

Parents' Experience in Paud Hasan Basri, Cicurug District, Sukabumi Regency in Applying Discipline to Children Aged 5-6 Years

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KEYWORDS	ABSTRACT
<i>Parenting, Discipline, Early Childhood Education</i>	Discipline in early childhood is crucial for shaping children's behavior and character, yet parents face diverse challenges in applying effective discipline strategies. This study addresses the experiences of parents at Hasan Basri PAUD, Cicurug District, Sukabumi Regency, in disciplining children aged 5-6 years. The research aims to explore parents' understanding of discipline, as well as the supporting and inhibiting factors affecting their implementation. Using a qualitative phenomenological approach, data were collected through in-depth interviews with parents to capture rich, contextual insights into their disciplinary practices. Data analysis was conducted using Interpretative Phenomenological Analysis (IPA) to identify emerging themes related to parental experience. The results reveal variation in discipline application: some parents successfully use consistent and positive methods such as positive reinforcement and structured daily routines, while others struggle with inconsistency, external stress, and resistance from children. Key supporting factors include parental knowledge, social support, and a stable home environment; major inhibiting factors include digital distractions and peer influence. The study highlights the importance of parent education and social support to promote effective discipline and child development. These findings contribute to the theoretical understanding of parenting discipline and provide practical insights for educators and policymakers to enhance early childhood education.

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INTRODUCTION

Our daily lives cannot be separated from activities or tasks that must be carried out like living beings in general, the basic knowledge of obedience (discipline) that will not be separated from our lives, Allah SWT says in the Qur'an surah An-nisa verse 59 which reads:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولِيَ الْأَمْرِ مِنْكُمْ فَإِن تَنَزَعْتُمْ فِي شَيْءٍ فَرُدُّوهٗ إِلَى اللَّهِ وَالرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ ءَآخِرِ ۚ ذَٰلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا

It means: "O you who believe, obey Allah and obey the Messenger (Him), and ulil amri among you. Then if you have a different opinion about something, then return it to Allah (the Quran) and the Messenger (the Sunnah), if you really believe in Allah and the next day. That is more important (to you) and better the result." (Q.S.An-Nisa:59.

In this verse we can conclude that obedience to Allah and His Messenger is a form of discipline that must be obeyed by every Muslim, namely His rules and commands, in carrying out these rules and commands we are obliged to carry them out on time such as prayer, fasting, zakat and so on. Likewise, its relationship with discipline in the verse above can be our grip as a basis for building self-discipline and applied at the earliest possible age.

Discipline is one of the sciences taught in Islam. Discipline is very important in our daily lives. In particular, a disciplined attitude has a significant impact on future success. Islam teaches discipline as well as kindness. Allah has commanded us to obey Allah SWT and His Messenger. Discipline is also a form of obeying rules, especially the rules set by Allah SWT (Badriyah et al., 2023; Billah, 2023; Damayanti & Hasanambella, 2021; Evi Aeni Rufaedah & Maesaroh, 2021; Nafisa, 2021; Pangestika, 2022)

Discipline means that parents, adults, and teachers provide guidance, instruction, and encouragement to children. The development of personal discipline is influenced by internal factors that are already present in each individual and can be developed (Agustin, 2017; Ambarwati et al., 2021; Harjanty & Muhtahidin, 2022a; Putri Septirahmah & Rizkha Hilmawan, 2021; Yatun et al., 2021). The goal of disciplining students is for them to be able to take care of themselves and navigate their local environment successfully. Therefore, the main task of an educator is to foster awareness in students so that they can follow discipline with a sense of security and in accordance with their conscience (Rokyal Harjanty, 2020; Sasube & Mediatati, 2022).

Regulation is the essence of discipline. Regulation is a specific pattern intended to regulate human behavior. Effective rules for young children are those that are understood, remembered, and accepted. Behavioral habits are certain patterns that are formed to regulate children's behavior during the early childhood learning process. It is very important to do the following actions consistently, for example: starting a prayer before eating, greeting teachers and friends, washing hands before eating, cleaning up toys after use, and so on.

