



Original Article

The Implementation of Animated Videos in Enhancing Positive Discipline in Early Childhood

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Abstract:

This study discusses the application of animated videos in improving positive discipline in early childhood at RA As-syafiiyah Medan Johor. This study aims to improve positive discipline in early childhood through the application of animated videos. The method used in this study is classroom action research using two cycles. The results of the study in cycle I with II meetings in improving positive discipline through the application of animated videos in early childhood showed that 35% of children began to develop (MB), 20% developed according to expectations (BSH), and 10% of children developed very well (BSB). The results of the study in Cycle II with II meetings obtained the final results of 15% of children Developing According to Expectations (BSH), and 85% of children Developing Very Well (BSB), so that the application of animated videos can improve children's positive discipline.

Keywords : Animated Video, Positive Discipline, Early Childhood

Introduction

Character education is an effort to shape and develop children's character comprehensively, based on pure values such as honesty, trustworthiness, fairness, and self-restraint from various violations of religious and cultural values within the community environment (Utami et al., 2020). Personality and character values are critical motivators that serve as guidelines for humans in supporting decision-making and responsible behavior (Rozana, 2021). Character education is particularly important to be implemented in early childhood education because it not only forms a society that upholds religious and cultural values but also enhances moral decision-making in addressing global issues.

Early childhood is a developmental stage categorized as ages 0 to 6 years. During this phase, education focuses on providing stimulation to enhance children's growth and development across various aspects, such as physical-motor skills (gross and fine motor skills), social-emotional, cognitive, spiritual, and language development (Asmidar,



<https://jurnal.usk.ac.id/riwayat>

[2020](#)). Children learn through habituation and role modeling obtained from their play experiences. By providing this education, children can develop into disciplined, competent, and independent individuals, which will benefit them in the future.

Discipline refers to the trait of adhering to rules or regulations. It is one of the methods parents use to educate and shape children's moral behavior so that they can act in accordance with socially acceptable rules, emphasizing self-awareness in doing so ([Utami et al., 2024](#)). At an early age, children are often not yet capable of being disciplined due to their egocentric nature, where they tend to want to have their own way. This aligns with Hurlock's opinion, which states that an egocentric child often talks about and focuses on themselves, likes to set and create their own advantageous rules, sees themselves as superior, has difficulty communicating and cooperating, and lacks empathy for others ([Dinata, 2022](#)).

Implementing discipline in children can be achieved through a positive approach. This is crucial to ensure that children develop self-awareness to comply with environmental rules without punishment or rewards. This can be done consistently, through open communication, and by strengthening positive relationships, making positive discipline a strong foundational strategy to stimulate children's optimal growth and development ([Handoko, 2023](#)). With positive discipline, children can become confident, responsible individuals who solve problems based on prevailing societal rules or norms, and foster a positive environment ([Kemendikbud RI, 2020](#)). This goal is also based on the independent learning curriculum, which serves as a framework for training children to be disciplined, independent, and free while developing strategies to emphasize implementation and evaluation. Therefore, independent learning guarantees academic independence and is a prerequisite for fostering disciplinary values and promoting the development of good personal values ([Indriani et al., 2023](#)).

This research was conducted at RA As-Syafiiyah Medan Johor, involving 20 children aged 5–6 years from the Bintang class, comprising 10 boys and 10 girls. Observations revealed that the positive discipline approach still centered on punishment and rewards. This issue is not unique to RA As-Syafiiyah but also occurs in many other educational institutions, where discipline implementation often follows traditional patterns. Pre-observation interviews with RA As-Syafiiyah teachers provided initial data. Results showed that 15% of children could not distinguish between good and bad behavior as a basis for developing self-discipline, 25% did not understand rules and social norms foundational to responsibility and discipline, 35% had not developed cooperation, delayed gratification, or rule compliance with awareness, and 25% could not make decisions, solve problems, or understand cause-and-effect relationships crucial for building a disciplined mindset.

