Efforts to Increase Good Behavior Through Rewards and Punishment at PGRI Cigugur Kindergarten

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Abstract	Article History
Good behavior in early childhood is an important foundation for students. However, in practice, there are still students at TK PGRI Cigugur who show undisciplined behavior, lack of responsibility and lack of caring for others. The purpose of this study is to identify the extent to which strategiesreward And punishment can be used as an approach to improve good behavior in students at TK PGRI Cigugur. The method used in this study is the classroom action method (PTK) with two cycles, each consisting of the planning, implementation, observation and reflection stages. In this study, the subjects studied were group B, totaling 15 people, consisting of 9 girls and 6 boys. The data collection process was carried out through direct observation, interviews and documentation analysis. The results of the study showed that the application of the strategyreward And punishmentable to improve children's good behavior, which is marked by an increase in honesty, discipline, obedience to rules, ability to work together and the emergence of caring attitudes towards others. This increase in good behavior, seen from the results of observations that show an increase in percentage from 38% in the pre-cycle to 84.5% at the end of cycle II. Based on these data, it can be concluded that the implementation ofreward And punishment which is done consistently become an effective method in forming good behavior of students in TK PGRI Cigugur. Involvement between educators and parents is one of the keys to the success of this strategy. As a follow-up, educational institutions must also design guidelines for implementationreward And punishment which is in accordance with the characteristics of early childhood development.	Received: 1 April 2025 Revised : 5 April 2025 Accepted: 30 April 2025 **Keywords:** Good behavior, early childhood,reward And punishment, Improvement of Good Behavior,reward And punishment

Introduction

Education is one of the crucial aspects in character building and developing individual potential to face future challenges (Rika Widianita, 2023). A country is said to

be advanced or not, it can be seen from how high the quality of education is in that country. Early childhood education has a very important role. Because education at this time is the main milestone for the implementation of further education. According to Law No. 20 of 2003 page 6 concerning the National Education System Article 1 defines Early Childhood Education as a development effort aimed at children from birth to six years which is carried out through providing educational stimulation to help children's growth and development (Arifudin, 2019).

Although character education has become the main focus, in reality there are still many early childhood children who show behavior that is not in accordance with expectations, such as being difficult to manage, lacking discipline, or not obeying applicable rules (Aini, 2019). In line with the results of research conducted by Achmad, F. et al. at one of the kindergarten institutions in Tidore, it was explained that there were still children who teased their friends and did not understand honest behavior (Achmad et al., 2022). A similar situation occurred at the PGRI Cigugur Kindergarten, where a number of students still showed inappropriate behavior so that appropriate strategies were needed to increase positive behavior in students.

The strategy of giving rewards and punishments to improve children's good behavior is considered effective because according to Hurlock in the "Jurnal of Children's Education" giving rewards has educational value, rewards function as motivation, rewards function to strengthen socially approved behavior and rewards are part of an educator's love for students. Meanwhile, giving punishment is to motivate children to do good and improve their learning achievement. However, it should be remembered that the purpose of giving punishment will be successful if the punishment is given wisely, appropriately and not excessively. For the provision of punishment itself, it should be given in ways that can improve and educate towards a better direction (Arinalhaq & Eliza, 2022). This statement is supported by the results of research conducted by Tasya, that the implementation of rewards and punishments has a positive effect on increasing discipline and good behavior in students. With a clear reward and consequence system, children better understand the relationship between behavior and the consequences, so that the process of internalizing positive values can run more effectively (Salsabila, 2022).

Based on the results of observations conducted by researchers in group B of TK PGRI Cigugur, totaling 15 children, it was found that the level of good behavior was still relatively low. Most of the students were still in the MB (Starting to Develop) and BB (Not Yet Developing) categories. The overall percentage value was 38%, indicating that a special strategy was needed to improve children's good behavior. Several students showed behavior that did not reflect positive values, such as being dishonest, lacking empathy for the environment, breaking rules, and speaking with harsh words. During the observation, the intervention given by the teacher was limited to verbal reprimands without any follow-up or further coaching. This causes children to have a poor understanding of the mistakes they have made and are unable to clearly distinguish between good and bad behavior.

