

TEACHERS' PERCEPTIONS OF REWARD AND PUNISHMENT AND ITS IMPLEMENTATION IN LEARNING AT SMP IT KHAIRUL IMAM MEDAN

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Abstract: *This study aims: 1) To find out how the teacher's perceptions of reward and punishment and its implementation 2) To know what are the forms of reward and punishment 3) To find out how the impact of the application of reward and punishment in learning to students at SMP IT Khairul Imam. To achieve this goal, researchers used data collection techniques by means of observation, interviews and document studies, data sources, data analysis and data validity observation that refers to qualitative research. The findings of the study show that: 1) The teacher's perception is that Broadly speaking, the teacher supports the reward and punishment that is regulated by the school in the student discipline, although the implementation of the violations committed by students does not reach the second level of violations, the average violation is only a level violation. one. So that the punishment that is carried out is only done by the teacher. 2) the forms of reward and punishment in learning are: a) there are two types of punishment, namely physical and non-physical punishment but cannot be separated from the educational context. Corporal punishment is: ordering to surround the school field, saluting the flagpole, and quoting the garbage that is still scattered around the school area. Meanwhile, non-physical punishment in the form of a teacher only gives advice and scolds the students but does not yell and say harsh words. b) There are two types of rewards, namely material and non-material prizes. The material prizes given are in the form of award stars, trophies, books, etc. to students who excel. Non-material prizes that are given in speech such as honorary praise, applause, etc. to students or students who excel. These two awards will be given witnessed by at least their classmates or in a larger scope, namely the school at the time of distribution of report cards or at events held at the school. 3) the impact of the application of reward and punishment is: a) a positive impact, that is, most students feel afraid of punishment if they violate and become motivated to change for the better and try to get prizes given by the school. b) While the impact is negative, namely the existence of some teachers and students who do not like the punishment. because they think that punishment is a bad thing that is not usually done by students.*

Keywords: *SMP IT Khairul Imam, Reward And Punishment.*

Introduction

Reward and punishment are two forms of methods in motivating someone to do good and increase their performance. Both of these methods have long been known in the world of education. Not only in the world of education, but also in the world of work these two methods are often used.

We will see different perceptions for someone who receives reward and punishment. It can be seen from someone who accepts, but will this perception be different if the point of view we use is to look at the reward and punishment giver. Therefore, we are interested to see this and put it in a mini research entitled "Teachers' Perceptions of Reward and Punishment and Its Implementation in Learning at SMP IT Khairul Imam Medan.

Literature Review

Definition of Reward and Punishment

The term "reward" comes from English which means reward, reward, reward, reward, punishment. Thus, rewards in English can be used for both positive and negative replies. A gift is giving something to another person as a token of appreciation for a keepsake / souvenir. Gifts given to others can be anything, depending on the wishes of the giver. Or it can also be adjusted to someone's achievements.

In an article, Muhammad Kosim defines reward as reward, reward, reward or reward. Reward as an educational tool is given when a child does something good, or has succeeded in reaching a certain stage of development, or the achievement of a target. In the concept of education, reward is one of the tools to increase the motivation of students. This method can associate a person's actions and behavior with feelings of happiness, pleasure, and will usually make them do a good deed over and over again. In addition to motivation, rewards also aim to make a person active again in his efforts to improve or enhance the achievements he has achieved.

As with reward, punishment is also an educational tool. Punishment is suffering that is intentionally given or inflicted by educators after students commit violations or mistakes. Thus, punishment can also function as a preventive or repressive effort. Punishment is also often termed an aversive stimulus.

As has been done by Rasulullah, in a hadith narrated by Imam Abu Dawud which reads :

Meaning: "Once upon a time the Prophet lined up Abdullah, Ubaidillah, and the children of his uncle, Al-Abbas. Then he said: "Whoever comes to me first, he will get this and that." Then they competed to get to him. Then they lay down on his back and chest. Then, he kissed and gave appreciation. " (HR. Ahmad)

While punishment is defined as punishment or sanction. Punishment is usually carried out when certain targets are not achieved, or there is a child's behavior that is not in accordance with the norms believed by the school. If reward is a form of positive reinforcement; then punishment as a form of negative reinforcement, but if given properly and wisely can be a motivational tool. The purpose of this method is to cause someone to feel displeased with it so that they don't make something evil. So, the punishment carried out must be pedagogical in nature, namely to improve and educate towards a better direction. A teacher or parent is allowed to hit with moderate punches. This is done when some means such as advising and reprimanding do not work either. This punishment mainly concerns the obligation to pray for children who have reached the age of ten.

Prophet saw.. said: Meaning: "From Amr Bin Syu'aib from his father from his grandfather said: Rasulullah saw. Said: "Order your children to pray, when they are seven years old, and beat them when they are ten years old if they leave prayers and separate them in the bed." (Narrated by Abu Dawud)

Skinner at first agreed with Thorndike that the effect of punishment was equal to reward, but in the next experiment conducted by William K. Estes, one of the students made his view change.

