



# Queuing Culture: Strengthening Child Discipline in Early Education

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**Abstract.** This qualitative phenomenological study aims to describe the strengthening of child discipline through habituating a culture of queuing in early childhood education. The study employed in-depth interviews, participant observation, and documentation to collect data from Raudhatul Athfal Persis Pasuruan. The results show that the implementation of queuing culture significantly strengthened children's character in terms of discipline in hand-washing, picking up stationery, and playing. The queuing culture was taught through exemplary behavior, teacher motivation, and appropriate teaching methods that matched the children's developmental stages. The study's implication is that early childhood educators should consider implementing queuing culture to improve child discipline effectively.

**Keywords:** Character Strengthening · Discipline · Young Learners · Habituation · Queuing Culture

## 1 Introduction

Early childhood education is a form of fundamental education in strengthening children's character. This is by the mandate of Law no. 20 of 2003 Chapter 1 Article 1 paragraph 10 explains that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education [1]. Early childhood education is a fundamental educational vehicle in providing a basic framework for developing knowledge, attitudes, and skills in children. The success of the educational process at an early age is the basis for further educational processes. That is, the success of implementing early childhood education is highly dependent on the educational system and process that is carried out.

The process of early childhood education with character reinforcement is very important, including through habituation. Because the formation of character is an effort to instill good habits (habituation). The concept of early childhood education above shows

the provision of stimulus to children at an early age through habituation to be fundamental in providing a basic framework to form and develop the basics of a child's character or personality. The method of habituation in education is important, especially for early childhood. Children's memory is not yet strong, their attention quickly and easily switches to the latest and favorite things. In this condition, early childhood needs to be familiarized with certain behaviors, skills, prowess, and a certain mindset. In line with the results of Ihsani's research, there is a strong relationship between the habituation method in learning with early childhood discipline. Strengthening early childhood discipline through habituation to routine, spontaneous, and exemplary tends to shape the character of children's discipline in all aspects of their daily lives [2].

The results of Ihsani's research above show that habituation carried out from an early age tends to bring children's hobbies and habits into a kind of custom, so that they become an integral part of their personality. This makes the habituation method a fairly effective character-building effort, for example, children at an early age who are accustomed to getting up early, will get up early as a habit or character culture. Strengthening the discipline of early childhood has important importance in strengthening character. Discipline character if it becomes a matter of habit, then children also tend to do it voluntarily and are happy to do it [3]. Purwanti [4], found that increased discipline in the queuing culture of early childhood is carried out with a learning process through fun game activities. The habit of queuing culture can strengthen the disciplinary character of students [5]. Strengthening the character of discipline that is carried out early on with habituation, children tend to get used to discipline. Maghfiroh's research results[6], It was found that the behavior shown by the children after getting habituation from the teacher is: (1) the children came on time, but some children could not come on time, this refers to the number of children who were late every day which increased. And ebb; (2) the child returns items that have been used in their place, this is indicated by the child's awareness to return items that have been used in their place without being asked by the teacher, whether it is a toy or stationery; (3) being orderly in waiting for their turn, this is shown by the awareness of children queuing behind the theme when washing hands without the teacher's assistance.

Djafar [7], Discovering the habituation of children's discipline in kindergarten is done by giving an example or being a role model for students as well as when learning in class begins and also outside the classroom. Obstacles faced by teachers in getting used to this disciplinary attitude, namely the lack of parental cooperation in treating children as queuing in the family environment.

In some of the descriptions of the urgency of habituation above, it can be understood that the problem of habituation is a spearhead in strengthening the character of early childhood discipline. Lickona explained that the character consists of 3 interrelated parts, is: (1) moral knowing; (2) moral feeling, and (3) moral behavior. Understanding these three elements of character, it can be understood that a human being with character is someone who knows the good, loves the good, and acts good.

The word "character" in Arabic, has similarities with morals (the root word khuluk), namely the character or habit of doing good things. [8]. The word character has several meanings, namely psychological traits, morals, or manners that distinguish one person

from another [9]. The term character in the formulation of the Ministry of National Education has a meaning, heart, soul, personality, character, behavior, personality, nature, character, temperament, character. Some of the meanings of these characters are personality, behavior, nature, character, and character [1, 10]. Departing from this understanding, it can be said that an individual with good character is someone who tries to do the best for Allah and his environment.

