

## Discipline as a Tool for Children's Personality Formation



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**ABSTRACT:** In the implementation of education, there are still educators (parents, teachers and society) who are less aware that discipline can influence the formation of a child's personality. Mistakes and inaccuracies in providing discipline to students can interfere with the formation of a good personality. Because the formation of personality during childhood determines a person's mental attitude and behavior after adulthood and is the basis for assessing their actions. It must be remembered that the child's soul at various stages of development is different from the soul of an adult. Growth and development are animated by nature or basic forces from within and influenced by factors from outside. From a psychopedagogical perspective, discipline is very important and even mandatory for a child's growth. Children's growth and development is not only physiological, but also mental and social. Complete and healthy self-development physically, intellectually, emotionally, socially and spiritually, is a reflection of the quality of discipline experienced and carried out by children from the time they are in the womb until they are born, grow and develop into adults. In designing discipline, it can take the form of prohibitions and orders. which leads to positive discipline. The role of parents, teachers and society is very influential in the formation of children's discipline so that they give birth to the individuals mandated by the GBHN.

**KEYWORDS:** Discipline, Formation, Personality

### A. INTRODUCTION

As stated in the Outlines of State Policy (GBHN), national education is based on Pancasila and aims to increase devotion to God Almighty, intelligence, skills, improve character in order to grow development people. who can develop themselves and are jointly responsible for the development of the nation. The education system needs to be adapted to the development needs of all fields that require various types of expertise and skills and can simultaneously increase quality productivity and work efficiency.

In the implementation of education, there are still educators (parents, teachers and the community) who are less aware that discipline can influence the formation of a child's personality. Mistakes and inaccuracies in providing discipline to students can interfere with the formation of a good personality. Because the formation of personality in childhood is a determinant of mental attitudes, people's behavior after they become adults and is the basis for giving value to their actions.

Likewise, discipline must always be instilled in children from childhood in order to influence their growth. However, it is realized that over time the influence is decreasing because it is done more often. For example, get up early at the specified time, brush your teeth in the morning and after eating, dress neatly before leaving the house. The influence of discipline on personality formation referred to here does not mean that discipline has an absolute influence, but discipline only influences personality formation, in other words, besides discipline there are many other factors that influence and shape personality, such as the environment. .

It must be remembered that the child's soul at various stages of development is different from the soul of an adult. Growth and development are animated by nature or basic forces from within and influenced by factors from outside.

### B. DISCUSSION

#### 1. The World of Children and Its Development

##### a. Definition of Child

According to some people, the definition of a child is wrong from generation to generation, namely that a child is an adult with a small physique or body shape. Children have little intelligence, have the same spiritual qualities and soul processes as adults.

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Children are not adults in small physical form but creatures that are different from adults in general. They are creatures who have thoughts, feelings and the will to act and behave in their own relatively different ways in each period of development. It's like development and growth is different from human life in general.

The understanding or limitations of children according to several people include:

- a. Aristotle, a very famous Greek scholar stated that "childhood is children aged 7 to 14 years".
- b. Prof. Dr. Mr. Kohstan believes that childhood is 1 year to 7 years.

### **b. Development Phases**

Development according to Hurlock and Syamsu Yusuf is: "A series of progressive changes that occur as a result of a process of maturity and experience. This means that development is not simply the addition of a few centimeters to one's height or an increase in one's abilities, but rather a process of integration of many complex structures and functions." (Hurlock, 1994:2).

As children grow, they go through several developmental phases or levels of development. The levels of development referred to here are the levels of development after birth (post marital) up to the age limit of 13 years.

After birth, development and growth can be grouped into 2 (two) parts, namely:

#### **a. Physical Development**

- 1) Infant phase from 0 to year,
- 2) The natural age of children, namely the age of 1 to 8 years which is divided into two periods:
  - Age 1-4 years, namely the first stage of body expansion period.
  - Age 1-8 years, namely the first stage of body lengthening period.
- 3) The era of bisexual children, namely children aged 8 to 16 years. This phase is grouped into two, namely:
  - Age 8-10 years, namely the second stage of body expansion period.
  - Age 10-16 years the second stage of body lengthening period.

