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## IMPROVING THE DISCIPLINE OF EARLY CHILDHOOD EDUCATION CHILDREN WITH THE PRACTICE OF PARKING BACKWARDS (KINDERGARTEN WIDYAKUSUMA SALADARA ISLAMIC KINDERGARTEN, CIREBON CITY)

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### Abstract

**Introduction.** Discipline in early childhood is a gradual learning process that cannot be imposed, but must be cultivated through habituation, example, and direct experience. Initial observations at Widyakusuma Saladara Islamic Kindergarten, Cirebon City, revealed persistent problems of order and discipline: children

played during flag ceremonies, pushed and jostled when leaving class, and most were unable to store their sandals neatly before performing dhuha prayers at the mosque.

**Aims.** This study aims to improve the social-emotional development of Group A children, specifically their discipline in storing footwear, through the practice of "parking sandals backwards."

**Method.** The method used was classroom action research conducted in two cycles, each consisting of planning, action, observation, and reflection, involving 11 children (6 boys and 5 girls) aged 4–5 years from April to May 2026, with data collected through observation sheets and analyzed using the categories Undeveloped (BB), Starting to Develop (MB), Developing as Expected (BSH), and Very Well Developed (BSB).

**Result.** The results show a progressive improvement across cycles: in the initial condition, only 1 child (9.1%) reached the BSH category, rising to 2 children (18.2%) in cycle I, and increasing sharply to 8 children (72.7%) in cycle II, with no children remaining in the BB category. Beyond discipline, the practice also stimulated other developmental domains, namely religious-moral values, cognitive, language, art, physical-motor (balance), and social-emotional aspects such as patience and respect for others.

**Concluded.** It is concluded that the practice of parking sandals backwards effectively improves the discipline of early childhood children and cultivates orderly, responsible, and courteous behaviour, making it worthy of continued application and wider dissemination to homes and other educational institutions.

**Keywords:** early childhood discipline, backwards sandal parking, character education, classroom action research, social-emotional development

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## INTRODUCTION

Based on the initial observations that the researchers have made at Kindergarden Islam Widyakusuma Saladara in Cirebon city identified several problems such as: Flag ceremony activities there are 3 children at the time of marching still playing / children have not been disciplined in marching the cause is There are 2 teachers who are allowed to attend suddenly so that there are fewer accompanying personnel, children scramble to run out of class to the mosque to carry out dhuha prayers and there are 3 children who fall because they are pushed (blm children can have an orderly culture and queue) the cause is the teacher focuses on tidying up the class and waiting for students who have not left the class and letting the other children go out first, at the time of the dhuha prayer in the mosque most of the children have not been able to keep their slippers neatly in their place, the cause is that children are in a hurry and want to enter the mosque immediately, do not want to be orderly and queue. Thus, the researcher concluded that the root



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of the problem lies in the level of discipline and order, both in teachers and children. From several problems identified, the researchers chose the problem during dhuha prayers in mosques: children have not been able to store their sandals neatly in their place. This is because order and discipline require a process and time to get used to. So, it is necessary to start with small things, namely storing your sandals neatly.

## METHODS

Community service activities were carried out with this class action at Widyakusuma Saladara Islamic Kindergarten, Jl. Perjuangan Saladara no 18, Rt 02, Rw 10, Karyamulya Village, Kesambi District, Cirebon City, West Java Province. The research was conducted from April to May 2026. The subjects of the research we conducted were students at the Widyakusuma Saladara Islamic Kindergarten institution, Jl. Perjuangan Saladara no 18, Rt 02, Rw 10, Karyamulya Village, Kesambi District, Cirebon City, West Java Province. The number of students involved was 11 students, consisting of 6 boys and 5 girls. The curriculum used is the institution's curriculum (Tilawati Method and the development of 29 noble characters) and the education office's curriculum (Curriculum 13 and the Independent Curriculum). Learning by playing lospart with mentoring. The learning theme applied in cycle I is *Clothing*, and in cycle II, it still uses the same theme. The focus of this research is the social-emotional development of children through the introduction and habituation of simple, easy-to-do discipline for children aged 4 to 5 years who are members of class A in terms of keeping sandals.

