). Teachers are professional educators, teachers are one of the main factors shaping the next generation of the nation (Tang et al., 2020). A teacher is someone who has experience in his field of expertise. With his knowledge, he was able to turn his students into smart people (Tang et al., 2016). As professionals who carry out activities in educational institutions, teachers are individuals who are members of school organizations. This means that a teacher's commitment to the school has the same meaning as a teacher's commitment to the organization. Teachers as role models for students must have a complete attitude and personality that can be used as role models and idols in all aspects of their lives (Azainil et al., 2021). Teachers must always try to choose and do positive actions to raise their good image and authority, especially in front of students (Syam & Saman, 2022).

Disciplinary Character

Characters are not born based on descent or occur suddenly but require a process through character education that begins in early childhood. According to Wynne (Maghfirah et al., 2019), the character comes from Greek, namely from the word *to mark* which means to mark and focus on the application of good values in the form of one's behavior or actions. Human character consists of freedom and the ability to choose and subsequently do or leave (Birhan et al., 2021). Discipline comes from the same word as "*disciple*" where one learns voluntarily to follow a leader, parents, and teachers as leaders, and children as disciples who learn how to live a useful and happy life (Eka et al., 2020). So discipline is the way society teaches children to behave morally that is approved by the group. Discipline is different from punishment discipline is an absolute necessity in childhood (Abonyi & Salifu, 2023). This period is the most effective period for the formation of children's behavior, namely through

discipline children learn to behave by conditions at school and in the surrounding environment (Campbell et al., 2016). Punishment is one element of discipline needed to discipline children. Punishment as a consequence of violations committed intentionally.

Technical Behavior Contract

Rasjiman (Dewi & Pratiwi, 2018) defines that a behavioral contract as a written agreement between two or more people, where one or both agree to engage in desired behavior, known as a behavioral contract technique. *Behavior contracts* also involve administering positive consequences and can be negative depending on whether the target behavior occurs or does not occur (Gusti Ayu Fitria Devi et al., 2021). In addition, *the behavior contract* also determines the details of each target, which includes the behavior itself, how it is implemented, when it must be completed, and who is involved in negotiating the terms so that the contract is acceptable to each individual, thus involving the application of positive consequences and negative possibilities that depend on whether the target behavior occurs or not (Devi et al., 2022).

Behavioral contracts become one of habituation to make children's behavior better because simple changes in children's behavior still depend on reinforcement received from their environment (Fauza & Chalidaziah, 2021). Making a contract aims to deal with the existing conditions so that the child behaves according to what is desired in the contract, in this case, educators and learners are in line with it (Daelmans et al., 2017), A behavioral contract is the same as the agreement of two or more people in regulating behavior to feel the effects of the behavior.

Meanwhile, according to (Wahyuni, 2016), a behavioral contract is an agreement between children and teachers both verbally and in writing to behave certain and will be rewarded. This is in line with the opinion of Lutfi Fauzan (2009) who states that a *behavior contract* is an agreement of two or more people to behave in a certain way and to receive rewards for that behavior. The contract of behavior that is made is free and open which results in an agreement between the teacher and the child. The child promises to carry out all the behavior in the contract and the teacher promises to give something if the child succeeds in carrying out the behavior according to the contract. The agreement is conveyed repeatedly to the child so that the child will still remember.

METHOD

The research method used in this study is a descriptive method with a quantitative approach. According to (M. Abdullah, 2015) descriptive research aims to describe the nature of something that takes place at the time the research is carried out and examine the causes of a particular symptom. In this study, a descriptive method was used to find out and study the role of teachers in building disciplinary character through behavior contract techniques in PAUD in Kalibunder Sub-District, Sukabumi Regency. While quantitative research according to (K. Abdullah et al., 2022) is systematic investigative research into phenomena by collecting data that can be measured by performing statistical techniques. The object of this study is to the role of teachers in building the character of early childhood discipline

through contract *behavior techniques*. The population in the study was all ECCE teachers in Kalibunder Sub-District. The population in the study was all ECCE teachers in Kalibunder Sub-District, Sukabumi Regency, with the sample being ECCE teachers who had the criteria of having applied *behavior contract techniques* as many as 100 people. This study used primary data, namely data collected from the distribution of questions or questionnaires related to teacher roles, child discipline, and contract *behavior techniques*. The primary data of this study was sent to respondents, namely all teachers who had applied *behavior contract techniques* on a scale of 1-5 (strongly agree, agree, neutral, disagree, and strongly disagree). The analysis techniques used are normality, validity, reliability, and hypothesis testing.

RESULTS AND DISCUSSION

Validity Test

The validity test carried out is by testing all instruments, variables, disciplinary characters, and *behavior contract techniques*. The statement of whether or not an instrument is valid is by comparing recalculation with critical 0.3, with $\alpha = 0.05$ (Sugiyono, 2018). The result obtained is that all instruments are declared valid. It can be seen in the following table:

Table 1. Validity Test Results

Item	R count	Sig. (2-tailed)	Information
Disciplinary Character (X)			
1	0,382	0,000	Valid
2	0,449	0,000	Valid
3	0,421	0,000	Valid
4	0,379	0,000	Valid
5	0,395	0,000	Valid
6	0,380	0,000	Valid
7	0,537	0,000	Valid
8	0,548	0,000	Valid
9	0,399	0,000	Valid
10	0,306	0,000	Valid
Technical Behavior Contract (Y)			
1	0,357	0,000	Valid
2	0,417	0,000	Valid
3	0,439	0,000	Valid
4	0,411	0,000	Valid
5	0,557	0,000	Valid
6	0,473	0,000	Valid
7	0,314	0,000	Valid
8	0,417	0,000	Valid
9	0,428	0,000	Valid

10	0,351	0,000	Valid
11	0,355	0,000	Valid
12	0,386	0,000	Valid
13	0,310	0,000	Valid
14	0,316	0,000	Valid
15	0,366	0,000	Valid

Based on table 1 above, the validity test results for the discipline character variable (independent), and *the behavioral contract* technique r count above the critical r with a sig value. (2-tailed) below 5% (0.05) so that all question items are declared valid.