Material and Methods

This study applies the Classroom Action Research (CAR) approach with the aim of optimizing the learning process and student behavior through a series of planned actions and their systematic implementation. Classroom action research comes from the English term "classroom action research" which is known by the abbreviation PTK. According to Soesilo in the book "Classroom Action Research" explains that PTK is a cyclical research with various alternative actions that aim to overcome various problems, both learning problems, personal and social problems experienced by students whose research results will have an impact on improving student learning outcomes (Ummah, 2019). The Classroom Action Research (PTK) model applied in this study refers to the model proposed by Kemmis and Taggart which includes four main stages, namely planning (planning), execution of actions (acting), observation (observing) and reflection (reflecting) (Devi et al., 2019).

In its implementation, this research is divided into two cycles, each of which includes four stages that have been set in the Classroom Action Research model. In the first cycle, the researcher focuses on children's good behavior in the school environment, namely between educators and students, while in the second cycle, the researcher focuses on improving children's behavior in the family environment, namely through collaboration between the institution and parents. The main focus of the action

in each cycle is the implementation of strategiesreward And punishmentas a method to increase children's positive behavior in the classroom and family environment. Formreward which is used in the form of giving star-shaped paper that functions as beads on a necklace given to the child as a symbol of appreciation or reward for the good behavior shown by the child. Whilepunishment implemented by taking back the star-shaped paper if the child shows bad behavior. This strategy is designed to encourage children to understand the consequences of each of their actions and to foster intrinsic motivation to behave positively.

Results

a. Data Exposure

The data exposure in this study is the result of classroom action activities carried out for two cycles. Data were collected through observations of children's behavior, informal interviews with educators and parents, and documentation of learning activities in the classroom. The main focus of this study is to see the increase in good behavior of early childhood children after the implementation of the strategyreward And punishmentthrough the medium of the star necklace.

The data is arranged systematically to show the process of implementing the action, the results of observations during the activity, and how the data is analyzed to produce research findings. This presentation is divided into three stages, namely: the action implementation stage, the observation stage and the data analysis stage, each of which explains the process and results obtained in detail from each cycle implemented.

1) Level of implementation

At the implementation stage, actions are carried out using the star necklace media as a tool to implement the strategy.reward And punishment. Each student is given a star necklace that can be attached to a star-shaped paper. As an initial step, the researcher provides a necklace containing 3 pieces of star-shaped paper as a handle for students. Students who demonstrate good behavior according to the indicators will receive a star sticker as a form ofreward, while children who show inappropriate behavior will receivepunishmentin the form of removing star-shaped paper from his necklace.

The research was conducted in two cycles. Cycle I focused on implementing strategies only in the school environment. In daily learning activities, educators together with researchers observed children's behavior and directly providedreward or punishmentaccording to the actions shown by the students. In this cycle, students began to understand the system implemented and showed enthusiasm for collecting stars. However, behavioral changes were not yet fully stable and were still limited in the context of the classroom. Cycle II was carried out with a more collaborative approach, namely involving parents in the implementationreward And punishmentin the family environment. Parents are given 10 pieces of star-shaped paper that will be given to students if they behave well at home. This aims to increase the consistency of children's good behavior in two environments at once, namely at home and school. This collaboration allows children to get more comprehensive reinforcement, so that behavioral changes become more significant and consistent.

With the involvement of parents, students become more motivated to maintain good behavior not only while at school, but also at home. This condition can be seen from the increasing obedience of children to the rules, responsibility for tasks, and other positive attitudes both in the school environment and the family environment. In line with the results of interviews conducted with parents that children are enthusiastic about getting up early, helping parents in completing housework and enthusiastic about carrying out worship.

