

Improving Children's Discipline Through the Assignment Method in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa

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ABSTRACT

The problem in this study is that the discipline of children in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa has not developed as expected. The purpose of this study is to improve children's discipline using the assignment method in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa. This research is a classroom action research, involving 15 children consisting of 6 boys and 9 girls. The results of this study indicate that the assignment method can improve children's discipline. This is evidenced by the increase in the percentage of children arriving at school on time in the "Very Well Developed" (BSB) and "Well Developed as Expected" (BSH) categories from 40.00% to 80.00% (an increase of 40.00%); the ability to complete assigned tasks from 46.67% to 80.00% (an increase of 33.33%); and the ability to follow lessons obediently from 40.00% to 86.66% (an increase of 46.66%). In general, there was an average increase of 40.00% from cycle I to cycle II, although a small proportion of children (about 6.67%) showed no

significant improvement across observed aspects.

Introduction

Teachers must be creative, meticulous, and patient in helping to develop the potential of their students by continuously searching for appropriate teaching methods so that children's cognitive, affective, and psychomotor abilities, and more specifically, their discipline, can be improved. Based on the results of preliminary observations at Al-Khairaat Kindergarten Kayu Malue Ngapa, particularly in Group A, teachers found several obstacles during the learning process. When teachers delivered lessons to the children, they tended to be inattentive and undisciplined in participating in learning activities. Therefore, teachers must be able to carefully observe each child and determine their abilities, needs, interests, and individual learning styles.

To solve the problems described above, one method expected to improve discipline is the **assignment method**. According to Mursid (2018:81), the term *discipline* originates from the word *disciple*, which means a person who learns on their own or voluntarily follows a leader. This is in line with Utami (2021:1779), who stated that discipline is an act that demonstrates obedience, orderliness, respect, and compliance with applicable decisions, regulations, provisions, and commands.

Furthermore, several scholars have explained that the assignment method can improve children's discipline. Djamarah & Zein (in Kartika, 2022:9) argue that "the assignment method is a way of presenting

material in which the teacher assigns tasks to students in order to stimulate individual or group learning activities, develop independence beyond the teacher's supervision, foster a sense of responsibility and discipline, and cultivate creativity." In addition, Majid (2017:166) explains that the assignment method stimulates children to be active learners, either individually or in groups.

Assignments provided to children can be completed at home, at school, in the library, or in other locations. The use of the assignment method aims to stimulate children to become more active individually or in groups, to develop courage and responsibility toward themselves, and to enable them to acquire lasting learning experiences.

Therefore, the formulation of the problem in this study is **whether the assignment method can improve children's discipline in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa**. The purpose of this study is to improve children's discipline through the assignment method in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa.

Methods

This study was conducted at Al-Khairaat Kindergarten Kayu Malue Ngapa. The subjects of this study were children in Group A, totaling 15 students consisting of 6 boys and 9 girls. This research employed classroom action research, which was carried out in cyclic stages. The model of this study referred to a modified diagram based on the one developed by Kemmis and McTaggart (Depdiknas, 2015:6), as shown in

Figure 1. Each cycle involved several stages, including planning the action, implementing the action, observing, and reflecting. Data were collected in three ways, namely observation, interview or questioning, and assignment.

Qualitative data analysis was carried out during and after the research activities in the classroom. The analysis process was conducted through three stages, namely data reduction, data display, and conclusion drawing or verification. Data reduction was carried out by focusing and simplifying the data from the beginning of the research until the drawing of conclusions. The results of the data reduction provided a clear description and made it easier for the researcher to proceed with the next stage of analysis. Data display was conducted by organizing the information obtained from the reduced data so that it allowed for the drawing of conclusions and the depiction of the actions taken. The final activity was the process of drawing conclusions and verifying the results of interpretation and evaluation in the form of concise and clear statements that represented the final findings and outcomes of the implemented actions.

The classification of children's development levels was based on the standard categorization technique (Depdiknas, 2015:78). The categories included Very Well Developed (BSB) indicated by four stars (★★★★), Well Developed as Expected (BSH) indicated by three stars (★★★), Beginning to Develop (MB) indicated by two stars (★★), and Not Yet

Developed (BB) indicated by one star (★).

After all data were collected, an identification and reclassification process was carried out based on the parameters being studied. The data were then processed and analyzed using frequency and percentage tables with the following formula:

$$P = \frac{f}{N} \times 100\%$$

where *P* represents the result achieved, *f* is the number of responses in each alternative answer, *N* is the total sample, and 100 is the constant.

