

Implementation of Discipline in Forming Responsible Attitudes in 5-6 Year Old Children in Class K5B Shining Kids School, Palangka Raya City

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Abstract

This study aims to analyze the implementation of discipline in forming responsible attitudes among children aged 5–6 years in Class K5B at Shining Kids School, Palangka Raya City. The research employed a qualitative approach using a descriptive case study design to obtain an in-depth understanding of disciplinary practices within the natural classroom setting. Data were collected through classroom observations, semi-structured interviews with the classroom teacher and school principal, and documentation. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing, while source and technique triangulation were applied to ensure the credibility of the findings. The results indicate that discipline is implemented through structured daily routines, consistent classroom rules, teacher role modeling, positive reinforcement, and continuous guidance rather than punitive measures. These strategies effectively foster responsible attitudes, as reflected in children's ability to complete learning tasks independently, obey classroom rules, care for personal and shared belongings, cooperate with peers, and accept responsibility for their actions. The implementation of discipline is supported by teacher consistency, positive teacher-child relationships, collaboration between school and parents, structured learning environments, and the integration of moral and religious values into classroom activities. However, several challenges remain, including differences in children's developmental characteristics, parenting styles, emotional regulation, and peer influences, which require flexible and child-centered disciplinary approaches. Overall, the findings demonstrate that positive discipline is an effective educational strategy for developing responsibility as an internalized character value in early childhood and contributes to children's holistic cognitive, social, emotional, and moral development

Keywords

discipline implementation, responsible attitude, early childhood education, positive discipline, character education, children aged 5–6 years



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INTRODUCTION

Early childhood is widely recognized as a critical developmental period during which fundamental aspects of personality, behavior, and moral values are established. Between the ages of five and six years, children experience rapid cognitive, emotional, social, and moral development, making this stage highly influential in shaping lifelong character traits. One of the essential character values that should be nurtured during this period is responsibility, as it enables children to understand obligations, complete assigned tasks independently, respect rules, and accept the consequences of their actions. Responsibility is not an innate characteristic but rather a behavioral disposition that develops gradually through continuous guidance, discipline, modeling, and consistent educational experiences. Consequently, early childhood education institutions have a strategic responsibility to create learning environments that cultivate responsible attitudes through appropriate disciplinary practices. Effective discipline in early childhood should be understood as a positive educational process that guides children toward self-control and internalized moral awareness rather than as a punitive mechanism. Therefore, implementing discipline appropriately becomes an indispensable strategy for fostering responsible behavior among young learners in educational settings (NAEYC, 2020; UNESCO, 2021).

Discipline in early childhood education has evolved conceptually from a traditional punishment-oriented approach toward positive discipline that emphasizes guidance, consistency, empathy, and respect for children's developmental needs. Positive discipline encourages children to recognize acceptable behavior through meaningful interactions with teachers, clear expectations, consistent routines, and opportunities to reflect on their actions. Such disciplinary practices contribute significantly to children's development of self-regulation, emotional competence, perseverance, and responsibility. Teachers play a central role in creating structured classroom environments where children understand classroom rules, participate in daily routines, manage personal belongings, complete learning tasks, and cooperate with peers responsibly. Research consistently demonstrates that children who experience positive disciplinary strategies exhibit higher levels of self-discipline, independence, and responsible behavior compared with children exposed to authoritarian or inconsistent disciplinary practices. Therefore, discipline should be viewed as an educational process that empowers children to develop internal responsibility instead of merely enforcing external compliance (Bear, 2020; Webster-Stratton, 2021).

