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The effectiveness of providing rewards and punishment for moral development of early childhood

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Abstract

The events that are currently occurring are indeed a lot of problems related to the provision of rewards and punishment, especially in the parenting patterns given by parents to their children. So it can increase or even reduce children's moral development. Therefore, there are many cases of beatings and various punishments received by children, such as locking children in their rooms, hitting their body parts, and using harsh words. This research is a form of social research which aims to analyze and summarize various conditions, as a social reality phenomenon in the form of rewards and punishments in the moral development of early childhood. It involved 39 children from KB Permata Kita Hadiwarno Mejobo Kudus. Data collection takes the form of observation, interviews, and documentation. The results of this research are that through rewards children are more confident and brave in making decisions, while punishment can be done through behavioral actions, education and strengthening motivation to avoid unwanted behavior. The conclusion of this research is that through reward and punishment, children know what behavior is right and wrong, so that it has an impact on the child's character effectively and efficiently to be applied in everyday life.

INTRODUCTION

Childhood is considered a golden period because at this age children's ability to absorb things is very high so they can easily understand everything. Therefore, during this period children learn many different positive things to improve their cognitive, psychomotor, and affective (Dhiu and Fono, 2021). In the beginning, learning theories were divided into 3, namely humanism, cognitive, and behaviorism theories (Munawwarah and Maemonah, 2021). Behaviorism theory is one of the theoretical schools in learning that can help in learning effectiveness. Behaviorism comes from the English language behavior which means behavior, the word behavior can be interpreted as the behavior of teachers and students which greatly influences (Fahyuni and Istikomah, 2016). This

behaviorism theory focuses on the behavior and attitudes of a person carried out between teachers and students in the learning process which aims to produce stimulus and response.

Currently, moral development is a hot issue to be discussed, as it is known that today's children are very lacking in the formation of moral development, because people only think that in the world of education what must be emphasized in children is the cognitive and intellectual aspects. But without parents realizing that independence, patience, discipline, wisdom, honesty, humility, shame when making mistakes and others are very important characters and must be instilled in children from an early age. Characteristics of learning that uses behaviorism is that a teacher is obliged to be firm because the teacher is a distributor of educational knowledge and a director of a person's behavioral attitudes. Because in the behaviorist learning theory paradigm there is something called reward and punishment. Rewards and punishment in the world of education are carried out to provide stimulus to children so that children are motivated to do things given by the teacher, such as completing assignments that have been given with the aim of encouraging children to become responsible individuals (Zamzami, 2018). Through rewards and punishments, it is suitable to stimulate the moral development of early childhood (Septianti and Hafidz, 2021).

Many factors influence a child's ability to understand something, one of which is the educational method provided by parents (Mukminah and Hasanah, 2022). Good parenting is a parenting style that is carried out directly by both parents by instilling positive values in children. The instillation of moral values in oneself and society is demonstrated in detail in attitudes and behavior such as honesty, tolerance, cooperation, disciplined behavior, independence, etc. (Amalia and Hariyanti, 2022).

This positive behavior must be taught to children so that they can form a good personality and noble character. Basically, children have three basic needs, namely: 1) love so that the child's growth and development can run well physically and psychologically, 2) discipline so that parents can set an example for the child, 3) reward when the child behaves according to instructions and rules (Wiresti and Na'imah, 2020). In some cases, young children do not understand things clearly and often make mistakes such as harsh words, actions that lead to lying to other people or violent behavior such as hitting other people's feet. Even though it doesn't seem to cause pain, if left untreated it can become a bad habit. This will have a negative impact on children's behavior, so parents must take action in educating children and providing a deterrent effect on children (Irwan et al., 2021). This action includes punishment which can be in the form of limiting play time or additional tasks in the hope that children can self-reflect and reflect on their mistakes (Agustina et al., 2021).