Result and Discussions

Pre-Action

Table 1. Observation Results in the Pre-Action Stage

No	Category	Aspects Observed				Total	%
		A		B		C	
		F	%	F	%	F	%
1	★★★★	1	6.67	2	13.33	2	13.33
2	★★★	2	13.33	3	20.00	2	13.33
3	★★	4	26.67	3	20.00	4	26.67
4	★	8	53.33	7	46.67	7	46.67
Total		15	100	15	100	15	100

Note:

A = Children who come to school on time

B = Children who complete the assigned tasks

C = Children who are orderly during learning activities

The observation results in the pre-action stage indicated that most children had not yet developed discipline to the expected level. Only one child (6.67%) arrived at school on time in the *Very Well Developed* (BSB) category, two children (13.33%) arrived on time in the *Well*

Developed as Expected (BSH) category, four children (26.67%) were in the *Beginning to Develop* (MB) category, and eight children (53.33%) were in the *Not Yet Developed* (BB) category, showing a lack of discipline.

In the aspect of completing assigned tasks, two children (13.33%) were categorized as *Very Well Developed*, three children (20.00%) as *Well Developed as Expected*, three children (20.00%) as *Beginning to Develop*, and seven children (46.67%) had not yet shown discipline.

Similarly, in the aspect of being orderly during learning, two children (13.33%) were *Very Well Developed*, two children (13.33%) were *Well Developed as Expected*, four children (26.67%) were *Beginning to Develop*, and seven children (46.67%) were *Not Yet Developed*.

These data demonstrate that overall, the level of discipline was still low in all observed aspects. The results correspond with Parmiti's explanation (Aditya & Aprianti, 2024) that the assignment method provides opportunities for children to carry out tasks based on direct instructions from teachers so they can understand and perform them properly. Similarly, Iting (2019) stated that the assignment method allows teachers to give students the opportunity to complete tasks based on clear guidance, helping them gain real and complete learning experiences.

In general, only about 26.67% of children could be categorized as successful (*Very Well Developed* and *Well Developed as Expected*), while approximately 73.33% had not yet succeeded. The low discipline

level was likely due to a monotonous learning atmosphere, limited student engagement, and a teacher-centered approach. These findings encouraged the researcher to improve learning practices through the assignment method, which was applied in Cycle I to enhance children's discipline.

Cycle I

Table 2. Observation Results in Cycle I

No	Category	Aspects Observed				Total	%
		A		B		C	
		F	%	F	%	F	%
1	★★★★	3	20.00	4	26.67	3	20.00
2	★★★	3	20.00	3	20.00	3	20.00
3	★★	4	26.67	4	26.67	5	33.33
4	★	5	33.33	4	26.67	4	26.67
Total		15	100	15	100	15	100

Note:

A = Children who come to school on time

B = Children who complete the assigned tasks

C = Children who are orderly during learning activities

The implementation of the assignment method in the first cycle indicated progress, although it was not yet optimal. Based on the data in the table above, three children (20.00%) came to school on time in the *Very Well Developed* category, three children (20.00%) were in the *Well*

Developed as Expected category, four children (26.67%) were in the *Beginning to Develop* category, and five children (33.33%) were in the *Not Yet Developed* category.

In the aspect of completing assigned tasks, four children (26.67%) were in the *Very Well Developed* category, three children (20.00%) were in the *Well Developed as Expected* category, four children (26.67%) were in the *Beginning to Develop* category, and four children (26.67%) were in the *Not Yet Developed* category.

Regarding the aspect of being orderly in participating in learning, three children (20.00%) were in the *Very Well Developed* category, three children (20.00%) in the *Well Developed as Expected* category, five children (33.33%) in the *Beginning to Develop* category, and four children (26.67%) in the *Not Yet Developed* category.

These results show that there was an improvement compared to the pre-action stage, even though the increase was not yet significant. Across all three observed aspects, there was an estimated improvement of approximately 15% from the pre-action stage.

This finding supports Sufiati and Afifah (2019), who stated that the essence of learning planning is the selection, determination, and development of methods appropriate to existing teaching conditions. Similarly, Susilawati (Aditya & Aprianti, 2024) argued that the assignment method can be used by teachers to develop or enhance children's social-emotional skills, including discipline, respect for

others, and the ability to cooperate with peers.