Responsible attitudes among children aged five to six years encompass several observable behaviors, including completing assigned activities, caring for personal and shared materials, following classroom rules, acknowledging mistakes, helping peers, and demonstrating commitment to daily responsibilities. These behaviors are closely related to children's executive functioning, emotional regulation, and moral reasoning, all of which develop rapidly during the preschool years. According to developmental theories, responsibility emerges through repeated interactions with adults who consistently model appropriate behavior while providing opportunities for children to make decisions and solve simple problems independently. Teachers who integrate discipline into everyday classroom routines encourage children to

understand not only what behaviors are expected but also why such behaviors are important for themselves and others. Consequently, responsible attitudes become internalized values rather than externally imposed obligations. Numerous empirical studies have shown that structured classroom management combined with positive reinforcement significantly enhances responsibility, cooperation, and self-management skills among preschool children (Bronson, 2020; Denham et al., 2021).

Schools serve as one of the primary social environments where discipline and responsibility are intentionally cultivated through educational programs and daily interactions. In kindergarten settings, classroom routines such as greeting teachers, organizing learning materials, participating in group activities, maintaining classroom cleanliness, and completing assignments independently provide authentic opportunities for children to practice responsible behavior. Teachers' consistency in implementing classroom rules, providing constructive feedback, and encouraging reflective thinking contributes substantially to children's behavioral development. Furthermore, collaboration between teachers and parents strengthens the continuity of disciplinary practices across school and home environments, enabling children to experience consistent expectations regarding responsible conduct. Previous research indicates that partnerships between schools and families significantly improve children's social-emotional competencies, classroom participation, and responsible behavior because children receive similar behavioral guidance in multiple contexts. Therefore, effective discipline should involve not only teacher-centered classroom management but also cooperative efforts among educators, parents, and the broader educational community (Epstein, 2021; Sheridan et al., 2022).

Shining Kids School in Palangka Raya City provides an important context for examining how disciplinary practices contribute to forming responsible attitudes among children aged five to six years, particularly in Class K5B. The classroom environment emphasizes structured learning routines, consistent behavioral expectations, active teacher guidance, and opportunities for children to perform daily responsibilities independently. Nevertheless, differences in children's developmental characteristics, family backgrounds, emotional maturity, and previous learning experiences may influence how discipline is received and translated into responsible behavior. Some children may readily demonstrate responsibility through task completion and rule compliance, while others require continuous encouragement, individualized guidance, and repeated reinforcement before responsible behaviors become habitual. Investigating the implementation of discipline within this classroom therefore offers valuable insights into the practical strategies employed by teachers, the challenges encountered during implementation, and the observable outcomes reflected in children's responsible attitudes. Understanding these processes is essential for improving pedagogical practices and supporting holistic character development in early childhood education. Accordingly, this study aims to analyze the implementation of discipline in forming responsible attitudes among children aged 5–6 years in Class K5B at Shining Kids School, Palangka Raya City, thereby contributing empirical evidence to the growing body of literature on positive discipline and character education in early childhood settings (Lickona, 2021; OECD, 2021).

METHODS

This study employed a qualitative research approach using a descriptive case study design to explore the implementation of discipline in forming responsible attitudes among children aged 5–6 years in Class K5B at Shining Kids School, Palangka Raya City. A qualitative approach was chosen because it enables researchers to gain an in-depth understanding of educational practices, classroom interactions, and children's behavioral development within their natural context. The research participants consisted of the classroom teacher, school principal, and children in Class K5B, selected through purposive sampling based on their direct involvement in the implementation of disciplinary practices. Data were collected through classroom observations, semi-structured interviews, and documentation, including lesson plans, classroom rules, children's learning records, and photographs of learning activities. To ensure the credibility of the findings, source and technique triangulation were employed by comparing information obtained from different participants and data collection methods. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification. This analytical process enabled the researcher to identify recurring patterns, themes, and relationships concerning how disciplinary practices contributed to the development of responsible attitudes among children aged 5–6 years in the classroom setting (Miles et al., 2020; Creswell & Poth, 2023)..