2) Observation stage

The observation stage is an important process in this classroom action research, because it is the basis for seeing changes in student behavior as a result of the actions given. Observations are carried out systematically on ten indicators of good behavior that have been determined, using a qualitative development scale observation sheet. Each indicator is assessed based on the following categories:

a) Used to saying hello

b) Show empathy towards friends

c) Do not speak rudely and use polite language (for example, thank you, please, sorry)

d) Be honest by admitting mistakes and apologizing

e) Listen well when others speak

f) Able to queue when activities are carried out in turns

g) Able to manage emotions

h) Maintaining cleanliness of the classroom environment

i) Follow the rules of play

j) Completing tasks and being responsible

In the first cycle, observations focused on the implementationreward And punishmentin the school environment only. The results of the observation showed that most students began to understand the rules of the star necklace system. Students looked enthusiastic when they got stars and showed efforts to adjust their behavior. However, not all students showed behavioral consistency. Many of them are still in the MB (Starting to Develop) category. They still need reminders or encouragement from educators to act according to the expected indicators. For example, the phenomenon of students who are starting to be able to say "sorry" and "thank you" (indicators of polite speech), but only when supervised. Without supervision, they often return to their previous behavior.

In the second cycle, carried out at home, researchers involved parents in the implementation process.reward And punishment. Students bring star necklaces home and parents are instructed to give star cards every time students demonstrate good behavior at home according to the same indicators as at school. In practice, parents play an active role in providing appreciation by giving star cards to students. Students who were initially only involved in this program at school, now receive similar encouragement from their families. The results of observations after the holiday showed a significant increase in the consistency of good behavior shown by students, even after they returned to the school environment. For example, students who were previously impatient to wait for their turn, began to show more stable and independent changes, many of them rose to the BSH category and even BSB. This phenomenon shows that the involvement of the family environment accelerates the internalization of good behavioral values in students.

3) Level of data analysis

At this stage, the researcher analyzed all data obtained from the results of observations, documentation and calculations of star acquisition during the

implementation of the action, which includes pre-cycle, cycle I and cycle II. This analysis aims to see changes in children's good behavior after the implementation of the strategy.reward And punishment, both in the school environment and at home.

a) Pre-Cycle Data Analysis (Before Implementation)Reward And Punishment)

Before the action was given, the researcher conducted initial observations of 15 group B students at TK PGRI Cigugur consisting of 9 girls and 6 boys to determine the level of development of their good behavior. Observations were conducted using a qualitative assessment sheet with 10 indicators of good behavior and using a scale: not yet developed (BB), starting to develop (MB), developing according to expectations (BSH) and developing very well (BSB). The results of the observation showed that most students were still in the MB (Starting to Develop) and BB (Not Yet Developing) categories. The overall percentage value of 15 students was 38%, indicating that a special strategy was needed to improve children's good behavior. The overall data can be seen in the table below:

Tabel. 4 Recapitulation of Student Assessment

in the Pre-Cycle Stage

NO.	FULL NAME	TOTAL SCORE	CATEGORY
1.	Adi Nugraha	12	BB
2.	Alika Rahadatul	12	BB
3.	Anggia Kemala	16	BB
4.	Ardi Adnanda	12	BB
5.	Alfin Maulana	16	BB
6.	Bilqis Ghina	20	MB
7.	Desinta Rahayu	13	BB
8.	Fildan. F	13	BB
9.	Hafid Rizqi	11	BB
10.	M.Faisal Aditia	14	BB
11.	Nafiesa Arsita	12	BB
12.	Nazlia Faranisa	18	MB
13.	Wafda Shadiqia	20	MB
14.	Inara Agnia. S	20	MB
15.	Ayu Hanania	19	MB

(source: Research Team, 2025)

b) Cycle I Data Analysis (Implementation)Reward And Punishment at school)