How to sew a sock pattern, then the child follows these steps gradually according to the example given. Through this activity, children can sew sock patterns correctly to improve their motor skills. After doing the core activities, children are directed to tidy up and put the used media back in place neatly to practice responsible attitudes

## DISCUSSION

Strengthening character education in Early Childhood Education (PAUD) requires systematic governance so that moral-spiritual values do not stop at slogans, but are internalized in learning habits and institutional culture. Discipline is not limited to theory; it must be taught, understood, and implemented. Teaching and directing early childhood children to tidy up shoes and other footwear while at school is a form of good character cultivation.

Building the character of caring for the environment through the principle of cleanliness. Indonesian Journal of Islamic Education, 4(2), 149-156. Building awareness of concern for environmental cleanliness is carried out through: maintaining the cleanliness and purity of the classroom, maintaining the cleanliness and tidiness of the yard, the one-student one garbage program, and tidying up the slippers. All parties must be concerned about this, such as school principals, teachers, educators, and other elements, and it is carried out regularly so that it can become a character.

Implementation of ni'al culture in the formation of students' social care character at Ya Bunayya Pujon Integrated Islamic Elementary School (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University). The implementation of school culture in the formation of students' religious character—Ni'al (arranging sandals)—can form the character of social care. Simple actions such as styling slippers, if done, can be an effective means of character education. This character education must have started from a basic educational institution, namely an early childhood education institution. Styling slippers is easy to do, but very difficult to make a habit or character, so it really needs to be trained massively and continuously

There are several foundations that are the basis for character education, including ontology, epistemology, and axiology. The concept in Islamic education is an education that develops students' character. Moral education is education that aims to develop positive attitudes, dispositions, and good character of students. Moral education continues to develop methodologically in accordance with changes and developments of the times and technology. The development of moral character must be formed from an early and sustainable time, starting from oneself, the family environment, school to the wider community, both individually, in groups, and en masse (Ali, 2021). Neatly arranging sandals on the mosque terrace is a form of discipline and responsibility. Moreover, when we intend to worship, this is also our form of glorifying, respecting, and maintaining the place of worship so that it looks clean, neat, and beautiful.

## Observations

Along with the implementation of the action, the researcher carried out observation activities by filling in the instruments that had been prepared, namely observation sheets. Observations focused on children's ability to practice the discipline of parking backward slippers in the implementation of cycle I.

Based on the results of observations in cycle I, it is known that children's social-emotional development in terms of the discipline of keeping sandals shows a variety of achievements. There were 3 children (27.30%) in the Undeveloped category, 6 children (54.55%) in the Starting to Develop category, and 2 children (18.30%) in the Developing As Expected category. Meanwhile, no children have reached the Very Good Development category (0%). Thus, in general, in the first cycle, it has not met the set completeness criteria, namely the percentage of completeness in the BSH and BSB categories must exceed 80%. In the first cycle, only 2 children reached completion, or 18.20%. Therefore, the researcher and collaborators agreed to continue the research to cycle II to retest the success rate of the action. This is done to strengthen the belief that routine and habituated activities can improve the discipline of the children of Group A of Widyakusuma Islamic Saladara Kindergarten, Cirebon City, considering that in the first cycle there has been an increase in development, although it is still small.

### **Reflection**

Based on the data presented in the table, it can be seen that there are still 3 children in the Undeveloped (BB) category, even though there is an increase in other assessment instruments. During the implementation of cycle I, there are still several obstacles that need to be fixed in cycle II. The results of reflection in cycle I are 1) there are still children who, when told to march, still playfully march; 2) children are still scrambling/racing when they want to enter class, 3) children are still scrambling to enter the mosque; 4) when storing their sandals while running/rushing so that the slippers are sometimes thrown far away and out of place. To overcome the obstacles and weaknesses that arise in the first cycle while improving the results of children's discipline development, the research is continued to the second cycle by making a number of improvements. The improvement plan includes involving children who have been considered capable of helping, making agreements with children regarding class rules/regulations, and providing continuous education, motivation, and examples so they can be remembered and understood well for improvement in Cycle II.