At this age, children should be able to distinguish good from bad behavior, understand applicable rules, and develop cooperative skills, as well as the ability to delay gratification. This aligns with the Ministry of Education, Culture, Research, and Technology Regulation No. 5 of 2022 on early childhood graduation standards, which states that children should:

1. Distinguish between good and bad behavior as a basis for self-discipline development.
2. Understand rules and social norms foundational to responsibility and discipline.
3. Develop cooperation, delay gratification, and comply with rules with awareness.

4. Learn to make decisions, solve problems, and understand cause-and-effect relationships essential for building a disciplined mindset.

In this context, technology can serve as a medium to support the successful implementation of positive discipline for children. The presence of digital technology in early childhood poses significant challenges, especially for preschool-aged children transitioning to primary school ([Zaini & Soenarto, 2021](#)). In this era of digitalization, most activities involve technology, including education.

Teachers play a crucial role in determining the success of classroom learning processes, especially in the 21st century, where technology utilization is essential. By leveraging technology, teachers can create more productive, creative, and innovative learning media, such as animated videos. Animated videos are audiovisual media featuring electronic images accompanied by audio elements transmitted via video tapes ([Rahman et al., 2020](#)). Animated videos are also effective tools for conveying messages and values to children, including building positive discipline ([Papadakis, 2020](#)). The use of animated videos in learning can create a more enjoyable classroom atmosphere, make children more active, and achieve developmental aspects and learning objectives.

This study relates to previous research conducted by Rahayu Dwi Utami, Munisa, and Abdi Syahrial titled “The Influence of Storytelling Methods and Listening Skills on Shaping the Discipline Character of Early Childhood.” That research showed that shaping children's discipline character through storytelling methods using hand puppets was more effective than other methods. However, unlike that study, this research aims to enhance positive discipline through engaging learning media, specifically the use of animated videos in learning. It is hoped that implementing animated videos in learning will provide new insights for educators and parents about utilizing technology, particularly animated videos, to improve children's positive discipline. Thus, the researcher is interested in conducting a study titled “The Implementation of Animated Videos to Improve Positive Discipline in Early Childhood.”

A. Early Childhood

In early childhood, children learn through play as it is their natural way of learning. To ensure children do not feel bored after learning activities, educators must design games that are novel and unfamiliar to them. Thus, we can create games that encompass all aspects of development ([Rozana & Ampun, 2020](#)). At this stage, children undergo growth and development processes across all aspects, particularly in communication and social interaction ([Munisa, 2020](#)). According to the Child Protection Law of the Republic of Indonesia Number 32 of 2002, Article 1 Chapter 1, a child is defined as an individual from the womb until under 18 years of age. Meanwhile, based on Law Number 20 of 2003 on the National Education System, Article 28 Paragraph 1 explains that early childhood refers to children aged 0 to 6 years ([Tatminingsih, Sri, and Iin Cintasih, 2019](#)). In conclusion, early childhood refers to the golden stage of children aged 0 to 6 years, where they receive stimulation or encouragement for their growth and development in various aspects through play activities, including social interaction that enhances their sensitivity to their environment.

B. Positive Discipline

Positive discipline is a method developed by Dr. Jane Nelsen aimed at educating children to become responsible and intelligent individuals ([Saputra, 2023](#)). This character is formed through habits and driven by the child's intrinsic motivation to be disciplined by adhering to mutually agreed-upon rules and decisions without punishment or rewards. Children with positive discipline traits grow into confident, responsible, respectful, appreciative, independent, and selfless individuals. Children in the digital era prefer logical reasoning, including rules they encounter at home, school, or in society. Parents and teachers play a crucial role in providing logical explanations for these rules. This can be done by explaining the concept of responsible freedom to children. Educators, both parents and teachers, must not let children act without understanding the principle of cause and effect and the consequences of their actions ([Widya et al., 2020](#)). Positive discipline is a method of instilling discipline using a positive approach through effective communication, setting examples, praise, support, appreciation, and encouragement ([Sutanto & Adriani, 2019](#)). Unlike punishment, positive discipline does not always make children aware of their mistakes. Discipline through punishment focuses solely on achieving specific learning targets. Positive discipline, on the other hand, helps children build lasting and strong discipline, clearly communicate desires, and establish mutually agreed-upon rules and boundaries. This enables children to learn how to adapt easily and comply with societal norms in the future.