#### **b. Spiritual Development**

- 1) Infant and small child phase, in this phase children train themselves to use their vital functions. In this egocentric phase, all attention is focused on himself.
- 2) Small child phase (aged 1 – 6 years).
  - Mastering the skills that have been trained, awareness of self-freedom increases during times of resistance and negativity. At the age of 5-6 years, the harmonious phase ends with the speed phase.
  - The purpose of this phase is to develop physical and spiritual balance by mastering the skills that have been trained and becoming competent for the first social period.
- 3) First social period (4-12 years old)

The harmonious period really requires various movements and getting various motor skills, starting to want knowledge, and various ways of contact, for example reading, writing paying attention to nature, wanting knowledge by examining it yourself, this first natural period is the most appropriate time for cultivating discipline.

### **c. The Relationship of Development to Personality Formation**

From a psychopedagogical perspective, discipline is very important and even mandatory for a child's growth. Children's growth and development is not only physiological, but also mental and social. Complete and healthy self-development physically, intellectually, emotionally, socially and spiritually, is a reflection of the quality of discipline experienced and carried out by children from the time they are in the womb until they are born, grow and develop into adults (Coles, 2000). The following will explain the stages of child development and the discipline applied:

#### **1. Children aged 1-3 years**

By the end of the first year, children usually begin to walk and talk. Children begin to imitate their parents' expressions or words, so parents should not use the wrong words. For example, telling a child to eat then the mother says mam nak or drink the mother says min nak. Such statements will be followed by children until they grow up. Therefore, parents as first educators should set a good example for their children. Good rules or habits are carried out consistently. Don't pamper your child too much and don't always put pressure on your child because it will affect the child's growth and development.

#### **2. Children aged 4-7 years**

Children aged 4 years start to be egocentric, meaning they make themselves the center of their needs. Children see themselves as the measure of everything. Children do not pay attention to other people's opinions. He always wants to win and be served with all his needs or desires.

Between the ages of 4 and 7 years, children experience their first period of resistance (first period crisis). Crisis means very dangerous. This first crisis is a transition from childhood to becoming aware of one's own strengths, starting to recognize the

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difference between oneself and other people or objects. Parents at times like this should be able to lead their children as wisely as possible. Children at this time are experiencing various sensitive periods.

At this age is the time when certain functions develop, for example the sensitive period for playing around, the fantasy period which is related to language progress and its relationship with first thinking, the sensitive period for drawing and the like. During this period, almost all of their time is spent playing, so children will sometimes forget things, find it difficult to control them when they are busy playing, and find it difficult to tell them to bathe, change clothes, eat and so on. If parents prevent their children from playing at that time they are preventing normal growth and development.

One medium to prove discipline to children is to provide reasonable opportunities to play. Playing is not to achieve a goal. Playing with all your body and soul is very important to enrich your experience for future life.

### 3. Intellectual Age

If a child reaches this stage, namely 7 years of age and above, the child's soul always wants to understand everything about himself and the objects in the natural world around him. Children have gained their own understanding because they enjoy reading their own books, paying attention to things that attract their attention, for example parts of their toys and so on.

At this time, we begin to leave behind the egoic period and move towards reality. At this time, children should be given reading religious books, stories of the prophets, heroes in Islam and so on. Girls are a little slower, they prefer fairy tales that relate to feelings. At this time, they are no longer selfish and become effective, objective and realistic children. Children start to like collecting stamps, cigarette wrappers, bottle caps and the like. At this time the child has a good memory.

Children who have the opportunity in a real atmosphere have the possibility to grow and develop perfectly, so parents and society should give them appropriate opportunities.

Sometimes children play very noisily, so parents are obliged to give their children an understanding of when and where they can play. For example, you are not allowed to play in mosques or places of worship, you cannot play at home during breaks. Children must be trained in discipline, especially time and place.

In the fantasy sensitive period, namely ages 5 to 9 years, parents should like to give stories mainly in the form of advice. Advice to children is material for growth. When children are about to sleep, parents should direct their children to focus their attention and thoughts. For example, asking children to pray before going to bed and when they want to wake up.