Parents are the first educators for children. Because children's education starts from their parents. Parents are also the first teachers of moral education, the form of content and way of education at home always affects the growth and development of ethics, morals and personality of each child. They also have high expectations for their children and want their children to be good children and make their parents proud. To achieve all this, parents need to be more aware of their roles and responsibilities as parents in the care, education, and upbringing of their children. In the family, the presence of parents is very important for the psychological development of children (Amatulah & Hastuti, 2022; Ibrahim et al., 2022; Krisnana et al., 2021).

In 2022 Dewi Sekar Sari and Neneng Alawiyah concluded that discipline attitudes are greatly influenced by the role of parents at home and teachers at school, Parenting patterns are carried out in a democratic way that does not provide space for children to express their

feelings, ideas and needs properly. The author found that the consistency of parents in applying a disciplined attitude is to provide reminders at all times and always set an example. In 2023, Yunita Sari, Lisbet Novianti Sihombing, and Eva Pasaribu stated that the influence of parental attention on child discipline is smaller than other factors. In previous research, we can see that some of the research focused more on researching the problem of child discipline that was built by their parents to make children more concerned about discipline. However, there have not been many studies that have not deeply examined the experience of parents in early childhood education in applying discipline to children. Therefore, this study aims to fill this gap by exploring the experience of parents in early childhood education in applying child discipline.

Early childhood education institutions in Sukabumi Regency, especially in Cicurug sub-district, namely PAUD Hasan Basri, which is the place to research the research. This school was chosen as the research site because this school also involves parents in the process of forming child discipline at school. In addition, the researcher wanted to be able to describe in detail how parents experience applying their discipline in daily life, knowing the strategies they use, the challenges they face, and their feelings and thoughts during the process of disciplining children. Children's discipline at home is a process that requires patience and consistency from parents, at home children spend more time than at school. Thus, Hasan Basri PAUD School is a relevant place for research on the experience of parents in Hasan Basri PAUD, Cicurug District, Sukabumi Regency in applying discipline to children aged 5-6 years. Therefore, it is necessary to conduct research to analyze the experience of parents in PAUD Hasan Basri, Cicurug District, Sukabumi Regency in applying discipline to children aged 5-6 years. In this case, the author will conduct a research with the title of parental experience in Hasan Basri early childhood education, Cicurug District, Sukabumi Regency in applying discipline to children aged 5-6 years.

Existing literature primarily focuses on quantitative assessment of discipline outcomes or broad evaluations of parenting styles but lacks deep qualitative insight into parents' lived experiences, particularly in Indonesian cultural contexts like Cicurug District. There is limited exploration of how local customs, family dynamics, and social support structures mediate discipline practices. Additionally, the interaction between internal factors (knowledge, beliefs) and external factors (community norms, economic conditions) remains underexplored, leaving a gap in comprehensive understanding needed for targeted intervention design.

This study uniquely employs a phenomenological qualitative approach to capture the rich, detailed experiences of parents actively engaged in disciplining children aged 5-6 years at Hasan Basri PAUD in Cicurug District. It explores not only strategies used but also emotional, social, and contextual challenges parents face, providing new perspectives rarely documented in the region. The research bridges theoretical parenting models with real-world practice, offering fresh data that reflect cultural nuances and practical realities. This approach can inform development of culturally tailored, context-specific parenting support programs.

This study aims to find out the experience of parents in Hasan Basri PAUD, Cicurug District, Sukabumi Regency in applying discipline to children aged 5-6 years, supporting and inhibiting factors in the experience. The benefits of this research consist of theoretical and practical benefits. Theoretical benefits include contributing to the development of parenting theory, especially related to early childhood discipline, as well as enriching understanding of the factors that support and inhibit the application of discipline by parents. This research can

also deepen the understanding of the importance of the role of parents in applying discipline and identify gaps in previous research. The practical benefit is to provide insight and skills for authors in making scientific papers and to be eligible to complete their studies in the Early Childhood Education Teacher Education study program, Faculty of Teacher Training and Education, University of Muhammadiyah Sukabumi. In addition, the results of this study are expected to provide information to parents about the importance of applying positive discipline in early childhood and increase public awareness of the important role of parents in building discipline in children.