Everything that happens and exists around humans and then influences human life is called the environment. The family environment is the environment closest to the child (Latifah, 2020). A family with a healthy and harmonious climate plays an important role in the growth and development of an individual (Baroroh, 2018). The main task of the family is to educate their children, especially as a foundation for the initial education that children receive (S et al., 2022). The family environment not only acts as a motivator but is also a supporting factor in becoming a place where education takes place. The environment must make the child feel comfortable and safe, where the child can lean on and get everything the child needs in his life now or in the future (Hardiyana et al., 2022). Based on the opinions of several experts, it can be concluded that care, parenting, and guidance carried out by parents and educators are needed by children. As an effort to improve and develop the values of independence, social and resilience in children. Basically, a child is an individual who can be manipulative towards something he wants. The basic needs of children are getting full affection, sufficient attention, and giving appreciation for what they do. Both from parents and people around them. These needs can be carried out periodically, timed, and consistently in order to build a child's moral attitude to explore various aspects of life, learning, and development.

One indicator of the success of achieving educational goals can be seen in children's learning activities. Children who complete show good personal responsibility, one of the factors that influences this is motivation. Through motivation, children will learn more, be persistent and concentrate fully

in studying (Kusumawati et al., 2023).

The basic strategy for developing various aspects of children's development can be through providing play activities that can stimulate aspects of children's development (Kohn, 2022). In this way children will be responsible as sellers and buyers who must honestly do their profession well. After the children have successfully played the game, parents should give rewards that can motivate them to do more challenging games later. Giving excessive rewards is like giving it in the form of rewards in the form of objects and even in the form of money, so children will always show similar behavior to their parents just to get rewards. This will make the child's moral development worse. It's different when giving rewards in the form of external stimulation, for example giving rewards in the form of words, enthusiasm, and motivation to children so they can do other things that are even better and more useful. The child will feel that the reward received is an encouragement to be better when doing something next (Febianti, 2018).

Reward and punishment have a psychological effect on children's behavior. Children will continue to do good things and maintain children's achievements to get prizes. The same thing applies to punishments because children make mistakes that are presented to children will have a deterrent effect. So the two answers, reward and punishment, have the same goal and mission, namely to change children's moral behavior for the better. Therefore, reward and punishment are very important to encourage children to be more confident and responsible for the tasks assigned, emphasizing that rewards and punishments are closely related to motivating children (Melinda, 2018).

Based on the description of previous research above, there are differences between previous research and this research, previous research generally places more emphasis on providing motivation and being active in children's learning, while the gap analysis in this research explains how appropriate forms of reward and punishment are applied to early childhood, so that it can be used as a reflection of children's moral development.

This research aims to analyze the application of reward and punishment in early childhood because considering the many irregularities and violations that occur even in early childhood education. Therefore, it is the responsibility of schools and parents to find solutions that have a positive impact on children's moral development, including through appropriate reward and punishment learning methods. The focus of this research is to analyze reward and punishment learning methods on moral development to early childhood education at KB Permata Kita Hadiwarno Kudus.

METHOD
Procedure and Participants

Participants in this study are voluntary without disproportionately. Researchers made direct observations at the Permata Kita Hadiwarno Mejobo Kudus KB with a total of 39 children, 9 teachers, 2 staff, and 35 parents the 2021/2022 Odd Semester academic year which later became the key instrument. It is the researcher who reveals and analyzes a habituation learning activity related to reward and punishment carried out by the teacher while learning is in progress. so as to obtain valid information, data, and sources and able to become an example for other PAUD institutions, especially PAUD institutions in Mejobo District. Through the results of research conducted using a qualitative social research methods. This research is a social form which aims to analyze and summarize various conditions, as a phenomenon of social reality in the form of reward and punishment in the moral development of early childhood which is the object of research, and attempts to draw that reality to the surface as a character or description of the condition or situation in early childhood at KB Permata Kita Hadiwarno Kudus. This research was funded by Universitas Islam Nahdlatul Ulama Jepara through the Institute for Research and Community Service (LPPM) in 2021/2022. Below is the research flowchart :
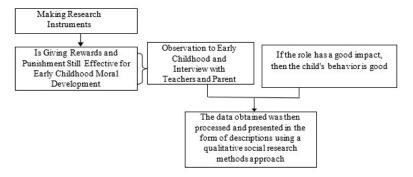
Figure 1. Research Flow

Measurement

This research uses data collection instruments in the form of observation and interview guidelines (See Tables 1 and 2). Both instruments have been tested for validity and reliability to be suitable for use.