The child loves to imitate whatever he sees. When he saw paper and pencil, he felt like he wanted to write like his parents or older siblings used to write or draw. The scribbles he made at first didn't mean anything to those who saw them, but the child was different. In this case, parents must know so that they provide what their children need. By providing the facilities needed by the child, the child will not just draw or write anywhere, for example on the wall, and ultimately cleanliness will be maintained. The actions or examples given have an influence or are very important in the formation of the child's personality, for example a moral life or personality.

Some childhood needs that can be filled by discipline are as follows;

- Discipline gives children a sense of security by telling them what they can and cannot do.
- By helping children avoid feelings of guilt and shame resulting from misbehavior - feelings that inevitably lead to unhappiness and poor adjustment - discipline allows children to live according to standards approved by the social group and thereby gain social approval.
- With discipline, children learn to behave in ways that will bring praise as a sign of affection and acceptance. This is essential for successful adjustment and happiness.
- Developmentally appropriate discipline functions as motivation, namely encouraging children to achieve what is expected of them.
- Discipline helps children develop a conscience – the “inner voice,” a guide in decision making and behavioral control (Hurlock, 1978).

## 2. Discipline as a Personality Forming Tool

### a. Understanding Discipline

Discipline is derived from the Latin *disciplina* which is directly related to two words, namely *discere* (study) and *discipulus* (disciple). *Disciplina* can mean what a teacher conveys to students. Discipline is defined as: structuring behavior and living according to the teachings adhered to (Riberu, 1987). What is meant by behavioral structuring is a person's loyalty and compliance with behavioral structuring which is generally made in the form of daily rules or regulations (Wantah, 2005)

Discipline is a series of actions that are carried out independently, which are sometimes still influenced by the mind at first, but over time the influence of the mind decreases because it is used to it, but at first the child finds it difficult. For example, every morning, after eating and before going to bed, you have to brush your teeth, and before leaving the house you have to dress

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neatly. Goodman and Gurian (2003) stated that the specific aim of discipline in children is to form the basics of social behavior in accordance with society's expectations, and to help develop children's self-control from an early age.

To instill discipline in children, conditions are required, including the following:

- a. Continuously repeat certain activities so that discipline sticks and runs automatically.
- b. Educators must be firm and persistent in fighting bad impulses in children and other people in general.
- c. So that students (children) don't make mistakes that mean setbacks.

If we look at the media for personality formation, it does require perseverance and a lot of time, but usually the discipline that has been embedded in a person's personality is difficult to remove.

Likewise, in general, discipline is only about outward behavior, but usually its influence is very deep because of discipline or daily habits, saying hello when you meet other people, for example, often becomes a second habit. The resulting behavior influences the formation of the child's character and personality.

In providing and instilling discipline it can take the form of:

### 1) Command

An order regarding a certain thing and stating what the student must do, for example the child is ordered to clean himself or take a shower every afternoon.

The order must be carried out with due measure, therefore when giving the order you need to remember several things, including:

- Educators wherever possible use language that is easy for children to understand.
- When giving orders, you should not repeat an order often, because repeated orders will bore the child and the child may not carry it out.
- Commands should be concise, clear, short to make them easier for children to understand.

In this case it can be seen in the law of certainty and the law of difficulty put forward by ACH (Germany) as follows:

- Law of Certainty: The clearer, more definite and limited a command is, the easier it is to carry out, and creates a child's desire to do it.
- Law of Difficulty: The more difficult a command is, the more likely it is not to do it.

An order that has been issued must be adhered to firmly and carried out with a full sense of responsibility.

### 2) Prohibition

Apart from orders, prohibitions are also a process that can form discipline. For example, don't do that, don't go there, don't play in the room, etc.

So that children can carry out this prohibition, we should pay attention to the conditions of the prohibition, which include:

- Don't give too many restrictions,
- Don't repeat the prohibition many times so that gradually the meaning of the prohibition is lost.
- Prohibitions should be clear, firm, clear and concise so that they do not take the form of very short advice.
- Try not to prohibit children too much, so that children are not labeled as prohibitionists, but what is good is to give lots of orders and not forbid them enough.