RESEARCH METHODS

This study uses a qualitative approach with the aim of deeply and comprehensively understanding the experience of parents in Hasan Basri PAUD, Cicurug District, Sukabumi Regency in applying discipline to children aged 5-6 years. The qualitative approach was chosen because it was considered most appropriate to explore in detail and in depth the phenomenon studied, i.e. the subjective experience of parents in their unique social and cultural context. The study did not aim to generalize the findings, but rather to understand the richness and complexity of the diverse experiences of the participants.

Qualitative research is based on the philosophy of post-positivism, as it is useful for the study of natural objects (as opposed to experiments) in which the researcher is the main instrumental contributor, sampling, purposeful data sources, snowball techniques, used and triangulation survey methods. Data analysis can be inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative research is carried out using characteristics that describe actual facts or situations. However, the resulting reports require careful scientific interpretation to ensure the results are favorable (Rijal Fadli, 2021).

This study employs a qualitative research design, specifically using a phenomenological approach, to deeply explore the experiences of parents at Hasan Basri PAUD in Cicurug District, Sukabumi Regency, in disciplining children aged 5-6 years. Data collection is primarily conducted through in-depth interviews with parents, allowing them to openly share their perceptions, challenges, and strategies related to child discipline within their family and community contexts. The study setting and participants are carefully selected to provide rich, contextual insights relevant to the research objectives. Data analysis follows the Interpretative Phenomenological Analysis (IPA) method, which involves detailed transcription, exploratory commenting, theme development, and identification of overarching themes across participants. To ensure the validity and credibility of findings, triangulation techniques are applied, combining multiple data sources and critical reflection by the researchers. Additionally, the research incorporates reflexivity practices, where researchers continuously examine their own influence and potential biases throughout the research process to maintain objectivity.

Ethical considerations are paramount in this study, given the sensitive nature of parenting experiences shared by participants. Confidentiality and privacy are strictly maintained, with all data used solely for academic purposes and participants' identities protected. Participants are informed of their rights, including the freedom to withdraw from the study at any time without repercussions. The study adheres to established ethical guidelines and has obtained approval from the relevant ethics committee to safeguard participants' well-being. This ethical rigor

ensures that the research respects participants' autonomy while providing meaningful insights into parental discipline practices in the targeted community.

RESULTS AND DISCUSSION

The results of this study will present the findings obtained from data collection, through in-depth interviews. These results will describe in detail the experience of parents at Hasan Basri PAUD in applying discipline to children aged 5-6 years. Based on interviews with parents, it was identified that their understanding of discipline is very diverse, from adherence to rules to the development of their child's discipline. This research also highlights the importance of overcoming the challenges faced by parents in applying discipline. Support from family, partner, and the surrounding environment can help parents overcome difficulties and implement effective strategies.

A. Respondent Description

1. Reply 1 mother NG

The interview with NG's mother was conducted as one interview which lasted for 18 minutes and 16 seconds. The interview will be held on January 31, 2025 at around 12.00 WIB, the interview will be conducted via telephone. During the interview process, Mrs. NG was kind and answered all the questions asked by the researcher and paid close attention to each question asked.

Based on the research conducted, the researcher received information about NG's mother. Mrs. NG is 32 years old, female. Neneng's mother works as a housewife or IRT and already has 2 children of one gender and one boy, her first child is a woman who is studying at Hasan Basri Cicurug PAUD.

2. Respondent 2 MI mothers

The interview with MI's mother was conducted once on January 31, 2025, the interview lasted for 25 minutes and 38 seconds. During the Interview, Mrs. MI was very cooperative in answering all the questions asked and tried to explain what she felt in detail. The interview was conducted online or by WhatsApp phone connection at 09.00 WIB. Mrs. MI is a 29-year-old woman with 2 children who are still very young. Currently, MI's mother is a housewife or IRT only. In accordance with information about the child of MI's mother who has a son who has not been escorted when leaving for school, MI's mother has an address in Kp. Nyalindung.

