

Analysis for the Provision of Appropriate Punishment Early Childhood

Zidna Isnawati Fahima Dini ^{1,*}, M. Ishaq ²

¹ *Department of Early Childhood Education, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

² *Department of Non-Formal Education, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

* *Corresponding author. Email: zidnafahima@gmail.com*

Abstract: Children are in violation of the rules that have been upheld in the family. Every day, children are definitely a foul, however, as punishment for the violation of children should be adapted to the childhood and in any case should not be done by force. Education needs to be instilled discipline in children that mistakes course contains a number of consequences, for which the penalty function in children's education. Discipline is the behavior of the value that can be done by force and could be voluntary. For young children, a form of discipline should be implemented voluntarily and through play. Teachers, community and parents are factors were the factors most influential to discipline.

Keywords: punishment, appropriate, child

1. INTRODUCTION

Violence against young children often happens in Indonesia, whether violence in schools (School Violence) conducted by teachers against children and domestic violence committed by parents against children. The perpetrators of violence perpetrated by those closest to children is often considered as a way to discipline. They think that if the children do not implement the rules they make, then they shall be given a sanction or penalty is one form of physical punishment or verbal, which certainly hurt the child.

Education is an effort taken to mature humans. Education aims to form a personality for the better (Pidarta, 1997). One of them with instilling discipline. Discipline comes from the word 'disciple', which means, people who study or those who voluntarily follow the leader, in this case the parents and teachers. Not by coercion such as threats and punishment. Broadly discipline can be interpreted as the effect of which is designed to help children to be able to face the demands of the environment. In other words, discipline is the way a society to teach good behavior to children in order to be accepted by the group.

But in fact, the discipline often associated with harsh punishments and attitudes conducted by parents or adults to discipline. Not infrequently parents who give physical punishment to children with the intention that the child instantly become disciplined. The reason punishment is for children to realize that not all wishes can be fulfilled and that discipline behavior is not easily changed.

And with this method of punishment that one child can be a revenge and shape a child has private dishonest for fear of punishment will be accepted. Discipline is

expected to be a positive person forms a negative change. Thus, the punishment more negative than positive impact, not to mention if left physical scars on the child's body.

Violence should not be addressed to children because they still need to grow and thrive. Kids who live in neighborhoods filled with violence can cultivate seedlings for violent conduct when he grows up. This vicious chain need to be stopped before the future generation of the nation ruined because of this.

Discipline is clearly different from the punishment. Basically, discipline is an absolute necessity in childhood remember this period is the most effective time for the formation of a child's behavior. Every child has the potential to understand the rules that develop at every stage of life. Discipline is needed to help the child's personal and social adjustment. Through discipline children can learn to behave in accordance with the approved manner and in return they can be easily accepted by the social environment.

Discipline needs to be applied early, because through habit to discipline children can control their own behavior and to behave well anywhere and anytime without being reminded. With the addition, discipline will also make children aware that they are able to solve their own problems and are not obliged to do what we determine, because children are able to sort out which ones are good and should be done and which are not good and do not need to be done. Discipline also helps children develop a conscience or soft voices inside which help in making decisions and control their behavior (Blatchford and Mani, 2006).

But in fact, the parents are less consistent in instilling discipline to the child and tend to prefer the

instant method through punishment. This is actually only a momentary solution to discipline children and even tends to make children have personally pleased defiant. Cases of violence have sprung up on the pretext of an attempt to discipline children.

Punishment is one element of the necessary discipline to discipline. Elements other than the discipline penalties are the rules, respect and consistency. So, in the implementation of discipline all these elements must exist. Regulation as a standard of moral concepts guiding behavior, consistency as a way to teach and implement the rules, punishment as a consequence of violations committed intentionally, and awards for the business model the behavior expected nor approved.

So, with arbitrary discipline especially using harsh punishment or violence cannot be justified. There are certain methods that should be used to implement or develop discipline in children. For that reason, needs to know and understand about the development of the discipline in children so that parents and educators can better understand the good discipline that can be applied or developed in children, especially young children as a candidate for future generations.