C. Animated Videos

Utilizing technology as a learning medium is an innovation that simplifies and enhances the enjoyment of delivering educational content, making it easier for children to understand, remain enthusiastic, and actively participate in the learning process. One form of technology that can be used as an engaging educational medium is animated videos. Animated videos combine two elements: video and animation. A video is defined as a medium that displays both sound and visuals. Animation refers to a collection of images that depict objects, either individually or in composition, including shapes, shadows, and other elements that appear alive due to systematic visual changes presented from various perspectives ([Munar & Suyadi, 2021](#)). Animated videos involve the movement of frames over a set time to create the illusion of motion, accompanied by sound ([Husni, 2021](#)). They also serve as a supportive tool in the learning process by stimulating children's thoughts, emotions, and motivation to learn through moving images, narration, and clarified educational messages ([Fitriana, 2021](#)). Implementing animated videos in education creates an effective and enjoyable learning environment by incorporating not only verbal content but also actions and elements that captivate children's attention. The use of animated videos in learning goes beyond merely delivering curriculum-aligned material, as it also considers external factors such as experience and environmental conditions that influence children's interest in learning. This helps children stay focused on the material and encourages them to ask questions, reflecting their curiosity and engagement in the learning process.

Methods

The research method used is Classroom Action Research (CAR) based on the

Kemmis & Taggart model. According to Kemmis and Taggart, CAR is a reflective examination of problems occurring within a group of children in the classroom, aiming to improve children's understanding and reasoning in learning, thereby enhancing their knowledge and skills.

When conducting classroom action research, several stages must be carried out: planning, action, observation, and reflection. This research was conducted over two cycles, with each cycle consisting of two sessions. The success of this research is measured based on children's significant development, with an achievement level of 85%. The analysis is performed using the following formula:

$$P=f/N\times100\%$$

Description of Variables:

P: Percentage to be achieved

f: Score obtained

N: Total number of students

The analyzed data is then interpreted into achievement criteria as follows:

Not Developed (BB): 0%–28%

Starting to Develop (MB): 29%–56%

Developing as Expected (BSH): 57%–84%

Developing Very Well (BSB): 85%–100%

Results

A. Cycle I Meeting I

1. Planning Stage

In the planning stage, the teacher prepares the learning tools in the form of lesson plans (RPPH) and ensures that supporting equipment, such as the projector screen and projector, is available before the activity begins. This preparation aims to create a conducive learning environment and support the achievement of learning goals.

2. Implementation Stage

In this stage, the activity begins with establishing class agreements to foster a positive learning atmosphere. The teacher then shows an animation video about the good habit of washing hands to maintain cleanliness. After watching the video, the teacher discusses it with the children, asking them to recall the activities shown in the video to reinforce their understanding. The video is also shared with parents, hoping it can serve as a useful viewing at home, especially when children want to use their parents' smartphones.



Source: <https://youtu.be/MzuKOouEHnM?si=FeVolaOCsfPpZ1bS>

Figure 1. Handwashing Animation Video

3. Observation/Assessment

In the observation/assessment stage, the teacher evaluates the improvement of children's positive discipline through the application of the animation video. The observation results show that 65% of the children are in the "Not Yet Developed" (BB) category, 35% are in the "Beginning to Develop" (MB) category, while none of the children achieved the "Developing as Expected" (BSH) or "Developing Very Well" (BSB) categories. The results of the observation of children's positive discipline can be seen in the following table:

Table 1. Cycle I Meeting I Percentage Results

Development Value	Indicator	Result
	1	2
BB	12 children (60%)	12 children (60%)
MB	8 children (40%)	8 children (40%)
BSH	0 children (0%)	0 children (0%)
BSB	0 children (0%)	0 children (0%)



Figure 2. Cycle I Meeting I Results Diagram'

4. Reflection

Based on the results of the activities conducted by the teacher, the researcher observed Cycle I Meeting I and noted areas for improvement. Some identified issues include the teacher's lack of control in conditioning the children, children's uncertainty in planning the class agreements, and misunderstanding of the causes of the emerging problems. Therefore, the teacher needs to deliver activities in a more creative and enjoyable way to make the children more enthusiastic and engaged in the learning process.

B. Cycle I Meeting II

1. Planning Stage

In the planning stage, the teacher prepares the learning tools in the form of lesson plans (RPPH) and ensures that supporting equipment such as the projector screen and projector are available before the activity begins. This

preparation aims to create a comfortable learning environment that supports the achievement of learning objectives.

2. Implementation Stage

This activity is carried out by revisiting the class agreements that have been made. The teacher shows an animation video about tidying up toys that have been played as a form of responsibility. Afterward, the teacher asks the children to recall the activities shown in the video. The researcher also shares the video with the teacher to distribute to parents so that children can watch it again at home when they want to use a phone, providing useful content.



Source: <https://youtu.be/U8FrkTzsGZk?si=Xe-KVwahfNIL3X3i>

Figure 3. Toy Tidying Animation Video

3. Observation/Assessment

In the observation/assessment stage, the teacher evaluates the improvement of children's positive discipline through the application of the animation video. The observation results show that 35% of children are in the "Not Yet Developed" (BB) category, 35% are in the "Beginning to Develop" (MB) category, 20% are in the "Developing as Expected" (BSH) category, and 10% are in the "Developing Very Well" (BSB) category. The results of the observation of children's positive discipline can be seen in the following table:

Table 2. Cycle I Meeting II Percentage Results

Development Value	Indicator	Result
	1	2
BB	6 children (30%)	8 children (40%)
MB	8 children (40%)	6 children (30%)
BSH	4 children (20%)	4 children (20%)
BSB	2 children (10%)	2 children (10%)

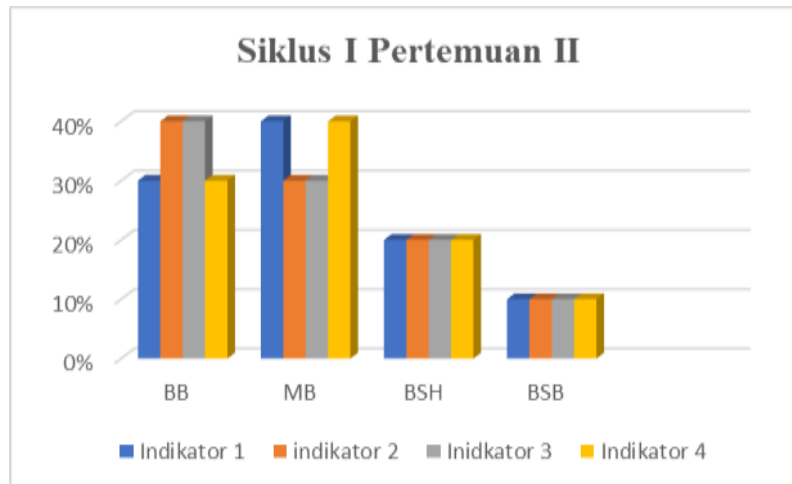


Figure 4. Cycle I Meeting II Results Diagram

4. Reflection

Based on the teacher's reflection on Cycle I Meeting II, revisions were made to address the shortcomings observed in this meeting. The issues that emerged during the second conference were mostly similar to those from the first conference. The children's understanding of the causes of problems was still lacking, and the teacher's teaching methods had not changed much, indicating that activities still need to be more creative and enjoyable to engage children more enthusiastically.

