FORMATION OF THE DISCIPLINARY CHARACTER OF STUDENTS THROUGH THE REWARD AND PUNISHMENT METHOD IN SOCIAL STUDIES SUBJECTS AT SMPN 2 ARJASA

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ABSTRACT
The formation of students’ character in educational institutions is urgently done to form the personality of disciplined students in following every learning at school. The regulations made by the school are expected to stimulate students’ self-awareness to make changes for the better. This study uses a descriptive qualitative approach to the type of field research (field research). Data collection techniques using observation and interviews. While data analysis using Miles and Huberman models: reduction, display, and verification. Validity of data using triangulated sources and triangulation techniques. The results of this study indicate that: 1) the application of reward and punishment methods in forming the disciplinary character of students at SMPN 2 Arjasa Jember, namely: a) verbal Reward with good speech, intelligent children, and diligent children, b) non-verbal Reward in the form of grades, prizes in the form of pencils, books and snack prizes, c) punishment, namely: giving a reprimand, running around the school field, reading Yasin letter three times, reading the Qur’an Juz 30. 2) the impact of the application of reward and punishment methods to form the disciplinary character of students in SMP Negeri 2 Arjasa Jember, namely: students come on time to school, students on time to class, wear uniforms with repair, and students can do learning tasks well.

Keywords: Character; Reward and Punishment; Learners; Social Sciences

ABSTRACT

Kata Kunci: Karakter; Reward dan Punishment; Peserta Didik; Ilmu Pengetahuan Sosial
INTRODUCTION

Forming disciplinary character in school is one of the basic needs of students to build their disposition in a healthy manner. In schools, student discipline problems often occur, such as problems of delays in coming to school, not following uniform rules, like to skip class, students do not want to follow class rules, and so on (https://ayoguruberbagi.kemdikbud.go.id). Anything a student does contrary to established rules and regulations is an act of indiscipline. Thus, school discipline violates school rules (Adekeye et al. 2018). Domain in the educational process is essential because it is not only to maintain the condition of the gym learning and teaching running smoothly but also to create a strong personality for students (Sholhianita 2017). Discipline is needed by anyone and anywhere, including students. Discipline is necessary for the students of his personal development. To anticipate the negative things caused by the lack of student discipline, the teacher's strategy in developing the character of student discipline must be appropriate. Efforts to improve student discipline in schools must be strictly observed. This is because student behavior is formed and can be influenced by various factors, such as environmental, family, and school factors.(Oktifa 2022; Amaroso 2022). According to Louis Jinot, the formation of disciplinary character underlies every aspect of school life, and it is a crucial indicator of a successful school (Jinot 2018). The results of Aulia's research explained that the acquisition of 37.7% of disciplines affects learning achievement and 67.7% of the application of parenting through learning discipline (Wasiatul Aulia and Khafid 2018).

Furthermore, to form the disciplinary character of students can be done in the form of appreciation or punishment in developing discipline in schools. In Sabartiningsih's research, it was explained that the size of the excellent behavior carried out, the child must also continue to get rewards as a sign of appreciation for the behavior he does and vice versa, the size of the mistakes made by the child must also get punishment/punishment so as not to repeat his mistakes (Sabartiningsih, Muzakki, and Durtam 2018). The same was said by Muiru, that students would reject the rules and procedures and the resulting disciplinary action if the foundation of a good relationship were lacking. Even more than that, students will never trust teachers or open themselves up to hearing what they have to say unless they feel that teachers value and respect them (Muiru 2022).
The provision of rewards and punishments in schools should be given in a way that can improve and educate in a better direction. The implementation of school discipline directed at improving student learning discipline will go well if teachers, school officials, and students support each other's school discipline (Sofia Dewi et al. 2021). Lack of support from students and school stakeholders will result in less meaningful school rules being implemented. Moreover, the formation of disciplinary character in schools can fail when educators are powerless to use or practice discipline because students do not feel fear (Hadi et al. 2021).

