

## DEVELOPING EARLY CHILDHOOD DISCIPLINE APPROACH TO RESTITUTION

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### ABSTRACT

*This study aims to provide information on effective approaches to implement in developing discipline in early childhood. Restitution approach is the theory advanced by Diane Gossen used to discipline children in a way to create conditions for children to correct their mistake and returned to the group. Teaching children correct the mistakes and learn from the process have effects that are more effective to correct behavior rather than punishment. Efforts to develop the discipline of children with restitution approach done by teaching the child how to correct mistakes made by the imposition of sanctions / consequences to instill the awareness that such errors do not recur. Teachers act as manager on a dialogue with children, with emphasis on children's internal resources that can be used alone to solve the problem and foster intrinsic motivation in itself.*

**Keyword:** Disciplined, Approach to restitution

### A. INTRODUCTION

Educators and parents take early childhood education on the efforts and actions. In the process of care, upbringing, and education on child by creating an environment where the aura and the child can explore the experience gave her the opportunity to know and understand the learning experience acquired from the environment through observing, imitating, and experiment which took place repeatedly and involves the entire potential and intelligence of a child (Sujiono 2009:7). One of the tasks is important for educators and parents are the child behavior Guide.

Parents and educators need to know the best way to guide their behavior and help them become responsible and disciplined to follow the rules. Some of the things many teachers as well as parents is the child, scold, behavior or to intervene in giving the penalty against the child's behavior as a mistake the effort of discipline. But according to Hurlock (1993:94) application against the discipline a child who is too rigid and coupled with physical punishment will have an impact on aggressiveness towards others. According to Morrison (2012:364) guiding children's behavior can be done with scaffolding as one way that can be used by the teacher in a social constructivist approach appropriate ZPD Vigotsky. The shape of the scaffolding that was done of parents to guide children's behavior could be in the form of conversations, questions, pilot and supervision.

Discipline is a form of guiding the behavior of children. One form of an effective approach to develop the discipline of children is the approach of restitution. Understanding restitution according to Diane Gossen is to create condition for the person to fix their mistake and to return to the group strengthened (Gossen, 1998:183). Restitution is also effective

approaches applied to early childhood because it uses the language of communication through conversation with the child to drive behavior.

## **B. DISCUSSION**

### **Develop Disciplines of Early Childhood**

Develop the disciplines of early childhood is the process of guiding behavior. Morrison (2012:345) stated that guide the behavior of children is a process of helping build a positive behavior-behavior. Discipline is not about compliance and control, but includes the supervision of conduct, a process by which all children trying to control and direct their behavior so as to become independent and confident.

#### **1. Early Childhood**

Early childhood is children aged 4-6 years where at this age children has reached maturity in a variety of motor function and is followed by the development of the intellectual and socio-emotional. In addition, the intellectual imagination and desire of the child to find out and explore on the environment is also a major feature of the child at this age.

In the process of its development, early childhood according to Montessori (1995: 467-469) has three characteristics: (1) irregularity body movements as not well coordinated; (2) the inability of children to focus on the real objects because their minds are still filled with fantasy; (3) the tendency to imitate which is becoming increasingly intense and increasingly rapidly. This tendency should imitate experienced by children age two years. If the child has reached the age of 3-4 years, but all three of these characteristics still appears, it indicates the development of children are still not optimal and are still experiencing mental instability. Children who still appeared one of these three characteristics will experience barriers to adherence in adults who encourage them to do things better. Cause it is necessary to development discipline as a process of optimizing a child's development.

#### **2. Definition of Discipline**

Poerwadarminta in Kamus Besar Bahasa Indonesia (2005:28) defines the word discipline is inner character and practice with intent so that all the attention is always to obey the code of conduct in school. While according to Hurlock (1999:82) in his book child development defines the behavior of the person's behavior i.e. disciplines learn from or voluntarily follow a ruler. In this case, the child is a pupil who learned from adults about life is heading towards a useful and happy life in the future.