The improvement in children's discipline in this cycle can be attributed to the fact that the assignment method attracted children's interest and attention. Increased engagement was assumed to be a major contributing factor to better discipline. However, some children still had not shown optimal results. This could have been due to a lack of motivation, or because the learning media used had not yet effectively captured their interest. Another possible reason was the presence of another teacher (peer observer) in the classroom, which might have made some children shy or less confident during activities. For these reasons, the researcher decided to continue the study to the second cycle in order to improve the results further.

Cycle II

Table 3. Observation Results in Cycle II

No	Category	Aspects Observed				Total	%
		A		B		C	
		F	%	F	%	F	%
1	★★★★	7	46.67	6	40.00	8	53.33
2	★★★	5	33.33	6	40.00	5	33.33
3	★★	2	13.33	2	13.33	1	6.67
4	★	1	6.67	1	6.67	1	6.67
Total		15	100	15	100	15	100

Note:

A = Children who come to school on time

B = Children who complete the assigned tasks

C = Children who are orderly during learning activities

In the second cycle, which consisted of two rounds of action, there was a significant improvement compared to both the pre-action and first cycle stages. Seven children (46.67%) arrived at school on time in the *Very Well Developed* category, five children (33.33%) in the *Well Developed as Expected* category, two children (13.33%) in the *Beginning to Develop* category, and one child (6.67%) in the *Not Yet Developed* category.

For the aspect of completing assigned tasks, six children (40.00%) were in the *Very Well Developed* category, six children (40.00%) in the *Well Developed as Expected* category, two children (13.33%) in the *Beginning to Develop* category, and one child (6.67%) in the *Not Yet Developed* category. In the aspect of being orderly during learning, eight children (53.33%) were in the *Very Well Developed* category, five children (33.33%) in the *Well Developed as Expected* category, one child (6.67%) in the *Beginning to Develop* category, and one child (6.67%) in the *Not Yet Developed* category. These findings show that children's discipline improved markedly in all aspects observed. The data suggest that the assignment method not only engaged children but also fostered responsibility and persistence.

The results are consistent with Nurmayanti (Nurmayanti & Ilyas, 2016), who asserted that the assignment method can be used by teachers to encourage students to become more responsible and disciplined in

their learning. Similarly, according to Bossing L. Nelson (Fitriani & Fadillah, 2016), the assignment method provides valuable learning experiences that enhance study habits and reinforce the mastery of learning outcomes.

When displayed in the form of histograms, the improvements can be visually observed as follows:

Figure 1. Histogram of Children’s Discipline Before the Action (Pre-Action Stage)

