Early Discipline Behavior: Read aloud Story with Big Book Media

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ABSTRACT: Disciplinary behavior increases children's responsibility and self-control skills by encouraging mental, emotional and social growth. This behavior is also related to school readiness and future academic achievement. This study aims to look at read aloud with the media of large books in improving disciplinary behavior during early childhood. Participants were 20 children aged 5-6 years. By using qualitative methods as a classroom action research, data collection was carried out by observation, field notes, and documentation. The results of pre-cycle data showed that the discipline behavior of children increased to 42.6%. In the first cycle of intervention learning with ledger media, the percentage of children's discipline behavior increased to 67.05%, and in the second cycle, it increased again to 80.05%. Field notes found an increase in disciplinary behavior because children liked the media which was not like books in general. However, another key to successful behavior of the big book media story. Another important finding is the teacher's ability to tell stories to students or read books in a style that fascinates children. The hope of this intervention is that children can express ideas, insights, and be able to apply disciplinary behavior in their environment.

Keywords: *Early Discipline Behavior, Read aloud, Big Book Media*

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1 INTRODUCTION

Early childhood climate classroom is one of the most dynamic and critical problem's teachers may face because pre-school classes are increasingly overwhelming teachers. Disharmonious classroom activities are trying to be handled in the United States in order to be accepted by the public as one of the top three problems facing public schools. How teachers are involved and deal with these disciplinary problems has the most impact on the socio-emotional well-being of children and their classroom environment (Galini & Kostas, 2014). Due to the increasing number of young children entering childcare centers, early childhood teachers now face more developmental management challenges (Iraklis, 2020). Class discipline is a multi-dimensional theory, according to Zachos et al., (2016), where consensus has not been reached. This is perhaps not surprising because, based on different teacher approaches, definitions will take different positive or negative forms. Iraklis (2020) states that teachers are free to choose from a variety of strategies and methods. Various techniques underlie disciplinary learning, the extent to which the purpose of disciplinary relationships is to secure order or to teach values associated with some of the variables controlling their application. So, in some circumstances, teachers are unable to discipline the classroom the way they want.

Early childhood education that upholds character values in everyday life and shapes children's character (Turuini et.al., 2018). This is considered important because it will have an impact on the psychology and resilience of children in adulthood. The character values that need to be built from an early age are discipline. Guidance is needed in shaping disciplinary behavior from children to show orderly behavior and follow rules (Aulina, 2013). Cultivating this disciplined behavior provides benefits such as a sense of security, comfort, confidence to make children independent. In addition, this disciplinary behavior makes it easier for children to interact in their environment both in the family environment and in the community. Efforts to instill disciplined behavior in children requires the right method. Septyanigrum and Mas'udah (2015) on the method of storytelling in children aged 5-6 years, show that storytelling methods affect children's discipline and can be used to instill honesty, courage, loyalty, and friendliness. Discipline behavior can help children interact in everyday life.

The results of research conducted by Martha et al., (2012) on disciplinary behavior of children who are able to comply with rules because teachers communicate with children and talk about mutually agreed-upon rules. In addition, discipline can be built through storytelling and habituation methods (Andriana et al., 2017). Appropriate methods, and interesting media are also needed to support the development of children's disciplinary behavior. The use of picture books on improving disciplinary behavior shows effective results Eagle (2012). Using ledger media with the theme of obeying the rules to highlight the character of honesty is proven to be able to build children's character. Ledger media is one type of image media that can provide exemplary character learning in the story (Turan & Ulutas, 2016).

Based on preliminary research with observations and interviews conducted on children aged 5-6 years at Harapan Bunda 1 Kindergarten Palembang, it was found that out of 20 children, there were 14 children (80%) who showed undisciplined behavior. For example, lack of manners when eating, talk too much, shout and walk around when others are sitting. The children also do not throw garbage in the place, and sometimes want to overtake their friends when they are waiting in line or waiting for their turn. In addition, 60% of children are late in coming to school for reasons of difficulty getting up early, or children talk a lot so that the assignment given by the teacher is not complete. While playing and working on assignments, children leave toys and equipment without being tidied up.

