

IMPLEMENTATION OF REWARD AND PUNISHMENT IN SCHOOLS TO BUILD STUDENT'S CHARACTERS

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Abstract: *This research is a descriptive study that aims to determine how the effect of the application rewards and punishments in the learning development of students in schools in Indonesia based on data obtained via the internet. This study used qualitative and quantitative approaches with survey research methods at various schools. The data collection technique uses literatur review to dig up the necessary information about this research. The data that has been collected will be analyzed, summarized and taked the conclusions that it becomes a description of the results of scientific research. Research subjects involve the roles of teachers, parents and students in implementing character building habits in accordance with the goals of national education through reward and punnishment methods. The results showed that the reward and punishment method had been implemented through learning activities at school and at home. This method has a better impact than other methods in providing habituation to students by providing a stimulus to stimulate a positive response from students. However, there are some negative effects in the application of the reward and punishment method for students that need to be reviewed in order to be able to apply this method optimally.*

Keywords: Rewards¹, Punishment², Education³, Character⁴

JEL Classification:

INTRODUCTION

Education according to Plato is a process where a teacher, environment, problems, and anything that can help an individual develop his body and mind to achieve perfection. Perfection is the lack of mistakes in responding to stimuli provided by the surrounding environment. So, the results of a successful education process will create a society that has the ability to reason, attitudes, and also psychomotor abilities that are ideal for realizing the noble goals of the nation and state (Wicaksono, Dirgantara, 2013.). However, even though the goals of education are very general, there are the most important points among the three points above, namely attitude or character. In Islamic character or also known as manners, learning adab is the same as learning 2/3 knowledge, when a human being has good manners he will have many benefits in gaining knowledge, this is in line with the opinion of an Islamic figure named Ibn Jauzi (509 –597 H / 1119–1207 AD) regarding character or manners (Rusman H Siregar, 2021).

Character education starts from a human being born until he dies, so an educational theory about child development emerged by a famous Swiss philosopher, Jean Peaget. He said that the growth of children's thinking abilities is divided into four stages based on age (Wikipedia, 2021), where at each stage there are appropriate methods that we can provide in educating a child. When we talk about methods, of course in the world of education there are many methods of approach to believing in the education process. Among all the methods that have emerged, there is one interesting method that can be applied to the success of character education in schools, namely the method

that emerges from the Behavioristic approach.

LITERATURE REVIEW

Reward and Punishment

The success of effective learning is greatly influenced by the extent of children's motivation to participate in learning. Sadirman (2012: 75). A teacher will always try to use various kinds of approaches that are most suitable for the success of the goals of national education. One of the popular approaches in Indonesia is giving rewards and punishments, however, many teachers also do not really understand the intent, purpose and function of this Behavioristic approach, so that many teachers are not yet right in applying this approach, especially the method of giving rewards and punishment.

Reward is defined as giving a gift or appreciation of an effort made by someone. According to Purwanto (2011), Reward is a tool to educate children so that children are happy for their efforts and their actions are rewarded. As for Punishment, it is defined as the giving of punishment, or sanctions for someone's non-compliance in carrying out an instruction or not bringing up any attempt to complete an order. The Reward and Punishment method is used by educators to foster motivation for children to be more enthusiastic about learning and to develop good character habits, as well as to prevent character deviation that might be done by a child. This method is also useful for establishing closeness between teachers and their students, because giving gifts and giving punishment to a teacher or parent is a form of love and attention. The closer the students are to the teacher, the easier it is for the teacher to provide character education.

The application of Rewards and Punishment will be very helpful in disciplining students. Imron (2012: 169) states that this happens because when a child performs instructions well, he will get an award for his efforts to be good, and something fun will always be a stimulus for repeated good responses. Meanwhile, the reward (appreciation) is balanced with the provision of punishment (punishment) so that children do not occasionally try to violate as well as provide a deterrent effect for children who commit violations not to repeat themselves, Purwanto (2016: 186).

The balance in implementing reward and punishment is very important to keep the response going as expected by the teacher. focused on giving punishment for every mistake without seeing the kindness done by the child will cause the child to become a rebellious person and easily lie, this is in line with what Imam Al-Ghazali said, one of the leading Islamic philosophers (Fuji Rahmadi, 2016) . Focused on giving rewards for every good without acting on every mistake made by the child will make the child become selfish and also spoiled too (Anna Novita, 2015).

