

## Study Evaluation of the Impact of Teacher Pedagogic Competency on Early Childhood Discipline in Bekasi Kindergarten

Ajat, Nia Kurniati

Master of Early Childhood Education, Pancasakti University Bekasi

### ABSTRACT

This study aims to identify the evaluation of the impact of teachers' pedagogical competence on the discipline of early childhood students at TK Islam Al Fajar Jatiasih, Bekasi City. This research employs a qualitative approach. Data collection was conducted through interviews with teachers, school supervisors, and parents of the students. The research design uses the CIPP evaluation model. The study shows that the pedagogical competence of teachers at TK Islam Al Fajar significantly influences the development of early childhood discipline through a constructivist approach that involves planned activities and active student participation, thereby creating a learning environment that supports understanding of discipline and responsibility. The tangible impact of teachers' pedagogical competence is seen in the positive changes in students' obedient and disciplined attitudes, and the collaboration between teachers and parents strengthens the enforcement of rules, creating consistency that supports character development.

**Keywords:** Early Childhood, Discipline, Pedagogical Competence.

#### Corresponding author

**Name:** Nia Kurniati

**Email:** nkurniati960@gmail.com

### INTRODUCTION

Early childhood education is an important education to support their overall development. (Kambona, 2025). At this stage children not only learn basic skills, but also begin to form character, attitudes and behaviors that will guide them in their future lives. Quality education is essential to support their social, emotional and academic development (Taddese et al., 2025). One aspect that needs to be considered is discipline, which must be instilled from an early age. Discipline helps children understand boundaries and responsibilities, which impact their behavior in the future.

Discipline is defined as an attitude and behavior that shows compliance with established rules, norms or regulations (Buahana & Sativa, 2024). In the context of education, discipline refers to an individual's ability to organize themselves, follow schedules, complete tasks, and behave according to expectations in the school or community environment (Ima & Sitorus, 2024). One of the schools that teaches discipline is Al Fajar Islamic Kindergarten.

TK Islam Al Fajar is located in Jatiasih District, Bekasi City, and is on the border between Bekasi and Bogor Regency. Geographically, this kindergarten is located in the middle of the Villa Nusa Indah housing complex, surrounded by the Cikeas River, with all sides bordering the housing complex. TK Islam Al Fajar is an educational institution

that has a distinctive feature with students coming from various educational backgrounds of parents, ethnicities, and cultures. Most of the educators at TK Islam Al Fajar, around 90%, are graduates of S1 PAUD, with teaching experience of some reaching 27 years since the establishment of this kindergarten in 1997. The educators at TK Al Fajar continue to be enthusiastic about learning and developing skills, as well as creating innovations in learning methods so that they are not monotonous for children.

The role of teachers in shaping children's discipline is very important, because they are responsible for educating and guiding students (Kusworo et al., 2025). Teachers' pedagogical competence, which includes understanding of child psychology, teaching methods, and classroom management strategies, has a major influence on their ability to instill discipline.

Teachers must have skills in managing the class well to create a dynamic and effective learning environment (Ernawatie et al., 2024). Considering the diversity of students' backgrounds, the role of teachers is crucial in overcoming discipline problems, because discipline is the key to success in various aspects of life (Nurma et al., 2024). A teacher's exemplary behavior has an impact on the development of positive student behavior (Wulandari et al., 2024)

Pedagogical competence is regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. In the explanation of Article 28, Paragraph (3), Point a, it is explained that pedagogical competence is the ability to manage student learning. This includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Peraturan Pemerintah Republik Indonesia, 2005).

In the context of early childhood education at Al Fajar Islamic Kindergarten, there are several issues that need to be considered regarding the formation of children's discipline. One of the main issues is the variation in understanding and acceptance of rules among children. Some children have difficulty following established daily routines, such as queuing for attendance or adhering to a study schedule. This is often influenced by differences in the educational background of parents, which can have an impact on how children understand the values of discipline. Based on the explanation above, this study aims to conduct an evaluation study of the impact of teacher pedagogical competence on early childhood discipline at Al Fajar Jatiasih Islamic Kindergarten, Bekasi City.

## **METHOD**

The method used in this research is a qualitative method. According to Lexy J. Moleong (2008) Qualitative research is a type of research that aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, and actions, holistically. Qualitative research is conducted through descriptions in the form of words and language in a natural context, utilizing various appropriate methods (Sugiyono, 2011).

This research was conducted at Al Fajar Islamic Kindergarten located in Jatiasih District, Bekasi City. The research began in December 2024 and will last until February 2025, with a research duration of 3 months. Data collection in this study was carried out

through observation, interviews and documentation. The sources for the interviews were obtained from teachers, kindergarten supervisors and parents of students.