## b. Forms of Discipline

### 1. Direct Form

Direct form means that examples are given in the same direction as the purpose of formation, including: good role models, suggestions, instructions, commands and the like, exercises, competitions and cooperatives.

#### a) Exemplary

Children's behavior, movements, ways of acting and speaking will be imitated. With a good example, positive identification symptoms arise, namely identifying oneself with the one being imitated. Identification is important in forming a child's personality. In the beginning, children have a good assessment of something because they are in the environment of their father, mother, teachers with whom they identify. Gradually, he acquired his own values without imagining where they were obtained. The child is neatly dressed, always worships, speaks politely because of his own conscience.

#### b) Recommendations, instructions or commands

If children can see and imitate by example, then they can hear suggestions, orders or commands about what they should do. Suggestions are one of the media for forming child discipline or forming a child's personality, therefore parents should give good advice to children.

#### c) Exercises

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The purpose of practice here is to master movements and memorize important and necessary expressions or sayings. For example:

- Cleanliness, children are trained to throw rubbish in the right place.
- Eating, children are trained to eat with their right hand and sitting at home.

In all forms of training given, parents should give praise to children who have done well and correctly in the application of other examples given. Praise is a form of encouragement for children to do especially good things.

### d) Competition and Cooperatives

Children should be trained to compete and compete with other children, especially good things. The competition can be in the form of a reading competition, prayer for sleeping, eating or other prayers or other agility competitions. Competition encourages children to try harder, and when they grow up they get used to healthy and correct competition. Meanwhile, cooperation or cooperation needs to be fostered in children from an early age. Cooperation for the common good encourages children not to have a monopoly on something and when they grow up, they will always want to work together because the nature of cooperation is embedded in their souls.

## 2. Indirect Form

The indirect form is a deterrent and takes the form of correction, prohibition or punishment.

### a) Correction or supervision

The possibility of children making mistakes or making mistakes remains with humans as God's creatures. Children as humans certainly at some point consciously or unconsciously deviate from teachings or rules. It should be noted that children have a trial and error nature, so that prohibitions or orders given are often ignored in order to get attention or correction. Therefore, before an error progresses further, efforts should always be made for correction and supervision

### b) Prohibitions

This prohibition is necessary as a firm effort to stop wrongdoing. This effort also aims to form discipline. By frequently seeing or receiving prohibitions, it is ingrained in the child that things should not be done, but it is best if the prohibitions are accompanied by an explanation of why they should not be done. With wise explanations and information, it helps children in forming their personalities.

### c) Punishment

After a prohibition accompanied by advice or explanation has been given several times but it turns out that the child's violation is still being committed, then punishment is given. Punishment is not always physical punishment. Punishment often brings discomfort and eliminates feelings of affection. This is not what the child wants, so encourage or remind the child not to commit any more violations. When giving punishment, we should pay attention to several aspects or what is more important is punishment that produces discipline. Acting or not acting is not because of fear of punishment but because of one's own awareness.

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### a. The Influence of Discipline in Personality Formation

Discipline is a way to help children develop self-control. By using discipline, children can obtain limits to correct their wrong behavior. Discipline also encourages, guides and helps children to feel satisfied because of their loyalty and obedience and teaches children how to think regularly (Anonymous, 2003).

Discipline is one of the tools for forming a child's personality and character, so the influence of discipline in personality formation will be described so that you can see the form of influence of discipline and the things that are influenced in the practice of personality formation. One thing that is important in daily practice, both in education and in children's social environment, is education towards obedience.

The intended education is the deliberate guidance of adults towards children. In this case, discipline will be connected with education towards obedience. Compliance is part of discipline in general. If a child is disciplined in doing something then obedience will automatically arise. On the other hand, a person obeys something as a result of his discipline towards that something.

According to the old view, obedience is a trait from within a person's soul without external encouragement. With this obedience, everyone shows their views on their leader or education and follows them faithfully. Meanwhile, according to the new view, obedience actually means that in our hearts we are ready to listen to other people's words, wishes or orders and as proof they will be carried out. This does not mean delaying but consciously adjusting the rules, prohibitions and orders.