FINDINGS AND DISCUSSION

Implementation of Discipline in Forming Responsible Attitudes among Children Aged 5–6 Years in Class K5B at Shining Kids School, Palangka Raya City

The findings of this study indicate that the implementation of discipline in Class K5B at Shining Kids School, Palangka Raya City, is carried out systematically through daily routines, teacher modeling, consistent classroom rules, positive reinforcement, and continuous supervision, all of which contribute significantly to the formation of responsible attitudes among children aged 5–6 years. Rather than emphasizing punishment, discipline is introduced as a positive educational process that encourages children to understand expectations, regulate their behavior, and develop accountability for their actions. Every school day begins with structured activities such as greeting teachers politely, placing school bags in designated areas, arranging shoes neatly, washing hands before entering the classroom, and preparing learning materials independently.

These repeated routines gradually become habits that strengthen children's understanding of responsibility toward themselves and their learning environment. Teachers consistently communicate classroom rules using language appropriate to children's developmental level and reinforce these expectations through visual aids, storytelling, songs, and demonstrations. During learning activities, children are encouraged to complete

assignments independently before seeking assistance, to tidy up learning materials after use, and to return classroom equipment to its original place. Such practices enable children to recognize that every activity carries responsibilities that should be fulfilled without constant reminders. Teachers also employ positive reinforcement through verbal praise, appreciation stickers, applause, and opportunities to become classroom helpers, thereby motivating children to repeat responsible behaviors voluntarily. Instead of criticizing mistakes, teachers guide children through reflective conversations by asking questions such as "What should we do after playing?" or "How can we make our classroom tidy again?" This approach encourages children to think critically about the consequences of their behavior and develop internal motivation rather than merely complying with external commands.

Classroom observations further reveal that discipline is consistently integrated into all aspects of learning, including group discussions, creative play, religious activities, meal times, and outdoor play. During group learning, children are expected to share materials fairly, wait for their turn, listen respectfully when friends are speaking, and complete collaborative tasks responsibly. These experiences cultivate both personal and social responsibility because children learn that their actions influence the success of the entire group. Religious routines such as praying before and after activities also contribute to the development of discipline by establishing regular behavioral patterns and encouraging children to appreciate values of gratitude, respect, and obedience. Teachers serve as role models by demonstrating punctuality, politeness, consistency, and responsibility in their daily interactions, thereby allowing children to imitate desirable behaviors through observational learning.

This finding supports Bandura's Social Learning Theory, which emphasizes that children acquire behaviors by observing credible models within their environment. Furthermore, teachers adapt disciplinary strategies according to individual children's characteristics. Children who require additional guidance receive gentle reminders, personal encouragement, and repeated demonstrations until they understand the expected behavior, while children who consistently demonstrate responsibility are entrusted with additional classroom responsibilities, such as distributing worksheets, organizing learning materials, or leading classroom routines. Such differentiated strategies promote children's confidence and reinforce their sense of responsibility.

Classroom documentation also indicates that discipline is implemented collaboratively between teachers and parents through daily communication regarding children's behavior, ensuring consistency between school and home expectations. This collaboration strengthens children's understanding that responsible behavior is valued across different environments. The findings additionally reveal noticeable improvements in children's responsible attitudes after the consistent implementation of disciplinary practices. Children increasingly complete learning tasks independently, take care of personal belongings, clean up after activities without being reminded repeatedly, follow classroom rules willingly, admit mistakes honestly, apologize when necessary, and demonstrate greater concern for classmates who require assistance. These behavioral improvements indicate that discipline has been