Cycle	Development Value	BB	MB	BSH	BSB
Meeting I	65%	35%	0%	0%	
Meeting II	35%	35%	20%	10%	

Table 3. Percentage Results of Applying Animation Video to Improve Positive Discipline

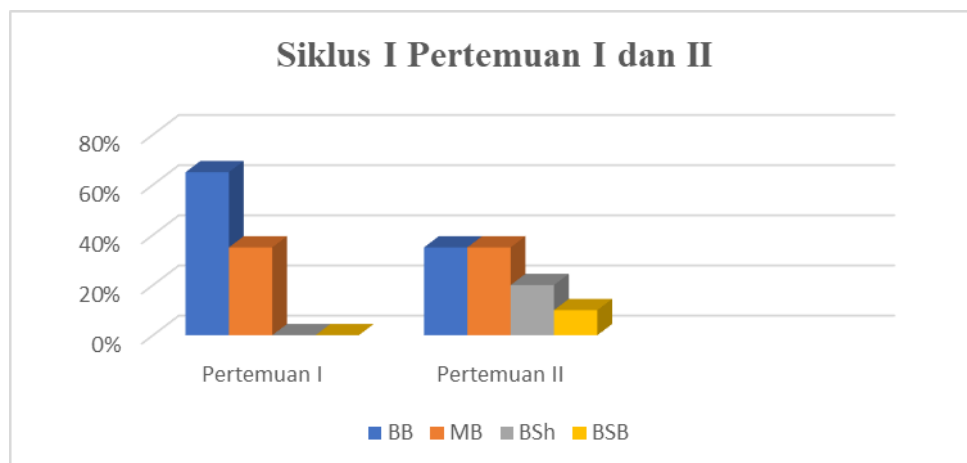


Figure 5. Cycle I Meeting I and II Results Diagram

Based on the results of Cycle I, the application of the animation video in improving children's positive discipline has not yet succeeded, as it did not reach the success target of 85%. Therefore, the researcher proceeded to Cycle II.

C. Cycle II Meeting I

1. Planning Stage

In the planning stage, the teacher prepares the learning tools in the form of lesson plans (RPPH) and ensures that supporting equipment such as the projector screen and projector are available before the activity begins. This preparation aims to create a comfortable learning environment that supports the achievement of learning objectives.

2. Implementation Stage

This activity is carried out by revisiting the class agreements that have been made. The teacher shows an animation video about familiarizing children with the four magic words: sorry, please, thank you, and excuse me. Afterward, the teacher asks the children to recall the activities shown in the video and invites them to share their experiences in using these magic words. The researcher also shares the video with the teacher to distribute to parents so that children can watch it again at home when they want to use a phone, providing useful content.



Source: <https://youtu.be/QTChKKL-HDU?si=nzeR4IAJcpxX1OMG>

Figure 6. Four Magic Words Animation Video

3. Observation/Assessment

In the observation/assessment stage, the teacher evaluates the improvement of children's positive discipline through the application of the animation video. The observation results show that there are no more children in the "Not Yet Developed" (BB) category. Ten percent of children are in the "Beginning to Develop" (MB) category, 25% are in the "Developing as Expected" (BSH) category, and 65% are in the "Developing Very Well" (BSB) category. The results of the observation of children's positive discipline can be seen in the following table:

Table 4. Cycle II Meeting I Percentage Results

Development Value	Indicator	Result
	1	2
BB	0 children (0%)	0 children (0%)
MB	2 children (10%)	2 children (10%)
BSH	5 children (25%)	5 children (25%)
BSB	13 children (65%)	13 children (65%)