Figure 1: Sandals Parking

## DISCUSSION

### DESIGN OF A CYCLE 1 ONE-CYCLE DESIGN

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cycles                 | : 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Theme                  | : Children's clothing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Groups                 | : A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Date                   | : 06 April to 10 April 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Improvement Objectives | : Improving the security and safety of children while in the Widyakusuma Saladara Islamic Kindergarten environment by increasing discipline,                                                                                                                                                                                                                                                                                                                                                                                             |
| Problem Identification | : <p>I am a teacher of class A total of 11 students</p> <ol style="list-style-type: none"> <li>1. There were 3 children at the time of the march still playing</li> <li>2. One child was pushed by a friend and fell while leaving class to go to the mosque for dhuha prayers</li> <li>3. 3 children scrambling over the same toy during break time</li> <li>4. 1 child alone during the folding activity</li> <li>5. 1 child threw a book of tilawati because his line was snatched</li> </ol>                                         |
| Problem Analysis       | : <p>For example:</p> <p>Based on the five problems identified during the reflection, I chose problem number 2, namely one child was pushed by a friend and fell while leaving class to go to the mosque for Dhuha prayers. This could happen because of teacher negligence in letting children leave the classroom immediately.</p> <p>I will improve this by making agreements or rules and also increasing supervision so that the safety and security of children at Widyakusuma Saladara Islamic Kindergarten can be maintained</p> |

- Problem Formulation : What are the efforts made at the Widyakusuma Saladara Islamic Kindergarten to maintain the safety and security of children when they leave the mosque to carry out dhuha prayers
- Activity Plan : - Application of discipline patterns in clothing themes

| SKH To | OPENING              | CORE                                                                                                                       | CONCLUSION                                |
|--------|----------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| I      | Rows                 | Flag Ceremony<br>Sewing sock patterns in an orderly manner                                                                 | Discussion and evaluation                 |
| II     | Pray,                | A Good Prayer Attitude<br>Neatly coloring children's clothes                                                               | Singing Attitude of prayer                |
| III    | Dhuha Prayer         | Introducing special and tumaninah in prayer<br>Matching the pattern of children's clothes in an orderly and correct manner | Keeping the slippers neatly in place      |
| IV     | Singing and clapping | Fastening and folding children's clothes properly and neatly                                                               | Neatly store folded clothes in the closet |
| V      | Reading tilawati     | Weighing weight, measuring height and head circumference,                                                                  | Reading the After-School Prayer           |

### DESIGN ONE CYCLE 11 DESIGN OF ONE CYCLE ( CYCLE 2 )

- Cycles : 2
- Theme : Children's clothing
- Sub theme : Folding the uniform
- Date : April 13 to April 17, 2026
- Improvement Objectives : Improving the Discipline of children aged 4-5 years in the Widyakusuma Saladara Islamic Kindergarten environment with the practice of parking slippers,
- Problem Identification :  
Class A has 11 students aged 4-5 years (L= 6 P = 5 )
1. Lack of discipline of children in marching during the flag ceremony
  2. One child still doesn't want to have a queuing culture
  3. Some children have not been able to put the toys they have played with in their proper place
  4. When storing sandals in the mosque courtyard for dhuha prayers, there are still students who put their sandals carelessly (not neatly arranged)
  5. 2 students often forget not to bring a tilawati book
- Problem Analysis :  
Based on the five problems identified during the reflection, I chose problem number 4, namely when storing sandals in the mosque courtyard for dhuha prayers, there are still students who put their sandals carelessly (not neatly arranged).  
Because with small things like arranging sandals, it will have an impact on the next good habit  
I will fix this by giving an example  
How to store sandals in the mosque courtyard with neat ( reverse parking )
- Problem Formulation : What efforts are made by the Widyakusuma Saladara Islamic Kindergarten institution for students to get used to the discipline of storing slippers properly and neatly in the mosque courtyard with the practice of parking backward