Furthermore, the word “discipline” means someone who learns from or voluntarily follows a leader [11]. Lukitasari [12], in line with Hurlock’s statement, there are several definitions of discipline, namely order in schools, the military, and so on (obedience/obedience to order in schools) [13]. Discipline has various functions, one of which is that it prepares students for active participation in an organized adult environment, where freedom is balanced with its responsibilities. [14]. In another sense, discipline is a condition that is formed through a process of a series of behaviors that show the values of loyalty, order, regularity, obedience, and obedience. [15, 16]. Some of these meanings of discipline can be understood that discipline is a necessary process so that a person can adjust himself. So discipline is the moral attitude of the child to obey and comply with all the rules by the norms that live in the child’s social environment. Habituation can be understood as a way of acting that is obtained through repeated learning, which eventually becomes permanent and automatic.

Strengthening the character of discipline in educational institutions is carried out through four approaches to internalizing values, namely learning systems, habituation, and repetition, exemplary and enforcement of disciplinary rules [17]. The four internalizations of character values, there is habituation. Habituation to early childhood can be the basis for strengthening character so that it becomes an inseparable part of their personality.

Early childhood, when the brain is developing very quickly. At this age stage, the brain receives and absorbs various kinds of information quickly, so that what is given will be absorbed properly and will be applied in everyday life. Habituation as an effort to form children’s character at this time effectively stimulates character values, so that through this habituation good characters will be formed, one of which is the character of discipline. Strengthening the stimulus that forms the character of discipline can be carried out with various programs, including through a culture of queuing.

Saryadi [18], states that culture is as a whole the pattern of behavior displayed by a person or group of people. This understanding can be understood, as culture is a philosophy based on a view of life as values that become traits, habits, and also drivers that are cultivated in a group reflected in attitudes into behavior, ideals, opinions, views, and actions that are manifested in interacting with other people in everyday life. Culture with queues, Purwanti [4] this case, states that queuing is an activity in certain places where a group of people must comply with the sequence to get their turn to get certain opportunities or goods. Some of these meanings of queuing indicate that queuing is a whole of the behavior patterns displayed by a person or group of people through social life which is obtained through the thinking process of the group of people in obeying the order of getting their turn to get the opportunity.

Observing the tracing of several studies above, it seems that each of them has not researched the strengthening of disciplinary character through the habituation of a culture of queuing in early childhood. Ihsani researches about strengthening the character of early childhood discipline through habituation of children's routine activities. Purwanti, strengthening the character of discipline in early childhood education is carried out through a learning process with fun game activities. Maghfiroh examines the strengthening of discipline through habituation from the teacher. Djafar's research is in line with Maghfiroh's, both of whom focus on the role of the teacher in setting an example for children. Based on these facts, this research is important to describe how to strengthen the character of child discipline in early childhood education through the habituation of a culture of queuing. The observation results show the phenomenon that the teachers at RA. Persis Bangil is seen teaching the culture of queuing to students. The culture of queuing includes children lining up when they line up before entering class, children queuing when washing their hands, and children queuing when picking up stationery. Habituation of queuing culture in RA. It is precisely Bangil that functions so that early childhood is formed the character of the cultural discipline of queuing, both programmed outside of learning and integrated in learning.

Based on the background above, this study focused on strengthening the character of child discipline through the habituation of a culture of queuing at RA. Exactly Bangil. The results of this study are expected to be useful for teachers in early childhood education institutions as an alternative technique and strategy for habituating a disciplinary culture in early childhood character education.

## 2 Methodology

The researcher in this case use a qualitative approach to the type of phenomenological research. The choice of phenomenological research is due to the fact that this study aims to describe the experiences of participants in strengthening the character of discipline through habituation to the culture of queuing with the object of the research being carried out at Raudhatul Athfal (RA) Persis Bangil, Pasuruan Regency. The research object was chosen based on the consideration that strengthening the character of discipline through the habituation of a culture of queuing has been a culture in strengthening the character of discipline in children. While the subjects who were the targets of the study were RA teachers. Exactly Bangil numbered three people. Determining the subject of this study using a purposive method.