Reliability Test

Reliability tests are carried out using the *Alpha Cronbach* formula technique, declared reliable if *the alpha Cronbach* value is above 0.600 (Azwar, 2012). The results of the reliability test in this study all variables were declared reliable (>0.600). It can be seen in table 2 below:

Table 2. Reliability Test Results

Variable	Reliability Test Results (<i>Cronbach's Alpha</i>)	Conclusion
Disciplinary Character (X)	0,824	Reliable
<i>Behavior Contract</i> (Y)	0,739	Reliable

Normality Test

The data normality test is carried out as a prerequisite for conducting a difference test, from the results of the prerequisite test it will be known whether it can be normally distributed or vice versa (Ghozali, 2016). The results of the *One Sample Kolomogrov Smirnov Test* explained that the Discipline Character value of *asyp.sig* (2-tailed) is $0.200 > 0.05$ and *the Behavior Contract* value of *asyp.sig* (2-tailed) is $0.133 > 0.05$. Because the significance value of the two variables is more than 0.05, it can be concluded that the influence of building discipline character in children on *behavior contract* techniques is distributed normally. It can be seen in Table 3 below:

Table 3. Data Normality Test

	Discipline Character	Technique <i>Behavior Contract</i>
N	100	100
Asymp. Sig. (2-tailed)	,200	,133

Results of Simple Linear Regression Analysis

The results of the simple linear regression test developed in this study are notated in the following equation:

$$Y = 22,834 + 3,616X + e$$

The variable t-test of disciplinary character has a significant influence on behavior contract techniques. The *p-value* of the discipline character is $0.000 < 0.05$, and the calculated t value is above the t table ($5.741 > 1.984$). while the R Square test obtained a value of 0.652, meaning that the discipline character variable can explain the behavior contract technique by 65.2%, while 34.8% is influenced by other variables that are not studied. It can be seen in table 4 below:

Table 4. Simple Linear Regression Test Results

Research Variables	B	Beta	t	Sig.
Disciplinary Character (X)	0,640	0,502	5,741	0,000
R Square	= 0,652			
Adjusted R ²	= 0,244			

Disciplinary Character of Behavior Contract Techniques

Based on the results of statistical tests, it is stated that there is a significant influence of discipline character variables on behavior contract techniques in PAUD Kalibunder Sub-District, Sukabumi Regency. A behavior contract is a simple agreement either in writing or verbally between a child and an adult who in this case is the teacher. In this contract, the teacher will describe the specific behavior that has been observed and must be changed by the child so that improvements are expected in the child's behavior. Behavior Contract also offers rewards if children do what has been contracted and consequences are given when children do not do what is stated in the contract. In making a contract, the child must be included and must be approved by the child so that the child will carry out the activity.

This behavior contract is related to the character of discipline in children. Explicit contracts help children understand what is expected of them, reducing frustration and confusion that can lead to bad behavior. By rewarding positive behavior, children are encouraged to monitor and modify their actions, so they can develop self-regulation.

Teachers don't focus on punishment; behavioral contracts highlight rewards for good behavior. It builds positive associations by making the right choices. In addition, contracts also give children a sense of responsibility for their actions. They learn that their behavior has immediate consequences, helping them understand the importance of choices. When children successfully meet the goals outlined in their contracts, they experience a sense of accomplishment and pride. This builds self-esteem and strengthens their ability to control their behavior.

The results of this study also prove that behavior contract techniques offer promising techniques in early childhood education to foster important discipline characteristics in children. Behavior contract techniques, when applied wisely and effectively, offer valuable tools for establishing discipline characteristics in early childhood. By utilizing the principles

of operant conditioning, social learning, and self-efficacy, contracts can create a positive and motivating environment that encourages responsible behavior, self-regulation, and a sense of ownership over discipline development. However, it's important to stay mindful of its limitations and ensure this approach is age-appropriate, flexible, and focused on positive reinforcement to achieve optimal results. Although highly effective, behavioral contracts are just one tool for character building. Behavioral contracts should be used in conjunction with positive parenting, clear communication, and good behavior modeling.

CONCLUSION

The results of statistical test analysis show that the character of discipline has a significant effect on behavior contract techniques. The character of discipline has an influence of 65.2% on behavior contract techniques, while 34.8% is influenced by other variables that are not studied. The results of this research are expected to contribute to the world of academia, and research institutions, and can be useful in adding and expanding knowledge for researchers. It is hoped that this research will have an impact on the world of education, and preschools Kalibunder Sub-District, Sukabumi Regency in maximizing behavior contract techniques so that children's disciplinary character continues to improve. It is hoped that this study can be a reference for other researchers who conduct research related to disciplinary characters and behavior contract techniques. As well as suggestions for future research to involve many ECDs in various sub-districts in Sukabumi Regency, add respondents, and add other methods to strengthen quantitative data from questionnaire distribution.

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