If an orderly nature has become a child's habit every day, they will do things in an orderly manner without receiving further notification or orders, both when studying and playing. What will be done is always orderly and systematic. This kind of attitude is especially something that parents must have as the first and foremost example for children in a household and must then be instilled in every child in their daily lives.

Appropriate and good discipline starting from childhood is what will be successful and will leave a mark in shaping the child's personality. Discipline does not mean being harsh and cruel towards children, but accustoming children to good things. If a child is accustomed to good rules and norms during his childhood, it will be easier and the child will obey good things when he grows up and becomes an adult in the future.

Likewise, children who have never been accustomed to good things will feel heavy and stiff when faced with good, firm and disciplined things in other places in the future, because they feel they are not familiar with a disciplined or firm environment. That. So you can see here how the child's discipline habits make it easy to deal with or carry out things.

In education, the meaning and influence of discipline is very large, because discipline in educational terms is adapting oneself to something or the situation and conditions in which one finds oneself, whether in the form of teaching or the environment one is currently facing.

Self-adjustment has a very important and determining role in the process of personality development. If there is no discipline, the result will be exhaustion and difficulties for the child when dealing with things that are new or unfamiliar to him. For example, if a child always prays at home with his parents, it will be easier if he is taken to the mosque to pray in congregation compared to a child who never prays at home at all, and the child will look awkward and stiff.

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Educating children towards discipline takes quite a long time. Educators or parents must be patient if children have developmental disabilities compared to adults.

Discipline and obedience could be lost as stated by Abd. Rahman Saleh, as follows:

1. Because there are conflicting demands regarding children's obedience.
2. Because he is not consistent in his actions to comply with it.
3. Because there is no order and regulations that must be obeyed.
4. The child's condition is stubborn at some point, namely at the age of 3-5 years.
5. Because the child never practiced or didn't get used to it when he was little.

In the description above it is clear how discipline influences the formation of a person's personality. Therefore, instilling discipline in children should not be ignored for the sake of developing human beings, people who are useful for religion, the homeland and the nation.

### 1. Sources of Discipline

There are three sources of discipline, namely parents, school and society.

#### a. Parent

Parents are natural educators. Education experts have acknowledged that education is first obtained at home through parents. Parents teach children to speak and also educate children to behave. Parents make their children human, as stated by a British scientist, John Lock, who stated that a newborn child is like a tabularasa or table covered with wax that has not been stained. In line with what the Prophet Muhammad SAW said. That a newborn baby is natural, white like paper or Muslim, so it is his parents who make him a Christian and a Magian.

The environment in which a child is born and raised has the potential to shape the child's life in the future, determining the outline of the table. In this case, parents are the first potential caregivers for the child to be able to determine the pattern from birth to adulthood. Every day he socializes with his parents and siblings, so that the lifestyle of his parents and siblings is relatively the same as that of the child when he grows up. It is clear and certain that each parent in caring for and educating their children is as far as possible adapted or based on their own view of life which is relatively different from one parent to another.

It is in the family environment that the first basics of education are laid and instilled which have the greatest meaning for the child's future life. Each member has its own function, influencing each other, giving and receiving from each other in the needs of living together.

Maintaining life together in a family requires devotion to life together, awareness of sacrifice for the common good, patience and respect which are exercises to foster responsibility for the tasks assigned to one. The family environment is fully responsible for behavior, personality formation, moral formation, instilling good discipline regarding health, food, drink, and restraining selfish tendencies (egoistic nature) and instilling a love of helping and loving fellow creatures.

The household as a place to express feelings such as love and compassion is an axiom that cannot be denied that the household is also the first place of education for children. The household is the first school, where they learn about life and life, learn to recognize and be able to distinguish between right and wrong, learn to respect parents, learn to have morals and good manners. The household is also the first place of worship for children before getting to know the mosque or other places of worship. At home they are first taught to know God, religion and ways of worship.

