

CHAPTER I

INTRODUCTION

A. Background of the Study

Discipline is something crucial for a person in his or her life. In the book The Discipline Guide for Children's Ministry, Capehart, West, and West say,

The root word for discipline is disciple. Thorndike / Barnhart's Advanced Dictionary defines discipline as "training, especially training of the mind character; a trained condition of order and obedience." This obedience does not refer to mindlessly jumping at someone's command. Good discipline, like discipling, trains kids to develop self-control. Training is the key word here – not punishment. When we disciple children, we correct them in a way that shows them they are loved. Good discipline is guidance toward right behavior, which is much more effective than punishment for wrong behavior. (8)

From the quotation above, it can be said that good discipline is very important because it leads people to right behavior. One of the places for

discipline-training is in a classroom. As Glenn says in his article “The Importance of Discipline in the Classroom”, “Classroom discipline is designed to produce well-mannered students with proper personal, social and ethical abilities. These abilities may eventually give them the opportunity to make significant contributions to their communities” (par. 2). Knowing the importance of discipline in the classroom, I am of the opinion that classroom discipline should be applied in earliest grade possible. According to Djulaeha, pre-school education is an important part of coaching the young generation. The pre-school is an early education experience that affects the quality of the nation in the future. Furthermore, she says that the age group 0-6 is the golden age as well as the stages of a child's critical life. It is a good time to put the groundwork for the potential development of children and education especially concerning discipline (1).

However, it is not easy to discipline pupils. Thus, teachers have to know how to handle undiscipline pupils appropriately. According to the article “Classroom Discipline Problems”, “Classroom discipline problems are often initiated by one or two students, but have the potential to affect all of the children's education by disrupting the class so it is important to handle it promptly” (Slutsky par. 1).

I did my internship at TK Bintang Mulia as a teacher assistant for two months. I was helping the teachers in Kindergarten Two and also taught the class several times. When I did my internship, I found some problems with the pupils who were not disciplined during the class activities. They

did not obey the classroom rules. For example, when I asked the pupils to do an activity, some of them did not listen to my instructions. They talked with their friends or were busy with themselves. As a result, they did not understand the lessons. Another example is when I was explaining the material, some of the pupils wanted to give their opinions. However, they did not use a polite way to express their opinions. They did not raise their hands first. They just spoke out their opinions without asking for my permission.

In this term paper, I am interested in analyzing this problem to find solutions to the problem of the pupils who are not disciplined and do not obey classroom rules. Based on my internship experience, I think handling undisciplined pupils is quite difficult. I am going to analyze this problem critically and systematically to find a solution to make them be more disciplined and obey the rules. Therefore, I do some research to find the best solutions for this problem.

B. Identification of the Problem

What I am going to analyze in this term paper is formulated in the following questions:

1. Why were some of the kindergarten pupils at TK Bintang Mulia not disciplined?
2. How did this problem influence the teaching and learning process?
3. How should the pupils be encouraged to have classroom discipline?

C. Objectives and Benefits of the Study

The objectives of the study are to identify the causes of the problem of some pupils at Ladybug Class at TK Bintang Mulia who are not disciplined during class activities and do not obey classroom rules, to find out how this problem influences the teaching and learning process, and to find the best solution to make the pupils able to be disciplined and obey the classroom rules.

There are several benefits of the study. First, the institution, especially the teachers at TK Bintang Mulia, will know how to solve this problem. Another benefit is for the readers who have the same problem as I face, in order that they will know the solutions to solve the problem. Moreover, for me, I can find solutions to encourage class discipline to pupils if I become a teacher in the future.

D. Description of the Institution

Based on the school bulletin, Shine, January 2013 edition, TK Bintang Mulia was established in 1997 with the name “TK Bintang Kecil”, located at Jalan Kopo Permai I Blok A no.0, Bandung. The school area is approximately 2,431 m². The school was built by Yayasan Bina Insan Mulia. In July 1997, TK Bintang Kecil started a programme for two-year-old children. It was called “Pondok Batita”. Besides, it had another programme for three-year-old children. The lessons in the classes applied a method called creative and active learning. The school offered many activities,

such as quiz programmes, field trips, *ritmika*, music, computer, and indoor and outdoor activities. In 2000, Yayasan Bina Insan Mulia started the elementary school with the name “SD Bintang Mulia” at the same location. In 2004, SD Bintang Mulia moved to a new building at Mekar Wangi Residence. In 2009, TK Bintang Kecil changed its name to TK Bintang Mulia.

TK Bintang Mulia has a vision and a mission. The vision is to be a superior Christian educational institution that promotes faith, integrity and knowledge. The mission is to provide a Christian based education that is holistic, integrative and transformative. Moreover, Bintang Mulia has a motto: “learning for life is fun”. The goal of Bintang Mulia is to educate children to be healthy, independent, smart and tough children, who have good character and faith, to evoke a sense of fun to learn actively and creatively, as well as expect the child to be a Christian leader who glorify God and be a blessing to many people (“Sejarah Sekolah Bintang Mulia”).

E. Method of the Study

The methods applied for doing the study are library research and field research. The data for library research were taken from books and articles on the Internet. Furthermore, the data for field research were taken from my observation. The observation data were written in my internship journal. I wrote the journal based on my teaching experience during my internship at TK Bintang Mulia from January 9th, 2013 until February 28th, 2013.

F. Limitation of the Study

In this term paper, the subject matter is focused on the pupils at Kindergarten Two – Ladybug Class at TK Bintang Mulia. There are twenty three pupils in the class whose age groups are 5 to 6 years old. The study focuses on ten pupils who were not disciplined and did not obey the classroom rules.

G. Organization of the Term Paper

This term paper contains four chapters. Chapter One is the Introduction, which contains the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter Two is the problem analysis, which analyzes the causes of the problem and also the effects of the problem. Chapter Three is the potential solutions, which describes three solutions, with positive and negative effects of the solutions. Chapter Four is the conclusion, in which I will give the best solutions as the concluding result from the previous chapters. The term paper ends with the bibliography and appendices.