His argument about punishment is not effective in directing the formation of the desired behavior because:

- a. Punishment has an unfavorable emotional effect because the child's strength is diminished in other behaviors.
- b. Punishment does tell about unwanted behavior, but it doesn't tell which behavior to want or should do. Like when someone does Multiple Choice, in the form of 4 Alternative answers A, B, C, D. The child can answer B, turns out to be crossed or blamed, the child knows that B is wrong, but does not know which one is correct, whether A, C, or D.
- c. Punishment accustoms children to commit acts of hurting others, such as when they receive punishment that hurts the child.

From here it can be understood that rewards have a positive effect on students or students, and punishment provides rewards to students for not committing the same mistakes again, but has a negative effect if punishment is in the form of non-verbal action.

Principles of Reward and Punishment

In providing rewards and punishments, there are principles so that there is a balance and the assessment made by the giver can be considered fair. Among the principles of reward, viz:

- a. Assessment is based on "behavior" not "actor".
- b. The giving of awards or gifts must have a limit.
- c. The agreement was discussed.

Meanwhile, in giving punishment, one must understand the following principles:

- a. Trust first then punishment.
- b. Punishment was standardized on behavior.
- c. Punish without emotion.
- d. The punishment was agreed upon.
- e. Stages of punishment. In giving punishment, of course, you have to go through several stages, starting from the lightest to finally being the heaviest.

Reward Terms

There are several conditions that must be met in using rewards in order to be an effective educational tool, namely as follows:

- a. Teachers must really know the characteristics of their students, and know to appreciate them appropriately.
- b. A reward given to a student should not cause the envy of other students who feel that their work is just as good or even better and they don't get rewarded.
- c. In giving rewards, you should be economical, not too often, too often or continuously, the gift will be useless as an educational tool.
- d. Do not give gifts in advance or promise before students complete their assignments, because this can make students rush in doing assignments and will make it difficult for children who are less intelligent.
- e. The teacher must pay attention to giving rewards, not to let the gift become a wrong perception for students.

Reward Consequences

Because rewards are something that is fun for students, the result of giving rewards is a positive attitude towards learning. In addition, rewards also have consequences, both positive and negative, namely as follows:

- a. Reward can be a reinforcement for students to always carry out positive activities in learning.
- b. Giving rewards can create self-confidence in students who get it.
- c. Rewards can attract students' overall interest in learning,
- d. Rewards can make students who don't get rewarded to study harder in the hope that they will get rewarded on another occasion.
- e. Rewards can make students "less sincere" in trying, because their efforts are based on the desire to get rewards, not to achieve high achievement, so that if students know they will not get the reward, students tend to reduce their efforts in learning. This is the negative effect of rewarding.

Punishment Terms

In the world of education, punishment must be educational. Punishment that is educational (pedagogical) must meet the following requirements:

- a. Every Punishment must be accounted for.
- b. *Punishment must not be threatening or retaliating individually. Such punishment does not allow a good relationship between the educator and the educated.*
- c. Don't punish when we are angry. Because, if so, most likely the punishment will be unfair or too heavy.
- d. Each punishment must be given consciously and have been calculated or considered first.
- e. Giving punishment must be adjusted to the type, age and nature of the child and do not give punishment to children too often.
- f. Do not carry out corporal punishment because in essence, corporal punishment is prohibited by the state, is not in accordance with humanity, and constitutes persecution of fellow beings.
- g. Punishment must not destroy the good relationship between the educator and the students. There is the ability to forgive the educator, after passing the sentence and after the child realizes his mistake.

Punishment goal

Punishment, even though it sounds like giving burdensome punishment to someone, actually punishment has several goals, both negative and positive, namely:

- a. It's scary,
- b. Repair,
- c. Protection,
- d. Compensation,
- e. Vengeance,

School profile

SMP IT is located on Jl. STM Ujung / Suka Teguh No. 1 Medan Johor. This junior high school is actually under one foundation, namely the Khairul Imam Islamic Education Foundation. The Khairul Imam Islamic Education Foundation was founded by Drs. H. Hasrul Azwar, MM and Hj. Nani Muliani on June 12, 2006 who really cares about the world of education, especially for the young generation of Islam. In planning the educational process, the Khairul Imam Islamic Education Foundation organizes an integrated Islamic school at the TK - SD - SMP - SMA level that uses an integrated learning system between general science and technology (IPTEK) and combines with Islamic religious education (IMTAQ) and is comprehensive and structured. With this education, it is hoped that the process of internalizing the values can be used as a filter power for students so as to create an Islamic generation with

intelligent character and intelligent character. This foundation has a vision "The realization of an Islamic generation with intelligent character and intelligent character." As well as having a mission, namely:

1. Organizing Integrated Education in the fields of IMTAQ and Science and Technology as a Magnet School for other educational institutions.
2. Empowering Professional Educators and Education Personnel.
3. Implement excellent service guarantees to students to support the learning process.
4. Building the School's Image as Trusted Partners of the Community and Government.

