
EFFECTIVENESS OF REWARD AND PUNISHMENT ON STUDENT LEARNING DISCIPLINE

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Abstract. Discipline is one of the ways to correct deviant or incorrect behavior. Additionally, discipline also provides motivation, guidance, and support to students to achieve satisfaction through obedience. One strategy that teachers can implement to improve students discipline is through the use of rewards and punishment. Rewards are a form of positive reinforcement that shows appreciation to students. On the other hand, punishments are a type of negative reinforcement, however, when applied correctly and reasonably, they can serve as a tool to discipline students. This study aims to assess the effectiveness of providing rewards and punishment in improving students discipline levels. The approach used in this research is the literature review method. The findings from the research indicate that the implementation of rewards and punishments is highly effective in fostering students disciplinary attitudes in the learning process. The provision of rewards and punishments can help students become more active in the learning process and adhere to the school regulations

Keywords: Discipline, Learning, Punishment, Reward

INTRODUCTION

Development of self-control can be achieved through discipline, which helps students set boundaries and improve inappropriate behavior. Discipline is the foundation of success. Student discipline is developed through education and is directly related to the learning process. The role of the teacher is significant in determining the success of learning in the school environment. Teachers also assist students in their self-development to achieve learning goals (Rizqa et al., 2023). The learning goals are for students to acquire and enhance their information, skills, and attitudes. This is a crucial aspect of a successful learning process, especially in disciplined learning (Subakti & Prasetya, 2020). Disciplinary efforts are challenging as they require satisfying students' attention. Support from close individuals is crucial. The same applies to the teaching and learning process in the classroom (Sugiarto et al., 2019). To create a productive learning process, teachers play a crucial role in helping students develop their learning discipline. The classroom environment becomes less supportive if learning discipline is lacking,

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leading to obstacles during the learning process (Elindasari, 2021). Teachers can aid in the development of students' learning discipline by providing positive incentives (rewards) and negative sanctions (punishments).

According to Faidy & Arsana (2014) a reward is a tool to teach children to feel happy about themselves because their efforts or behavior are appreciated. Meanwhile, according to Azwardi (2021) a reward is any form of recognition that brings joy to students as a response to positive achievements in the educational process. The definition of punishment is condemnation or sanctions (Kompri, 2019). Punishment is often used when a student's behavior deviates from the school standards or when specific goals are not achieved. According to Karmilawati et al., (2020) punishment is an unpleasant outcome intended to improve behavior. Teachers use punishment as a tool to reduce their students' negative behavior, hoping that the behavior will not be repeated. Therefore, a reward can be interpreted as a form of positive reinforcement that appreciates students. On the other hand, punishment is a type of negative reinforcement; however, when applied correctly and sensibly, it can serve as a tool to discipline students.

The concept of reward and punishment in education can serve as motivation for students to study more diligently and actively. If the focus is more on rewarding positive behavior rather than punishing negative behavior, this technique may be beneficial for students. Students may experience psychological effects from severe punishment, such as low self-esteem or feelings of insecurity. Physical punishment is no longer considered appropriate in today's era. However, alternatives with educational purposes, such as memorizing short verses, memorizing the names of heroes, memorizing formulas, and vocabulary in foreign languages, are highly suitable to be used as substitutes for physical punishment actions (Wardhani, 2021).

Thus, the provision of rewards and punishments will have an impact on students' learning discipline. To what extent the provision of rewards and punishments affects students' learning discipline is still unknown. Therefore, the researcher will conduct a literature review on previous studies to understand and describe the effectiveness of providing rewards and punishments on students' learning discipline.

RESEARCH METHOD

This study employs a literature review research design. A literature review can be interpreted as an explanation of a concept, findings, and other research materials obtained from references, serving as the basis for research activities to formulate a detailed research framework in defining the research problem to be investigated (Syafnidawaty, 2020). In this study, the researcher opted for a literature review by collecting references in the form of articles from previous researchers related to the influence of providing rewards and punishments on students' learning discipline.