Rewards and punishments by the general public are always related to the material or prevent children from getting what they want. Example: "a child is asked by the teacher to complete daily tasks, otherwise the child will not be allowed to go to the school canteen". Or the second example: "a child will be given a bicycle if he scores 100 on a math report card." The two examples above are a form of deviation that occurs in the provision of rewards and punishments. Why? Because in the first case, the child did not get anything from giving punishment, no advice, there were no points that could be used as lessons unless the child did not get

what he wanted if he did not comply with the teacher's wishes. As a result, children tend to do work or study only to the extent of aborting their obligations to get their rights, and forgetting the nature of learning that should be understood by every child. In the second case, the parent rewarded a child who was basically impossible to score 100 on a math lesson that he obviously didn't really know. Maybe for children who have the potential there will be the possibility of realizing a value of 100 in math and getting a bicycle reward. But for children who cannot afford it will be a psychological burden which results in new problems, namely depression.

Based on the problems previously discussed, the purpose of making this paper is to show and prove to teachers and parents the importance of giving rewards and punishments in the learning process to foster values of discipline, responsibility, and love of knowledge. Also shows how to apply the method of giving rewards and punishments in accordance with the conditions of teachers, parents, students and also the school environment. And also shows the importance of the cooperation of teachers and parents in implementing synchronously for the provision of rewards and punishments

METHODOLOGY

1. Approach and type of research

The methods used in this research are qualitative and quantitative approaches. A qualitative approach is research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivation, actions and others. This qualitative research is more descriptive and analytical in nature. The data obtained is through literature review or literature

review by collecting data from sources in the form of magazines, books and journals. The data that has been collected is then analyzed using quantitative or statistical methods with the aim of testing the predetermined hypothesis.

The data obtained were analyzed using the descriptive analysis method, namely the method used for data that has been collected, then classified, arranged, explained, that is, it is described by the words or sentences used to obtain conclusions.

2. Data collection technique

The data collection technique in this research uses the method of library research, namely using internet searches to obtain the necessary information about this research.

3. Data analyst techniques

The data obtained through qualitative research is analyzed and then results in a hypothesis. Furthermore, the hypothesis is tested for truth through statistical data obtained using quantitative research.

DISCUSSION

Analysis

Theoretical Aspect

The character education that is expected by schools of course adjusts to the national goals of education, namely to achieve the description of the 1945 Constitution regarding education as outlined in Law No. 20, 2003. Article 3 states, "National education has the function of developing capabilities and shaping the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, with noble character. Healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." According to Tajjudin

Nor (2018) in his journal that education aims to humanize humans as quoted from the words of an education activist Esther Crhstiana (2013). Humanizing humans means making an education which aims to produce humans who have noble characters that should be present in humans naturally. Among the right steps for the success of education to achieve national goals is to carry out education with a Behavioristic approach. According to A. Supratikna, the Behavioristic is an approach that applies the principle of strengthening the response stimulus. The point is that the knowledge that is formed through the binding of the response stimulus will be stronger if it is given reinforcement. The reinforcement is divided into positive reinforcement and negative reinforcement. According to Pavlov (Yudrik Jahja, 2013) that habituation or repetition is a learning process that focuses on giving similar and repeated stimuli in order to produce the expected response so that it becomes part of the children's subconscious. Then reinforcement can be done by providing a different stimulus but still tied to the expected response.

Educating the character of a human, of course, needs to be inculcated continuously and takes a very long time and is never ending (Hengki Wijaya, 2018). So of course this long process depends on the supporting factors that will help the child determine what character he needs to build in himself. It is the important role of parents, teachers, and the environment that will become a benchmark for a child to imitate what must be done which will eventually become a habit and part of him unconsciously. So the role of teachers and parents in implementing 18 character values is in accordance with what was expressed by Samani and Hariyanto (2013: 46), namely:

1. Religious,
2. honest,
3. tolerance,
4. discipline,
5. hard work,
6. independent,
7. creative,
8. democratic,
9. patriotism,
10. curiosity,
11. friendship,
12. peace-loving,
13. likes to read,
14. preserving the environment,
15. social care,
16. recognizing its superiority,
17. respect and
18. responsibility.

From these values, there are four values that synergize with multicultural values, namely tolerance, democracy, mutual respect, and peace. The previously mentioned character values need habituation, and getting used of course requires the best motivation by giving rewards and punishments with a dose that is in accordance with each learning condition and characteristics of the child in order to provoke the expected behavior in forming positive habits to build character. This is in line with Hamzah B Uno (2015:23).

