

# **“Siapa Cepat Dia Dapat” Teaching Game in Developing Early Childhood Discipline by Using a Teaching Model Based on Learning Culture, National Values, and Playing. (Case Study at a Kindergarten)**

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## **Abstract**

This research is influenced by the character problems in children whose discipline shown by frequent late of arrival to school that often impede the learning process in school. Many efforts have been made by the teachers to be able to resolve these issues, i.e. developing an appropriate learning model and by using various techniques including a game. Thus, the research aims to examine teacher's perspective on a game 'Siapa Cepat Dia Dapat (SCDD)' and identify some challenges in implementing the game. The method used in this research is a case study of three teachers from three kindergarten in Indramayu who have been using Budaya Karakter Bangsa dan Bermain learning model and use the "Siapa Cepat Dia Dapat (SCDD)" game. The data were collected by using interviews and teachers' daily notes, and analyzed descriptively based on specific themes. The results revealed that the teachers agreed that the SCDD game of Budaya Karakter Bangsa dan Bermain model could improve the discipline of the child, thus the kids can be present in the school punctually. As for the game itself, it has some variations in the implementation, and most of the cases shown a supporting effort to the child's discipline. There are some challenges for the teachers in the implementation of the game are on the child's adaptation from their initial habits which sometimes made them confuse. It is explained by the other challenge that parents' motivated to children's discipline will determine child's punctuality at the school. Thus, teacher-parents 'session in parenting is needed prior to the implementation of the SCDD game towards the kids. It optimise significantly the development of children's discipline.

Keywords: teacher perception, children's discipline, BKBB learning

## **1 INTRODUCTION**

Character's problem has become a nationwide problem. (Kurniati, 2015). Brawls or fighting among students, (Setiawan & Aquina, 2012), cheating in exams, including National Exams (Kusumastuti, 2015 and Novitasari, 2012) bullying (Magfirah & Rachmawati, 2010) rape (Justicia, 2016) lack of student empathy and queuing culture (Chairilisyah, 2016), are some of characters' problem which government need to solve. Ironically, those disciplinary problems in certain cases are considered to be accepted as a common practice among the students whilst the government has underscored discipline as an important foundation in the objective of Indonesian Education System that build a holistic Indonesian.

The Indonesia Law No. 20/2003 stated that Indonesian Education aims to develop student's potential to have a positive attitude and behavior, as well as to improve their spirituality and responsibility. This means that character building is the main objective to achieve in the educational systems and implementation in Indonesia. Furthermore, it has been a first mission to implement the vision of national development. (cf. National Law 1945 and Indonesian Law No. 17/2007). It explains that the cognitive aspects of education is not the only achievement to fulfil. As Goleman (1998) mentioned that success is determined one-fifth by cognitive aspects of intelligence while the other four-fifth is emotional intelligence. In this context, discipline character has to be built extensively and intensively. Megawangi (2007) elaborated that educating children since their early

age is an important for the character building of the children. Not only because of the early age, physical condition i.e. brain of the children supports the development progresses of the child's character, but also because the social-adaptation period is at best during that age, including adaptation with the family and the society, particularly at school (Rianawati, 2014). Nevertheless, Sudaryanti (2015) also underline that the school is responsible in the development of child's character as teacher contribute intensively in the process and progress.

Although some authors have acknowledged the importance of character building at school, however, there are still problems in the practices, particularly in the institution for early childhood education. According to early observation and interview with some teachers, there are some characters which were not yet implemented successfully at school. Lack of empathy and culture of sharing, brawls, queuing discipline, are some of those problems. One of the most common indiscipline characters is late at school. Late at school is not only seen as an indiscipline character, but also contributing to the whole educational processes at school. To solve this problem, some approaches are needed to motivate pupils not to come late to their school. One of the approaches is through a game, namely "Siapa Cepat Dia Dapat (SCDD)". This game is using the playing approach in educating children. According to Moeslihactoen (1999) playing is one of suitable approaches to be used in education for children as playing is one of the children's character.

While some earlier researches have shown that discipline can be effectively educated through rewards and punishment system. (Sukmawati, 2015; Mufidah, 2012; Nugraheni, 2013), a reward and punishment approach in teaching is effective to develop discipline among children. Some other research indicated playing role in building discipline. (Noffia, 2016; Nur, 2013). Those earlier research used experimental methods and classical approach to show how the playing approach through particular game can be used to discipline children. However, few research has analysed teacher's perspective on the effectiveness of playing approach in the character building of the children. Therefore, this paper attempts to elaborate on what extent 'SCDD' game contribute to the discipline of the children and how children's character can be built through playing approach.