Table 1. Observation grid

Aspect	Indicator
Moral development	1. Children are able to form a personality with character or have characteristics in themselves 2. Children can strengthen themselves by growing motivation both internally and externally 3. The child becomes a more universal person or is able to act as he is when he gets praise or punishment

Table 2. Interview instrument

Question	Resources
How is the special planning or program from the beginning of learning related to Giving Rewards and Punishment as Motivation for Early Childhood Moral Development at KB Permata Kita Hadiwarno Mejobo Kudus?	Headmaster and Teacher
What is the strategy for implementing procedures for Giving Rewards and Punishment as Motivation for Early Childhood Moral Development at KB Permata Kita Hadiwarno Mejobo Kudus?	
What is the evaluation after the implementation of Reward and Punishment as a Motivation for Early Childhood Moral Development in KB Permata Kita Hadiwarno Mejobo Kudus?	
What efforts have been made by the school so that the implementation of Reward and Punishment as a Motivation for Early Childhood Moral Development can be practiced by parents when at home?	
What are the supporting and inhibiting factors that are able to develop the implementation of Reward and Punishment as a Motivation for Early Childhood Moral Development?	
Who plays a role in the implementation of Reward and Punishment as a Motivation for Early Childhood Moral Development?	
What do you know about Reward and Punishment?	
	Parent

When your child attended KB Permata Kita Hadiwarno Mejobo Kudus, how did parent feel when parent saw his child having characterful behavior in his daily life?

What is your opinion about the implementation of Reward and Punishment as a Motivation for Early Childhood Moral Development at KB Permata Kita Hadiwarno Mejobo Kudus?

Do you agree, and fully facilitate the implementation of Reward and Punishment as Motivation for Early Childhood Moral Development at KB Permata Kita Hadiwarno Mejobo Kudus?

Data Analysis

Research data analysis was carried out by analyzing information and data from KB Permata Kita Hadiwarno Mejobo Kudus then drawing conclusions, so that research problems can be answered in accordance with the original data in the field. The data validation technique uses source triangulation, in which the researcher checks data from various sources and techniques. Triangulation of resources was carried out with the principal, class teachers and parents. Depicted in the following chart:

In data collection for this study, the researcher employed observation to observe, interact, and record relevant information, as well as utilized listening and "engaging in conversation" techniques to listen to and engage in interactions with the informants. The researcher also employed persuasion techniques to encourage the participation of the children in conversations, while concurrently taking note of relevant information in note-taking.
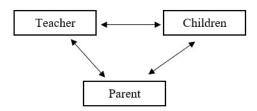

Figure 2. Triangulation with three data sources

The data collection used is in the form of interviews, observations and documentation. Documentation in this research has a very important role in collecting, storing and analyzing data related to reward and punishment for the moral development of early childhood, this helps validate research findings and provides transparency of the research process to readers, here is an overview of triangulation with three data collections technique :
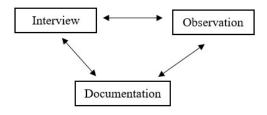

Figure 3. Triangulation with three data collection techniques

RESULT

The results of observations carried out by researchers, obtained several unique findings from the provision of rewards and punishments as motivation for the moral development of early childhood.

Table 3. Analysis of the main findings in reward and punishment

Observation Results	Items
Early childhood in KB have grown to be independent in terms of taking care of all their personal needs, such as children being able to put on and take off their own shoes without help and then put them on the shoe rack. Children are able to go to class on their own without having to be accompanied by their parents when the child is studying at school, children are able to go to the toilet themselves and clean it. Children can do all this, because every day they get the right rewards from teachers and parents.	Independent
Children have a brave and confident spirit in expressing opinions, being fair, willing to give in and willing to apologize when they make a mistake and be grateful when they get something. Children's self-confidence can grow from an early age because they receive appropriate treatment from the people around them. So he dares to voice everything he knows according to the child's imagination.	Confident
The children are very enthusiastic and have high spirits because the children have been formed into children who receive respect from their environment. If the child is guilty, the teacher and parents do not give punishment in the form of physical or verbal violence, but instead receive punishment in the form of support, support and strong reinforcement so that in the future the child does not repeat it again. Children must be able to continue to behave well wherever they are.	High spirited
What is meant by responsibility is that the child is able to take responsibility for everything he does with full regret if the child shows wrong behavior. Vice versa, children are able to be responsible for their duties and obligations in terms of learning. Children complete it as hard as they can to get optimal results.	Responsible