Activity Plan : Continuous learning and application of discipline

| SKH<br>To | OPENING                       | CORE                                                                                    | CONCLUSION                                                                                     |
|-----------|-------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| I         | Preparing ceremonial supplies | Directing children to be able to line up neatly                                         | Giving reward to students who can march in an orderly and neat manner during the flag ceremony |
| II        | Ice Breaking                  | Folding Pants<br>Coloring pants picture                                                 | -Keeping the pants folded in place-<br>Singing                                                 |
| III       | Murojaah                      | Socio-drama becomes a seller and buyer of clothes with a culture of queuing             | Storing used media in its place                                                                |
| IV        | Pledge                        | Watch videos of how to keep your slippers neatly<br>( Use of IFP )                      | Some children were asked to retell how to store their slippers neatly                          |
| V         | Sport                         | Learn to read the Qur'an with the tilawati method by alternating according to the order | The child checks his bag tilawati book again before going home                                 |

Based on the results of the research that has been carried out, it can be concluded that the level of discipline of kindergarten children at Widyakusuma Saladara in Cirebon City from cycle I to cycle II shows an increase. This increase is reflected in the development of children's ability to practice good habits, namely arranging sandals neatly, both indoors and outdoors. The improvement of students' abilities is presented in the following table.

Based on the data presented in the table, it can be seen that the improvement of children's discipline in terms of storing slippers neatly through the backward slipper parking method carried out by the children of Widyakusuma Saladara Slam Kindergarten, where from the initial data to cycle 1 there is an increase, and from cycle 1 to cycle 2 there is a greater increase, namely from the BB category to the BSH category through the MB category. This means that the improvements made by Group A of Isam Widyakusuma Saladara Kindergarten in Cirebon City show a gradual increase starting from the initial condition, cycle I, then surging in cycle II, and developing optimally and can achieve the expected criteria.

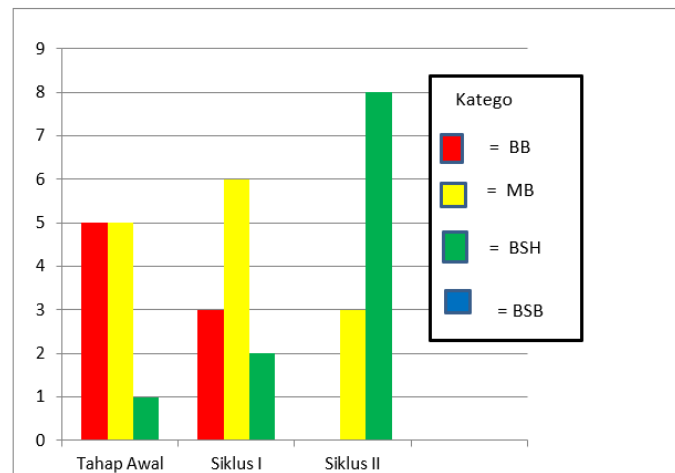
**Table 1. Recapitulation of Initial Condition Assessment Results, Cycle I, and Cycle II**

| No. | Assessment Criteria | Conditions Beginning | Cycle I | Cycle II |
|-----|---------------------|----------------------|---------|----------|
|-----|---------------------|----------------------|---------|----------|

|                 |                            | F  | %      | F  | %       | F  | %      |
|-----------------|----------------------------|----|--------|----|---------|----|--------|
| 1.              | Not Yet Developed          | 5  | 45,45% | 3  | 27,27 % | 0  | 0,00%  |
| 2.              | Start Growing              | 5  | 45,45% | 6  | 54,55 % | 3  | 27,27% |
| 3.              | Evolve accordingly<br>Hope | 1  | 9,10%  | 2  | 18,18 % | 8  | 72,73% |
| 4.              | Very Well Developed        | 0  | 0,00%  | 0  | 0,00%   | 0  | 26,67% |
| <b>Quantity</b> |                            | 11 | 100%   | 11 | 100%    | 11 | 100%   |