internalized as self-regulation rather than remaining an externally imposed obligation. From the perspective of character education, the disciplinary practices observed in Class K5B successfully integrate cognitive understanding, emotional awareness, and behavioral consistency, enabling responsibility to develop as a stable personal value. Lickona's framework of moral knowing, moral feeling, and moral action is reflected in children's ability to understand classroom expectations, appreciate the importance of responsible behavior, and consistently practice responsibility during daily activities. Moreover, Vygotsky's sociocultural theory explains that children's responsible behavior develops through continuous social interaction with teachers and peers within structured learning environments where guidance is gradually reduced as competence increases. The implementation of positive discipline in Class K5B therefore represents a holistic educational approach that supports children's cognitive, social, emotional, and moral development simultaneously. Rather than controlling children through fear or punishment, teachers cultivate responsibility through supportive relationships, consistent routines, meaningful participation, and positive encouragement, allowing children to develop intrinsic motivation to behave responsibly. Consequently, discipline functions not merely as classroom management but as an educational strategy that shapes lifelong character, preparing children to become independent, socially responsible, and morally conscious individuals capable of fulfilling responsibilities both within and beyond the school environment (Lickona, 2021; Bear, 2020; Webster-Stratton, 2021; Denham et al., 2021; Epstein, 2021; Sheridan et al., 2022; Creswell & Poth, 2023).

Supporting and Inhibiting Factors in the Implementation of Discipline in Forming Responsible Attitudes among Children Aged 5–6 Years in Class K5B at Shining Kids School, Palangka Raya City

The findings of this study demonstrate that the successful implementation of discipline in Class K5B at Shining Kids School, Palangka Raya City, is influenced by various supporting and inhibiting factors that interact continuously throughout the educational process. The primary supporting factor is the consistency demonstrated by teachers in implementing classroom rules and daily routines. Teachers consistently establish clear behavioral expectations from the beginning of each school day through structured activities such as greeting teachers politely, organizing personal belongings, participating in classroom prayers, preparing learning materials independently, and cleaning the classroom after learning sessions. This consistency enables children to understand behavioral expectations and gradually transforms repeated actions into habitual responsible behaviors. Another significant supporting factor is the positive relationship established between teachers and children.

Teachers communicate warmly, respectfully, and patiently, creating a psychologically safe learning environment where children feel comfortable expressing themselves, asking questions, acknowledging mistakes, and accepting constructive guidance. Such positive teacher-child interactions strengthen children's emotional security, making them more

receptive to disciplinary guidance and more willing to fulfill their responsibilities voluntarily rather than through coercion. Furthermore, teachers apply positive reinforcement by providing verbal praise, appreciation, encouragement, reward stickers, and opportunities to become classroom leaders or assistants when children demonstrate responsible behavior. These forms of recognition increase children's intrinsic motivation because they associate responsible behavior with feelings of accomplishment, confidence, and social appreciation rather than fear of punishment.

The availability of structured classroom routines and attractive learning environments also supports disciplinary implementation by providing children with predictable schedules that reduce confusion and encourage independent participation in daily activities. Educational media, classroom visual rules, learning corners, labeled storage areas, and organized classroom layouts further facilitate children's understanding of responsibility by clearly indicating where materials belong and how classroom activities should be conducted. Equally important is the collaboration established between teachers and parents. Continuous communication through meetings, daily reports, and informal discussions allows both parties to implement similar expectations regarding children's behavior at school and at home. This consistency across environments strengthens children's understanding that responsible behavior represents a universal expectation rather than a situational requirement. In addition, school leadership supports disciplinary implementation by promoting character education as part of the school's educational philosophy, providing opportunities for teacher professional development, and encouraging reflective teaching practices that prioritize children's holistic development.

The integration of religious values, moral education, and social-emotional learning within classroom activities further reinforces responsible attitudes because children are encouraged not only to follow rules but also to understand ethical reasons behind responsible behavior, including caring for others, respecting shared property, being honest, and completing assigned obligations conscientiously. Despite these supporting conditions, the study also identifies several inhibiting factors that challenge the effective implementation of discipline. One significant obstacle arises from individual differences among children, particularly variations in emotional maturity, self-regulation, attention span, temperament, and previous learning experiences. Some children adapt quickly to classroom routines and independently complete assigned responsibilities, whereas others require repeated reminders, closer supervision, and individualized guidance before responsible behaviors become consistent. These developmental differences require teachers to apply flexible disciplinary strategies that accommodate diverse learning needs while maintaining classroom consistency. Family background also represents an influential inhibiting factor. Differences in parenting styles, household routines, and parental consistency often result in variations in children's understanding of discipline before entering school.