From definitions above, it concluded that the discipline is the code of conduct or regulations to do in everyday life to train existing members figure in educational institutions. The main point of the discipline is the rule.

Disciplines related to comply with regulations, such as regulatory rules at home and in the classroom. A class in early childhood education environment is children learn to interact with one another as well as with the teacher who became in charge of the class. Regulation in early childhood education in the activities of these interactions are generally in the form of rules of play as well as how to communicate between friends, what things are considered to be offences as well as the shape of the champion and the consequences when committing the offence. In order for the class rules belong together then it should be discussed together. At the beginning of the school year the children and the teachers need to sit down together to discuss what the expectations of all the citizens of the class so that the class can be productive all year. This class rules apply to all members of the class, including the teacher is in the classroom.

Wibowo (2010) reveals some of the techniques to make a regulation as a means of teaching the discipline of the child as follows:

**a. Regulations are expressed with positive sentence**

Positive sentence brings a positive influence to our behavior. For example: "all class citizens respect each other." This sentence would be far better than the sentence: "forbidden to disturb a friend." The second sentence that implied that there was a negative activity that children can do, that is disturbing. Will thinks on the minds of children to try the activity "disturbing".

**b. Regulations should just a little**

Too many regulations tend to be hinting at restraint. Too large number of regulations leads to children not easy to remember. Among the examples the regulations on early childhood classes for: In time; Loving friends; Completing tasks; Work happily

**c. Regulations must be enforced**

Not worth making regulations that are not easily enforced/implemented as requires that any delay in paying a fine. On the implementation of such regulations could not run well.

**d. Regulations need to be made together with the students**

This regulations for all class citizens then they have the right to make regulations for their own. The teacher acts as a facilitator in order for regulation is a positive deal for productivity class. The role of teachers help students to understand that the regulations meant for all learning activities can take place properly.

### **e. Regulations shall contain the consequences**

Regulation without sanctions or consequences will make students and teachers ignore them. Then if there is a breach of the regulations, should run the consequences of his actions.

### **Approach of Restitution as the Way of Discipline Children**

Definition of restitution according to Diane Gossen is to create condition for the person to fix their mistake and to return to the group strengthened (Gossen, 1998:183). Teaching the student to fix mistakes and learn from them seems to have more lasting effect on behavior than punishment.

In the approach to restitution, when children make mistakes instead of punishment provided but teachers teach how to fix the error. To instill awareness so that the error does not happen then the child is directed to perform the agreed sanctions along with the teacher as the consequences of errors that kids do. The approach of restitution is very effective change child's behavior rather than awarding a penalty. According to Murdiani (2010:54) penalties caused children despised discipline because it will engender anger, guilt, humiliated and not appreciated, whereas sanctions/consequences caused the children appreciate the discipline. At the time of the sanctions, the child will lose some rights and made to feel uncomfortable but only for a while.

To reinforce positive behaviors in children, through this approach to restitution provided the ability to independently and taking decisions as well as responsible for the problems encountered. Teachers and adults acted like managers at a time when communicating with children who are experiencing problems in their behavior.

Steps made the teacher as well as adults in developing the discipline of the child with regard to restitution enforcement approach to regulation that had been agreed upon together with the pattern Manager as follows:

#### **1. Intervention of 30 seconds**

As an adult who acts as a mentor in the classroom, teachers have a duty to enforce the rules without having to incriminate himself and his students. In earlier socialization regulations there is a method that can be done: 30 second intervention by the process as follows:

- a. Gaze reminiscent without talk to child who potentially infringing.
- b. Approach the child, stand beside without talking.
- c. Approach the child, tell him orally that he must cooperate with sound only heard by he and friends beside.

If this is consistently, then most likely the next class will take place with productive without any offence that means that should result in a fall of sanctions or consequences.

## **2. Concentration to positive things**

All children will give a positive response toward the teacher's concerns and be positive anyway. Give full attention and support toward the good things that happened during classroom activities take place. Please provide the following things with passion:

"Thank you for working together."