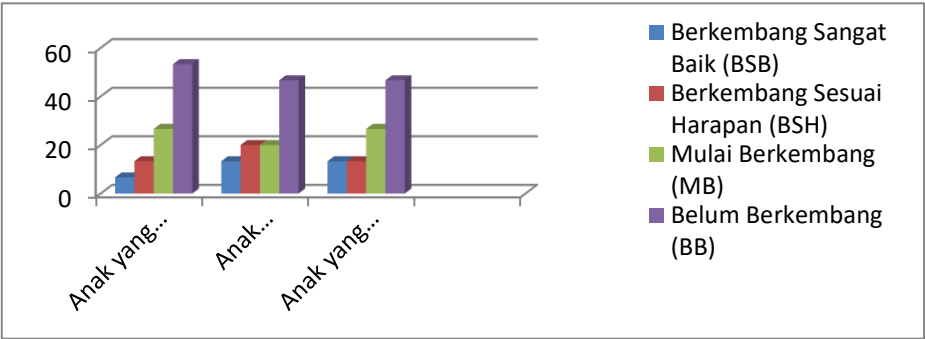


Figure 2. Histogram of Children’s Discipline During Cycle I

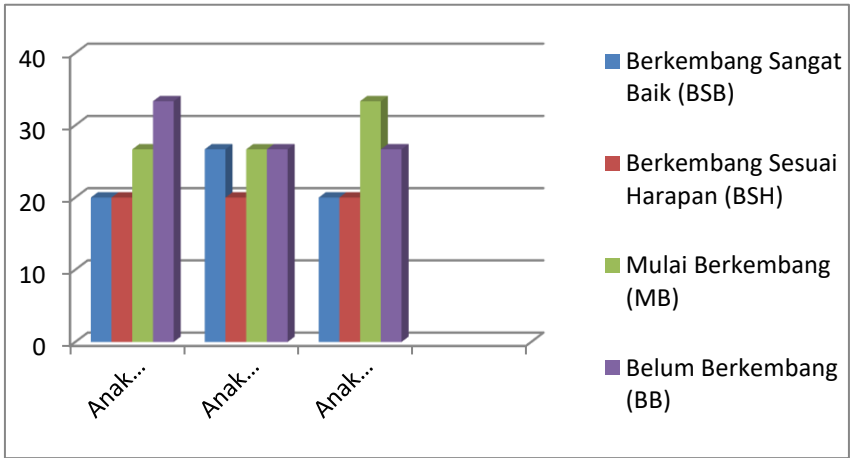
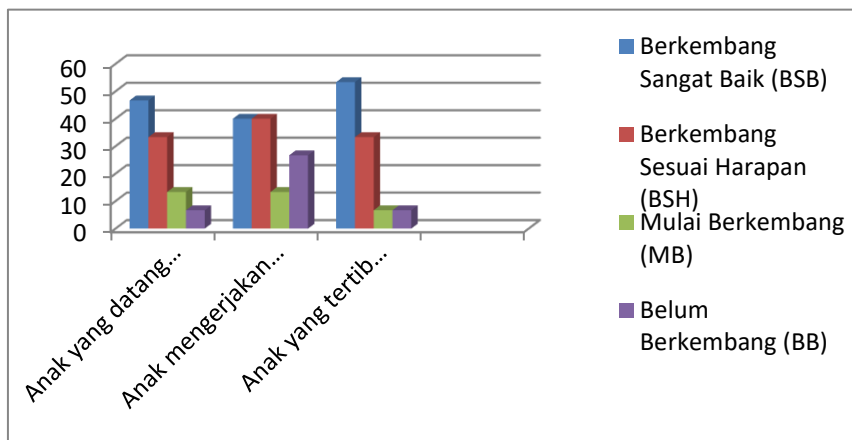


Figure 3. Histogram of Children’s Discipline During Cycle II



The data presented above clearly indicate improvement from Cycle I to Cycle II. Although there were still a few children who had not yet achieved optimal development—one child in punctuality, one in task completion, and one in maintaining order during learning—the proportion was minimal. On average, only about 6.67% of the total children had not yet met the expected standard.

These few children were generally those who were shy and less curious about new tasks or activities provided by the teacher. However, this did not mean total failure; even these children showed gradual improvement, although not yet maximized. Because of this, the researcher and peer collaborator agreed not to continue to a third cycle, as the percentage of children who had not yet improved was very small. Therefore, this classroom action research was considered successful because it improved the learning process and effectively increased children's discipline in all observed aspects. The findings are in line with the study conducted by Samsidar (Kurniawan et al., 2021), which

concluded that the assignment method could enhance discipline among children in Group B at PGRI Kindergarten Pandere, Sigi Regency. In that study, the percentage of children in the *Very Well Developed* category increased from 23.6% in Cycle I to 49.01% in Cycle II, while the proportion of children in the *Beginning to Develop* and *Not Yet Developed* categories decreased significantly.

Hence, learning activities that apply the assignment method are proven to improve children's discipline, particularly in attending school on time, completing assigned tasks, and being orderly in participating in classroom learning.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that the assignment method can improve children's discipline in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa. This conclusion is supported by the findings showing increased levels of discipline across all observed aspects. In Cycle I, children's discipline in arriving at school on time increased to 40.00% in the *Very Well Developed (BSB)* and *Well Developed as Expected (BSH)* categories combined. The ability to complete assigned tasks also increased to 46.67% in the same categories, while the discipline observed in being orderly during lessons rose to 40.00%. These results were derived from the combined total of the BSB and BSH categories.

In Cycle II, children's discipline improved significantly. The ability

to arrive at school on time increased from 40.00% to 80.00% (an increase of 40.00%) in the BSB and BSH categories. The ability to complete assigned tasks increased from 46.67% to 80.00% (an increase of 33.33%), and discipline in being orderly during learning increased from 40.00% to 86.66% (an increase of 46.66%) in the BSB and BSH categories. On average, there was an overall improvement of approximately 40.00% from Cycle I to Cycle II. Although there were still a few children who had not yet reached the expected level, their proportion was very small, so there was no need to continue to a third cycle. The implementation of the assignment method not only enhanced children's discipline but also improved the teacher's ability to manage classroom learning more actively, effectively, and joyfully.

Thus, it can be affirmed that the application of the assignment method is effective in improving children's discipline in Group A of Al-Khairaat Kindergarten Kayu Malue Ngapa.

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