The data population in the study consists of journals or articles that focus on the provision of rewards and punishments on discipline. The researcher utilized the "publish or perish" application to gather data from Google Scholar. The data collected are in the form of journals or articles that the researcher restricted to the years 2017 to 2023. After searching the Google Scholar database, the researcher identified 150 articles related to student discipline. From these articles, the researcher selected 35 articles that were relevant to the research theme. Subsequently, the selected articles were carefully reviewed, marked for their relevance to the subject of student discipline. A total of 35 articles were evaluated comprehensively, resulting in 14 articles that aligned with the main topic, the majority of which will be discussed in the discussion and conclusion section.

RESULTS AND DISCUSSION

The discipline of students in school is crucial for a successful future. Because, from an early age, students who experience discipline will develop a sense of self-awareness to behave obediently, be punctual, and be orderly wherever they are. Using strategies of rewards and punishments can enhance student discipline. The provision of rewards is one factor to motivate students in learning and make them feel appreciated. On the other hand, punishments are not given because teachers are displeased; rather, they are given with the intention of making students feel the deterrent effect and prevent them from repeating mistakes for the second time. With these two elements, it is hoped to foster a sense of discipline among students.

According to Elindasari (2021) in her research titled "The Influence of Rewards and Punishments on Student Learning Discipline," the applied method is a quantitative

approach with an ex-post facto technique. After the research was conducted, the results showed a positive and significant influence of rewards and punishments on the level of student learning discipline. This is evidenced by a simultaneous coefficient of determination of 32.7% with a significant result of 0.000.

According to Wahyuni (2018) in her research titled "The Influence of Rewards and Punishments on the Learning Discipline of Grade V Students at SDN 1 Sukabumi Indah, Bandar Lampung," which utilized a quantitative method, results were obtained from a post-test related to students' learning discipline. The results showed that the experimental class obtained an average score of 113.9, while the control class obtained an average score of 101.276. This indicates that the experimental class achieved a higher score than the control class. Thus, this research concludes that there is an influence of rewards and punishments on students' learning discipline.

In a study conducted by Wibowo et al., (2021) titled "The Relationship between Reward and Punishment on the Discipline of Fifth-grade Elementary School Students in Jeneponto Regency," using a quantitative method and an ex-post facto correlation technique, it revealed a correlation between the provision of rewards and punishments with students' discipline.

Anggraini et al., (2019) conducted research titled "Analysis of the Impact of Rewards and Punishments for Students at SDN Kaliwiru Semarang," explaining that rewards and punishments have a positive impact on students. This research is reinforced by questionnaire results confirming the impact of rewards and punishments in the school environment. Based on student responses in the questionnaire, it is evident that they positively accept both rewards and punishments, but they tend to prefer rewards over punishments.

Similarly, a study conducted by Damanik et al., (2023) titled "The Influence of Rewards and Punishments on the Learning Discipline of Grade V Students at SSD HKBP Batu IV T.P 2022/2023" revealed a positive and significant correlation between the provision of rewards and punishments and students' learning discipline. This is supported by a coefficient of determination (r^2) of 61.4%, indicating that most of the variation in students' learning discipline can be explained by the implementation of rewards and punishments.

Farhanah (2020) conducted research titled "Implementation of Rewards and Punishments in Improving Discipline in Thematic Learning Activities for Second-grade Students at MI Darul Muqinin," presenting that the use of rewards and punishments can enhance students' learning discipline, especially in thematic learning. This is evidenced by an improvement in learning discipline at each meeting.

Based on a study by Aljaatsiyah et al., (2021) titled "Improving Student Discipline through Reward and Punishment Methods in Online Learning," it is explained that students can enhance their discipline by utilizing the reward and punishment method. This is reinforced by test results in cycles I, II, III, which show an increase in student discipline with the provision of rewards and punishments. Through exam scores, teacher interviews, and cycle-by-cycle observations, all indicate an increase in the proportion of disciplined students who have achieved classical completion.

Marlina (2022) in her research titled "The Influence of Rewards and Punishments on the Learning Discipline of Students in Thematic Subjects for Grade IV at SDN Mekarjaya 14 Depok" stated that data analysis showed positive and significant results. These results indicate the influence of rewards and punishments on students' learning discipline in Grade IV at SDN Mekarjaya 14 Depok.