3. Respondent 3 EI

The interview with Mrs. EI was conducted once, on January 31, 2025. During the interview, Mrs. EI answered every question cooperatively and listened to every question asked. The interview was conducted online (online) for 40 minutes and 16 seconds. EI's mother is a 37-year-old female. Mrs. EI is the 3rd child of 5 siblings. EI's mother's current residence is in Kp. Kongsu Cicurug with her husband and child. The child of EI's mother is a 6-year-old male and has been attending Hasan Basri PAUD for 2 years until now.

Table 1. Recap of Respondent Description

Aspects	Answer 1	Answer 2	3 answer
	Mrs. NG	Mrs. MI	Mrs. EI
Gender	Woman	Woman	Woman
Age	32 years	29 years	37 years
Work	IRT (housewife)	IRT (housewife)	IRT (housewives) and traders
Child age	6 years	5 years 6 months	6 years
The first child	1st of 2	1st of 2	Only child

The following is information about the time and place of the interview process with all respondents in this study.

Table 2
Recap of the Time and Place of Respondent Interviews

Respond	Information	Place	Day	Time
Mrs. NG	Interview	Whatsapp	Friday, January 31, 2025	12..00 – 12.20 WIB
Mrs. MI	Interview	Whatsapp	Friday, January 31, 2025	09.00 – 09.30 AM
Mrs. EI	Interview	Whatsapp	Friday, January 31, 2025	11.10 – 11.55 AM

B. Results of Science Research and Analysis Findings

1. Description of the findings

In this sub-chapter, the researcher tries to sing data from the respondents who have been interviewed. The data had previously been transcribed and coded so that it was easy for researchers to review the statements that had been submitted by the respondents.

a. Parents' Experience and Understanding of the Concept of Discipline

Each respondent in this study had different experiences and understandings of the concept of child discipline. In this study, the respondents also conveyed and told everything to the researcher about their experience and understanding of the concept of discipline. All respondents expressed it, the following was revealed by the three respondents.

Mrs. NG said that the experience of the concept of discipline for 5-6 year olds was quite difficult. However, he is still confident that with effort and consistency, the application of discipline in children at this age can definitely succeed. Mrs. NG also makes rules for her children to become independent and used to being children who understand the rules of their daily lives. With clear and consistent rules, and with patience and perseverance, parents or caregivers can help children of this age to learn independently and responsibly.

"Inmy opinion, the concept of discipline between 5-6 year old children is quite difficult, but yes, if it is carried out, God willing, it will

definitely be able to be tea. Discipline is also the existence of rules that I make so that children are more independent and more accustomed to doing things on their own." (Interview with NG's mother)

The opinion of MI's mother stated that she was in experience and understood the concept of discipline by looking at several videos or information on social media, she used various sources to enrich her knowledge, and then she became a direct example for her child in applying discipline, sometimes from the surrounding environment it became one of her understandings of the concept of discipline and of course the most important thing was from her personal experience so far. MI's mother realized that she was a role model for her child, so she tried to set a good example in applying discipline.

"Oh yes, for experienced mothers to understand the concept of discipline, you can see from several examples, well, on social media, in the environment and also from my personal experience. So I set an example first to my son so that my son sees and does the same thing as what I set an example for." (Interview with MI's mother)

Meanwhile, according to Mrs. EI, for experience and understanding the concept of discipline for early childhood, we must first look at the readiness of the child in understanding the rules or prohibitions that will be given to the child, and do not mistakenly give the concept of discipline to the child. The concept of discipline must be adjusted to the child's ability to understand and accept the rules. The concept of effective discipline is a concept that is conveyed in a way that is appropriate for the child's age. Discipline is not only about obeying the rules, but also understanding why they are important.

"Okay, so the concept of understanding discipline is rich in seeing the readiness of children to understand the rules or ehmm prohibitions, giving the concept must be in accordance with their age" (Interview with EI's mother)

If we look at the three respondents' experiences with discipline there, there are respondents who reveal that it is difficult to experience and understand the concept of discipline for 5-6 year old children and there are also those who try to understand with the various information that the respondents are looking for, the reason is most likely because the respondents can be said to be a parent. There are also respondents in their experience who already understand enough to respond to the understanding of the concept of discipline for children. Parents as the first school and early childhood education providers have a wide potential and opportunity and more time is spent to shape and influence children in the early stages of their development, so that they can encourage the development of children's discipline, there are opportunities to provide support to their children. Parents are responsible for instilling good character and values in their children through a proper parenting pattern and in accordance with their development and personality.(Utami, 2021)

b. Supporting factors for parents' experience in applying discipline to children aged 5-6.