The problems that occur in SMPN 2 Arjasa students still need to improve in the classroom, such as when class time starts, students sometimes still outside and have not entered class on time for various reasons. And also, when in the classroom, many students cannot focus on subjects because they are bored, and it can also be because they play alone, do not listen to them, cheat in the classroom when doing questions, disturb their classmates, and so on. The provision of rewards and punishments is expected to improve the character of student discipline so that students are more good in learning activities. Instilling the value of the right field can result in good behavior in the child. If the child is trained to be kind, they will get used to this behavior. The importance of instilling a disciplined character in children can be taught (Dian Rif’iyati Rif’iyati and Riyatun 2019).

The purpose of this study is to study and analyze the formation of the discipline character of students through the reward and punishment method at SMPN 2 Arjasa Jember. This will provide researchers with greater insight into the problem and generate appropriate recommendations to help stakeholders in education in Jember related to the worrying and urgent learner disciplinary issues to address them from the point of view perspective.

RESEARCH METHODS

This research uses descriptive qualitative methods. Using descriptive analysis methods to explain data on the formation of student discipline characters through the reward and punishment method at SMPN 2 Arjasa Jember, thus producing data in the form of narratives. (Moleong, 2014). This type of research uses field research (field research) to explain and reveal the phenomenon of symptoms or events that occur in conjunction with the formation of a disciplinary character in a group, in this case, a group of students in an educational environment precisely at SMPN 2 Arjasa Jember.
The data collection technique uses an Interview which is a data collection technique by reviewing the research object directly by holding a direct question and answer to the relevant parties, namely social studies teachers and students at SMPN 2 Arjasa Jember. Observation is to now observe the actual conditions at SMPN 2 Arjasa about students' behavior while in the school environment. The data analysis in this study uses the Miles and Huberman model interactive analysis model, namely data reduction, data presentation, and conclusion highlighting. Data reduction. Reducing data means summarizing, choosing the main thing, focusing on the important thing, looking for the theme and the point, and discarding the unnecessary. Data display (presentation of data). A data whose exhibition is presented with a brief description, chart, category relationships, and the like. This can make it easier to understand what is happening and plan the work based on what has been understood. Meanwhile, the conclusion or verification, namely the initial determination put forward, is still temporary and will change if there is no substantial evidence supporting it at the next stage of the data. Meanwhile, the examination or validity of the data in this study uses source annotation and technical triangulation.

RESULTS AND DISCUSSION
Application of Reward and Punishment Methods to Shape the Disciplinary Character of Students at SMPN 2 Arjasa Jember
Based on the results of interviews and observations conducted by researchers at SMPN 2 Arjasa Jember, the provision of rewards was carried out by social studies teachers: giving verbal rewards and rewards in non-verbal form. Verbal rewards can be good speech, intelligent and also diligent children. At the same time, non-verbal rewards include giving grades and gifts like pencils, books, and hadia snacks. Meanwhile, the punishment at SMPN 2 Arjasa Jember is:
- Giving reprimands
- Running around the school field
- Reading Yasin's letter three times
- Reading Juz 30

Verbal rewards are also carried out when students enter class on time and can wear shoes on time when entering class hours because, indeed, at SMPN Negeri 2 Arjasa, many students wear sandals because at SMPN 2 Arjasa carries the concept of a student school which makes them do a lot of activities in the school prayer room, both movements of
listening to the kultum, recitation and others so that they are required to wear sandals because it will be more accessible when ablution, therefore when In class, many children still wear sandals. So that when children come in already wearing shoes, they will get verbal rewards with the words "good, smart children, and also diligent children."

Praise is the most widely practiced form of reward. Compliments can be words like good, amiable, and so on. Still, they can also be words of a suggestive nature (Syaiful Bahri Djamarah 2010). In the educational process, giving praise is a 12 thing that teachers very often do, and it can even be said that in every meeting, there is always such a thing as "praise" to students who answer, give questions, give ideas, and so on. Like the sentence: your work is excellent. I am happy with the results of your work. (Raihan 2019)

This is as stated by Dimyati. In the teaching and learning process, teachers perform educational actions such as giving rewards and punishments in the form of giving gifts, praising, rewarding, reprimanding, and advising. Such an action would reinforce intrinsic motivation. (Dimyati and Mudjiono 2006) The purpose of providing rewards and punishments is to educate students to be motivated in their learning so that they can succeed or improve learning outcomes. Rewarding is a positive response, while punishment is a negative response, both of which have the same goal, namely wanting to change a person's behavior (protégé). (Syaiful Bahri Djamarah 2005)