2. DEFINITION OF DISCIPLINE

Discipline comes from the same word 'disciple' which means a person who learned from or voluntarily follow the leader. practice inner discipline and character with the intention that all attention is always obedient to discipline at school or military or at parties. Self-discipline is a voluntary internal regulation of Behavior. So, discipline is voluntary behavior (without coercion) which shows internal order of existing regulations.

According to Charles Schaefer discipline is something that involves the teaching, guidance or encouragement committed by adults that aims to help children learn to live as social beings and to achieve their growth and optimal development.

Expert opinions proposed by Hurlock (2002) states that discipline is a way to teach children moral behavior society approved or consented to the group. Discipline means one who learns voluntarily following directions. In this case the leader is parents and teachers. According to Mac Millan (2004) discipline comes from the word '*disciplina*' in Latin meaning teaching and learning. In English 'discipline' which means: (1) amen, obedient or control the behavior, self-control; (2) the punishment given to train or improve; (3) practice forming, straightening or improve something as mental or moral character; and (4) collection or regulations for the conduct of its own systems.

Based on the definition above can be seen that the discipline is to teach children how society regarding moral behavior which the group agreed on the necessary elements of volunteerism and their sense of self. That is, the willingness and ability to behave according to the rules approved by the group appeared on the inside of the

absence of coercion. Therefore, in the teaching discipline there should be no coercion from parents or teachers as leaders, so that children or students will be disciplined for their awareness of the child itself, not coercion. Thus, the child will be able to know and the purpose of the discipline is to a better life and useful for their own happiness, especially as related to social skills and self - esteem or self-concept of children.

The elements in the discipline (Hurlock, 2002) include: regulations as codes of conduct, consistency in the rules, the penalty for the violation, awards for good behavior. Factors that affect the discipline include: awareness, followers and obedience, educational tools, and punishment. Discipline is a process of formation of behavior that can be done throughout life. Discipline can be applied since the child was born, through habituation. Application of the rules in infants starting at age 15 months (Hurlock, 2002). When children begin to recognize the surrounding environment, is a good time to impose discipline. Starting from the house through the rules imposed at home like, bedtime, mealtime, put things in place again, and so forth. Thus, it would appear in the child understanding that outside the home environment also has rules that must be met for a child to be well received in the community.

Instill discipline in children is not a small and easy to just happen according to our wishes, but it requires a long process and time as well as sustainable. From a sustainable habituation this good behavior will be internalized in the child until adulthood. There are several key disciplines without punishing. The key is to teach discipline to the children not only to convey but also give a concrete example for children: (1) give examples of behavior that is appropriate; (2) provide a command with clear and specific; (3) hold a family meeting; (4) determining the boundaries clear; (5) use a consequence; (6) pledges in exchange for future upcoming; (7) give preference to children; (8) run the rules consistently; and (9) be careful with rules made (Phelan, 2014).

3. PURPOSE OF DISCIPLINE FOR EARLY CHILDHOOD

The purpose of discipline is a form of behavior such that he will be in accordance with the roles defined cultural groups, where individuals are identified. Parents or teachers are expected to explain in advance what the use or benefit of discipline for children before they commit disciplinary action against children. This is done so that children understand the intent and purpose of discipline by the time they get through it. And in the end, it will be fruitful in good stead for the development of the child.

Elements of Discipline According Harlock is able to educate children to be disciplined to be able to behave in accordance with the standards set by their social group, the discipline should have four basic elements, namely rule. Rule is a set pattern of behavior, in which the pattern set by

parents, teachers or friends to play. The goal is to provide children with an approved code of conduct in a particular situation.

Regulation has two functions: (a) regulations have educational value, because the regulations introduce children to the behavior of approved members of the group; and (b) Regulations help curb unwanted behavior. In order to meet the regulations both functions, then the rules must be understood, remembered and accepted by the child. Small children need more regulations than older children because preteen child is considered to have learned what to expect from their social group.

4. PUNISHMENT

Punishment is derived from the Latin verb, meaning punier punish someone because of a fault, the resistance or violations as punishment or retaliation. Although it is not said, but implied that the fault resistance or violation is intentional, in the sense that people knew that it was wrong but did it anyway. Short-term goal of sentencing is to stop the behavior is wrong. While the long-term goal is to teach and encourage children to stop their own behavior is wrong.