Parents' ability to communicate effectively with their children, such as explaining rules in simple and positive language, will be very helpful in the application of discipline. The supporting factors for parents' experience in applying discipline are diverse, both from within the parents and from the surrounding environment. By understanding and utilizing these factors, parents can be more effective in implementing positive discipline and building the character of children who are independent and responsible. Discipline that is applied in a positive and consistent way can shape children's character to be better and help them understand boundaries and rules. Here are some interview excerpts.

The main support in the formation of a person's behavior, especially children, comes from their immediate environment. This shows that children tend to imitate and learn the behavior of the people closest to them, especially their parents. Parents act as models or examples that children can follow in the formation of habits, values, and attitudes. Parents are the main figures for their children. Parents' behavior will greatly affect children's development, including in terms of discipline.

Children learn by imitating the behavior of the people around them. If parents show disciplined behavior, children are more likely to imitate that behavior. Just like with the experience of Mrs. NG who said this, here is the quote.

"The supporting factors are of course from the people closest to him who see or emulate the behavior of his parents" (Interview with NG's mother)

Applying discipline in early childhood is an important step in the formation of children's character and behavior. Creating a clear daily routine helps children understand what is expected of them. Routines provide structure and a sense of security for children. Early childhood has basic needs that need to be met, such as the need for compassion, security, and attention. If these needs are met, the child will feel more comfortable and cooperative.

In addition, Mrs. MI and Mrs. EI clarified that this support factor is manifested by the way the father always supports the regulations that have been submitted by the mother and ensures that the regulations are implemented by the child. This shows that both parents work together to create a home environment that is consistent in applying discipline, where children understand and respect the rules set by their parents. Here is an excerpt of the interview

"If the supporting factor comes from the father who always supports whatever house rules that the mother has conveyed and must be implemented by the child." (Interview with MI's mother)

"The factor of his father is the tea, if his father is not much different from me, but his father is more subtle in the way he speaks, not angry,

ehh his mother is also not angry, but yes, the tone of his speech is different" (Interview with EI's mother)

Although the supporting factors are greater than family or close people, Mrs. EI said that there are many supporting factors from the surrounding environment. means that the support that helps a person, in this case perhaps a child, in the formation of behavior or the application of discipline also comes from the surrounding environment. Apart from parents or close family, social environments, such as school, and peers, also play an important role. Positive things in the environment, such as good examples from friends or supportive educational programs, help strengthen and support parents' efforts in educating their children.

The environment in which children live and interact has an important role in shaping children's character and behavior, including in terms of discipline. Parents who are consistent in implementing rules, a conducive home environment, support from extended family, and positive friends can be supporting factors in the application of discipline to children. A positive environment also creates an environment that is conducive to children's development, where there are good values, examples of positive behavior, and support from people around them.

"So Deriz is like this, what I understand is not because he is picky about his friends, but he is more careful, like he doesn't like minors too much from other people's sides, how about a moment so he doesn't like him. The story is that I have a sodara from my husband's side, well, like he doesn't like it because he is fierce but different from the brother on my side, even though I have also given an explanation to him. Then if he is comfortable with 1 or 2 friends, he doesn't want to be with anyone else. For example, if I am with the fatih if I am not with the abrurrahman he said, if I am with someone else I don't like him explaining his own reason. So the supporting factors are also from the environment, such as positive things, sometimes seeing his generous friend, sometimes he also wants to follow it, it is also a positive thing from the environment, well, on the other hand, there are also negative things from the surrounding environment as I mentioned earlier" (Interview with EI's mother)

There are several supporting factors that need to be considered in teaching discipline. In other words, by creating role models, children can show gratitude rather than punish by imitating their parents and imitating their good and bad habits, and by developing good and bad habits, children can learn about things. Smiling, hugging and showing interest in what the child is doing is more effective than punishing his bad habits. Once the rules are established, every effort must be made to enforce them. Avoid yelling, threatening, or slapping your child to help him understand good and bad behavior. Children cannot be forced to eat, sleep, or do other activities in such a way. We say "Mommy sorry" when we make a mistake. If we apologize later, our child will learn to apologize

and explain what we said. If you don't explain what you're saying, your child will be confused and won't know what to do and what not to do. This can cause anxiety in the child.(Harjanty & Muhtahidin, 2022b)

c. Factors that inhibit parents' experience in applying discipline to children aged 5-6 years.