Home education or what is usually called informal education is not limited to whether it is intentional or not in teaching good behavior, creating a peaceful family atmosphere, but it is not realized that it has more influence on the child's soul than formal education. That a good family - mother and father who live in peace, harmony and harmony will be able to form good children too. But on the other hand, if a family is disorganized and messy or if the mother and father are not peaceful or chaotic, it will make the child difficult or chaotic, and they will not experience peace at home so they will not feel comfortable staying at home.

Therefore, in the process of forming a person's personality from childhood to adulthood, parents need to pay attention to the factors that influence the family. Children in the family start during the breastfeeding period, the influence of the family is absolute.

We can see the differences in atmosphere and conditions within families in the rules that apply in each family. For example, every afternoon when father is reading the newspaper, mother sits beside him sewing or mending her children's clothes; When they pray together, in the evening the father uses the time to study or tadarus while the mother tidies up the kitchen utensils and eats. Occasionally my father seems to help with cleaning the house or doing other work. An example of a family like this, provides many opportunities for their children to progress in a positive direction. From the daily life experienced by children as done by their parents, as in the example above, it makes a lot of impressions on the child's soul and he can spontaneously try or imitate it.

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Schaefer (1994) said that the most important function of parents is to prepare written and unwritten rules regarding children's behavior at home, in addition to controlling their behavior through rules and providing punishment.

Such disciplinary rules can contribute to the formation of the child's personality and mental development as the basis of a good personality.

who, God willing, will be below the child on the ladder of maturity in the future, and vice versa in families who are not educated, for example families who are illiterate, the atmosphere and rhythm of life is certainly different from the families mentioned above. In this relatively backward family there are no habits similar to those exemplified above, for example reading newspapers every night and studying at night and so on.

Furthermore, this does not mean that backward parents, illiterate for example, cannot provide guidance to their children. But the difference lies in the parents' ability to help their children learn or pay attention to their children's education. Educated parents, especially mothers who have education, will have more opportunities or abilities to directly help their children to progress when compared to a mother who has no education at all.

From other aspects, there will be differences, for example, procedures for managing the household, issues of cleanliness and health, clothing and family food, and so on.

Thus, it can be said that the influence and impression that parents or families as stated in the example above have on their children is certainly not the same as the teachings or upbringing of other families. It is clear that parents as natural educators have a big influence in shaping a child's personality.

### b. School (Teacher)

After children enter school or formal education, the school is responsible for continuing or developing the children's education. However, this does not mean that if a child has entered school, the parents' responsibility for their children's education is also free. If there are parents who think that after their children enter school the burden on parents regarding their children's education is gone, then this assumption is wrong. But parents must always supervise their children's studies, for example asking about their school assignments or homework and telling their children to prepare for tomorrow's lessons, and so on.

Furthermore, after the child sets foot in school, the school, in this case the teacher, continues and carries out some of the duties and responsibilities of parents, especially the child's education. Teachers provide teaching and training to students for their self-development, including personality and character issues and skills. By instilling various school rules or regulations, for example study time, rest time, how to dress; as well as prohibitions that students are not allowed to do at school, for example not to be late, not to carry sharp weapons, not to smoke, not to bring and/or drink liquor (alcohol).

With the various rules or regulations given, students become more careful, neater and cleaner, and more disciplined. Even though the rules are applied at school, children always pay attention to and implement the rules, so they can automatically apply the rules in the community where they live. Therefore, the role of schools or teachers is very large in developing discipline or forming a child's personality. Teachers are the second person after parents who educate children.

The obligation of schools or teachers must be educational, not just teaching. Learning should lead to achieving educational and teaching goals from several aspects, namely children as individual beings and children as social beings. Children as individual creatures. Every individual is a monodualist as well as a monoplurist, meaning that the soul has the three abilities of creativity, taste and intention. All three require development through education and teaching. Therefore, teaching should contain content that is appropriate to the child's mental growth and development and based on the child's experiences in the natural surroundings. Teaching should also be practical, meaning that it is in accordance with the demands of society and in accordance with the changes that constantly occur in society. All of this is important to arouse children's interest and attention in learning.