After the action through applicationrewardin the form of giving star-shaped paper andpunishment in the form of a reduction in stars given consistently in class for 1

week, re-observation of the child's behavioral indicators was carried out. The results showed an increase in scores in most children. Children who were previously in the BB category began to rise to MB and several children who were in MB increased to BSH. The percentage value increased to 59.83% of students showed an increase in 5-8 indicators. This shows that the strategyreward And punishmenteffective in the school environment, especially when accompanied directly by educators. However, there are still some students who have not consistently demonstrated good behavior, especially outside of school hours, so it is necessary for other parties (parents) to be involved in strengthening this behavior at home. The results of the recapitulation of the assessment of good behavior in students can be seen in the table below:

Tabel. 5 Recapitulation of Student Assessment

at Cycle I Level

NO.	FULL NAME	TOTAL SCORE	CATEGORY
1.	Adi Nugraha	19	MB
2.	Alika Rahadatul	21	MB
3.	Anggia Kemala	26	BSH
4.	Ardi Adnanda	21	MB
5.	Alfin Maulana	25	MB
6.	Bilqis Ghina	30	BSH
7.	Desinta Rahayu	21	MB
8.	Fildan. F	23	MB
9.	Hafid Rizqi	15	BB
10.	M.Faisal Aditia	26	BSH
11.	Nafiesa Arsita	20	MB
12.	Nazlia Faranisa	26	BSH
13.	Wafda Shadiqia	29	BSH
14.	Inara Agnia. S	29	BSH
15.	Ayu Hanania	28	BSH

(source: Research Team, 2025)

c) Cycle II Data Analysis (Implementation)Reward And Punishment At home)

The second cycle was carried out for 1 week. In this phase, the strategyreward And punishment continued at home by involving parents. Students bring star necklaces home and then parents are given 10 star cards as a guide for parents to implement the strategy.reward And punishment. The assessment data is calculated from the number of stars collected by students and the results of interviews with parents. Then the data is

analyzed together and compared with the results of cycle I. The results show a significant increase. The data on the results of the assessment of good student behavior at home can be seen in the table below:

Tabel. 6 Recapitulation of Student Assessment

at Cycle-II Level

NO.	FULL NAME	TOTAL SCORE	CATEGORY
1.	Adi Nugraha	29	BSH
2.	Alika Rahadatul	32	BSH
3.	Anggia Kemala	35	BSB
4.	Ardi Adnanda	31	BSH
5.	Alfin Maulana	35	BSB
6.	Bilqis Ghina	40	BSB
7.	Desinta Rahayu	31	BSH
8.	Fildan. F	32	BSH
9.	Hafid Rizqi	25	MB
10.	M.Faisal Aditia	36	BSB
11.	Nafiesa Arsita	30	BSH
12.	Nazlia Faranisa	33	BSH
13.	Wafda Shadiqia	40	BSB
14.	Inara Agnia. S	39	BSB
15.	Ayu Hanania	39	BSB

(source: Research Team, 2025)

Most students have demonstrated good behavior more consistently, even without having to be reminded. The overall score percentage increased to 84.5%, students are in the MB, BSH and BSB categories. Active participation of parents in implementing the intervention also increases the effectiveness of the strategy, because students receive a form of reinforcement that is in harmony between the school and home environments.

b. Research Findings

This research was conducted in three stages, namely: pre-cycle, cycle I and cycle II, with the aim of seeing the development of good student behavior after the implementation of the strategy.rewardin the form of giving star-shaped paper andpunishmentin the form of taking star-shaped paper. The subjects of this study were 15 students of group B of TK PGRI Cigugur consisting of 9 girls and 6 boys. Each cycle

provides a picture of behavioral changes that occur during the learning process at school and at home.