Social studies teachers at SMPN 2 Arjasa, in strategy, educate their students to form a disciplinary character by giving rewards or punishments carried out wholeheartedly and respecting the behavior of their students. This is as explained by Mrs. Lilik Wahyuni, a class VIII social studies teacher, that in the learning process, it is essential to use rewards and punishments to motivate students to be more enthusiastic about learning. More excited about being more disciplined because of the reward children feel rewarded for what they have done as the main positive actions. According to Rusdiana Hamid, reward and punishment are rewards and punishments that are educational reactions to deeds done by students, rewards for good deeds, and punishments for wrong acts that students have done. (Hamid 2006)

Forming disciplinary character through rewards or punishments at SMPN Negeri 2 Arjasa is part of character education that needs to be done to familiarize students with good attitudes, such as being on time to come to school, entering class on time, and also being able to do schoolwork well. So children's character education needs to be strengthened, especially in disciplinary issues such as in the KDP program (supporting character
education, religious, nationalist, independent, mutual aid, integrity), which contains elements of discipline, responsibility, honesty, care, cooperation, and others. And it has indeed become a characteristic of social studies subjects, so it will be something that needs to be considered and constantly improved every learning. Verbal rewards are given when students can do assignments without cheating and be active in the classroom when learning.

While non-verbal rewards at SMPN 2 Arjasa Jember are given when students can answer questions that the teacher and students are asking can dare to come to the front of the class to answer these questions, non-verbal rewards are also given in the form of grades for active students and also give gifts in the form of pencil, books, and snacks to students. Things that need to be considered by teachers in providing rewards in verbal or non-verbal forms are those that lead to pedagogical; teachers need to know their students well and know to appreciate them correctly. Incorrect and inappropriate bonuses and rewards can have unintended consequences. Prizes given to a student should not cause jealousy or envy for other students who feel their work is also better but are not rewarded. (Darmadi, 2011: 78)

Furthermore, the application of Punishment at SMPN 2 Arjasa Jember was carried out because students committed violations at school. Such as being late for class, disturbing their friends, making noise in class, doing convoys, and others. The Punishment given by the school is unique and may differ from other junior high schools. The punishments given at SMPN 2 arjasa are giving reprimands, reading Yasin's letters three times, reading the Qur'an juz 30, and running around the school field. In social studies learning, when students in the class do not listen to what is conveyed by the teacher and are given a warning up to 3 times, it is still there. Then the student will be punished for reading the letter Yasin 3 times. Furthermore, Nurmaida stated that: In education, the Punishment was carried out for two things, namely: (1) Penalties are held for violations, the presence of mistakes made (punitur, quina peccatum est). (2) Punishment is held to prevent violations from occurring (Nurmadiah 2016). Punishment is a way to direct behavior to match the general behavior. In this case, Punishment is given when the learner displays unexpected behavior by not responding or not communicating a behavior expected by the teacher during the learning process or in the school environment.

The enactment of punishment by teachers at SMPN 2 Arjasa Jember aims to make students more disciplined in learning activities in the classroom. The teacher's provision of
punishment should not be carried out arbitrarily or according to his will. However, the condition of discipline within the limits of reasonableness is to educate learners to have a disciplined attitude. The punishment carried out by the teacher is accountable, corrective, and is not threatening or personally retaliatory from the teacher. (Ngalim Purwanto 2006).

The punishment given in the form of recitation of the holy verses of the Quran cannot be separated because the purpose of SMPN Negri 2 Arjasa is indeed to carry the concept of a student school. The purpose of enacting this model punishment is so students of SMP Negeri 2 Arjasa can read more of the Qur'an and be rewarded. And it could be that the sentence can allow students to recite the holy verses of the Quran. To get a greater reward. The formation of disciplinary character is carried out if students violate the rules. Its function is to limit the deviant behavior of the learners. However, this is considered less effective in instilling a disciplined attitude in students (Siti Nur Fadilah and Nasirudin F 2021). For this reason, the school applies spiritual punishments, namely by a penalty for having worship values as applied at SMPN 2 Arjasa Jember by reading Surat Yasin and the Qur'an juz 30. Students who violate disciplinary regulations are penalized according to the amount of wrongdoing made.