Children must also repeatedly be reminded by the teacher to tidy up their toys, and also children like to interrupt the conversations of teachers and other friends. The fact that learning activities using worksheets, drill and practice methods often cause children to get bored and create chaos. When the child's response is bored and does not emphasize learning activities, the teacher sometime punishes children without consequences and is inconsistent in giving praise and warning to children. Teachers in the process of learning activities still use the old manual with discussion material and fun learning media that do not vary. This has attracted the attention of researchers to

conduct action research and cure bad habits of discipline in children with media that are attractive to children and effective for learning purposes. Based on the results of literature analysis and preliminary research observations, the researcher did a retrace using a modified big book media with the lift of a flap method to improve children's discipline and the aspects behavior that are studied include showing obedience, order, and orderly behavior. So, this study aims to improve disciplinary behavior in children aged 5-6 years by telling stories using large books.

2 THEORITICAL STUDY

2.1 *Disciplinary Behavior*

The central element of disciplinary awareness is based on the "Brain Condition Model" of the curriculum. According to this conceptualization, in order to successfully learn self-regulation, children must feel protected and respected (Bailey, 2015). The current curriculum shows that for successful problem solving and learning, self-regulation is essential. In addition, Conscious Discipline highlights the importance of developing an environment in the classroom where children feel comfortable and can interact with others socially so that they can develop the skills needed for self-regulation to participate in academic activities (Bailey, 2015). In addition to fostering feelings of protection and emotional attachment, the curriculum was developed by the inventor of Conscious Discipline so that children learn adequate self-regulation skills by studying the example's adults present to them. In addition, the purpose of the curriculum is for teachers to learn how to handle their own emotions, feelings and behaviors efficiently so that they can teach students these skills (Bailey, 2015). Conscious Discipline aims to give children active knowledge of their feelings with the scaffolding of their teachers in order to prevent impulsive actions and to engage in higher-order problem-solving skills, which are important components of executive function (Anderson et al., 2020).

Teachers using the Mindful Discipline curriculum, for example, are encouraged to mark the emotions of their own heirs verbally, use techniques to control emotions (such as deep breathing), and discuss problem-solving methods in class so that students develop effective strategies for managing their own actions. This teacher modeling can help students build techniques for emotional management by presenting blueprints for internal speaking habits that promote self-awareness, which in turn can reinforce children's disciplinary behavior (Bailey, 2015). Therefore, it is important to provide various teaching materials or media to develop various learning models that can improve children's character, especially disciplinary behavior. A quasi-experimental study found that children who studied in a class with Conscious Discipline reported a much greater reduction in problem externalizing behavior relative to peers in a supervised classroom (Hoffman et al., 2005).

The application of disciplinary behavior in children is done through habituation. Habit needs to be instilled from early childhood and cannot be done by force. During the preschool period, children do not really understand what attitudes are acceptable, the teacher's job is to educate or guide children so that they can be accepted by their environment. While in the classroom during learning activities, the teacher must not force the child to teach disciplined behavior. The main point of discipline is rules (Moberly et al., 2014). Therefore, teachers and children need to agree in determining and making rules that apply in class.

Discipline is voluntary behavior (without coercion) that shows the regularity of applicable regulations (Aulina, 2013). Discipline also regulates behavior, self-control, and mental attitudes. The code of ethics that needs to be applied in this discipline must be applied in everyday life. When children have disciplined behavior, they have a habit of following and applying the rules that are made together. Thus, discipline is a person's ability to follow applicable rules that reflect obedience, regularity and regularity to the various provisions given in accordance with age development without reward that can be applied in a child's daily life. Discipline behavior provides positive benefits for children. When children have disciplined behavior, they can follow rules without coercion that come from their own desires (Longstreth et.al, 2015). Besides that, it can also from behavior following the rules that apply in the child's environment. Teachers as role models for

children need to follow and maintain behavior (Ho et al., 2017). If the teacher reflects disciplined behavior and the child follows every rule in class, this will have an impact on the learning process before and after classroom activities are carried out.