Field Study

Based on field studies obtained from several studies published in journals obtained through internet searches and literature reviews, we find several cases that we can observe in the process of implementing rewards and punishment in elementary schools.

The data we obtained from SD Pengudi Luhur Vicentius stated that the research conducted by Atik Heru Prasetyo, et al. (2019) in his journal explains how far the level of effectiveness of the application of the

method of giving rewards and punishments to 13 fifth grade students at the school.

Appearance Of Observations Aspect are Observed			
	Active Student s	Passive Student s	Total student s
Cognitive Behaviour	9	4	13
Affective Behaviour	10	3	13
Psicomotor ic Behaviour	11	2	13

After applying the method of reward and punishment for grade V students at SD Pengudi Luhur Vicentius Semarang, we can find that student behavior in three domains, namely cognitive, affective, and psychomotor, falls into the high category in participating in learning and character habituation in mathematics learning. This means that after the application of this method children have a high level of concentration and enthusiasm for learning, have strong discipline, and also foster a love of science character.

Furthermore, research in three high schools in the Pidie district was conducted by Rayhan (2019). He concluded that the application of reward and punishment has a good impact on students. As well as increased student achievement and discipline. This is supported by the results of an interview with one of the teachers (JL) who said that the implementation of reward and punishment is appropriate for schools because it can improve student achievement, not only that, reward and punishment is one way to motivate students to be better and to control student condition.

The purpose of applying the reward and punishment method is to make the conditions of the teaching and learning process more positive and effective. Then some forms of rewards given by these 3 SMA are:

1. Praise
2. Gift
3. Daily value
4. Smile
5. Write his name on the blackboard
6. Often mention his name

The forms of punishment as a counterweight include:

1. Warning by providing advice and guidance according to the level of error
2. Sour face
3. Warnings
4. Provide additional assignments
5. Clean the room

The forms of reward and punishment that are applied above certainly greatly affect the character of the majority of students in the three SMA in Pidie district. The obstacles that occur when applying this method are the inadequacy of giving rewards in several conditions, so that there is no change in motivation that occurs in students. And also the absence of parents' concern for the condition of their children's education so that there is a lack of strong encouragement for motivated students. The environment is also one of the factors that influence the growth of interests, talents, attitudes and also increase student achievement.

Finally, research conducted by Eka Yulia Khoerunnisa (2017) in her journal entitled "Application of Rewards and Punishment to Improve Early Childhood Discipline" in Andirian Kindergarten, Bandorasawetan Village, Kuningan Regency proves that in general the results of observations of the

application of rewards and punishments can be improve early childhood discipline, this can be seen from the development of the initial observation value averaging 58.80 to an average of 81.94 in the final observation. Based on the results of observations made by Eka Yulia Khoerunnisa, it showed that early childhood discipline before the application of Reward and Punishment was obtained an average of 58.80 which means developing according to expectations, where there are 4 children starting to development.

CONCLUSION

23 children developing according to expectations, then early childhood discipline

After the application of Reward and Punishment, an average of 81.94 was obtained, which means that they developed very well, where 7 children developed according to expectations and 20 children developed well. This shows that there is an influence on the application of Reward and Punishment in early childhood.

Teachers' understanding of the reward and punishment method has not yet developed, due to a lack of insight into the reward and punishment method itself, plus many teachers still prioritize giving punishment for mistakes made by students compared to rewarding the efforts made by students. So the right solution is that the school provides understanding to parents and teachers regarding the application of the reward and punishment method to foster disciplined habituation in learning.

The number of teachers who have not been able to distinguish or just think that giving rewards must be in the form of material, even though giving praise, smiles, good grades, appreciating students, calling them names and so on are already a form of reward itself. So the teacher should give rewards and punishments according to the needs and conditions of each. The positive side of applying rewards and punishments is to foster students' enthusiasm for learning, make students more disciplined and increase student learning achievement. So the teacher must be able to provide rewards in accordance with the efforts made by students so that the essence of giving rewards can still emerge.

From several examples of schools and their levels that have been described previously, it was found that the majority of schools have proven that the application of reward and punishment affects students except for students who do not motivate themselves, lack parental support, and the surrounding environment that does not support the development of talents and interests of these students. So the school must be able to facilitate so that parents, teachers and the surrounding environment are able to work together in building character with the method of giving rewards and punishments appropriately.

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