In addition to supporting factors, there are several supporting factors in the application of discipline, including: the belief that discipline and punishment are synonyms. Punishment makes children have little motivation to behave according to societal expectations. Corporal punishment does not enforce discipline, but instead leads to immoral behavior and lack of discipline. This can be confusing for children. They cannot set boundaries on what is acceptable and what is not. Factors that affect children include the educational background and age of the parents, parental involvement, the availability of the parents' jobs, the environment in which they live, culture, and the influence of mass media such as television and game centers. Parents who are inconsistent in implementing rules, an uncondusive home environment, negative influences from peers, and lack of support from the surrounding environment can be inhibiting factors in the application of discipline in children.

Just like with the experience of Mrs. NG who admitted that the biggest inhibiting factor fell on the frequency of playing *mobile phones*. Children become angry more often when told about the rules of mobile phone play , they feel that when they play they are always happy because they are not boring. Early childhood is still learning to manage their emotions, they may have tantrums or have difficulty expressing their feelings. Patience and understanding of parents are needed in dealing with this situation. Media, such as television or the internet, can provide examples of undisciplined behavior to children. The following is an excerpt from the interviewer.

"What are the supporting and inhibiting factors hmmm? Oh yes, the inhibiting factor is tea because he often plays excessive cellphones."
(Interview with NG's mother)

Meanwhile, from the respondents' responses to the inhibiting factors in the application of this discipline, it is very large from the environment. The environment in which children interact, including socializing with their friends, Children often imitate the behavior of their peers. If the child's friends do not apply discipline, the child also has the potential to participate in undiscipline even when they are at home. This shows that the social environment, especially peers, has a great influence on children's behavior. If children are exposed to examples that are less disciplined, they may emulate that behavior, even if there are clear rules at home. Like the following interview excerpt from MI's mother who stated the same thing.

"If the inhibiting factor is from the environment that greatly affects children's discipline, such as seeing their friends who do not apply discipline when playing. Because of seeing his friends, sometimes

children follow their friends when they are at home." (Interview with MI's mother)

If a child sees that their friend often breaks the rules while playing, the child may think that breaking the rules is normal and not a problem. And if a child sees his friend not doing his homework, the child may be tempted not to do his homework as well. Therefore, it is important for parents to monitor who their children hang out with and provide an understanding of the importance of discipline.

"Almost the same is also the same, because the supporting and inhibiting factors are not only from one party" (Interview with EI's mother)

In the quote above, it looks different, what was expressed by Mrs. EI sharing her experience about the supporting factors and inhibiting factors in the application of discipline in children aged 5-6 years is a balanced thing. Therefore, it is important for parents and related parties to understand and consider all factors that can affect the application of discipline in children in order to achieve optimal results.

This respondent's opinion also implies that supporting and inhibiting factors have equally important roles. Supporting and inhibiting factors have equally strong influences on the application of discipline. This means that if the inhibiting factor is more dominant, then the application of discipline will be difficult to succeed. On the other hand, if the supporting factors are more dominant, then the application of discipline will be easier to succeed.

CONCLUSION

Research on the experience of parents in Hasan Basri PAUD, Cicurug District, Sukabumi Regency in implementing discipline in children aged 5-6 years shows variations in the application of discipline. Some parents successfully implement consistent and positive discipline methods, while others face challenges related to consistency and effectiveness of methods. Supporting factors include parental knowledge, social support, and a stable home environment, while key challenges include a lack of consistency, external stress, and stress and burnout. The discipline strategies implemented include positive reinforcement, daily routines, and being an example for children. This study emphasizes the importance of education and support for parents in implementing effective discipline, as well as the role of a conducive environment. It is hoped that this research can improve the understanding and practice of discipline in the home and early childhood education environment.

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