Demographic data for educators, education staff and students at KB Permata Kita Hadiwarno Mejobo Kudus, namely that they have different graduations but have already obtained a bachelor's degree (S1). The diversity of knowledge possessed by Permata Kita Hadiwarno Mejobo Kudus family planning educators is able to support 6 aspects of child development, namely cognitive, religious morals, social emotional, physical motor, language and arts. Educators at KB Permata Kita are able to master and apply 4 teacher competencies properly and correctly, namely pedagogical competence, personality competence, professional competence and social competence. KB Permata Kita also has employees who are able to take full responsibility for their obligations (Results of observing school data on November 25 2021).

Table 4. The following is the situation of educators and education staff at KB Permata Kita Hadiwarno Mejobo Kudus:

Description	Teachers	Staff	Students
Male	0	1	22
Female	9	1	17
Total	9	2	39

The results of interviews and observations on reward and punishment as a motivation for early childhood moral development at KB Permata Kita Hadiwarno Mejobo Kudus, can be seen as follows: Based on an interview with Mrs. A, the parent of Ananda AY, explained that :

"Another effort that can be carried out by the teacher so that the stimulation in the form of rewards and punishments that are educational in nature can be continued by parents when at home. For example, parents do not always give rewards in the form of objects, but praise that can stimulate children to be even better in the future. Likewise, when giving punishment, parents are also not allowed to punish their children in the form of physical or psychological treatment that can bring children to be under pressure in the future (W.02)".

These activities must be practiced by parents in their daily life with their children. The success of a development lies in habituation that is continuously carried out consistently. The results of observations at KB Permata Kita Mejobo Kudus, regarding the provision of reward and punishment as a motivation for the moral development of early childhood. It can be seen in detail in the following table :

Table 5. Analysis of the main findings in reward and punishment

Child's Initial Name	Stages	Providing Reward and Punishment as Motivation for Early Childhood Moral Development
AM, AG, FO, NR, NA, AA, NW, CI, NF, MARA, BHL, FSA	Habituation, Development, Learning	Be a strong person, disciplined and always enthusiastic in carrying out tasks at school
MN, ANG, REY, KF, AJ, AY, RKY, NIM, ALK, AS, NY, FSS		Big hearted to admit mistakes
AM, MN, FO, NR, CI, NF, MARA, AAN, AR, NAY, MH, RA, BHL, FSA		Children are able to have independent character, confident and tough
AG, REY, HDZ, AJ, AY, SL, NA, AA, NW, AZ, ADM, GA, AS, VDA		Children are capable of being compassionate and empathetic souls
REY, AJ, AY, RI, AR, MH, RA		Children are able to learn from their mistakes and are easy to apologize when they are wrong
HDZ, SL, AZ, GA, NAY		Children are becoming more polite in speaking, polite and disciplined
NSY, ES		Children are getting used to doing recitation activities with their parents
AM		Children are used to doing recitation activities with their parents
NSY, ES, AM		Doing prayer activities before and after doing activities
AM, ANG, KF, NR, RKY, CI, ADM, RI, NF, NIM, MARA, AAN, ALK, NAY, NY, BHL, FSS, FSA		Growing sense of responsibility in children
NSY, ES		Parents try to get their children to pray in congregation together
AM		Parents accustom their children to praying in congregation
MN, ADM, AAN, AS, NAY, VDA		Polite, courteous and disciplined
NSY, ES, AM		Study after azdan maghrib

The benefits that children get when they get rewards and punishments as an effort to optimize children's moral development are through reward, class conditions can be more conducive and children's activities can be carried out and run smoothly. In addition, rewards also encourage children to carry out activities and become a lesson for children who behave badly so that they become good (Kusyairy and Culo, 2018).

Punishment is a process that can weaken or suppress behavior (Woolfolk, 2009). That is, in giving punishment it tends to negate the attitude of students to repeat it. Punishment itself means a form of giving unpleasant actions to students based on behavior that is considered to violate the rules in societal norms with the aim of putting pressure on and weakening behavior, so that it stops repeating.