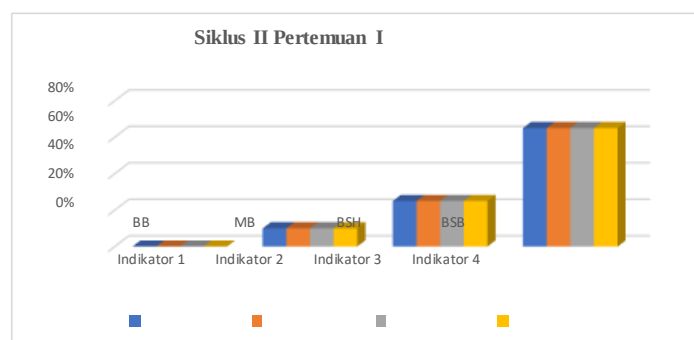


Figure 7. Cycle II Meeting I Results Diagram

4. Reflection

The children in the "Developing as Expected" (BSH) and "Developing Very Well" (BSB) categories showed improvement from the previous cycle. This was due to the use of animation videos that successfully captured the children's attention, making the learning process more effective and enjoyable.

D. Cycle II Meeting II

1. Planning Stage

In the planning stage, the teacher prepares the learning tools in the form of lesson plans (RPPH) and ensures that supporting equipment such as the projector screen and projector are available before the activity begins. This preparation aims to create a comfortable learning environment that supports the achievement of learning objectives.

2. Implementation Stage

This activity is carried out by revisiting the class agreements that have been made. The teacher shows an animation video about the reasons children are late for school, with the researcher telling the story using a puppet. Afterward, the researcher asks the children to recall the activities shown in the video, invites them to guess the content of the story, and encourages them to engage in role-playing. The researcher shares the video with the teacher to distribute to parents so they can provide useful content when children want to use their phones.



Figure 8. Storytelling and Role-Playing

3. Observation/Assessment

In the observation/assessment stage, the teacher evaluates the improvement of children's positive discipline through the application of the animation

video. The observation results show that there are no children in the "Not Yet Developed" (BB) or "Beginning to Develop" (MB) categories. Fifteen percent of children are in the "Developing as Expected" (BSH) category, and 85% are in the "Developing Very Well" (BSB) category. The results of the observation of children's positive discipline can be seen in the following table:

Table 5. Cycle II Meeting II Percentage Results

Development Value	Indicator	Result
	1	2
BB	0 children (0%)	0 children (0%)
MB	0 children (0%)	0 children (0%)
BSH	3 children (15%)	3 children (15%)
BSB	17 children (85%)	17 children (85%)

Figure 9. Cycle II Meeting II Results Diagram

4. Reflection

In Cycle II Meeting II, the results showed significant improvement in the application of positive discipline, with 85% of children achieving the "Developing Very Well" (BSB) category. The children made progress in understanding consequences and responded to class rules more consistently.

Table 6. Percentage Results of Applying Animation Video to Improve Positive Discipline

Cycle	Development Value	BB	MB	BSH	BSB
Meeting I	0%	10%	25%	65%	
Meeting II	0%	0%	15%	85%	

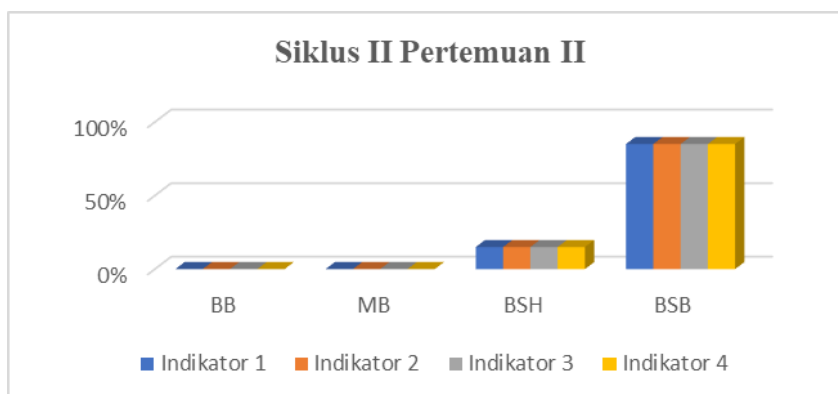


Figure 10. Cycle II Meeting I and II Results Diagram

The results of Cycle II show that the application of animation videos in improving positive discipline in early childhood has been successful, as it reached the success indicator of 85% children in the "Developing Very Well" (BSB) category. Therefore, this research ends at Cycle II Meeting II.