This research design uses the CIPP evaluation model. The CIPP model is an evaluation approach that views the program being evaluated as a whole system. There are four main components in this model: (1) Context, which describes the background and environment of the program; (2) Input, which includes all resources and information needed to implement the program; (3) Process, which refers to the steps or activities during program implementation; and (4) Products, which are the final results of the program (Stufflebeam & Zhang, 2017).

## **FINDING AND DISCUSSION**

### **FINDING**

#### **1. Evaluation of the Context of Teachers' Pedagogical Competence on Early Childhood Discipline at Al Fajar Islamic Kindergarten**

The evaluation of the context of teacher pedagogical competence towards early childhood discipline at Al Fajar Islamic Kindergarten shows the importance of teacher competence in educating and guiding children. In an interview with an experienced teacher, it was explained that the approach used is very focused on child development, by applying learning theory through activity planning that is appropriate to the student's developmental stage. The teacher stated, "I use a constructivist approach, where children are invited to actively participate in the learning process. For example, I integrate educational games that stimulate their curiosity and creativity. In this way, children not only receive information, but also build understanding through direct experience.

Interview results revealed that teachers understand the importance of implementing appropriate learning theories, especially constructivist approaches that involve active student participation. Through educational games, children can explore and experiment, which helps develop social, emotional, and cognitive skills.

In addition, the supervisor of Al Fajar Islamic Kindergarten also provided views on the application of learning theories. In the interview, the supervisor stated, "As a supervisor, I assess teachers' understanding of learning theories by conducting direct observations during the learning process." Al Fajar Islamic Kindergarten held discussion and reflection sessions with teachers to discuss the methods used, as well as provide constructive feedback.

Interview results show that supervisors have a systematic approach in assessing teacher understanding. Direct observation and discussion sessions help teachers in exploring methods that support student learning processes. With constructive feedback, supervisors play an important role in improving teachers' understanding and skills in applying learning theories effectively, demonstrating a commitment to improving the quality of learning and developing teacher competencies.

## **2. Evaluation of Teachers' Pedagogical Competence Input on Early Childhood Discipline at Al Fajar Islamic Kindergarten**

Evaluation of teacher pedagogical competency input on early childhood discipline at Al Fajar Islamic Kindergarten includes three important aspects: learning environment, learning evaluation, and effective communication.

A positive learning environment plays an important role in students' learning process. One way to create such an environment is by choosing an approach that is appropriate for the students. A teacher at TK Islam Al Fajar explained, "To create a positive and inclusive learning environment, I build a good relationship with each student. I involve children in setting classroom rules, so that they feel responsible for their learning environment. In managing student behavior, I use positive reinforcement, give praise for good behavior, and give constructive feedback. All of this creates a supportive atmosphere and encourages children to behave well." Based on the interview results, it can be concluded that an approach that involves students in determining classroom rules, as well as the use of positive reinforcement and constructive feedback, is very effective in creating a supportive learning atmosphere. This not only improves discipline, but also builds students' sense of responsibility and ownership of their learning environment.

In terms of learning evaluation, One of the teachers at Al Fajar Islamic Kindergarten shared her experience in using observation and formative assessment methods, as well as the importance of reflective discussions to provide constructive feedback to students. She explained, "In the learning evaluation process, I use observation and formative assessment methods. I observe learning activities directly to see the children's progress. In addition, I also hold reflective discussions with the children after each activity. The feedback I provide is constructive and aims to help children understand their strengths and areas that need improvement. In this way, children gain insight into their development and feel motivated to learn better." Based on the results of the interview, it can be concluded that the use of observation and formative assessment methods, along with reflection, is very effective in helping children understand their progress. Clear learning planning criteria that are relevant to student characteristics ensure that the activities carried out meet needs and encourage learning motivation. In addition, evaluations that are carried out periodically help adjust the learning process to students' needs.

A supervisor at Al Fajar Islamic Kindergarten added, "The criteria I use to start lesson planning include clear objectives, student needs, and the context of the learning environment. I ensure that the lesson plan created by the teacher is relevant to the applicable characteristics and takes into account the characteristics of the students, such as their interests and abilities. The teacher encourages observation and reflection on the needs of the students based on daily interactions. By conducting regular evaluations of the lesson plan, I can ensure that the activities carried out are in accordance with the needs and development of the students." Based on the interview results, it can be seen that the criteria in lesson planning at Al Fajar Islamic Kindergarten are very focused on clear objectives, student needs, and the context of the learning environment. By ensuring the relevance of the lesson plan to the curriculum and student

characteristics, as well as conducting regular evaluations, teachers can effectively adjust learning activities to suit the development and interests of the students.