Collecting research data using in-depth interview techniques, participant observation, and documentation. Researchers conducted interviews using structured and unstructured interviews. The interview method above was carried out frankly, in which the researcher explained to the research subject frankly that the researcher wanted some information about various problems related to this research, as well as explaining the usefulness of the information provided by the informant to the researcher. The observation technique used is direct observation and participant observation. Using direct observation, the researcher made observations and recorded the research subjects at the research object locations. Researchers also make observations and record when events or subject experiences take place, especially related to strengthening the character of

child discipline through the habituation of a queuing culture so that researchers are with research subjects in the research object under study. Data collection techniques using document techniques are meant to be in the form of direct documentation in the form of data records or written documents related to strengthening the character of discipline through the habituation of a culture of queuing at RA. Persis Bangil which includes: SOP (Standard Operational Procedure), Daily Learning Implementation Plan, and Weekly Learning Implementation Plan.

The final stage is data analysis. The data analysis technique in this study used interactive analysis of the Miles model which consisted of four components of the analysis process, is data collection, data coding, data presentation, and concluding. Researchers used two tests to test the validity of the data obtained, triangulation and checking findings (member checking). Triangulation in this study was carried out in two ways. First, is source triangulation, in which researchers compare data sources from different informants. Second, triangulation of data collection methods, in which researchers compare data from interviews, observations, and documents.

### **3 Result and Discussion**

Strengthening the character of child discipline by getting used to the culture of queuing at RA. Persis Bangil is carried out through three habits, specifically (1) a culture of queuing when you want to wash your hands; (2) a culture of queuing when picking up stationery, and (3) a culture of queuing when playing games. The three habits of queuing culture as a teacher's effort to strengthen the character of discipline are described as follows:

#### **3.1 Habituation of the Culture of Queuing for Hand Washing**

Strengthening the character of child discipline through the habituation of a culture of queuing for hand washing in group A at RA. Exactly Bangil, numbering 35 children by the way children are accustomed to lining up in two rows separately according to gender. The children queued to wash their hands based on who was first in line. Teachers in strengthening character by giving directions verbally, accompanying, and giving advice. Habituation of queuing culture in group A1 as stated by subject SA: "By direct practice, line up neatly in line to wash hands by explaining to children according to posters how to wash hands and giving advice that queuing is the same as being patient. If we are patient, Allah will surely love us" (SA/I).

Based on the results of observations on hand washing queuing activities, children were seen to be disciplined in queuing when washing their hands in neat rows according to gender. This is in line with the presentation of AW's subject when explaining to children about the importance of discipline and patience when waiting in line to wash their hands. AW subjects also practice how to wash their hands and how children queue when washing hands. Familiarization assistance is also carried out by implementing and observing the children's hand washing activities every day so that children get used to the discipline of queuing when washing hands (AW/I).

Based on the interviews and observations above, the teacher provides strengthens the disciplinary character of children through the habituation of a culture of queuing to wash their hands by assisting, giving directives, and advice. Strengthening the character of child discipline through the habituation of the queuing culture, the role of the teacher besides giving directions and advice verbally, the teacher provides assistance to practice directly how to be disciplined in queuing to wash hands according to the rules every day. Habituating a culture of queuing through mentoring, direction, and advice by teachers tends to be effective in strengthening the disciplinary character of children.

### **3.2 Habituation Culture Queuing take Writing Equipment**

The results of observations in class show that the teacher distributes notebooks to children before starting to teach them to bold letters and numbers. You can see each child standing in a neat line taking stationery at the front desk of the class. This observation appears to be shown by the teacher's role in strengthening the character of child discipline by cultivating a culture of queuing to pick up writing equipment. This is like the role of the teacher in RA. Persis Bangil in getting used to the culture of queuing by conveying the rules and directing children to queue in line to pick up writing equipment prepared at the front desk of the class. Based on the results of interviews with the subject SA, one of the RA teachers. Persis Bangil says:

“The habit of queuing up to take writing utensils, for example when the teacher gives lessons in bold letters or numbers by giving rules that are conveyed orally that children get notebooks after being distributed by the teacher, then the children are directed to line up directly in line to take writing equipment, including pencils, and erasers that have been provided at the front desk of the class. (SA/II).

Based on the data from the interviews and observations above, strengthening the character of child discipline through teacher guidance and direction, namely the teacher gets used to the culture of queuing to pick up stationery by conveying the rules and directing children to be disciplined in lining up in line. Children's awareness of the importance of cultural discipline in queuing is carried out by the teacher by providing guidance and direction or direct communication according to the child's development. The role of the teacher in providing guidance and direction tends to be effective as an effort to strengthen the disciplinary character of children through habituation to a culture of queuing.