Punishment in the context of education is to give students an understanding of the mistakes they have committed, so that students can improve their achievement (Tanlain, 2006). According to Thorndike, the penalty is imposing its impact on behavior to weaken the relationship between stimulus. Punishment is a consequence less favorable to a particular behavioral response or abolishing an amplifier desired shape for a specific behavioral response (Woolfolk, 2007). Punishment is meted out to children's actions consciously and deliberately so bring sorrow that children become aware of his actions later in the liver will promise never to repeat again (Indrakusuma, 2003).

Punishment is one element of discipline that can be used to make children behave according to standards established by their social group. Punishment has three important functions in the moral development of children, namely: (1) obstruct, punishment can deter repetition of action that is not desired by the community. for example, if the child wants to do something forbidden by his parents, he would carry out the attack because he was given the punishment he had received when he did it in the past; (2) educate, before children understand the concept of regulation, they will learn which right action and which actions are not right. It can be studied child through punishment, so, they will learn from experience when receiving punishment, if they do not correct then they will be punished and if they do the right thing then they would not be punished; (3) motivation, third sentence function is to avoid behaviors that are not accepted by society.

His experience on the consequences of wrong actions and the punishment will be required as a motivation to avoid these mistakes. When children are able to consider

properly the actions they will do and as a result, they can learn to decide whether the action is appropriate or not to do, so they have the motivation to avoid improper actions. The third penalty function is to avoid behaviors that are not accepted by society. His experience on the consequences of wrong actions and the punishment will be required as a motivation to avoid these mistakes. When children are able to consider properly the actions they will do and as a result, they can learn to decide whether the action is appropriate or not to do, so they have the motivation to avoid improper actions. The third penalty function is to avoid behaviors that are not accepted by society. His experience on the consequences of wrong actions and the punishment will be required as a motivation to avoid these mistakes. When children are able to consider properly the actions they will do and as a result, they can learn to decide whether the action is appropriate or not to do, so they have the motivation to avoid improper actions.

There are several types of punishment in education, such as decreasing or reducing the value obtained by students when they commit or break rules or make mistakes (Arikunto, 2000). Secondly, the reduction of students' rights does not obtain such rights must not break or not allowed into the library if it violates the rules or make mistakes. Third, reward fines such as cleaning the bathroom of the school or write a sentence will not repeat as few pages as per the consequences provided by the teacher. Fourth, after-school detention, do not return until several hours as a consequence the teacher. Fifth, Providing temporary suspension or dismissal from the school. Sixth.

There are several requirements impose penalties: (1) it must be kept in a tangle of love and affection, (2) based on the reasons must, (3) potential impression in the hearts of children, (4) must cause conviction in the hearts of children, and (5) must be followed by forgiveness, hope, and trust (Dewantara, 1977). There are three rules to impose penalties, such as: (1) must be aligned with errors, (2) must be fair, and (3) must be imposed without delay. Punishment should not be done when a parent or adult to be in the peaks of anger and without consideration of conditions and psychological as it may cause damage to relationships children and parents so that the child becomes a grudge. As stated by Gore (1969) that children should not be educated with the impositions that are not understood.

Unwittingly educators teach that truth must be done by force and violence. The negative impact of violence received by children is that children do not commit violations because they are worried that the beating is not due to the awareness of the wrongdoer. While the vices remain in the child. The pain of the blow will continue to reside in the memory of the child. Children who often receive violent actually tried to be good only when it is in front of the parents. Meanwhile, the real soul defiant or rebellious (Given, 2007).

Penalties have some impact, such as: (1) reduce the act is the cause of punishment; (2) produce other

undesirable consequences such as aggression, anxiety, and dishonesty; (3) only temporary (if the penalty of missing responses else re-emerged; and (4) produce a negative response from other friends and students were punished. The theory underlying the application process is the punishment or operant conditioning theory of operant conditioning theory of behavioral change is achieved as a result of learning through the process of strengthening (reinforcement) is positive or negative.

This theory was discovered by Burrhus Frederic Skinner (Woolfolk, 2007). According to Skinner in Woolfolk, behavior can be analogized as a sandwich that has two environmental influences on behavior. The first layer is antecedence (events that precede the behavior) and the second layer is the consequences (of events following the behavior). The relationship can be shown simply as a series of antecedents-behavior-consequences or ABC. In this case the behavior is a process of a given behavioral consequences will be antecedents for the next ABC series.