Effective communication between teachers, students, and parents is also very important. One teacher explained, "I communicate effectively with students by actively listening and paying full attention when they talk. I also use various media, such as story books and games, to explain more complex concepts. For parents, I hold regular meetings and send regular progress reports. This open and transparent communication is important to support the learning process and discipline of children, as well as parents who are involved in their children's education." Based on the interview results, it is clear that effective communication between teachers, students, and parents plays a crucial role in supporting the learning process. Teachers apply active listening techniques and pay full attention when students talk, creating an environment that supports student engagement. The use of various media, such as story books and games, helps explain concepts in a fun way. In addition, open communication with parents through regular meetings and progress reports ensures that they are involved in their children's education.

A supervisor at Al Fajar Islamic Kindergarten added, "Effective communication between teachers, students, and parents is very important in supporting the learning process. Good communication helps create a relationship of trust and understanding between all parties. I encourage this in schools by holding regular meetings between teachers and parents, as well as providing training on the importance of two-way communication. I also encourage teachers to provide regular feedback to parents on their children's development." Based on the interview results, it can be concluded that through regular meetings, two-way communication training, and regular feedback on children's development, close collaboration between all parties can be established, thus creating a better learning environment for students.

### **3. Evaluation of Teachers' Pedagogical Competence Process on Early Childhood Discipline at Al Fajar Islamic Kindergarten**

Evaluation of the pedagogical competence process of teachers towards early childhood discipline at Al Fajar Islamic Kindergarten includes three important aspects: teaching discipline, classroom learning, and classroom environment.

Discipline is one of the important aspects of learning at Al Fajar Islamic Kindergarten. Discipline can be formed through fun activities, such as games. One of the teachers at Al Fajar Islamic Kindergarten explained, "I teach children about the importance of discipline through games. For example, I create games that involve rules that must be followed, so that children learn that discipline is part of the fun. I also explain the consequences of breaking the rules in a positive way, so that they understand that discipline must be done voluntarily. In this way, children learn to appreciate and apply discipline in everyday life." Based on the results of the interview, it was seen that teaching discipline through games that involve rules helped children understand the importance of discipline as part of the fun. By explaining the consequences of breaking the rules in a positive way, children learn to appreciate and apply discipline voluntarily in everyday life. In addition, there is supervision for teachers in the learning process. This is reinforced by the statement of one of the supervisors at

Al Fajar Islamic Kindergarten who stated, "To ensure that teachers in the kindergarten understand and apply the concept of discipline consistently, I conduct classroom observations to see how teachers implement the concept of discipline in practice. After conducting observations, I provide feedback and suggestions for improvement. In this way, I can help teachers apply discipline effectively in learning."

The interview results showed that classroom observation and subsequent feedback were effective methods to ensure that kindergarten teachers understand and apply the concept of discipline consistently, thus supporting the effective implementation of discipline in the learning process.

Learning from mistakes is one of the approaches applied in the classroom. By using educational methods, students can more easily understand the mistakes they make. One of the teachers at Al Fajar Islamic Kindergarten explained, "I believe that an educational approach is much more effective than using physical punishment. In the classroom, I prefer to provide guidance and support when children make mistakes. I explain their mistakes and provide opportunities to correct those actions. This approach helps children feel safe to learn without fear of making mistakes, which supports the development of positive discipline."

Based on the interview results, the educational approach that prioritizes guidance and support, rather than physical punishment, successfully creates a safe environment for children to learn from their mistakes, while supporting the development of positive discipline. A teacher at TK Islam Al Fajar also added, "I help children learn from their mistakes by discussing the situation after it happened. I encourage them to reflect on their actions and find solutions together. In addition, I give praise when they succeed in following the rules, so they feel satisfied with their efforts. In this way, children learn to take responsibility for their actions and build self-confidence."

Interview results show that by discussing the situation after the incident, children can learn from their mistakes. By inviting them to reflect on their actions and find solutions together, they can understand the consequences of their actions. Praise given when they succeed in following the rules provides motivation and satisfaction for the effort that has been made. Through this approach, children learn to be responsible and develop their self-confidence.

The classroom environment plays an important role in supporting the learning process carried out by children. A supportive environment can be created by establishing mutually agreed rules. Here is a picture of disciplinary activities at Al Fajar Kindergarten:



**Figure 1.** Queuing Activities to Enter Class



**Figure 2.** Ceremony Activities

One of the teachers at Al Fajar Islamic Kindergarten explained, "To create a classroom environment that supports the development of discipline and self-control, I set clear and consistent rules. I create a safe and supportive atmosphere, so that children feel comfortable to do activities and interact. By involving them in the rule-making process, they feel responsible. I also provide space for them to express themselves and share their opinions. With a positive environment, children can learn discipline better."