1. **Findings In Pre-Cycle**

At this stage, the researcher conducted initial observations of student behavior without implementing strategies. Data were collected using observation instruments based on 10 indicators of good behavior, such as: greeting, being responsible, empathizing with friends, speaking politely and so on. The results of the observation showed that most students still showed behavior that had not developed optimally. There were even students who tended to be passive. Many students were not consistent in showing good behavior, especially in terms of politeness, independence, discipline and concern for the environment. The average score was in the MB (Starting to Develop) and BB (Not Yet Developing) categories. These findings reinforce the need for appropriate strategies to increase student motivation in behaving well byreward And punishment. The observation process can be seen in the image below:

Picture 1. 1 Observation Process (Pre-Cycle)

(source: Research Team, 2025)

2. **Findings in Cycle I**

In cycle I, researchers began to implement strategiesreward And punishmentin the school environment. FormrewardThe one used is a star necklace, where each student is given a necklace made of simple materials with 3 pieces of star-shaped paper attached. Students who show good behavior will get a star paper that is adjusted to the number of good behaviors that the student does. Conversely, the star paper will be taken back as a formpunishmentmild if the child breaks the rules or shows negative

behavior. The results of the observation showed an increase in positive behavior in several aspects. Children began to be encouraged to behave well in order to get stars, such as helping friends, greeting teachers and maintaining cleanliness. However, this change was not evenly distributed and some children still needed additional motivation. The assessment scores increased compared to the pre-cycle, although most children were still in the BB, MB and BSH categories. The process of implementing the strategyreward And punishment Cycle I can be seen in the picture below:

Picture 1. 2 Process of Implementing Rewards and Punishments Cycle 1

(source: Research Team, 2025)

3. Findings in Cycle II

Cycle II was implemented by involving collaboration of parents for 1 week. Strategyreward And punishmentbrought home by giving star-shaped paper given to students by parents. Students take home star necklaces and parents are given simple instructions to provide positive reinforcement at home. The results in cycle II showed significant progress. Students became more consistent in showing positive behavior, both at home and when returning to school. Parental involvement provides more comprehensive reinforcement, because children get the same encouragement from two main environments, namely home and school. The average score shows that most children have reached the BSH and BSB categories. This means that the targeted good behavior is starting to develop as expected and even very well in some students.

Picture 1. 3 Process of Implementing Rewards and Punishments in Cycle II

(source: Research Team, 2025)

From the findings of several cycles, the researcher concluded with the table below:

Table. 7 Recapitulation of Percentage of Each Cycle

CYCLE	ACTUAL TOTAL SCORE	TOTAL MAXIMUM SCORE	PERCENTAGE (%)
Pre-Cycle	228	600	38%
Cycle I	359	600	59,83%
Cycle II	507	600	84,5%

(source: Research Team, 2025)

Disscussion

a. Comparison of Pre-Cycle, Cycle I and Cycle II Results

In the pre-cycle stage, the observation results showed that most children had not shown consistent good behavior. Of the 15 children observed, most of the students were still in the MB (Starting to Develop) and BB (Not Yet Developing) categories. The average achievement was only 38%, this condition indicates that students need intervention to foster awareness and motivation in positive behavior. After the implementation ofreward And punishmentIn cycle I, there was a significant increase. Children began to respond positively to external reinforcement in the form of star-shaped paper on a necklace, which was given when they showed good behavior at school. The average score increased to 59.83%, this phenomenon shows that students' motivation to behave positively has increased. However, there are still students who are not consistent, especially in maintaining positive behavior throughout the day. In cycle II, a strategy was developed involving parental collaboration. Children bring star

necklaces home and the provision of star paper is done by parents. This approach has proven to be very effective because children receive similar reinforcement at home and at school. The average achievement increased sharply to 84.5%, and most children are already in the BSH and BSB (Very Good Development) categories.

b. Strategy EffectivenessReward And Punishment

Strategy reward and punishmentproven effective in improving good behavior in early childhood.Rewardin the form of star paper can motivate children to repeat positive behavior, such as greeting teachers, helping friends, following rules, speaking politely and being responsible for personal belongings. Whilepunishmentin the form of taking star paper as a form of light correction that makes children learn that every behavior has consequences. The application of this strategy is in accordance with behaviorist theory, which states that children's behavior can be formed through reinforcement (reinforcement) (Abidin, 2022). In this context,reward be a positive reinforcement, whilepunishmentbecome a negative reinforcement that remains educational.