In giving punishment, teachers need to pay attention to several essential principles in applying punishment to students, namely: 1) Punishment must be adjusted to the problems and conditions of the child, so first ask the reason for the violation so that the punishment given can change students' habits to be more disciplined and motivate their learning. 2) The magnitude of the offense and individual differences affect the form of punishment given by the child. 3) The penalties given are consistent. This is intended, so the child knows that the punishment is inevitable anytime the rule is broken. (Supriyono and Abu Ahmadi 2004)

Impact of Reward and Punishment Methods on Student Discipline at SMPN 2 Arjasa Jember

Based on the results of the author's observation and interview, the impact of applying rewards and punishments to shape the disciplinary character of students at SMP Negeri 2 Arjasa Jember is: Students come on time to school, students on time to enter class, wear uniforms with repair, and students can do learning tasks well. The impact is arising from the application of the method of rewarding and punishment to shape the disciplinary character of peer students at SMPN 2 Arjasa Jember. The rewards given by the teacher are
intended to make children more active in their efforts to work and do better. Meanwhile, the teacher provides a punishment method to make students regret their wrong actions.

The policy implemented at SMPN 2 Arjasa by the principal and teachers through the reward and punishment method is expected to change students' behavior to be more disciplined. This is, as Gershoff argues that rewards and punishments are used to shape the behavioral conditions of learners, which refers to any change in the direction that each teacher wants in the form of positive changes for the better development of learners (Gershoff 2002).

The formation of disciplinary activities carried out by the school to instill the noble values of student ethics. Cultivating noble values is a process, method, behavior, or act of planting or seeding positive habits in students' daily life. Darmadi explains that value education is helping learners recognize values and place them in everyday life (Hamid Darmadi 2012). Including the cultivation of disciplinary matters carried out by SMPN 2 Arjasa Jember to form a punitive attitude of students such as respecting time, wearing neat clothes, and doing a job on time. This habit is undoubtedly carried out not only in the environment of SMPN 2 Arjasa, but this good habit can be applied outside of school.

The formation of disciplinary character carried out at SMPN 2 Arjasa Jember in making school regulations needs to be directed to shape the character of students to become a habit that will be carried out in the school environment. This is as stated by Suyuthi, that the rules made by the school are a pattern set by the principal and teachers intended to manage the behavior of didi participants, such as coming to school on time, not being late for class, and doing assignments well. In addition, the application of school punishment also aims to deter students who have violated the regulations (Suyuthi and Sun’an 2018).

Shaping the disciplinary character of learners takes work. A teacher must have a variety of strategies for disciplining children, such as subtle greetings, touch, and constant reminding. Providing guidance and habituation regularly can shape the discipline's character. With guidance, children indirectly practice obeying the rules that apply in school and domain themselves. If the direction is successful, as a teacher, you must feel proud so that children are accustomed to carrying out the existing rules. By getting used to carry out the rules, the child's disciplinary character will naturally be formed (Novitasari 2019).
CONCLUSIONS AND SUGGESTIONS

Based on the above presentation, the formation of the disciplinary character of students through the reward and punishment method at SMPN 2 Arjasa Jember, namely: 1) The application of the reward and punishment method in shaping the disciplinary character of students at SMPN 2 Arjasa Jember, namely: a) Verbal rewards with good speech, intelligent children and diligent children, b) Non-verbal rewards in the form of giving grades, gifts in the form of pencils, books and hadia snacks, c) Giving Punishment, namely: giving reprimands, running around the school field, reading Yasin's letter three times, reading the Qur'an Juz 30. 2) The impact of applying the reward and punishment method to shape the disciplinary character of students at SMP Negeri 2 Arjasa Jember, namely: students come on time to school, students on time to enter class, wear uniforms with repair, and students can learn tasks well.

Principals and teachers are applying rewards and punishments to continue to pay attention to the variety of rewards and punishments that are by the psychological condition of students so that the effect of the rewards given does not cause the attitude of students constantly to feel like being rewarded. Likewise, the application of punishment should not cause psychological opposition to students so that they will resist all the rules made by the school. The policies must be directed to create habits and arouse students' self-awareness in behaving positively for themselves both at and outside school.

BIBLIOGRAPHY