Based on the interview results, it was found that setting clear rules and creating a safe atmosphere greatly supports the development of children's discipline and self-control. Children's involvement in making rules increases their sense of responsibility, while space for self-expression encourages positive interactions. This is also reinforced by the opinion of parents of students at Al Fajar Islamic Kindergarten, who stated, "As a parent of students at Al Fajar Islamic Kindergarten, I see the role of teachers in disciplining children as very important. Teachers not only function as teachers, but also as guides and role models for children. They are able to create a positive learning environment, where children feel safe and comfortable to learn and develop." The interview results showed that the role of teachers at Al Fajar Islamic Kindergarten is very vital in disciplining children. They are not only teachers, but also as guides and role models. Teachers have succeeded in creating a positive learning environment, so that children feel safe and comfortable. This supports children's overall development, both in academic and social aspects.

#### **4. Evaluation of Teachers' Pedagogical Competence Products on Early Childhood Discipline at Al Fajar Islamic Kindergarten**

Product evaluation is seen from the influence of learning methods carried out by teachers at Al Fajar Islamic Kindergarten on early childhood discipline. One approach that has proven successful is a positive reinforcement system, where students are rewarded every time they demonstrate disciplined behavior. As explained by one of the teachers at Al Fajar Islamic Kindergarten, "One of the learning methods I apply is a positive reinforcement system in the classroom. I created a 'Discipline Stars' program, where children get stars every time they demonstrate disciplined behavior, such as raising their hands before speaking, waiting in line patiently, or helping friends. By giving recognition for these good behaviors, children become more motivated to follow the rules and participate well."

Interview results show that implementing a positive reinforcement system, such as the "Discipline Star" program, is effective in increasing children's motivation to follow classroom rules. By recognizing good behavior, students feel more motivated to participate actively, which in turn supports the development of positive discipline. This approach shows that positive reinforcement can be a powerful tool in the learning process.

According to parents of students at Al Fajar Islamic Kindergarten, teachers use easy-to-understand methods to shape discipline. One parent said, "Teachers at Al Fajar Islamic Kindergarten apply an educational approach in disciplining children. They explain the importance of rules and the consequences of actions in a way that is easy for children to understand. In addition, they apply interactive and fun methods, so that children can learn about discipline without feeling pressured."

From the interview results, it appears that teachers at Al Fajar Islamic Kindergarten apply an effective educational approach in disciplining children. By explaining the rules and consequences simply, students can understand the importance of discipline. The interactive and fun methods used make the learning process lighter and less stressful. This can be seen from the changes that occur in students, as stated by another parent: "I see a significant change in my child's discipline since attending Al Fajar Islamic Kindergarten. My child has become more obedient to the rules. For example, when we are at the supermarket, my child shows discipline by queuing at the cashier without rushing. Even though there are many items he wants to buy, he patiently waits for his turn and does not try to get ahead of us. When it is our turn, he calmly hands over the items to the cashier and says 'thank you.' I feel proud to see him respecting the process and being polite in public, which reflects the development of good discipline since attending Al Fajar Islamic Kindergarten."

Based on the interview results, the learning experience at Al Fajar Islamic Kindergarten has brought positive changes in children's discipline. Children become more obedient to the rules and are able to demonstrate patience and discipline, such as when queuing at the supermarket. This change is also seen in the politeness shown by the children.

## DISCUSSION

At TK Islam Al Fajar, the teacher's pedagogical competence is the main concern in creating an educational environment that supports the development of early childhood. It is expected that teachers will not only teach, but also educate and guide so that each child can develop according to their potential. In an interview with an experienced teacher, it was revealed that the approach used is very focused on child development through appropriate activity planning. This shows that an understanding of learning theories, such as constructivism, is the basis for the learning process, where children are invited to participate actively (Ruiz-Martín & Bybee, 2022).

The constructivist approach applied by teachers shows that effective learning involves active student participation (Al Abri et al., 2024). In this context, the use of educational games as a tool to stimulate children's curiosity and creativity is very effective. In this way, students do not only receive information passively, but also engage in direct learning experiences, which help them build understanding. This approach supports the development of social, emotional and cognitive skills that are very important for children at an early age.

Evaluation of learning at TK Islam Al Fajar is carried out using observation and formative assessment methods. Teachers monitor students' progress during learning activities and hold reflective discussions to provide constructive feedback. This approach allows children to understand their strengths as well as areas that need improvement. Periodic evaluations also ensure that learning activities remain relevant to students' needs and characteristics, which ultimately increases their motivation to learn.