## **2 LITERATURE REVIEW**

### **2.1 Discipline**

Discipline is a behaviour and attitude or a personality of a person which shows their abilities to follow rules and ethics in the society. It developed from an internalisation process of what is believed as good or positive that can be used as a perspective, a way of thinking, an attitude as well as an action. (Ministry of Education, 2010). Hidayatullah (2010) defined discipline is an obedience that truly supported by the awareness to fulfill duties and obligations and behave properly according to the rules that apply in an environment). Discipline can be implemented through motivating, education and training, rewards and punishment approach, and law enforcement.

Discipline can be developed through positive approaches as elaborated by Adler (in Nelson et.al 2007). Those approaches (1) provide an opportunity for children to participate in various activities, giving choices with particular conditions (2) Empower children with a routine activity to train them by doing a repetition and consistency action (3) Provide choices for children to develop their strength, thinking ability, and choosing experiences which will support their confidence and independence (4) Provide an opportunity to children to help others, i.e. their parents. This will not only enhance their empathy, but also strengthen the relationship between parents and children. (5) Teaching children to learn how to appreciate others through parent's example (6) Develop humour. Humour is one of the best approach in strengthening relationship with others and building confidence in children. (7) Involve in any children's activities to understand their world from their views, and understand their ability, progresses, including their limitations. (8) Beware with the way of communications. Focuses not on the things that children cannot do, but on what they could do. (9) Be patient as the training requires a lot of patience's and time spent which need to do some repetition trainings. (10) Provide a maximum control to the activities of the children. Not by giving them punishment, but by showing them what and how to do things in correct ways. (11) Be prepared to accept children's uniqueness as every child has their own conditions, abilities and limitations.

## 2.2 The “Siapa Cepat Dia Dapat” Game

Game is a playing activity which sometimes has rules. There is a game named as “Siapa Cepat Dia Dapat (SCDD)”. This SCDD game is played by giving the student an attendance number at school. Those who came in time will receive an award such as medal based on the attendance number they have. This medal determine their freedom of choosing playing area in the class. It means, they learn to accept any consequences which regards to their attitude and behavior. Those who came as the first to the school for instance, will be the first to choose their playing ground. Oppositely, those who came later will only choose their playing area after other students picked theirs. (Kurniati, 2015).

## 2.3 Teaching Model based on Learning Culture, National Values and Playing (BKBB)

According to Kurniati (2015) *Model Pembelajaran Berbasis Budaya, Karakter Bangsa dan Bermain* or Teaching Model based on Learning Culture, National Values, and Playing (BKBB) in the Kindergarden can be defined as a general form of education services by teacher towards student by using group dynamic settings which is based on the cultural richness, national values, and playing roles which aims to support children to achieve the development of their character building, both for general and specific characters. These aims are achieved through indoor and outdoor game when children actively play.

## 3 RESEARCH METHODS

This paper uses a qualitative approach with a case study, to gain related information in answering the purpose of the research about teacher’s perception of the influence of the SCDD game to child’s discipline (Creswell, 2013). The study was conducted in three kindergartens who have been implementing ‘playing’ method in teaching, specifically, who use teaching model that is based on culture, national values and playing. Data were collected through interview and field notes on the observation of the teacher. The research area was in Indramayu District of West Java Province. Collected data were then analysed by using thematic analysis to answer each of the research objectives (Saldana, 2009).

## 4 RESULTS

The study reveals that teacher has a positive view on the uses of SCDD game in teaching as the student’s disciplines were improved. The children are competing each other to be the first to present at school in order to gain the ‘medal’ reward.

### 4.1 Teacher’s perspective on the SCDD Game

According to the interviews, teachers view that the children became more discipline, competing to attend earlier at school to gain the rewards. Attendance number which was awarded to the pupils, determine the freedom of choices of their playing area. The optimistic view of the teacher can be described in the following transcript of the interview:

“Yes Madam, the children became more punctual at school after the SCDD game was implemented” (Interview with teacher 1, 09 July 2016).

“After three days of implementation (the SCDD Game), the children more enthusiastic to come at school. Now they already at school at 8 o’clock in the morning (Interview with teacher 2, 10 July 2016).

In addition to the interview, teacher’s notes also explained the progress from the approach. The descriptions are as follows:

“In the fourth day, I made a necklace with a number for the children. This approach has shown some significant results in motivating the kids and supporting those who are lazy at school” (Teacher’s daily notes, 10 June 2016).

