

The Use of Reward and Punishment in Classroom Management in Elementary Schools

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Abstract

This article discusses the use of rewards and punishments in managing classrooms in elementary schools, which are common strategies for teachers to manage student behavior and create a conducive learning environment. Rewards are given as a form of appreciation for students' positive behavior, while punishment is used to reduce negative behavior. Based on literature studies, the use of rewards can increase learning motivation and strengthen positive behavior, while punishment can reduce deviant behavior and increase discipline in the classroom. However, teachers must use rewards and punishment proportionally and fairly so as not to have a negative effect on students. This article also discusses effective strategies for implementing rewards and punishment, as well as the importance of consistency in managing the classroom.

Keywords: *Reward, Punishment, Class Management*

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Introduction

Education in the current era of globalization is considered an important component in the progress of a nation, including Indonesia. as expressed by Anggraini 2019 (in Dimmera et al, 2022) Every individual needs education in their journey. This emphasizes the importance of education in improving the quality of human life. Law Number 20 of 2003 concerning the National Education System issued by the Indonesian government emphasizes that education is a planned effort to create a learning environment where students can actively develop their potential, including spiritual aspects, self-control, intelligence, personality, and noble character (Sanjaya, 2013, in Sijabat et al., 2022). Therefore, education should not only aim to improve children's intelligence, but should also instill moral values, such as discipline, which is an important aspect in character building.

The success of learning in the classroom is seen to be determined by the role of the teacher, which consists of two main things: teaching and managing the classroom. Teaching aims to encourage students to achieve learning objectives, while managing the classroom creates conditions that support effective learning activities. In primary schools, innovative classroom management is essential as students tend to be childlike and playful. Therefore, the main challenge in managing the classroom is the lack of learning discipline shown by students, such as cheating, sleeping in class, arriving late, and playing with their peers. This indicates that students do not fully understand the importance of effective learning discipline in the learning process (Sukmanasa, 2016 in Yudianti et al., 2021).

Effective classroom management aims to create a pleasant and positive learning atmosphere in the school environment by building a close relationship between teachers and students. Through this approach, teachers can more easily discipline students in the learning process. This often involves implementing a reward and punishment system as part of the learning strategy. (Fitri, 2022). Reward and punishment are strategies used in developing discipline in schools. Teachers reward students by giving praise for the positive behavior they show, encouraging them to keep trying and behaving better. Conversely, when students make mistakes, they will be subjected to punishment as a form of discipline.

These two approaches complement each other as they are not effective if applied separately, especially in the context of discipline. For example, if a teacher only praises students without providing corrections or punishments when other students make mistakes, this may reduce the teacher's authority and cause dissatisfaction among students. Therefore, it is important for teachers to balance praise with appropriate discipline to build a balanced and supportive learning environment.

Methodology

This research uses a literature review method that looks for theoretical references related to the cases and problems found. According to Creswell, John. W. (2014; 40) in Habsy, B. A. (2017) suggests that a literature review is a written summary of articles from several journals, books, and other documents that describe past and present theories and information and classify literature into the desired topics and documents. In this study, the type of data used by the author is data obtained from literature studies. Literature study is a method used to collect data or sources related to the topic taken in a study. The data obtained was then analyzed using the descriptive analysis method. The descriptive analysis method is used by describing data and facts in conducting analysis to ensure that these facts can be understood and explained properly.

Results and Discussion

Definition of Reward

Rewards tap into any motivational situation, ranging from biological needs that represent a person's primary needs, to outcomes that reward a person, such as money, attention, love, or high social ambitions (U.S. Upan Jali, Alim, A., & Tamam, A. M. 2022). Therefore, rewards are a fun learning tool, but they can also be an incentive and motivation for students to learn better. As an example of rewards, teachers should respond to student behavior with: Educational praise, giving gifts, praying for, or patting students on the back when they do well, reach a certain level of development, or achieve a goal.

This statement shows that reward as a psychological factor in learning is a pleasant treatment, and is also a clear example of a teacher's extrinsic motivation to help students learn because of their satisfactory achievements. Reward learning activities in the classroom aim to create a pleasant learning atmosphere for students, increase students' enthusiasm and motivation to learn, and prevent students from feeling bored. Rewarding is also known as reinforcement. Humans always need attention, praise, and greetings as a means of reinforcing behavior. Therefore, the purpose of using reinforcement in the classroom is to motivate students to control or change their bad behavior (Djamarah, 2010, p. 118; Sulaiman, 2014). 118; Sulaiman, 2014, p. 86; Sarah, D. M., Vika, A.I.V., Hasibuan, N., et al 2022).