"You have been trying hard."

## **3. Teacher is monitoring not a punisher**

In case of violation, the teacher does not need to be angry. Kids might be trying to enough internal needs themselves unwittingly violate the rights of others or the agreement that was to be the regulation. Show me the regulations that it has been violated convey with firm and consistent consequences without having to get angry, yell or scream.

## **4. Sanction or consequence**

Sanctions or consequences with all children by remembering things as follows:

- a. Must be in accordance with the act.
- b. Sanctions should not hurt the child either physically or psychologically.
- c. Make a child feel uncomfortable with such sanctions, such as revoking the rights of the child for some time, for example the right to play the break.

## **5. The process of sustainable consistent**

Not forever, children are in school. There is a vacation time sometimes makes the child could not be consistent with what has been agreed upon. Teachers need to always be consistent and be a role model for the students in enforcing the regulations.

### **Example dialogue with pattern managers in approach to restitution:**

"What we have agreed together?"

"Exactly what you want? Approximately you need anything? "

"Do wrong is alright, but we will be corrected."

"I understand you're sad, it's okay feel sad but not too long, we'll think of something way."

At the time of dialogue with children, strengthen children by focusing on internal resources that can be used on its own to solve the problem. Grow intrinsic motivation in children.

### **Impact of the approach of Restitution in Child Discipline**

When the child is not discipline, it meant that he was having problems of conflict within him. Children should be given the ability to be independent and able to take decisions and be responsible for his problems. When the process done with rigid discipline and coupled with a penalty, result in the emergence of aggressiveness toward others (Hurlock, 1993: 94). Supposedly in guiding children's behavior as discipline (Morrison, 2012: 345-346) should use the constructivist approach. Social constructivist approach and Vigotsky Piaget believed that children are able to build their behavior as a result of learning and experience. This process begins in the home and in the classroom. Knowledge development and behavior of children are in the context of social ties with adults and peers.

In the application of the constructivist, approach to guide the child's behavior is done with the scaffolding, which is one way that can be used by teachers to guide children in the ZPD or in areas proximal development. The execution method informal such conversations, questions, pilot and support to help children learn concepts of good behavior, in this case teaches discipline. Conversation as a manuscript of scaffolding includes a discussion on how the child may resolve the problem, guiding their own behavior, interact and work together, and understand social norms and values associated with in the classroom and at home.

The teacher makes restitution's approach to the child, that he encountered a problem in itself. Such as children break the rules in the form of positive sentences in the form of conversation, listening, asking questions and giving children the opportunity to recall the rules that it has been created as well as offering a child to make the consequences of violations he is doing is a form of scaffolding. The process according to Morrison (2012: 347) is useful for children to practice and train resolve the issue of responsibility he obtained from the adult language effectively. Eventually, grow independent behavior, responsibility, and confidence for children to feel valued and given opportunities to make decisions. This will result in the emergence of the discipline in children because he can practice good behavior corresponding agreement has been made without the teacher must be a lot of shouting give warning continuously.

### **C. CONCLUSION AND SUGGESTION**

Teaches children discipline is not just teach about obedience and control, but includes guiding behavior, a process in which all children are trying to control and direct their behavior to become independent and confident. Learning discipline committed to instructions and punishment will form just be obedient child but cannot be disciplined when there is no

instruction and supervision. Therefore restitution approach is needed to develop the discipline of a child with a pattern manager, is to invite dialogue on the issues facing children. At the time of the dialogue with the child, the child strengthens the internal resources that can be used on its own to solve the problem and foster intrinsic motivation in itself.

In the approach to restitution, not punishment given when children make mistakes but the teachers teach that how to fix the error by asking the child to the consequences/sanctions to instill the awareness that such errors do not recur. The approach is very effective restitution to change the child's behavior than punishment, because punishment causes the child to hate discipline, while the consequences / sanctions cause children to appreciate the discipline.

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