2.2 *Read Aloud Story and Storytelling Using the Big Book Media*

In modern schools, reading aloud in the classroom is known to be one of the most widely successful literacy techniques, offering young learners a wide spectrum of literacy skills. Research shows that incidental learning of new words used in stories is facilitated by the practice of reading aloud to children. The more than children are read to, the more the language gains more substance (Penno et al., 2002). In addition to these early vocabulary learning advantages (Farrant & Zubrick, 2012), reading aloud facilitates enhanced exposure to words, helping young people learn important developing literacy skills that encourage greater growth in reading, including phonological awareness and word recognition.

As such, it is unsurprising that more recent research associates reading aloud with cognitive growth in a spectrum of literacy learning (Mol & Bus, 2011), expanding beyond reading ability, including a positive impact on numeracy outcomes (Kalb, G., & van Ours, 2014). Read-aloud programs may facilitate the enhancement of struggling learners at risk of reading problems, benefiting from children's language, phonological awareness, printing concepts, understanding and vocabulary results (Swanson et al., 2011). The improvement of decoding skills and the promotion of reading comprehension in speakers of English as an Additional Language have both been correlated with read-aloud. An analysis of the report on encouraging autonomous silent reading skills in failing learners shows that learners benefit from providing a fluent reading model and, obviously, the most successful way to achieve this is to provide an adult has the model where possible (Chard et al., 2002, p. 404). Struggling teenage children also benefit from exposure to reading aloud in the classroom with significant reading comprehension (Westbrook et al., 2019).

Read-aloud to kids will promote good reading attitudes. Latest study has shown that teachers are considered by their pupils to be reading models as they read aloud to their children with speech and emotional engagement (Margaret Kristin Merga, 2015). Children usually continue to love being read to middle school (Clark & Andreasen, 2014) and beyond, while reading aloud is frequently limited beyond the early years of school (Margaret Kristin Merga, 2017). When asked about the social forces that make them avid readers, older readers frequently equate reading aloud with developing a continued love of books and reading and a lifelong reading identity (Margaret K. Merga, 2017). Exposure to reading aloud will lead to greater interest in and involvement of students in silent reading (Pegg & Bartelheim, 2011).

Reading aloud at school is therefore invaluable for the opportunity it brings to children inside the household who are not read to. If these children may undergo other ways of helpful and rich experiments in oral literacy, it is nevertheless, significant that more than a quarter of primary school-aged children are not read at home (Ledger & Merga, 2018). In the school setting, teachers ought to ensure that children gain daily exposure to this experience. Reading aloud is not generally a hallmark in mainstream schools, considering the importance of reading aloud as an important pedagogical element. Current data shows that most kids are often only heard by their teachers, with only 3.4 percent of kids reported being read by their teachers every day ((Ledger & Merga, 2018).

A large-format book with large-print texts and illustrations Colville-hall & Oconnor, (2006) is defined as a big book. The same argumentation notes Brown (1970) that the big book is a book with large prints and vivid drawings that helps the teacher to share a good story with the whole classroom. The use of large books in students' reading experiences will enhance the creativity of students and reflect on reading. There are many important features to a good large book learning experience. Large books are (1) short stories that quickly engage the attention of learners. (2) have a sequence of rhyme that children note and understand. (3) large books that help develop context. (4) include repeated phrases and a controlled vocabulary that helps with vocabulary learning. (5) include a basic yet entertaining plot line, and (6) contain comedy components. The use of big books as a teaching tool helps elementary school students learn English, especially in the

interpretation of a reading text. In comparison, the use of large books could also help the instructor draw the interest of students and expose students to new words (Mahayanti et al., 2017).