According to Usman in Febianti, Y. N. (2018), reinforcement is any form of response, both verbal and non-verbal, which is part of changing teacher behavior and changing the behavior of the recipient (student) feedback as a target, encouragement and correction.

Alternatively, reinforcement is a response to a behavior that can increase the likelihood of repetition of the behavior. From both opinions, it can be seen that educators (teachers) are encouraged to involve students (students) with the aim of encouraging students to more actively participate in teaching and learning interactions and controlling changes in student behavior in a negative direction to be reinforced. Reinforcement allows students to be more focused on learning, more motivated to learn, and active when

learning. In addition, you can also train their behavior to be more productive in a positive direction. In the article entitled "Increasing learning motivation by providing positive rewards and punishments."

Definition of Punishment

Punishment is the reward received for breaking certain rules. Punishment is imposed to create order and comfort in learning. Teaching and learning will be beneficial if students obey the rules that apply when learning. Etymologically, punishment means sanctions imposed on people who break the law. Therefore, punishment is basically an unpleasant action given to someone as a reward for a mistake or wrongdoing ('amal al-sha'ya) committed by someone (al-Rashiddin, 2008, p. 98), and a student needs to be defended. Stay away from emotions - fear of learning and, not to mention, fear of being punished for your sins. Education that emphasizes punishment creates an unpleasant learning atmosphere (Ma'arif, 2017, p. 3). According to Fadjar (2005, p. 202), "Punishment is an educational effort to correct students and guide them in the right direction, not a practice of punishment or torture that inhibits creativity." 94), "Punishment, although it is negative reinforcement, if applied appropriately and wisely, can be a motivational tool." In contrast, Djamarah (2008, p.165) argues that "punishment if used together can be a motivational tool." It will be a great tool to get things done. "This pedagogical approach is intended as an educational punishment that aims to correct student attitudes or behaviors that are considered wrong." N. 2018). From this explanation, we can conclude that punishment is a reaction to rule violations, but to correct student behavior without causing undue anxiety in the learning process, punishment does not have to be done wisely and pedagogically. Appropriate punishment can be an effective motivator and learning tool.

Some of these opinions say that punishment is negative reinforcement given through an educational approach as a response to student mistakes or misbehavior, to correct the student and guide him in the right direction, and suppress creativity this is not the case. If communicated properly and wisely, it can be used as a motivational tool and help create a pleasant learning atmosphere. In the article titled "Increasing learning motivation by providing positive rewards and punishments".

Strategies for Using Reward and Punishment

The strategy of using rewards and punishments is a commonly used approach in a variety of contexts, from education to human resource management. Rewards and punishments are used to motivate individuals or groups to achieve certain goals. Rewards are a positive way to encourage students to be more motivated in learning. Teachers can give rewards to students as a form of appreciation for their participation in learning, which can encourage student motivation to participate more actively in the learning process (Yusipa, 2019 in Sudirman, S., Kasmawati, K., & Jauhar, S. J. S. 2023). Thus, it can be concluded that rewards are a strategy to increase student learning motivation. Giving rewards aims to provide positive encouragement to people who perform expected actions, so they are more likely to repeat them. Conversely, the use of punishment aims to provide negative consequences to individuals who perform undesirable behaviors, so they tend to avoid such behaviors in the future.

According to Rinaldi, K. (2022) in an article entitled "Implementation of Sanctions Against Students who Commit Violations Outside of School" Generally, sanctions can function as a disciplinary or warning measure aimed at preventing

unwanted behavior, such as violations of school rules. In the case of violations, students will be subject to sanctions in accordance with their mistakes. The punishment given will be adjusted to the offense committed by the student. Therefore, in school regulations, there are three types of sanctions that apply. First, light sanctions, which are in the form of advice or reprimands with the aim of educating students not to repeat mistakes. Second, moderate sanctions, which include written warnings and multi-day suspensions, resulting in students being unable to attend teaching and learning activities and having to return to their parents' homes. Third, severe sanctions, which is the most severe punishment where students who violate will be given a written and official statement that must be signed by parents, students, teachers, and principals.