This study shows that the operant behavior can be changed by changing the antecedent or consequent or both (Baharrudin and Wahyuni, 2009). In this case the behavior is a process of a given behavioral consequences will be antecedents for the next ABC series. This study shows that the operant behavior can be changed by changing the antecedent or consequent or both (Baharrudin and Wahyuni, 2009). In this case the behavior is a process of a given behavioral consequences will be antecedents for the next ABC series. This study shows that the operant behavior can be changed by changing the antecedent or consequent or both (Baharrudin and Wahyuni, 2009).

According to Crain, the results Skinner produces some principles of learning, including: reinforcement, punishment, shaping, extinction, as well as the antecedent and behavioral changes (Crain, 2007). Reinforcement is a consequent strengthening behavior. Punishment is to present or provide a situation to be avoided to reduce the behavior. Shaping is an attempt to demonstrate new skills or new behaviors to provide reinforcement to the students to master the skills or those with good behavior. Extinction is reduced or interesting behavior with reinforcement that causes the behavior occurs. Manual antecedents will result in positive or negative behavior.

According to Schaefer (in Sujiono & Sujiono, 2005), there are three major sections form of punishment that can be given after the wrongdoing. The shape of the sentence is as follows: a) Make children perform an act that is not pleasant. b) revoke the rights of children of an indulgence or a delicious opportunity. c) inflict physical pain and mental shape against children.

A popular form of punishment in the community is a form of penalty number three, ie physical punishment, such as slap, beat, whipped and others. This form of punishment is considered the most effective way to discipline children. Such forms of physical punishment can raise resentment in children. Consequently, psychiatric expression displayed by the children will appear in the

form of defiance or against, and manifestations observed behavior is violent, brutal, destructive, even breaking the law. So, the physical form of punishment for children who are obsessed with revenge will not solve the problem, but will create new problems precisely where it will grow into a child who dissent. Punishment is necessary in disciplining a child,

According to Schaefer (in Sujiono & Sujiono, 2005), there are three major sections form of punishment that can be given after the wrongdoing. The shape of the sentence is as follows: (a) make children perform an act that is not pleasant; (b) revoke the rights of children of an indulgence or a delicious opportunity; and (c) inflict physical pain and mental shape against children. A popular form of punishment in the community is a form of penalty number three, ie physical punishment, such as slap, beat, whipped and others. This form of punishment is considered the most effective way to discipline children. Such forms of physical punishment can raise resentment in children. Consequently, psychiatric expression displayed by the children will appear in the form of defiance or against,

So, the physical form of punishment for children who are obsessed with revenge will not solve the problem, but will create new problems precisely where it will grow into a child who dissent. Punishment is necessary in disciplining children, it is necessary if the mistakes made serious child and endangering themselves and others be it children, students, parents or teachers. In the most important discipline is the absence of hostility, only a desire to form into a useful and good child.

5. CHARACTERISTICS OF EARLY CHILDHOOD DEVELOPMENT DISCIPLINE

One of the important concepts of the discipline is that the discipline given to children should be in accordance with the development of the child's age. According Sujiono & Syamsiatin (2003) the development of the discipline in children aged 0-8 years as follows.

The development in infancy (0-3 years) During infancy, babies have to learn to perform the reactions correctly on a variety of specific situations at home and around. Wrong actions should always be considered wrong, regardless of who feeds it. Otherwise, the baby will be confused and not knowing what to expect from him. The phenomenon that appears at the age of 0-8 years is a discipline based on the formation of habits of others, especially her mother, for example: (1) breastfeeding timely fashion; (2) eating a timely fashion; (3) bed on time; and (4) practicing urination (toilet training).

The development in childhood (3-8 years) phenomenon that appears is: (1) children begin to comply with the demands or the rules of the parents and the social environment; (2) can be smoothed back toy consumables;

(3) wash hands before and after eating; and (4) make rules / order in the house as a whole.