Table 6. Conclusions from interviews with school principals, teachers and parents

The implementation of giving rewards and punishment to young children is proven by the consistency of application, namely giving treatment at school and then continuing with the same pattern of behavioral care by parents. Children are able to maintain stability in increasing their moral development every day without ignoring their presence when interacting and behaving. These young children have received continuous and ongoing motivation for moral development. Providing rewards and punishment will be the initial foundation for children to show morality in their next life. Another effort made is integration between parents and the school to support each other in motivating the moral development of young children, namely by always implementing it at home or at school. (W.KS.04).	Headmaster and Teacher
School principals and teachers also revealed that parents have a major role in improving their children's moral development, related to providing rewards other than the form of objects. However, give verbal rewards and actions such as hugs, warm smiles and reinforcement to children. Apart from that, the family that plays another role is not the father and mother, but the family who lives with the child or the family in the child's surrounding area. It is the surrounding environment that is able to make a major contribution in motivating the moral development of young children. (W.KS.06).	
Results of interviews with parents, several very surprising things were found, including: 1) many parents do not know that rewards can be given to children other than using objects or threats when they have done something good; and 2) punishment, which parents know is only about giving physical violence without knowing the impact and consequences. The feelings of parents seeing their children display characterful attitudes in their daily lives are very happy and proud. They are good children, easy to accept advice and direction from their teachers. The implementation of giving rewards and punishments as motivation for the moral development of early childhood at KB Permata Kita Hadiwarno Mejobo Kudus has received approval and appreciation from parents because the children have character, are healthy and easily socialize with their environment.	Parents

The documentation section of the data collection method when the research was taking place obtained data in the form of learning outcomes, namely in the form of increased development of religious moral values, as evidenced by reports of children's learning outcomes recorded in a notebook of children's development results. This report is submitted by the teacher every 3 months, through periodic parenting activities organized by the Permata Kita Hadiwarno Mejobo Kudus KB institution.

The report has several categories including: 1) the results of instilling moral and religious values in daily, weekly and monthly activities such as habituation, discipline and independence in children, 2) in the aspect of social emotional development children become more organized, meaning that children's temperament becomes more cooling down. , be calm and be patient in carrying out learning in class, 3) the child's language aspects become better, politeness in expressing ideas or ideas, 4) in cognitive-based learning activities, the child becomes more focused and concentrated, and finally 5) the child's motor skills can be controlled, all of this happens because they receive treatment, namely in terms of giving appropriate rewards and punishments without feeling confined or constrained. Children are more open-minded, confident, independent and creative so it is very easy to optimize all their potential.

Demographic characteristics and descriptive statistics
This table is a variable age of children who receive reward and punishment treatment. This series of tables aims to analyze the sex and age of the child:

Table 7. Demographic characteristics details of respondents

Respondents	Names Initials	N (%)
Respondents by Gender		
Male	AM, MN, AG, REY, HDZ, AJ, RKY, AZ, AM, ADM, RI, AAN, ALK, AS, MH, RA, BHL, FSS, FSA, AR, GA, AA	22
Female	ANG, FO, KF, AY, NR, SL, NA, NSY, NW, ES, CI, NF, NIM, MARA, NAY, NY, VDA	17
Respondents by Age		
AM, MN, FO, NR, CI, NF, MARA, AAN, AR, NAY, MH, RA, BHL, FSA		Children are able to have independent character, confident and tough
3 Years Male Female	AM, AJ, RI, AS, BHL, FSA, AR, AA ANG, SL, CI, NAY, VDA	4 9
4 Years Male	MN, AG, REY, HDZ, RKY, AZ, AM, ADM, AAN, ALK, MH, RA, FSS, GA	14
Female	FO, KF, AY, NR, NA, NSY, NW, ES, NF, NIM, MARA, NY	12

DISCUSSION

There is a difference between previous research and current research that according to (Kusumawati et al., 2023)research entitled "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students" places more emphasis on providing motivation and activeness in children's learning, while this research explains how the right form of reward and punishment in behaviorist learning theory is applied to early childhood, so as to optimize the moral development of children.