“There are some pupils who were always late at school, although they live close to the school. (After the game implemented), they now attend the school on time. (Teacher’s daily notes, 12 June 2016).

The above transcriptions shown that according to teachers’ perspectives, the SCDD game influenced children’s character. Pupils have more spirit to attend the school. The rewards system which is used in the game made them more discipline at school. In this context, teacher should be more consistent in educating them. (Huang, 2012). Adler (Semiun, 2013) stated that at the age of 4 to 5, children started to develop habits, and thus, their daily experiences including at school will determine their future behavior. Attitude, feelings,

and perception become mechanical at the earliest age and consequently affect to a new habit. (Hasse, 2012; Fleeer, 2009). This means that applying the SCDD game could be effectively useful in stimulating children and develop their discipline through a pleasant way.

In addition to the adaptation to a new discipline of children's character, the game has also stimulated children's cognitive ability. As described follows:

“I am glad madam, that children who initially didn't know about number, they started to learn it by expecting to get the number one (through the SCDD game)” (Interview with Teacher 3, 12 July 2016).

The conversation reveals that the game could stimulate children's cognitive ability in basic math. Pupils who initially did not know about symbols and numbers, stimulated by the game. Nevertheless, Piaget (1952) explained that through playing, children have an active role which develop their physical and mental strength. The approach is also suitable with the teaching method in basic math for children. (Sarama & Clements, 2009). The numbers used in the game also suitable with the pupil's number where in the kindergarten, the number of students are about 20 children in every class. According to the BKBB teaching model, this strategy is considered to be appropriate for children at school. (Kurniati, 2015). Playing is something embodied with early child development. Through playing, children will develop effectively as they feel comfortable with the process. (Nur, 2013)

## **4.2 Teacher's Challenges in implementing the SCDD Game**

According to the interview with the teacher as well as observing their daily teaching notes, there are some challenges that the teacher facing in the implementation to SCDD game approach at school. As transcripts in the following:

“In the beginning, some children were fighting to have the number one in the game although we had explained the rules. Perhaps we need to explain again to the children” (Interview with teacher 1, 09 July 2016).

According to the above transcription, there are some challenges in the implementation of the approach to SCDD game, particularly when the pupils were fighting each other because of competing to get the number one in the rewards.

However, the teacher indicated that the lack of explanation might be the problem. According to Piaget, children at the early age has an egocentric character. They would like to be a center of attention. (Syaodih, 2005). Considering that, the rules of the game should be adapted to the condition of children, simple and easy to understand by them. At the age of four, for instance, children can accept rules in a game, thus, the SCDD game is suitable for children at the kindergarden (Ashiabi, 2007).

There is another challenge on the implementation of the approach. It related to parents factor which affected the children not to attend at school on time. Parents' activity in many cases affect to the lateness of the children at school. As noted as follows:

“Yesterday Faris mother said to me that her kid would like to go to school early, however his mother was not ready yet with her housework” (Interview with teacher 3, 10 July 2016)

In the other part of the note, the teacher documented as follows:

“In the sixth day of teaching with Berbasis Karater Budaya dan Bermain approach, there was a parent who complained about the difficulty of handling her kid who requested her to wake the kid up at 4 am in the morning. The parent was complaining on the reason why they did not get any socialisation or announcement with the adaptation at school. (Teacher's daily note, 12 June 2016).

The challenges which are handled by teacher at school were varied. One of the teachers said that socialisation to the parents is needed to make the SCDD game approach effectively implemented. This view is also supported by a research by Prabhawani (2016) who indicated that parents' involvement in the school's programs will improve parents' awareness on the teaching process at school, the development towards children's character as well as the success of school in creating learning environment. Nevertheless, parenting also influences social development of the children. (Anindya, 2016). Therefore, there is a need of cooperation between parents and school in supporting teaching process and learning environment, including supporting any school's programs.

## 5 CONCLUSION

Based on the findings and the explanation, this paper concludes that teacher's perspective on the SCDD game as an approach of Berbasis Karakter Budaya dan Bermain teaching model has supported teacher in character building. The support includes the discipline improvement of pupils' attendance at school. Teacher views that the order of children's attendance influences teaching process at class. No wonder that the children shown their enthusiasm as it affect to their choices in order of playing. The biggest challenges in the implementation of this approach, which the teacher identified, is the parent's support to children's punctuality. The study also suggests the teacher to conduct early socialisation to the children as well as their parents on the implementation of this playing approach in teaching so parents will also support the success of the program.

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