The criteria used in lesson planning pay close attention to clear objectives, student needs, and the context of the learning environment. Supervisors ensure that lesson plans made by teachers are relevant to the curriculum and take into account student characteristics. In this way, teachers are encouraged to reflect on student needs based on daily interactions, so that the activities carried out can meet their needs and support their development optimally.

Effective communication between teachers, students, and parents at Al Fajar Islamic Kindergarten is also a very important aspect. This is in line with the findings of research by Titin Irawati Nainggolan and Sampitmo Habbeahan (2024), which shows that good communication can strengthen the relationship between teachers and parents, and support children's development. With active listening techniques and using various media to explain concepts, teachers can create an environment that supports student engagement. In addition, open communication with parents through regular meetings and regular child development reports ensures that parents are involved in their child's education, creating close collaboration between the school and the family.

Strengthening collaboration between teachers, students, and parents through effective communication can create a better learning environment for students (Manurung et al., 2022). With regular meetings, two-way communication training, and regular feedback on children's development, all parties can work together to support the learning process. This shows that at TK Islam Al Fajar, communication is not just a tool, but also a bridge that connects all elements in children's education.

The discipline of children at Al Fajar Islamic Kindergarten is clearly visible in their daily behavior. Children show obedience when queuing to enter the class and follow the

activity schedule well. This reflects their understanding of the rules that have been taught.

The approach used to teach discipline is through fun ways, such as games that involve rules. This method refers to the principles of constructivism theory, where children learn through direct experience and interaction. When children are involved in educational games, they can understand the importance of discipline in a fun way. This approach encourages children to be more active in the learning process and helps them internalize the values of discipline in everyday life.

The "Discipline Star" program implemented in the classroom rewards children who demonstrate disciplined behavior. This positive reinforcement has proven effective in increasing children's motivation to obey the rules. Discipline is the main criterion in assessing student achievement (Nainggolan & Habeahan, 2024). By giving rewards, teachers create an atmosphere that supports the development of discipline. Children feel appreciated and motivated to behave well.

Implementing a structured routine is also an important aspect in learning discipline. Children learn to follow a schedule of activities and manage their time well. The error-based learning method is also applied in Al Fajar Islamic Kindergarten. When children make mistakes, teachers choose to provide guidance rather than physical punishment. This approach creates a safe environment for learning without fear. This is in line with research conducted by Rokyal Harjanty and Samsul Mujtahidin (2022) which states that discipline education must be carried out in an educational manner. Thus, children can learn from their experiences and improve their behavior.

Reflection after making mistakes is also an important part of the learning process at TK Islam Al Fajar. Children are encouraged to understand the consequences of their actions and learn to be responsible. Praise given when children succeed in obeying the rules helps build their self-confidence. In this way, children feel more motivated to behave well, and this approach is very important in developing positive character.

Effective communication between teachers, students, and parents also plays an important role in supporting the learning process. Good communication strengthens the relationship between teachers and parents, allowing for the exchange of information about the child's development. Research shows that collaboration between school and home can strengthen student discipline. With open communication, parents can support the education process at home, creating harmonious cooperation for the sake of the child's development.

With a fun approach, structured routines, and the use of positive reinforcement, teachers have successfully created an environment conducive to learning. Discipline is not only taught, but also practiced in real contexts. This holistic approach is essential in early childhood education, ensuring that children not only learn to obey, but also to develop into responsible individuals.

The pedagogical competence of teachers at Al Fajar Islamic Kindergarten has a significant impact on the development of children's discipline. Through the application of effective learning methods, the creation of a positive learning environment, and good communication with parents, teachers can shape students' character and discipline better. This shows that education is not only about transferring knowledge, but also

about building a character of discipline and responsibility, which are important aspects in the overall development of children.

## CONCLUSION

Research shows that the pedagogical competence of teachers at Al Fajar Islamic Kindergarten greatly influences the development of early childhood discipline through a constructivist approach that involves planned activities and active participation of students, thus creating a learning environment that supports the understanding of discipline and responsibility. A positive environment built from good relationships between teachers, students, and parental involvement contributes significantly to children's discipline, with the use of positive reinforcement and constructive feedback important in improving behavior. Teaching discipline in a fun way and structured routines has proven effective, helping children understand the consequences of actions and learn to be responsible. The real impact of teacher pedagogical competence can be seen from positive changes in children's obedience and discipline, and cooperation between teachers and parents strengthens the enforcement of rules, creating consistency that supports character development.

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