In education, behaviorist thinking can be interpreted as the influence of learning through understanding behavior, knowledge and thinking skills obtained through experience (Santrock, 2021). According to behaviorism theory, learning is a change in behavior caused by interactions between teachers and students which cause stimulus from the teacher and the child responds. A person is considered to have learned if they shows an attitude of change within them (Nahar, 2016).

Behaviorism theory is a theory based on changes in a person's behavior that can be observed. Behaviorism theory concentrates on real behavior that can be researched and this behavior is repeated until it becomes automatic and ingrained. In relation to character education, it requires patience and example which is transmitted by the teacher through the learning process, training, habituation implemented by the teacher in the long term which is carried out continuously and consistently and must be accompanied by noble values to strengthen it. Character education (Novitasari, 2019). through five steps in successful character education through habituation, example, advice, giving attention, and giving punishment (Amaliati, 2020).

Based on the results of the study that children who are given rewards in the form of praise have more ability or make themselves more confident, and someone who has received excessive rewards / over praise, then children will act normally without having to show it in front of many people so that children are stronger in making decisions what is good and right, through this it will be instilled in the child which things are good to do and which things are not good to prevent. Then punishment in optimizing moral development for children based on research results obtained the following data:

Restricting behavior

This means that with the provision of appropriate punishment, especially for children, children will understand and understand which things can be done and which are not allowed. So that

educators and students do not need to explain longer or prohibit children, when children do things that are not good. Punishment prevents the repetition of unwanted behavior.

In line with research (Fadilah and Nasirudin, 2021). that giving punishment through limiting behavior can optimize children's moral development, based on the results of research that has been carried out in applying punishment that is more spiritual in nature, namely with punishment that has the value of worship. Students who violate disciplinary regulations are given punishment according to the magnitude of the error they have committed. Meanwhile, students who arrive late to school are encouraged to perform Dhuha prayers. This punishment can improve children's discipline so that they no longer need to explain when children commit violations.

Educational

This means that by giving a punishment that is good to change the attitude of students to behave positively, for example: giving a punishment to a child who calls his friend by his father's name, the educator must be able to give punishment in the form of giving a warning to the child. After that the educator must also take a persuasive approach with the child, to find out the reason why the child often calls his friend by the parent's name. Through a persuasive approach or inviting children in a subtle way. In practice, implementing punishment that can change children's positive behavior requires support and an active role from various implementing parties and policy makers such as teachers, students and parents (Mulyadi, 2018).

Strengthen Motivation to Avoid Unwanted Behavior

The point here, we provide motivation both internally and externally by means of parents and educators must be more active as an example in behaving in front of children. However, being an example here is not just acting, but is applied in everyday life. In line with research according to (Fanggidae et al., 2021). Punishment from parents who always practice what is advised will be more effective than parents who do not set an example. Based on the results of the research above, it can be said that there are changes in children's behavior in daily life through the application of rewards and punishment. A reward can also be interpreted as an act performed to strengthen approved behavior. In other words, reward is a form of action carried out in order to provide an award in order to strengthen behavior that is approved and desired in the form of expected goals. In Arabic, reward is defined as "reward" with the term "tsawab". The word tsawab can mean reward, and wages (Iskandar et al., 2021).

According to (Hurlock, 1980), the general concept of discipline is the same as punishment. Discipline is still considered something that is necessary for learning, education, training in the formation of good morals. Discipline as a form of Developing (Children's) Behavior By Instruction And Practice; Especially To Teach Self-Control, Developing (children's) behavior by instruction and practice, especially to teach self-control (Ardini, 2015).

LIMITATION

This research has limitations in the category of research subjects which are still not many and only carried out in one school, due to time and distance constraints.

IMPLICATION AND CONCLUSION

A good strategy in moral behavior therapy is to support children through reward and punishment, so that children know which behavior is appropriate to be rewarded, and which behavior is inappropriate to be given punishment so that children know what mistakes they have made, so it is important to optimize the behavior of children's moral development through reward and punishment can educate children's character effectively and efficiently.

AUTHOR CONTRIBUTION STATEMENT

A.A. conceived of the presented idea, developed the theory, verified the analytical methods, and analyzed the data and interpreted it. D.A and S.S.d encouraged, to investigate and supervised the

findings of this work. All authors discussed the results and contributed to the final manuscript.

DECLARATION

DATA AVAILABILITY

The dataset generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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