Based on the results of the research from Cycles I and II, there has been an improvement in the positive discipline of 5-6-year-old children through the application of animation videos. For further details, see the graph

below:

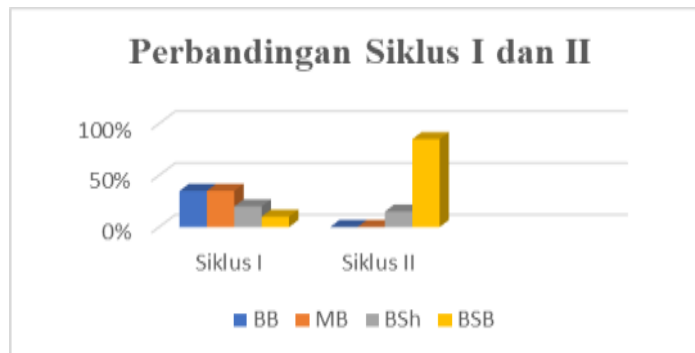


Figure 11. Cycle I and II Comparison Diagram

Conclusion

Based on the research findings, it can be concluded that the use of animated videos significantly improves positive discipline in early childhood. This is evident from the differences in results between Cycle I and Cycle II in the implementation of animated videos to enhance positive discipline among children. In Cycle I, across two sessions, 35% of the children were in the Not Yet Developing (BB) category, 35% were in the Beginning to Develop (MB) category, 20% were in the Developing as Expected (BSh) category, and 10% were in the Very Well Developed (BSB) category. In Cycle II, after two sessions, there was notable progress: no children remained in the Not Yet Developing (BB) or Beginning to Develop (MB) categories. Instead, 15% of the children were in the Developing as Expected (BSh) category, and 85% reached the Very Well Developed (BSB) category.

Through the application of animated videos, children were able to follow established rules in their environment, especially at school. They also developed the ability to solve problems based on religious norms and values within their community, enabling them to differentiate between right and wrong behavior. Furthermore, they exhibited discipline with self-awareness, without needing external rewards.

Suggestion

Animated videos can be a powerful tool in fostering positive discipline among young children. Here's how they can be implemented effectively:

1. **Engaging Storytelling:** Create animations featuring relatable characters that children admire. Through storytelling, these characters can demonstrate positive behaviors such as sharing, empathy, problem-solving, and conflict resolution. The visual and auditory elements make it easier for children to grasp abstract concepts.
2. **Reinforcement of Positive Behaviors:** Use animations to depict situations where positive discipline strategies, such as time-ins, active listening, and encouragement, are applied. Show the outcomes of these behaviors to reinforce their value.

3. Interactive Learning Modules: Incorporate interactive segments within the videos, where children can make choices for the characters. For example, a child can select how a character resolves a conflict, helping them practice decision-making and learn the consequences of their actions.
4. Modeling Self-Regulation: Animated videos can teach self-regulation techniques, such as deep breathing or counting to ten, by showing characters overcoming frustration or anger. Children are more likely to emulate behaviors they see in engaging, animated formats.
5. Parental Involvement: Design videos that include tips or activities for parents to try with their children. These can help reinforce the lessons at home and encourage consistency in discipline strategies.
6. Cultural and Developmental Relevance: Ensure the animations are culturally sensitive and appropriate for the developmental stage of the target audience. Use simple language, bright colors, and age-appropriate humor to maintain attention and understanding.
7. Feedback and Evaluation: Incorporate tools to assess the impact of the animated videos. For instance, brief quizzes or prompts for discussion after viewing can help gauge understanding and retention.

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