6. FACTORS TO CONSIDER IN HANDLING DISCIPLINE

The supporting factors to be considered in the discipline: (a) creating a role model, kids learn a lot with the process of imitating their parents, and imitate the good and bad habits among them; (b) appreciate than punish, reward good habits with a smile, a hug or by showing an interest in what their children do more effective than punishment for bad habits; (c) making deserve what they want, children need time to learn and when parents expect too much too soon succeed that make children unhappy; (d) consistent, when rules are made, every effort should be made to enforce it, so that children know which actions are good or bad; (e) avoiding shouts, threats or slap. kids cannot be forced to eat, sleep and others in this way; (f) saying “sorry” when we are unkind. all parents get angry and do something unreasonable, if they say “sorry” afterwards, then the child will learn to say sorry too; (g) explain what we say. if parents do not explain what they are saying, then the child will be confused to determine the limits allowed and which should not.

This can make the child feel anxious. then the child will be confused to determine the limits allowed and which should not. This can make the child feel anxious. then the child will be confused to determine the limits allowed and which should not. This can make the child feel anxious.

In addition to supporting factors, the discipline also encountered some inhibiting factors include: (a) the belief that discipline and punishment are synonymous Punishment will make children have little desire to try to behave in accordance with social expectations. Physical punishment does not make an increase in discipline, but will improve the behavior of immorality; and (b) The inconsistency in discipline. This can cause confusion in children. They cannot determine the limits permitted acts and that is not allowed.

7. STIMULATION (DEVELOPMENT MODEL OF DISCIPLINE)

Discipline is the way people teach children about moral behavior received by the group. The goal is to tell the child what behavior is good and which are bad and encouraged to behave in order to conform with the required standards. The thing that is needed is the role of parents, adults or teachers to be able to provide stimulation and what interventions to children so that children know these behaviors above.

Laws and regulations are an important element in the discipline that serves as a guideline for good judgment. During the moral development of childhood, is important to emphasize the educational aspects of the discipline. Penalties can only be granted if there is evidence of

children actually understand what is expected and child intentionally violate these expectations. Many parents assume that babies cannot understand and comprehend the praise, but the baby understand pleasant facial expressions that accompany words of praise it. It encourages the baby to repeat the behavior that brought a good response.

In infancy (0-3 years) before the sentence imposed, the baby must learn about what is right and what is wrong. It is not likely taking place in one night. Therefore, the educational aspects of the discipline should be emphasized during infancy to teach babies know right from wrong, and gave gifts of praise and attention when things are done right, rather than punish him if misconduct. This does not mean the punishment should be used. Punishment should be done when having educational value, if the child’s hand was beaten for doing something that is prohibited, then the blow indicates that this is wrong and should not be repeated again.

In early childhood (3-8 years) discipline can be done in a way that contains more sense of responsibility and respect for the dignity of others, also based on the same beliefs and passion to work together. The difference between discipline with penalties are as follows. On discipline, children will be disciplined when they show alternative positive than to say ‘no’, they know their actions can cause to others, they know that good deeds are rewarded, they know that adults can demonstrate fairness and simple rules will encourage them to act consistently. Children who are disciplined to learn to share and cooperate, be able to manage anger (emotion), more can discipline themselves and feel more successful and able to control themselves. While the use of punishment, children actions through fear, resulting in a feeling unappreciated, then they will be refused a penalty. Children who are convicted will feel shame, to hide their mistakes, tend to become angry and aggressive, and failed to establish control themselves.

In the book *Early Childhood Education*, Gartrell in disciplining students suggested that teachers can focus on encouraging the formation classroom that is based on four things, namely conflict management, meeting members of the class, open guidance and comprehensive guidance. Conflict management is used when there are two or more children involved. Meeting class is used when there is a conflict that affects the whole class, open guidance is used to reconcile the conflict with adults or when there are additional things needed after a conflict is resolved. Gartrell (Brewel, 2007) recommends five steps to build a comprehensive guidance, namely: (1) refrigeration (cool down), teachers and all the children involved took some time to ‘cool off’ before speaking. this is done so that all who will be involved in the talks could be calmer; (2) identify the problem. children approve what happened problems and express them in words. they may need help when doing this; (3) solutions brainstorm, children expressed with some solutions; (4) forward, practice solutions already disclosed; (5) continuing, teachers

continue with monitoring, encouragement, and guidance on where young children are involved. The purpose of the guidance is to help children learn how to deal with conflict and disappointment.