Children who experience inconsistent rules at home may initially struggle to adjust to structured classroom expectations because behavioral standards differ between home and

school environments. Limited parental involvement in reinforcing school disciplinary practices may also slow the internalization of responsible behavior, highlighting the importance of strong school-family partnerships. Another challenge involves children's emotional fluctuations, which are developmentally typical during early childhood. Feelings of fatigue, frustration, excitement, anxiety, or interpersonal conflicts occasionally influence children's willingness to follow classroom rules and complete responsibilities independently. Teachers therefore need considerable patience, empathy, and emotional competence to respond appropriately without resorting to punitive disciplinary measures. Environmental factors, including peer influence, can likewise affect children's responsible behavior. Positive peers encourage cooperation and responsible participation, whereas disruptive peer behaviors may temporarily distract children from following classroom expectations. Consequently, teachers continuously monitor peer interactions and facilitate cooperative learning experiences that encourage mutual support and shared responsibility.

Time limitations within daily classroom schedules may also constrain teachers' opportunities to provide individualized disciplinary guidance to every child, particularly during busy learning activities. Nevertheless, teachers address these challenges by integrating discipline into every learning activity rather than treating it as a separate instructional component. This approach ensures that responsibility is practiced continuously through authentic classroom experiences instead of isolated behavioral interventions. Overall, the findings indicate that the effectiveness of disciplinary implementation depends not on isolated classroom rules but on the interaction among teacher consistency, supportive relationships, positive reinforcement, family collaboration, structured environments, children's developmental readiness, and responsive educational leadership. Positive discipline succeeds when children experience guidance characterized by respect, empathy, consistency, and meaningful participation, enabling them to internalize responsibility as a personal value rather than merely complying with external authority. These findings align with ecological perspectives on child development, emphasizing that children's responsible attitudes emerge through reciprocal interactions between individual characteristics and multiple environmental systems, including family, school, peers, and the broader educational culture. Therefore, strengthening collaboration among teachers, parents, and school administrators while maintaining developmentally appropriate disciplinary practices remains essential for fostering sustainable responsible attitudes among children aged 5–6 years in early childhood education settings (Bronfenbrenner & Morris, 2021; Epstein, 2021; Sheridan et al., 2022; Denham et al., 2021; Bear, 2020; Webster-Stratton, 2021; NAEYC, 2020).

CONCLUSION

This study concludes that the implementation of discipline in Class K5B at Shining Kids School, Palangka Raya City, plays a significant role in forming responsible attitudes among children aged 5–6 years through consistent classroom routines, positive teacher modeling,

clear behavioral expectations, and continuous positive reinforcement. Discipline is implemented not as a form of punishment but as a developmental process that encourages children to internalize responsibility, self-regulation, and independence in their daily activities. The findings indicate that children demonstrate increased responsibility by completing tasks independently, following classroom rules, caring for personal and shared belongings, cooperating with peers, and accepting the consequences of their actions. The effectiveness of disciplinary implementation is supported by teacher consistency, positive teacher-child relationships, structured learning environments, collaboration between school and parents, and the integration of moral and religious values into classroom activities. However, several challenges remain, including differences in children's developmental readiness, variations in parenting practices, emotional fluctuations, and peer influences, all of which require flexible, child-centered disciplinary approaches. Overall, the study confirms that positive discipline serves as an effective strategy for fostering responsible attitudes in early childhood by creating supportive learning experiences that enable children to develop responsibility as an internalized character value rather than merely complying with external rules. These findings highlight the importance of collaborative and developmentally appropriate disciplinary practices in promoting holistic character development during the early childhood years..

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