3 METHOD

The research used action research method. The research design in which this action describes the spiral Kemmis and McTaggart (1988) model includes (1) change plans, (2) action and observation of the change planning process, (3) process and consequence reflection, (4) re-planning, (5) action (6) reflection. This research was conducted at Harapan Bunda 1 Kindergarten Palembang. The implementation of this research was carried out in the odd semester of the 2019/2020 school year. Participants in this study were amounting to 20 children aged 5-6 years.

3.1 *Instrument*

Discipline is a life that has a broad scope, in general discipline is a part of mental and character training so that all one's actions are in accordance with the prevailing order. Discipline needs to be applied to children as early as possible. Because discipline is very important to change the behavior of children who were originally undisciplined to become disciplined. In this study, the instrument used to measure children's disciplinary behavior is an indicator of adjustment from three aspects. The collection of instrument data can be seen in table 1.

Table 1. Disciplinary Instrument Grid

No	Aspect	Indicator	Item	Amount
1	Obedience	Obey the rules	3,8,9	3
		Carry out orders well	10,11,12	3
		Able to carry out and complete assigned tasks	1,2,7	3
2	Regularity	Put the object back in place	13,14	2
		Tidying up again after use	15,16,20	3
3.	Order	Patiently waiting for their turn in activities	17,4,6	3
		Follow activities in an orderly manner	19,18,5	3
			Total	20

3.1.1 *Procedure*

Researchers collaborate with class teachers, observe and reflect to be able to determine the increase in the success of children's disciplinary behavior by telling stories using big book media in each cycle. Before storytelling activities using the big book media, the teacher makes plans by preparing media with eight different themes to be used in the learning process. After completing the planning, the teacher plans to read aloud activities with the children by making a collective agreement. After completing the regulations, the teacher starts the activity by telling stories using the big book media with the themes that have been prepared, namely: (1) Shinta and Tina are good at tidying up toys. (2) Ando who likes to wake up early. (3) Rahma and Aulia tidying up stationery. (4) Zaniel, and Ando happy to tidy up the cutlery. (5) Audy and Kirana are neatly lined up. (6) Zaniel and Kirana who patiently waiting their turn. (7) Zaniel and Audy were happy to listen to Mother Guu's orders. Furthermore, the teacher observes the children to see an increase in behavior in the process before, during and after storytelling activities using big book media. The teacher reflects on seeing the child's behavior that has not improved so that it can be corrected again with the results of the assessment sheet on indicators of disciplinary behavior including obedience, regularity and order. Big book learning media to improve children's disciplinary behavior with eight different titles, the appearance of the book can be seen in figure 1.

Figure 1. Big Book Media with Eight Different Tittle

3.2   *Data Analysis*

Researchers analyzed all findings about the process of improving disciplinary behavior in children aged 5-6 years by telling stories using big book media. There are two ways to analyze the data, namely qualitative and quantitative data analysis. Qualitative data analysis activities were carried out interactively and continued until completion, so that the data was saturated. Activities in data analysis are data reduction, data presentation, and drawing conclusions or verification (Milles; & Huberman, 2014). Quantitative data analysis uses the calculation of the percentage increase in children's disciplinary behavior before and after taking action using the big book media.

4   RESULT AND DISCUSSION

4.1   *Result*

Pre-cycle data were obtained from observation, interviews, and documentation during the pre-cycle. The initial assessment was carried out in February 2019. During the pre-cycle implementation, researchers encountered problems with children's disciplinary behavior. There are children who have not shown obedience, order, and order during class, and children who do not put toys in place. There are children who can't wait for their turn to wash their hands, who don't come on time. Furthermore, children who like to criticize when the teacher is explaining, do not tidy up stationery, patiently wait for their turn, tidy up cutlery, and line up neatly in every activity. Many children have low discipline behavior. One of the reasons for the low level of discipline in children is that teachers dominate classroom activities and only use the lecture method and rarely use media in every learning process that takes place. So that it makes children grow up and become less interested in the learning process.