Children must be able to know or find out what to do when faced with conflict and punish them, with or without the seat 'time out' do not teach them what to do in the future. Penalties may be able to stop a behavior temporarily. But punishment can also teach children to teach appropriate behavior in children. Penalties initiative could reduce children if they do not know what behavior do not lead to punishment and can lead children to avoid punishment.

How teachers respond to the child's behavior is very important to help children grow and feel competent. Basically, discipline is required, so do not be ignored, but not with violence in the classroom because it is not healthy for students and teacher. Guidance can help the child to gain confidence, learn to be cooperative, and gradually learn the skills that are essential for learning responsible for their own behavior. Teachers should consider the long-term effects on a child's self-confidence, better than the results in the present, when making disciplinary decisions. Teachers should think the discipline situation as a learning opportunity is a chance to help children solve problems, how to negotiate differences, how to deal with frustration and so on.

Effective Discipline requires thought and planning, not only to prevent the problem but also to prepare the reaction feasible when there is a problem. Knowledgeable teachers also understand the normal behavior for children at different ages and do not have unreal expectations. For example, for most small child may scream or run amok, four years may use a language that is not good, the child may call his five years with foul language, and children aged eight may form a group or groups.

For that, there are four types of punishment that should have parents when their children get a reality in breach of the rules at home. Fourth appropriate punishment so selected are as follows. First, Punishment facial expressions. This means that when our children act violates the rules of the family, the immediate parent angry facial expressions, do not agree with the actions of the child, or sad. Through facial expressions, the children will know that this is wrong and not true that parents angry, sad and disappointed that shown through facial expressions. Through this expression of children will feel guilty and do not want to repeat the wrongdoing.

Second, the penalties advice. If the expression is not enough, because children are still doing the same offense, the penalty could be coupled with the advice. Tell us disappointment and sadness. Explain why his actions wrong and abuse. Continue to say with a low tone to high. But, in giving advice, so that no word threat. Enough with the intonation angry and disappointed kids make sure understand and feel guilty. Children also will apologize and did not repeat his actions again.

Third, do not give awards. If the expression and advice has been done and the child is still often making the same mistakes, the best punishment is not to give an award. Children are not given an appreciation for his attitude that day because his guilt has not been recognized and apologized. This scheme does not do it as gifts, praise and congratulations. From here the child is not going to hold. Children will recognize his mistake, and not repeat it again.

Fourth, give social sanction. The last road on the wrong attitude and abuse of children is a social sanction. That is, because children still do his mistake and offense, the parents agreed to give social sanction in the form of "do not want to talk to the child". With left alone, children certainly cannot stand. The reason, however each day the child wants to communicate with a parent. If parents are silent, then this will make children sad. Children were then apologized and did not make another mistake.

The fourth through choice of punishment for children, then the punishment of the wrong attitude and violation of children can be improved by not up to physical abuse and liver. Children no hurt, but the children know his mistake, so kids will apologize and promise not to repeat the same mistakes and violations.

8. CONCLUSION

Discipline is the way people teach children about moral behavior received by the group. The goal is to tell the child what behavior is good and which are bad and encouraged to behave in order to conform with the required standards. Thing necessary is the role of parents, adults or teachers to be able to provide stimulation and what interventions to children so that children know the behaviors desired by the standards of his social group.

Discipline and punishment are not a word synonymous. Good discipline encourages the development of appropriate children to be able to achieve self-control and also to create individual disciplines. Parents and teachers should consider well how to deal with children's behavior. Parents and teachers need to think about the needs of children and their development level with the aim that the children can learn the best way to achieve self-control.

Discipline is teaching, guidance and encouragement made by parents, adults and teachers for a child or a younger person. Through guidance, children are taught and given positive encouragement so that the development and growth of children to be more optimal, in terms of both psychological and physical. Which is necessary to note that a given discipline should be appropriate to the child's development.

When carrying out discipline the child does not feel that it was a compulsion of parents, adults and teachers, but because awareness of herself and the children themselves know the benefits or usefulness of discipline is to a better life and useful for their own happiness. Basically,

disciplinary done to help the child so that he can learn to live as a social being.

