

THE APPLICATION OF REWARD AND PUNISHMENT IN EDUCATION FOR PRIMARY SCHOOL AT "SAHARA EDUCATION"

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Abstract

The purpose of this study was to determine the effects of rewards and punishments during education on Saharan-educated students. A descriptive observational approach was used in this study. Since Sahara's education is private, the research location was set up in the dormitory itself. This study showed that the use of rewards and punishments, when done correctly and appropriately, impacts levels of discipline and student motivation. In learning, teachers use reward and punishment methods to encourage greater obedience and discipline in student learning. The role of the teacher has a great influence on the influence of the students. Rewards can come from instilling good values that come from habituation and appreciation for positivity. However, if the child does something negative, the teacher will punish the student accordingly. The purpose of punishment is to keep the child from repeating the prohibited act. Teachers warn students not to repeat the same behavior. Teachers reward students by giving prizes for their positive behavior. The purpose of this award is to empower children to become more active in their pursuit of better learning and success. Teachers punish students for violations and mistakes. Punishment makes students regret their mistakes. Based on this research, suggestions can be made for teachers to become more creative and innovative, and to create new forms of rewards and punishments that can be further developed. Students are expected to be disciplined and to study diligently, regardless of reward or punishment.

Keywords: Reward, Punishment, Motivation, Discipline, Role

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh reward and punishment terhadap siswa Sahara Education dalam menempuh pendidikannya. Penelitian menggunakan pendekatan deskriptif observasional. Tempat penelitian di Sahara Education. Studi ini berhasil membuktikan bahwa pemberian Reward dan punishment apabila dilakukan dengan benar dan tepat akan berpengaruh terhadap tingkat kedisiplinan dan motivasi belajar siswa. Dalam pembelajaran, guru menggunakan metode reward and punishment untuk mendorong siswa agar lebih patuh dan disiplin dalam belajarnya. Peran guru memiliki dampak yang signifikan terhadap dampak yang dibuat siswa. Reward bias berasal dari penanaman nilai-nilai kebaikan, yang bersumber dari pembiasaan atau penghayatan terhadap hal-hal yang positif. Hukuman dirancang untuk mencegah anak mengulangi perbuatan yang dilarang. Guru memperingatkan siswa untuk tidak mengulangi perilaku mereka. Guru memberikan penghargaan kepada siswa dengan memberikan hadiah atas hal-hal positif yang dilakukan siswa. Tujuan dari penghargaan ini adalah untuk membuat anak-anak lebih aktif dalam usaha mereka untuk belajar lebih baik dan sukses. Berdasarkan penelitian ini, dapat diajukan saran agar guru lebih kreatif dan inovatif dalam menciptakan bentuk-bentuk reward dan punishment baru yang dapat

dikembangkan lebih lanjut. Siswa diharapkan untuk tetap disiplin dan giat belajar, dengan atau tanpa hadiah dan hukuman.

Kata kunci : Reward, Punishment, Motivasi, Kedisiplinan, Peraturan

Introduction

A gift is a reward given to someone for a good deed. Prizes awarded. Even though punishment is a punishment that someone gets when they make a mistake to be even better. Rewards and punishments are two ways to encourage a person's good character and improve his performance. Both methods have long been recognized in professional life, but also in education, especially J.B. Watson (1878-1958), Professor at Johns Hopkins University. This theory states that human behavior is determined by rewards or reinforcements. In learning behavior there is a close relationship between behavioral reactions and stimulus.

In learning, the attitudes of other teachers give rise to discussions of unfairness for teachers to positively reinforce good student behavior through unequal or excessive rewards. In other words, the teacher provides a disproportionate amount of reinforcement. This is because the teacher has no control over the total gain and its application according to the rules of size and proportionality. Even if it is a gift, self-development can create a good relationship between teachers and students, because teachers respect students' attitudes and value every student's efforts in teaching and learning, and beyond obeying rules can have a positive effect. Development of personality and psychology of students. However, when these regulations are disproportionate, a gap is created between teachers and students and between students and students, resulting in disharmonious communication between teachers and students and unhealthy competition between students. If this happens, it will clearly have a negative impact on the implementation of teaching and learning in the classroom. Giving excessive rewards and punishments can also create a negative teacher's image in students, because the teacher's attitude is unfair, good and unbalanced. Attention all students. Fuad Asy Syalhub explains as follows:

The negative effect that occurs when a teacher is not fair, equal and objective towards his students causes discord, disagreement, hostility and anger among existing students. In addition, there is a very deep chasm between teachers and students, who are treated differently from other students. A teacher must treat his students fairly to create a sense of brotherhood among them.

Research Methods

Two research methods were used in this research: descriptive research method and qualitative research method. When the descriptive method is used to describe an existing or ongoing problem. Its purpose is to describe what happened during the investigation. And the qualitative method is a method that uses analytical data. The sampling technique is usually random. This type of research is quasi-experimental research. It is a kind of material and its design falls into the quasi-experimental category. In this study, the research location was set up in the homes of all students attending Sahara Education institutes. Made according to the schedule

students receive study materials and review rewards and punishments. The population in this study consisted of two first graders, two second graders, two third graders, and two fourth graders. The number of students is 8 people, 5 boys and 3 girls.