The learning implementation that will be carried out in improving disciplinary behavior in cycle 1 will be carried out in December 2019. The results of the researchers' observations show that during storytelling activities, the use of big book media is according to plan, but there are still some children who must always be reminded to comply with the regulations in class, reminded to come to school on time, patiently wait their turn, listen to the teacher's orders. In addition to the process of observing the implementation of activities, researchers also made observations on all children. Observations made by researchers were made on field notes and used as an assessment of each activity carried out. Based on the results of data analysis in the first cycle the percentage of yield reached 67.05% and increased again in the second cycle to 80.05%. This proves the increase in children's discipline behavior increases. Ledger media is one of the media choices that can be used to improve the discipline behavior of children aged 5-6 years.

In the cycle II (see table 2), the average disciplinary behavior of children has increased by 70 points (in a percentage of 75.75%). Children become accustomed to being disciplined, obeying the rules of storytelling, coming to school on time, tidying up toys after use, throwing trash in their place, tidying up cutlery, tidying stationery, patiently waiting their turn to wash hands, and doing activities, lining up neatly, tidying up tables and chairs after use, tidy up the bag. The results of the analysis of this study indicate that storytelling using the big book media can improve the discipline behavior of children aged 5-6 years. This can be seen from the three aspects and 20 items that the researcher will use, including aspects of compliance, regularity and order.

Table 2. Pre-cycle, Cycle I, Cycle II

No	Name	Pre-cycle	Cycle I	Cycle II
1	AC	40	71	82
2	AF	41	72	81
3	AP	40	73	79
4	BP	39	66	84
5	DK	40	61	83
6	FI	39	65	79
7	IFAH	41	63	84
8	ARM	40	64	70
9	MAFM	39	65	90
10	MAAH	58	85	92
11	MKAH	58	82	91
12	NDA	58	83	91
13	NPK	40	59	81
14	RKO	40	69	83
15	MSS	40	60	79
16	SAY	40	60	78
17	TO	39	61	62
18	VAP	40	60	83
19	ZKR	41	62	65
20	RA	39	60	63

Figure 2 shows the results of observations made by researchers to assess the improvement of children's disciplinary behavior from pre-cycle, cycle I and cycle II, as evidenced by the results of the second cycle of children showing better disciplinary behavior. From the results of the analysis showed that cycle II experienced a better improvement than cycle I.
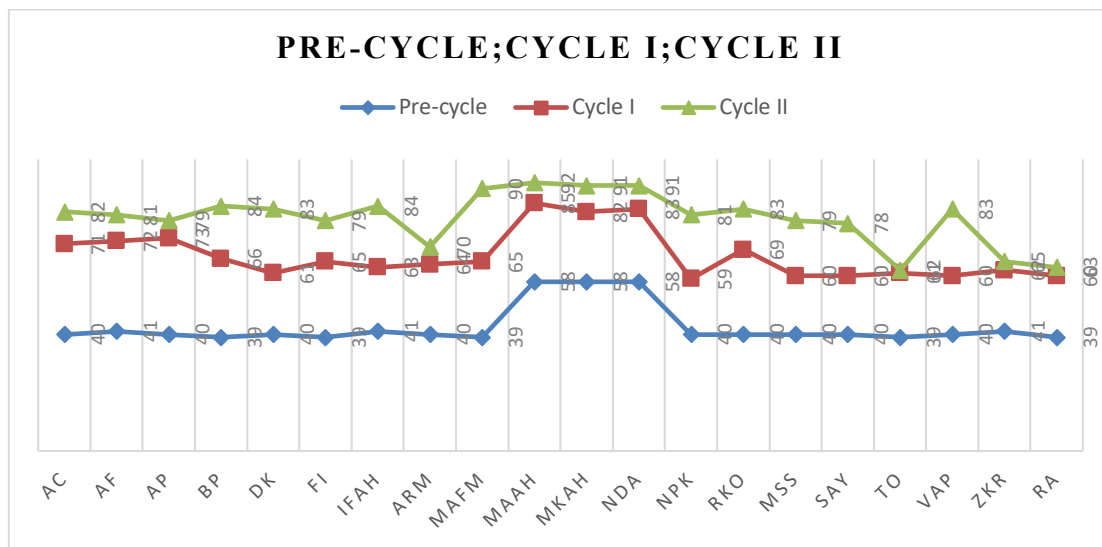