Julaikhah & Ismawati (2018) yang concluded in their study titled "Effectiveness of Reward through Economic Token Method to Improve Discipline in Early Childhood Groups A at RA Al-Akbar Sukoanyar, Mojokerto Regency" that the provision of rewards through the economic token approach can be implemented for early childhood. Usually, the tokens used should be adjusted to the child's developmental level. Thus, giving rewards through the economic token system can improve the discipline of early childhood.

Silvia et al., (2023) in their research titled "Effectiveness of Rewards and Punishments on the Discipline of Early Childhood in RA Miftahul Ulum Jayasari" indicated that providing rewards and punishments is effective in improving discipline. The use of rewards and punishments in RA Miftahul Ulum Jayasari makes children more aware of their actions. For example, children who often come late become punctual, those who are less focused in learning become more focused, and quiet children become more active in everything.

The research conducted by Syafitri, (2021) titled "The Impact of Reward and Punishment for Fourth-grade Students at SDN 013 Batu Langka Kecil, Kuok Subdistrict, Kampar District" states that the provision of rewards and punishments has a significant impact on student development when implemented correctly and appropriately.

Based on the research conducted Mahendra & Sulaiman (2023) titled "The Influence of Reward and Punishment on Student Discipline in High School," it can be concluded that both independent variables, namely rewards and punishments, have a significant partial impact on the dependent variable, which is student discipline. This is reinforced by the results of the T-test, which shows a t-value greater than the t-table with significance less than 0,05.

The conclusion from the research conducted by Rohmat (2017) in the study titled "The Influence of Reward and Punishment on Student Discipline at MA Islamiyah Ciputat" is that both independent variables, namely rewards and punishments, have a positive and significant impact on student discipline at MA Islamiyah Ciputat. This is manifested through the percentage of student discipline, reflecting good discipline in terms of punctuality, such as students not being late to school and not skipping classes. It also reflects in behavioral aspects such as respecting teachers, paying full attention during the learning process, maintaining school order, and so on. Thus, the conclusion is that the students have shown a positive and good level of discipline in the school environment.

The research conducted by Fadilah (2021) with the title "Implementation of Rewards and Punishments in Shaping the Character of Discipline for Students at Al-Hidayah Elementary School Jember" shows the following findings: The formation of students' discipline character at MI Al-Hidayah Jember is shaped through intensive implementation involving the giving of rewards in the form of praise and awards as gifts. Punishment is used as a means to shape the character of students' discipline, involving phased warnings and the imposition of punishment sanctions tailored to the class level of the students. The assessment of the application of rewards and punishments in shaping the character of students' discipline is done through a process assessment, which includes observations of students' daily behavior during learning activities in the madrasah environment.

The results of the research published in these 14 articles show that the provision of rewards and punishments has an impact on students' learning discipline. In this context, the role of the teacher is crucial in influencing the results obtained by students. Teachers use strategies to motivate students to comply with school rules and improve learning discipline. Giving rewards is considered a necessity that helps fulfill students' intellectual needs, while punishments are given as a response to students' negative behavior, with the goal of making students reflect and regret their wrong actions. Rewards can be given with two techniques. The first technique is the verbal technique, which refers to giving rewards in the form of words such as praise, motivation, or recognition. The second technique is the non-verbal technique, which involves giving rewards through various ways, including body gestures (smiles, thumbs up, and applause), material rewards (toys, candies, and others), and symbolic signs (stars, certificates, stickers, and others). Punishments can be in the form of advice, motivation, or even threats. Therefore, it is important to provide punishments that are appropriate to the level of violation committed by students. A good punishment is one applied in the learning process, such as memorizing formulas, summarizing learned material, and others.

CONCLUSION

Overall, this conclusion depicts that the provision of rewards and punishments has a positive impact and can be an effective instrument in shaping student discipline in schools. The goal of this discipline is to shape character and enhance student independence. Through the application of rewards and punishments, students tend to be more diligent in learning and active in learning activities. Students with discipline significantly differ from those who do not receive rewards and punishments, where the latter often struggle to control their behavior and feel free because there is no reward for their actions.

SUGGESTION

Teachers should continue the provision of rewards and punishments according to needs and further develop them as tools to enhance student learning discipline. For researchers and future research, it is recommended to conduct more detailed literature studies to discover and explore new phenomena related to the provision of rewards and punishments on student learning discipline.

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