Results and Discussion

Results

Reward and Punishment affect student development if done correctly and appropriately. Teachers must be reasonable in applying rewards and punishments. The role of the teacher has a significant impact on the impact of students. The reward is instilling good values that are manifested in habits and appreciation of positive things. However, if the child does something negative, the teacher will punish the student according to the applicable regulations. The purpose of punishment is to prevent children from repeating prohibited acts. The teacher warns the child not to repeat and explains the reasons why this is not allowed.

Various forms of Reward and Punishment are used in Sahara Education teaching facilities. According to Soejono Compri's theory (2016: 302) the awards given to students vary. In general, awards can be divided into four categories: Recognition, Honors, Prizes and Certificates of Honor. Forms of punishment include notifications, warnings, reprimands and punishments. This is Januari's theory (2012: 31) if the forms of punishment are classified according to the reason for the punishment, namely preventive punishment. Reward and punishment are not only used by teachers at school, but parents also give rewards and punishment to their children at home. Based on the results of interviews with 10 respondents, it can be seen that everyone uses reward and punishment at home. Everyone believes that rewards and punishments have a positive effect on children.

From the results of a teacher and student survey of parents, it turned out that some of the respondents physically punished children or students. This is contrary to Imron's theory (2016: 170) Physical punishment should not be used because it is proven to be ineffective in changing children's behavior and has a negative impact on the child's psychological state. Even if the application of this punishment will harm the child, the person concerned may be considered guilty or guilty.

Therefore, this punishment must be avoided in education, including in schools. Reward and punishment affect student discipline. Discipline (Imron 2016: 173) is a systematic condition of school students, without violations that directly or indirectly harm the students themselves and the school as a whole. This can be seen from the results of observations. On the first day of observation, researchers found that students did not show enthusiasm for learning in shorter classes. Received a reward from the teacher for completing the assignment correctly, the students were happy, and on the second day of observation the students were happy, they were excited to learn again and even made themselves comfortable at home so they didn't have to wait for the teacher to arrive.

Discussion

Reward and punishment also affect student learning motivation. Depending on motivation (Dymyati 2009:80) is seen as a mental force that directs and directs human behavior, including learning behavior. The results of the study show that reward and punishment can have a significant effect on students' learning motivation. The teacher's strategy for increasing student motivation is always finding out how students should learn in an interesting way according to the situation and circumstances of the students. The right strategy influences learning to continue to develop and achieve maximum results. Therefore the teacher always tries to motivate students to be more interested in participating in learning. One way is to offer training rewards and punishments. Learning occurs when the teacher uses reward methods in the form of pins, praise, and other verbal forms, and students become motivated and active.

This is Sardiman's theory (2012: 91) Rewards and punishments are forms and possibilities for increasing motivation in school activities. The above results were confirmed by a student survey of 10 respondents, which included answers about the focus of the research, namely. H. about the effect of reward and punishment on students. Students appreciate receiving gifts, even if only verbally, such as applause and kind words. Students generally do not like punishment but accept it well because they know they made mistakes that lead to punishment.

The effectiveness of rewards and punishments as teaching tools to gather feedback from students is seen when applied correctly. Giving rewards and punishments that are too frequent is also not justified, because it makes the habit less useful. It is feared that if the teacher gives appreciation for his work, students will be disciplined, study hard and complete assignments. But when there is no reward, students become lazy and undisciplined. Teachers and parents should not tell students until they complete the task correctly. That is, students who show their work achievements can be rewarded spontaneously.

This makes students proud, because their work is valued both in terms of content and expression. It also encourages other students to participate in learning and all school activities.

Conclusion

The results of this study prove that the combination of reward and punishment has a large influence and has a positive impact on students. In practice, teachers use reward and punishment as reinforcement, as an incentive for their students' education. The teacher gives rewards to students by giving prizes for the positive things that students achieve. The purpose of this reward is to encourage children to work harder and achieve better results. The teacher gives punishment to students with the aim that students know the mistakes they have made and try to be better. For reward and punishment it is better to focus on bringing good rather than

bad. A common problem is when this balance is reversed and the teacher focuses more on correcting student behavior through reprimands and punishments. Conversely, the good deeds of children are not noticed, ignored, and receive less attention or positive appreciation. Suggestions that can be given: 1. Schools are expected to be more creative and innovative, creating new and more interesting forms of reward and punishment that can be developed from time to time to have a more tangible impact on student development; 2. Teachers are expected to provide rewards in the form of praise (verbal and nonverbal), awards (handing out stationery), and badges of appreciation (handing out stickers), and punishments such as preventive punishment (using forbidden words) and repressive punishment (assigning assignments); 3. It is hoped that parents will be smarter in giving rewards and punishments to their children, because not all rewards and punishments are beneficial for children; 4. Students are emphasized to stay active in learning, and be disciplined.

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