SMP IT Khairul Imam has a curriculum that is oriented towards the development of the character of students, in the form of developments in the fields of literacy, Arabic and Mandarin. The curriculums available in this school are Dhuha prayers, tahsin, tahfidz al Qur'an, language (mufrodhat, vocabulary, listening), scouts, leadership (taushiah, muraja'ah), outing classes, outbound, inspiration classes, and women. Whereas in extracurricular / life skills there are information and communication technology (ICT), marching bands, kulintang, dance, karate, bands, futsal, and paskibra.

Study time at this school starts at 07.15 - 16.00 WIB Monday to Friday, while on Saturdays it starts at 07.15 - 13.00 WIB. Meanwhile, the time for extracurricular activities / life skills and additional lessons is conditione.

Educators and Students

Educators or teachers in the student discipline are said to be members of the community who with certain procedures are assigned by schools to educate and teach students, especially in the teaching and learning process. This is in line with Law Number 20 of 2003, where educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other names that are in accordance with their specialties, and participate in carrying out education. . The number of educators and educators or teachers at SMP IT Khairul Imam is 23 people, with details of 1 school principal, 17 subject teachers, of which there are class teachers and 4 extracurricular teachers.

Students or students also mentioned in the student discipline book are members of the community who with certain procedures can follow the educational process at school. This is also in line with the law, where students or students are members of society who try to develop their potential through the learning process available at certain paths, levels and types of education. The number of students enrolled at Khairul Imam IT Middle School is 150 students.

Reward and Punishment Procedure

In the book on discipline for students of the Khairul Imam Integrated Islamic School, there is a section that discusses main achievement students, namely:

1. The student with the main achievement is selected from each class concerned, then the selection is held for the highest ranking with a process determined by the Assessment Team.
2. Selection of the main outstanding students is carried out by the Assessment Team consisting of teachers or homeroom teachers or tutors and announced every January 30 at the anniversary of the Khairul Imam Integrated Islamic School.
3. The student with the main achievement is selected to hold the title as outstanding student, entitled to a certificate of appreciation and a gift from the Khairul Imam Foundation that was handed over by the School Leader in a ceremony which was witnessed by all students and school staff and parents of students.

The section above is giving rewards to students with the main achievement in school, namely students who have achieved the highest achievement index, are active in school

organizations and extracurricular activities, and behave well and politely at school. This is completely regulated in the school rules. Furthermore, in giving punishment, the school also regulates it in school discipline. Punishment is given based on the occurrence of violations which are divided into 4 (four) levels of violation, all of which are contained in the school rules. For students who violate the rules that have been made, they will be given punishment or called sanctions, the sanctions given are also based on the level of violations committed by students, including:

Violation of level 1 will be subject to sanctions, 1) physical punishment that is not contact with the body, 2) the punishment is handed over to the teacher or picket teacher or BP / BK teacher and or disciplinary supervisor, 3) if the violation level 1 is committed more than 3 (three) times during one semester running, then the next level is considered a violation of level 2.

Level 2 violations will be subject to sanctions, 1) filling out a statement letter "not repeating acts that violate the Student Code of Conduct," 2) doing community service on holidays by cleaning the ablution place and mosque, 3) if items 1, 2, are not done accordingly. with the specified time, the sanctions will be doubled, 4) students will be given a warning letter from the school which is redeemed to the parents / guardians of the student, and 5) if the level 2 violation is committed more than 3 (three) times during the current semester , then the next level is considered a violation of level 3. And so on to a violation of level 5.

Methods

In this study, we will use the interview-observation method. This method will describe and analyze directly how the teacher's perceptions at SMP IT Khairul Imam Medan about reward and punishment that apply in the school. Interviews will be conducted with 17 educators with pre-made interview guides. Time and Place of Research We conducted this research from 6-21 October 2017. Starting from writing research letters, interviews, to research writing. This research will take place at the Khairul Imam Medan Islamic Junior High School (SMP IT) on Jl. STM Suka Teguh No. 1 Medan Johor.

Result and Discussion

Teacher's Perception of Reward and Punishment

In teachers' perceptions, it is seen that the reward and punishment that is carried out is very helpful for teachers in the world of education because its implementation with learning in schools makes teaching and learning activities itself very regular.

In this school the form of reward is like a teacher giving confidence or leadership for students who deserve to be rewarded, and also giving a star award for every class that never got a punishment or a class that got a little punishment, if punishment we only give physical punishment in the form of running in the field or standing in the school field because many parents do not agree with giving corporal punishment and the teachers give more non-physical punishment as mentioned above.