Rewards can be in the form of praise, gifts, or other incentives as a form of recognition for achievements or good behavior. Consistency and accuracy in giving rewards can increase motivation to achieve goals. However, it is necessary to give awards wisely so as not to trigger dependency or reduce one's intrinsic motivation. In contrast, the application of punishment can be in the form of reprimands or other negative consequences that arise as a result of undesirable behavior. While punishment can reduce negative behavior directly, there is a risk that individuals will feel threatened or demotivated due to the pressure or fear that occurs. Sanctions are often used as a form of punishment or threat to control student behavior in schools. When students break the rules, they will be sanctioned accordingly in an effort to prevent future offenses.

It is important to consider the context and individual characteristics in using reward and punishment strategies. Everyone has different preferences and sensitivities to rewards and punishments. Therefore, it is important for leaders or decision makers to understand individual needs and preferences and use reward and punishment strategies wisely according to the situation.

The Impact of Using Reward and Punishment

The use of rewards and punishments has a significant impact in shaping individual behavior. Reward, or reward, is a positive stimulus given in exchange for desired behavior, while punishment, or punishment, is a negative stimulus given as a consequence of undesired behavior. The impact of using rewards can increase an individual's motivation to perform the desired behavior. When a person gets a reward after performing an action, they tend to repeat the action to get another reward. This can improve individual performance and productivity in various contexts, such as at work or in education.

However, giving rewards can have a negative impact if done by teachers excessively. This can make students feel superior to their peers because they feel they are often rewarded (Saleh in Akmal, S., & Susanti, E. 2019). Excessive rewarding can also obscure the concept of hard work and true achievement, as students may focus more on the reward than the learning process itself. In addition, the gap between students who are often rewarded and those who are not can create inequality in the classroom environment, affecting the social dynamics within it. Therefore, it is important for teachers to consider balance in giving rewards, by ensuring that rewards are given fairly and in accordance with students' achievements and efforts. On the other hand, the use of punishment also has a significant impact on individual behavior. The use of punishment can reduce the likelihood of undesirable behavior. When a person experiences punishment after committing a negative action, they tend to avoid that action so as not to experience punishment again. However, the use of punishment can also cause negative effects such as fear, anxiety, or even trigger aggressive behavior in certain individuals.

The impact and learners' responses to punishment, such as: First, learners tend to become more adept at hiding offenses because they are accustomed to frightening punishments. Secondly, there may be feelings of revenge if punishment is administered in a state of anger or inconsistency. Third, punishment may cause the offender to lose their sense of guilt because they have "paid" for their mistake with the punishment. Fourth, in some cases, punishment can encourage the offender to change for the better because the punishment has a normative nature. Fifth, there is a possibility of the offender improving his behavior, such as becoming more obedient when reprimanded. And sixth, punishment can create fear or deterrence in the offender, especially if shown to his friends, even though the punishment is not physical (Purwanto 2014; in Suharjo, S., & Pribadi, F. 2021). After analyzing the impact and learners' responses to punishment, it is important for educators and parents to consider a more holistic approach to managing behavior. This could include building positive relationships between teachers and learners, encouraging reflection on wrong actions, and providing consequences that aim to teach responsibility and personal growth. As such, such approaches can be more effective in shaping desired behaviors and minimizing the possible negative impact of excessive or inappropriate punishment.

Overall, the use of rewards and punishments has complex implications in shaping individual behavior. With a mature understanding of how to apply these two stimuli appropriately and judiciously according to the context, we can achieve positive results in shaping desired behavior and reducing undesired behavior. Understanding the situation is key to creating an environment that supports good growth and development.

Conclusion

The use of reward and punishment has a very important role in classroom management where reward and punishment is one of the techniques in building student discipline in elementary schools. Through actions in giving rewards, students will be motivated to be enthusiastic about learning, eager to try, behave, and perform better, while in giving punishment students will regret the wrong actions that students have done. The use of rewards and punishments also aims to provide positive encouragement to people who perform expected actions, so that they are more likely to repeat them and to provide negative consequences to individuals who perform undesirable behavior, so that they tend to avoid such behavior in the future. Reward and punishment are also two elements that cannot be separated because they are not effective in separate applications, especially in the application of discipline in classroom management.

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