REFERENCES

- [1] Blatchford, Iram Siraj and Mani, Laura. 2006. *Effective Leadership in the Early years sector (ELEYS) Study*, University of London.
- [2] Brewer, Jo Ann. 2007. *Introduction to Early Childhood Education*. United states: Pearson.
- [3] Efendi, Mohammad. *Child Discipline Without Punishment*. Jakarta: Facilitator Edition I 2006.
- [4] H. Baharrudin and Esa Nur Wahyu. 2009. *Theory and Pembelajaran*. Yogyakarta: Ar-Ruzz Media,
- [5] Hurlock, Elizabeth B. 1999. *Development of Children*. Jakarta: Erland.
- [6] Indrakusuma, Amien Danien. 2007. *Introduction Pengetahuan*. Yogyakarta: Library Student.
- [7] Kostelnik, Marjorie J. 2007. *Developmentally Appropriate Curriculum*. Ohio: Pearson.
- [8] Phelan, Thomas W. 2014. *123 magic, effective dicipline for children*. Illinois: Parent Magic Inc.
- [9] Pidarta, Made. 1997. *The foundation of Education*. Jakarta: Rineka Reserved .
- [10] Pungkasari and Dwi Hastuti. 2014. *The concept of reward and punishment in the concept behavioristik and relevance of learning in Islamic education*, Yogyakarta.
- [11] Sujiono, Bambang and Yuliani Conscience Sujiono. 2005. *Feeding Behavior Childhood Early*. Jakarta; Elex Media Komputindo.
- [12] Sujiono, Yuliani Conscience and Eriva syamsiatin. 2003. *Development of Behavior Childhood Early*. Jakarta: Pusdiani Press (Center for the Study of Early Childhood State University of Jakarta).
- [13] Sobri, A. Y., Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, October). Development of Mentoring Modules Based on Self-Reflection for Beginner Principal. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [14] Gunawan, I. (2018). The Implementation of Lesson Study Based Learning Management and the Effect toward Students' Activeness in Lecturing. JPP (Jurnal Pendidikan dan Pembelajaran), 24(2), 51-63.
- [15] Gunawan, I. (2017). Instructional Leadership Profile of Junior High School's Principal (A Case Study of Junior High School in Malang). International Research-Based Education Journal, 1(1).
- [16] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2019). Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach. International Journal of Innovation, Creativity and Change, 5(4), 611-624.
- [17] Pertiwi, A. K., Cahyani, S. S. A., Diana, R. C., & Gunawan, I. (2018, October). The Leadership of Kyai: A Descriptive Study. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [18] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2018, October). Empowering the Principal of Boarding House-Based Junior High School in East Java Province Indonesia. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [19] Nurabadi, A., Sucipto, S., Juharyanto, J., & Gunawan, I. (2018, October). The Implementation of Education Management Standards in the School Laboratory State University of Malang for Improving Educational Quality. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [20] Hardika, H., Aisyah, E. N., & Gunawan, I. (2018, October). Facilitative Learning to Improve Student Learning Creativity. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [21] Agustina, N. E., Sumarsono, R. B., & Gunawan, I. (2018, September). Implementation of School and Community Relationship Techniques (A Case Study in SDN Karangbesuki 2 Malang, Indonesia). In 1st International Conference on Early Childhood and Primary Education (ECPE 2018). Atlantis Press.
- [22] Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, December). The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality. In International Conference on Education and Technology (ICET 2018). Atlantis Press.
- [23] Gunawan, I. (2016). Perspectives of Pancasila: Leadership Education's Values and Ethics'. 2nd ICET Theme: "Improving the Quality of Education and Training Through Strengthening Networking, 417.
- [24] Bafadal, I., Juharyanto, J., Nurabadi, A., & Gunawan, I. (2018, October). Principal Leadership and its Relationship with Student Learning Achievements: A Regression Analysis. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [25] Gunawan, I., Kusumaningrum, D. E., Triwiyanto, T., Zulkarnain, W., & Nurabadi, A. (2018, October). Hidden Curriculum and its Relationship with the Student Character Building. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [26] Gunawan, I. (2017, August). The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement. In 2nd International Conference on Educational Management and Administration (CoEMA 2017). Atlantis Press.