Figure 2. 1.1 Pre-cycle - Cycle I - Cycle I

4.2 *Discussion*

Efforts to foster disciplinary behavior in early childhood must be carried out by providing interesting learning and media. This is because using attractive media can make children more enthusiastic about the learning process. The implementation of research that has been carried out by researchers can show that in the learning process, using storytelling media can improve children's disciplinary behavior and can be applied in children's daily lives. Teachers and educators should pay attention to the effects of storytelling and design more environmental storytelling projects for children for this purpose (Yılmaz et al., 2020). In social life, the rules of discipline regulate behavior in developing adherence to the rules and regulations which must be based on the encouragement and will that come from within the child. So that discipline is exercised in obeying the rules of good and bad without reward.

Giving action by telling stories using the big book media is a form of fun activity for children to stimulate optimally children's disciplinary behavior. Like children tidying up stationery after use, tidying up toys after use, throwing trash in their place, arriving on time, queuing neatly, waiting patiently for their turn, listening to teacher orders, and tidying up cutlery. Storytelling activities using ledger media are not only to improve children's disciplinary behavior but also to build children's lifestyles for the better. In line with recent research, which remains the definition of classroom management, it moves away from traditional definitions rooted in strict discipline and excessive teacher control to become learning that focuses on creating a positive learning environment. Each component focuses on why and how teachers can meet the needs of all students to create learning environments that proactively engage them while reducing behavioral problems in the classroom (Davis, 2017).

The application of storytelling using ledger media has a positive impact because children become very enthusiastic, excited, pouring ideas or ideas into the learning process. In the process of telling the story, the teacher is the key to the success of delivering messages from the ledger media. The optimal preparation of the teacher makes reading aloud to be meaningful in the hearts and minds of children, in addition to large pictures and letters that can hypnotize children. Teachers do not need to impose punishment on children who are disorderly, teachers who have a good strategy will have more abilities to use learning media such as the big book. In line with the results of Aksoy's (2020) research, it is revealed that preschool teachers generally follow various suitable techniques to create a warm learning atmosphere in their class. It was reported that the behavioral change-based disciplinary approach was mainly used, and that the educational and communication approaches were partially successful, while the assertive disciplinary approach was rarely used. It is recommended that teachers disciplinary methods and techniques for dealing with difficult activities should be positively reinforced by encouraging preschool teachers' awareness, skills and perspectives in classroom management.

4.3 *Limitation*

During the research process, researchers have made every effort. However, of course there are shortcomings in the ongoing process, namely, the limitations of the researcher in documenting both with photos and videos during the activity, and the limited time for the researcher in conducting minimal research.

5 CONCLUSION

The use of big book media can improve children's disciplinary behavior. The application of storytelling using big book media can have an impact because using big book media that has a large image and writing size makes children enthusiastic, excited, expressing their ideas and ideas in the learning process. The process of implementing storytelling uses big book media, where the teacher invites children to tell stories according to the theme that the teacher will arrive at in the learning process. The teacher told the story to improve children's disciplinary behavior, namely: tidying up toys, tidying up tables and chairs, disposing of trash in their place, coming to school on time, tidying up stationery after learning. Based on the description previously explained, the

approach through the big book media can be applied to the learning process of children's disciplinary behavior. Based on the theory and concepts put forward by the researcher, the hypothesis in this study is that the use of big book media can improve the discipline behavior of children aged 5-6 years in Harapan Bunda 1 Kindergarten Palembang. Every implementation of the process of learning activities for children must be done repeatedly.

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