Therefore, teachers are expected to make every effort to create such a school atmosphere. Because a good school atmosphere can arouse a sense of responsibility, a sense of community, a sense of obligation to obey and obey, discipline and can also create a sense of divinity.

Thus the school is a second source and it can be concluded that in principle everything carried out by the school is a contribution towards the formation and development of personality.

### c. Society or environment

The development of society's attitudes towards discipline according to Spock (1974) is influenced by two different approaches to education and child guidance. The first is a method that gives too much freedom, and the second is a method that is too harsh and authoritarian with harsh sanctions. Both of these methods will have detrimental consequences for the child's personal development. What is actually prioritized is to gradually grow to adapt to the rules regarding the meaning of discipline for oneself (Wantah, 2005).

Society or environment is a place outside the home and school where children cannot escape from it. So naturally, society or the environment directly influences the formation of a child's personality. for example, children who often watch cowboy films



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in the cinema with their friends, the scenes in these films influence the formation of the child's personality. Usually such children do things that are in accordance with the things they have seen in the cinema or in the film. Among other things, children make pistols from wood or buy pistols and then it is as if they are riding horses, their clothes are colored in various colors and a red cloth is tied around their necks. Then they called their friends to fight. Apart from that, the effect is that the child forces his parents to give him money or maybe someone is determined to steal his parents' money in order to buy tickets to see a show that has made an impression on him.

Youth associations, for example the scout movement, mosque youth, Palang Mera youth, have an influence on the development of children's personalities. Children who often take part in scouting activities will quickly become independent and have high social qualities, likewise, children who are active in mosque youth organizations will have high devotion and politeness and obedience and always greet their friends when they meet. . Because in these organizations, children are trained in manners or etiquette, good social procedures and so on. From this point of view, discipline is society's way of teaching children to behave in moral ways that are approved and accepted by their group (Hoffman, 1970).

### 2. Factors that Influence the Formation of Discipline

Dodson (1978) states that there are five important factors in forming child discipline, namely:

#### a. Background and Culture of Family Life

If parents are used to living in a harsh environment since childhood, have no discipline, do not respect other people, behave as they please, then these habits will be carried over when parents guide and instill discipline. Parents who have been used to living in a cultural environment of indifference, not caring and letting go since childhood will later discipline their children by letting it go and not caring.

#### b. Parental Attitudes and Character

Parents who have an authoritarian character, like to control, always think they are right, and don't care about other people will tend to discipline their children in an authoritarian manner too. On the other hand, parents who are friendly, gentle and do not hurt others will tend to treat their children with discipline permissively and do not want to hurt their children with physical punishment or harsh words.

#### c. Family Educational and Socioeconomic Background

Parents who have secondary or upper secondary education and have good socio-economic status, in the sense of being able to fulfill the family's basic needs, can strive for education and the formation of discipline that is more planned, systematic and focused, compared to families who have low education, and in general The economy is unable to meet the needs of a decent daily life.

#### d. Integrity and Harmony in the Family

According to Sikun Pribadi (1982) incompleteness and disharmony in the family will affect the functions of parents in educating, forming and developing discipline in children. Parents who experience a breakdown in their relationship will take out their annoyance and annoyance on their children and can take the form of physical punishment if they show behavior that is not in accordance with what their parents expect.

#### e. Ways and Types of Parental Behavior

The type of parental behavior is the behavior of parents in guiding, educating and instilling discipline in their children. Several types of parents that hinder the formation of discipline in children are: 1) authoritarian; 2) indifferent; 3) pampering; 4) always worry about children.

## B. CLOSING

The basic moral nature of a person's personality is related to whether a person's behavior is good or bad. Personality develops and is formed through exercises, rules in a good pattern that applies to the child's environment. In the environment, children often experience reprimands, encouragement, punishment, praise and even rewards, all of which will shape a child's personality.

The family and community environment is the main place where children receive education, including discipline. Discipline needs to be instilled in children from an early age so that they form good character and personality in accordance with the expectations contained in the GBHN.

Parents have a very important role in forming a child's personality by instilling discipline in the home. Some things that are necessary are how to create rules and consistency in implementing them.

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