Before the improvement action was taken, in the initial condition the level of order and discipline of the children of Group A of Iskam Widyakusuma Saladar Kindergarten was still relatively low and had not developed optimally. Of the total 11 children, there were 5 children who were included in the criteria of not yet developing (BB), 5 children were included in the category of Starting to Develop (MB), 1 child was included in the category of Developing As Expected (BSH) and for the Very Good Developing category there was none. After the improvements made in the first cycle, children's discipline began to increase, namely those who were in the category of not yet developing, 2 children remained to 3 children who were still in the Not Developing (BB) category, the Starting Developing (MB) category there were 6 children, the Developing As Expected (BSH) category 2 children and after making improvements in the second cycle, there was no longer a Not Developed (BB) category, 3 children are in the category of Starting to Develop (MB), 8 children are in the category of Developing as Expected (BSH), and the Very Good Developing (BSB) category.

### Discipline Development Graph



From the graph, it can be seen that children's ability to understand and practice discipline has increased. In the initial stage, only 1 person was included in the Developing As Expected (BSH) category. Then, in the first cycle, there were 2 children who reached the Developing According to Expectations (BSH) category. Then, in cycle II, there was an increase, namely 8 children were in the Developing As Expected (BSH) category. Thus, it can be concluded that the practice of parking backwards can improve children's understanding and ability to apply disciplined practices

Discipline in early childhood is a learning process that helps children understand rules, regulate behavior, and take responsibility for their actions. At this stage of age, children are still learning to recognize their own boundaries and understand the difference between accepted and unaccepted behaviors. Therefore, discipline cannot be forced, but rather needs to be taught gradually through example and experience (*ruangbuku.id/artikel/menanamkan-nilai-disiplin-pada-anak-usia-dini*).

As well as the introduction of discipline carried out by the Widyakusuma Saladara Islamic Kindergarten educational institution to its students, namely through simple, easy, and common things that children do, namely wearing and taking off sandals. From the results of the research carried out by practicing parking backwards slippers, in addition to being able to improve discipline in children, there are also many other developmental achievements obtained such as:

#### 1. Religious Morals

Children are taught and understood that the feet we have are God's creation that must be grateful, so in order to maintain their health, one of them is to maintain the health of the feet

by wearing sandals/footwear when traveling.

2. Cognitive

Children know that there are 2 human feet, right and left, and know the use of feet for walking and running; feet are the support of the body

3. Language

When explaining and giving examples of putting on backward slippers, we invite them to communicate, for example, asking what color the slippers are used for? How many sandals do you have at home? Who bought the sandals? etc.

4. Art

Every kindergarten child wears sandals with different models, colors, and characters, so that when the teacher explains about parking backward slippers, children can also be asked about what color of sandals they like, what type of sandals they like, which turns out not all children like the same about colors, shapes, and characters. This shows that children understand beautiful art according to him

5. Physical Motor

The practice of parking backward slippers is to take off the left slippers first and the right foot as a support, then remove the sandals on the right foot and left foot as a support so that children practice balance

6. Social Emotional

With the practice of parking backward slippers, children are taught to store their slippers neatly, not to scramble, not to pile up or shift other people's existing slippers. This means that children are educated to be respectful of others, to be patient, etc.

## CONCLUSION

From the results of the initial research on improving discipline with the backward sandal parking method carried out by children at the Widyakusuma Saladara Islamic Kindergarten educational institution, Cirebon City, continued improvements in cycle 1 which were continued with improvements in cycle 2 and the results turned out to be able to improve children's discipline, namely children can store their sandals in an orderly and neat manner, not messy and even seen as beautiful showing that this method/practice like this is also worthy of being socialized and developed not only in the Widyakusuma Saadara Islamic Kindergarten but also at

home or in other places or in other institutions.

Parking slippers/arranging slippers turns out to have a positive impact on behavior, manners, and noble morals such as disciplined behavior, orderly behavior, respecting others, responsible behavior, and other positive behaviors, so that this is worthy of continuing to be applied continuously, especially in the educational institution of Widyakusuma Saladara Islamic Kindergarten, and subsequently can be adopted for others. Neatly arranging sandals outside the mosque is a form of practicing the values of politeness (*adab*), cleanliness, and order that are highly emphasized in Islam. Although it is not specifically explained in the Quran.

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