### **3.3 Habituation of Queuing Culture Playing using Games**

The habituation of the culture of queuing to play using games is seen to be carried out by the teacher through mentoring and providing information about the correct rules and is needed so that children can practice correct behavior. The teacher applies teaching techniques and conveys rules appropriately and according to children's development and provides motivation, allows the culture of queuing to be understood and tends to be effective for children to practice the rules that apply in their environment. Teacher RA. Exactly Bangil teaches a culture of queuing when children are outside the classroom, that is when children play using games that are in the school yard. The culture of queuing to play is introduced to children through the habit of queuing to take turns playing in

games like the RA subject, one of the group A teachers in RA. Persis Bangil gave the following statement:

“Getting children used to the cultural discipline of queuing when playing using every game provided in the school yard, then at least one teacher is there to look after it and each other teacher directs and conveys the rules verbally so that children can patiently wait their turn while playing” (RA/III).

Based on the findings of the research data above, show the habituation of a culture of queuing to play using games through the application of teaching techniques and conveying rules appropriately and according to child development. The teacher’s role in teaching the culture of queuing to play and conveying rules appropriately and according to children’s development and providing motivation, allows children to be positively inclined to practice the character of the cultural discipline of queuing in their environment.

### 3.4 Discussion

Based on the findings of the implementation of strengthening children’s disciplinary character through the habituation of a culture of queuing to wash hands, pick up stationery, and play at RA. Persis Bangil tends to be centered on example, teaching, and motivating teachers rather than punishment-based. The role of the teacher in implementing the teaching of queuing culture appropriately and conveying information according to child development tends to make it easier for children to understand and practice the queuing culture which in turn tends to strengthen early childhood having the character of queuing cultural discipline.

The research results above are in line with several research results related to the formation and strengthening of disciplinary character. First, Aunillah the formation of the character of self-discipline in students tends to be effective, including (1) the teacher must try to be consistent with the agreements that have been agreed upon; (2) providing clear regulations; (3) paying attention to student self-esteem; (4) giving rational reasons so students can understand, and (5) conveying sentences of praise to students who have obeyed the rules [19]. Second, the results of research conducted by Iswamati [17], found strengthening disciplinary character education through school culture, which was carried out by emphasizing the habituation of the main values in daily school life, and providing exemplary behavior among school members.

Based on the results of the research, it shows that the implementation of disciplinary character strengthening carried out by teachers at RA Persis Bangil can be classified as a type of democratic discipline. This is like the classification of Hurlock discipline types. Democratic discipline is one that uses explanation, discussion and reasoning to help children understand why certain behaviors are expected [11]. It can be understood that strengthening the character of discipline through the habituation of a culture of queuing to wash hands, pick up stationery, and play RA. Persis Bangil is centered on exemplary, teaching, and motivating teachers. Submission of information on rules of cultured queue discipline carried out by children, also conveyed according to child development, so that they are easy to understand and form discipline in their environment.

## 4 Conclusion

Strengthening the character of child discipline by getting used to the culture of queuing at RA. Persis Bangil is carried out through three habits: (1) habituation to the culture of queuing when you want to wash your hands; (2) a culture of queuing when picking up stationery, and (3) a culture of queuing when playing games. The three habits of queuing culture are centered on exemplary, teaching, and providing teacher motivation. The teacher's role in using teaching techniques appropriately and the teacher's example in getting used to the culture of queuing and conveying regulatory information according to child development shows that children tend to get used to the cultural discipline of queuing in their environment.

Based on the results of the research above, it becomes a reflection after Covid-19 that children are starting to forget the culture of queuing. The habit of queuing culture from early childhood is needed, especially in strengthening the character of child discipline based on exemplary, teaching, and providing teacher motivation and conveying information according to children's development which is the main element in forming the character of queuing culture discipline.

Habituation of queuing culture in strengthening the character of child discipline in RA. Persis Bangil according to the results of the study through the habituation of queuing culture by getting used to the culture of queuing to wash hands, pick up writing instruments, and play. Recommendations for other researchers can develop research on early childhood education institutions (PAUD) related to the habituation of other queuing cultures starting from small things, including queuing in and out of class, queuing alternately to come to the front of the class, and queuing to take turns taking food.

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