Implementation in giving reward And punishment should be educational, where the acceptance of rewards and punishments for each child is different, some considerreward And punishmentis a threat to students to do something they don't want to do. But on the other hand, givingreward And punishmentto early childhood children that are appropriate to their age, reasoning and how to convey it in a language that is acceptable to students, it will be an encouragement and train children's discipline in carrying out activities both at school and outside of school (Journal et al., 2021). In the implementationreward And punishment There are several obstacles faced by researchers, such as the lack of consistency in children's responses, dependence onreward,necklaces are easily lost and damaged, differences in approach between school and home. Other opinions suggest inhibiting factors in givingreward And punishment namely the lack of concern and understanding of parents, the surrounding environment which does not support instilling discipline in children and the surrounding community environment of the child which is also lacking in discipline, and the child's attitude hyperactiveor tantrums (Munaamah et al., 2021). Through the implementation ofreward And punishment which was carried out for 2 weeks, there

was an increase in good attitudes in children including: students began to get used to saying hello, began to get used to speaking politely, were able to take responsibility, students showed empathy and cared about the environment. This change was not only temporary, but began to be seen as a daily habit.

c. The Role of School and Family Environment

One of the important findings in this study is that the family environment plays a big role in the sustainability of the formation of good behavior. Students who receive reinforcement (reinforcement)consistently at home and at school showed more stable and positive results. This supports Bronfenbrenner's theory of the ecology of child development, where the interaction between microsystem environments such as family and school greatly influences child development (Mujahidah, 2015).

Schools as formal learning environments are the main place for students to get direct behavioral guidance through interaction with educators and peers. In the first cycle, the strategyreward And punishmentwith star necklace media applied intensively in schools. The role of the family is very effective in strengthening good behavior of students. With the role of parents, children are more motivated to maintain behavior because they feel cared for and appreciated. Through collaboration with parents in cycle II, children experience double reinforcement. They feel that good behavior is not only appreciated by teachers, but also by parents. This increases children's sense of responsibility and awareness in maintaining good attitudes in various contexts.

Conclussion

Based on the results of research conducted at TK PGRI Cigugur, it can be concluded that the strategyReward (award) andPunishment (punishment) has been proven effective in efforts to improve good behavior in early childhood..The implementation of both approaches, when applied appropriately and consistently by teachers, shows a significant positive impact on the formation of desired behavior. This study indicates that providingRewardin the form of a star necklace plays a crucial role as positive reinforcement. Children become more motivated to repeat good behaviors such as politeness, compliance with rules, initiative in learning and positive social

interactions, because they associate these behaviors with recognition and feelings of being appreciated.

Systemrewardhelp children understand what is expected of them and provide encouragement to achieve it. On the other hand, the implementation of Punishmentwithin limits that educate and do not damage the child's emotions, such as reprimands, diversions, ortime-outshort, is also effective in reducing the frequency of unwanted behavior. This condition helps participants learn about the consequences of negative actions and understand the existing limits. It is important to underline that the effectivenesspunishment is highly dependent on its application being consistent, fair and without causing fear or trauma.

The success of the program carried out by PPL students at TK PGRI Cigugur is also greatly supported by the consistency of educators in implementing the system.reward And punishment. When rules and consequences are communicated and implemented clearly and without favoritism, students will more quickly internalize behavioral norms. In addition, collaboration between schools and parents is also a determining factor in success. However, this study also implies the importance of continuing to prioritize positive reinforcement as the primary method. Focus onRewardnot only shapes behavior, but also builds children's self-confidence and intrinsic motivation gradually. The use ofpunishmentmust be educational, proportional and aimed at teaching, not just punishing.

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