And in the teacher's perception, for students who have the determination to change, they will definitely change with the existence of punishment, although not many feel normal about punishment itself, which is the same as the reward, of course many children are competing to get it and not many students are just ordinary. when the reward is applied.

Broadly speaking, the teacher supports the reward and punishment that is regulated by the school in student discipline, although the implementation of violations committed by students does not reach the second level violations, on average the violations are only in the form of first-degree violations. So that the punishment that is carried out is only done by the teacher.

Form of Reward and Punishment

From the results of the interviews conducted, the teacher has his own translation of punishment, we can conclude that punishment is a sanction that is carried out when a target in learning activities is not achieved, or there is a student's behavior that is not in accordance with the rules made by the school. And has a goal in the form of motivation of students so as not to repeat actions that violate the rules of discipline made by teachers or schools.

At SMP IT Khairul Imam, there are two types of punishment, namely physical and non-physical punishment, but this cannot be separated from the educational context. This corporal punishment includes ordering to go around the school grounds, saluting the flag poles, and quoting the trash that is still scattered around the school area. If the limit is until students say themselves they promise not to repeat it because they are embarrassed and tired of being punished.

Meanwhile, non-physical punishment in the form of a teacher only gives advice and scolds students but does not yell and say harsh words and in this school the punishment given cannot be separated from the educational context. Educators give punishment as the final stage where students are no longer deterred when given a warning letter. In the physical punishment stage occurs only after the occurrence of non-physical punishment in the form of advice and reprimands from the teacher. Reprimands and advice made by the teacher will be carried out up to three times, and if this also does not deter students, then physical punishment will be carried out. There is something unique in this school, the non-physical punishment that occurs is not only in the form of advice or reprimand but is in the form of memorizing chapters or verses of the Koran which are considered difficult by students to memorize.

Among the rewards given in the form of award stars to students or students who excel and do not violate applicable regulations. This award will be seen by at least their classmates or in a larger scope, namely the school at the time of distribution of report cards or at events held at the school. This reward as stated in the student discipline is a reward for students who have the highest achievement index in school. Whereas within the scope of class peers it can be done once a month, where the assessment will be carried out by the class teacher.

Impact of Reward and Punishment

From the understanding and discussion about reward and punishment described in chapter 2, and the results of our interviews with several teachers and students at SMP IT Khairul Imam, we find that there is an impact from the imposition of rewards and punishments that are imposed in the school.

There is a positive impact, namely in terms of discipline as well as learning activities in their schools to be motivated to change even though only some students have a positive impact because they are given punishment. Meanwhile, the negative impact, namely the existence of some teachers and students who do not like being given punishment. This is still in a reasonable stage, because no one likes being punished, even though the punishment given will have a positive effect on him, because he thinks that punishment is a bad thing that is not usually done by students.

And these two impacts have a balanced percentage of our interviews with the teacher. And in our opinion, this is very good for the school, because the positive impact that is born is very good for students, and the negative impact that is caused does not make students and teachers themselves feel pressured or threatened by the punishment action taken.

The results of our interviews with students were also interesting. We found that many students felt that they were fair to be punished, because they felt that they must have been late at school once in a while. They feel this is still reasonable in the sentence stage. Although some students thought that students should not be given harsh punishments, and when we asked

specifically what punishment they got, they said that memorizing a number of chapters of the Koran was a harsh punishment for them. But the students felt the positive side of the punishment they administered.

Conclusion

The findings of the study show that:

- 1) The teacher's perception is that Broadly speaking, the teacher supports the reward and punishment that is regulated by the school in the student discipline, although the implementation of the violations committed by students does not reach the second level of violations, the average violation is only a level violation. one. So that the punishment that is carried out is only done by the teacher.
- 2) the forms of reward and punishment in learning are: a) there are two types of punishment, namely physical and non-physical punishment but cannot be separated from the educational context. Corporal punishment is: ordering to surround the school field, saluting the flagpole, and quoting the garbage that is still scattered around the school area. Meanwhile, non-physical punishment in the form of a teacher only gives advice and scolds the students but does not yell and say harsh words. b) There are two types of rewards, namely material and non-material prizes. The material prizes given are in the form of award stars, trophies, books, etc. to students who excel. Non-material prizes that are given in speech such as honorary praise, applause, etc. to students or students who excel. These two awards will be given witnessed by at least their classmates or in a larger scope, namely the school at the time of distribution of report cards or at events held at the school.
- 3) the impact of the application of reward and punishment is: a) a positive impact, that is, most students feel afraid of punishment if they violate and become motivated to change for the better and try to get prizes given by the school. b) While the impact is negative, namely the existence of some teachers and students who do not like the punishment. because they think that punishment is a bad thing that is not usually done by students.

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