

Improving Student Learning Discipline through the Implementation of Rewards and Punishments in Grades I, II, and III of Elementary School

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Abstract: *This classroom action research aims to improve the learning discipline of students in grades I, II, and III of elementary school through the implementation of reward and punishment strategies. Learning discipline is an important aspect in creating an orderly, conducive, and effective learning atmosphere. Based on the results of initial observations, it was found that most students in grades I, II, and III still showed undisciplined behavior, such as often arriving late, paying less attention to teachers, and not completing assignments on time. This research was conducted in two cycles with stages of planning, action, observation, and reflection. Data collection techniques were carried out through observation, field notes, and documentation. Rewards were given in the form of praise, stickers, and symbolic awards, while punishments were given in the form of reprimands, additional assignments, and reduction of privileges. The results of the study showed a significant increase in student discipline after the implementation of the reward and punishment strategy. Students became more aware of class rules, motivated to behave in an orderly manner, and demonstrate a sense of responsibility in the learning process. Thus, this approach is effectively used as a strategy for developing disciplined character in elementary schools.*

Keywords: *Learning discipline, reward and punishment, elementary school students, classroom action.*

Abstrak: Penelitian tindakan kelas ini bertujuan untuk meningkatkan disiplin belajar siswa kelas I, II, dan III SD melalui penerapan strategi reward and punishment. Disiplin belajar merupakan aspek penting dalam menciptakan suasana pembelajaran yang tertib, kondusif, dan efektif. Berdasarkan hasil observasi awal, ditemukan bahwa sebagian besar siswa kelas I, II, dan III masih menunjukkan perilaku kurang disiplin, seperti sering datang terlambat, kurang memperhatikan guru, serta tidak menyelesaikan tugas tepat waktu. Penelitian ini dilaksanakan dalam dua siklus dengan tahapan perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data dilakukan melalui observasi, catatan lapangan, dan dokumentasi. Reward diberikan dalam bentuk pujian, stiker, dan penghargaan simbolik, sementara punishment diberikan dalam bentuk teguran, tugas tambahan, dan pengurangan hak istimewa. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kedisiplinan siswa setelah penerapan strategi reward and punishment. Siswa menjadi lebih sadar akan aturan kelas, termotivasi untuk berperilaku tertib, serta menunjukkan sikap tanggung jawab dalam proses belajar. Dengan demikian, pendekatan ini efektif digunakan sebagai strategi pembinaan karakter disiplin di sekolah dasar.

Kata kunci : Disiplin belajar, reward and punishment, siswa sekolah dasar, tindakan kelas.

Introduction

Discipline in learning is an important element that supports the success of the educational process at the elementary school level. Without disciplined behavior, teaching and learning activities can overcome various obstacles, such as reduced student concentration or less than optimal use of learning time. Discipline is the foundation for creating an orderly, comfortable classroom atmosphere that supports the achievement of learning goals optimally. The role of discipline becomes increasingly important in early grades, such as grades I, II, and III, because at this stage students are still in the basic development phase that requires guidance, habituation, and continuous reinforcement of positive behavior.

The results of initial observations conducted at Gunungpanti 02 Elementary School, especially for students in grades I, II, and III, showed that most students still displayed behavior that reflected a lack of discipline in learning. Some behaviors that often appear include being late to class, not immediately sitting down and getting ready when the bell rings, not paying attention to the teacher's explanation, ignoring assignments, and not completing work on time. This situation has a negative impact on the smoothness of the learning process, because teachers must often give warnings, repeat the process, and lose learning time that should be devoted to core activities.

Efforts made by teachers to instill discipline so far have been dominated by traditional approaches, such as giving verbal warnings or writing down the names of students who break the rules. Although this method sometimes gives positive results in the short term, it is not yet effective enough in fostering awareness and a sense of personal responsibility in students on an ongoing basis. This condition indicates the need to implement a more systematic, interesting method that is in line with the psychological characteristics of elementary school-aged children, especially in efforts to strengthen character.

One approach that is relevant and widely applied in the learning process is the reward and punishment strategy. This approach is based on behaviorist theory, which assumes that behavior can be formed by giving clear consequences for each action. Giving rewards is intended to strengthen positive student behavior, while punishment is applied as a logical consequence for behavior that violates the rules, with the aim of educating, not harming. The form of reward given can be in the form of praise, stickers, stars, or other symbolic awards. Meanwhile, punishment can be in the form of reprimands, additional educational assignments, or reduction of privileges, such as playtime.

By implementing this strategy, it is hoped that students will be able to understand that every action they take will have consequences, both positive and negative. This encourages them to be more careful in their actions, develop a sense of responsibility, and get used to obeying orders during the learning process. In addition, the use of rewards and punishments proportionally also has the potential to create a pleasant learning atmosphere, does not cause tension, but remains

focused and meaningful for students. In this context, classroom action research (CAR) is carried out as a form of teacher reflection on real problems faced in the field, as well as a concrete step to improve the learning discipline of students in grades I, II, and III at Gunungpanti 02 Elementary School. This research was carried out in two cycles, which included the stages of planning, implementing actions, observation, and reflection. During the research process, the researcher consistently applied reward and punishment strategies, and combined changes in student behavior. It is estimated that the findings of this study can provide a positive contribution to improving the quality of the learning process, especially in forming a disciplined character in elementary schools, and can be an inspiration for other teachers in managing classes with an educational and effective approach.

Research Method

This study uses the Classroom Action Research (CAR) method with a qualitative descriptive approach. The research activities were carried out in two cycles, each consisting of the planning stage, action implementation, observation, and reflection. The research subjects included students in grades I, II, and III at Gunungpanti 02 Elementary School, with a total of 18 students. Data collection techniques were carried out through direct observation of student behavior, recording in field notes, and documentation of student activities during the learning process. The instruments used included discipline observation sheets, student behavior records, and photo documentation of activities. The forms of rewards given included verbal praise, star stickers, and symbolic awards, while punishments were given in the form of verbal warnings, additional educational tasks, and reduction of privileges. The data obtained were analyzed qualitatively by measuring changes in student behavior before and after the implementation of the action in each cycle.

Results and Discussion

The results of the study showed that the implementation of the reward and punishment strategy consistently had a positive effect on improving student learning discipline in grades I, II, and III. In the first cycle, there was an increase in student participation in obeying class rules and in completing assignments according to the specified time. However, there were still a number of students who showed less regular behavior.

After reflection and refinement of actions in the second cycle, including adding variations in giving rewards and applying punishments more firmly, a more significant increase was achieved. Most students began to show more orderly behavior, such as being on time, paying attention to teacher explanations, and completing assignments without being reminded. This finding is in line with the behavioral theory put forward by BF Skinner, which emphasizes that behavior can be formed through positive reinforcement and the application of clear

consequences. In addition, the results of this study also support previous findings from Susanto (2015), which stated that the application of the reward and punishment system can form a disciplined character in elementary school children.

The findings of this study indicate that the reward and punishment approach is not only effective when applied to students in grades I, II, and III, but also has the potential to be developed to other grade levels by considering the characteristics of each student's age development. This strategy provides an intervention framework that is implemented in forming disciplined behavior while creating a more orderly, conducive, and enjoyable learning atmosphere. This approach is also aligned with the policy of strengthening educational character initiated by the government, where the formation of positive attitudes and habits is an important part of the learning process. In addition, the results of this study provide a contribution that enriches pedagogical practices at the elementary school level by presenting empirical evidence related to the effectiveness of interventions using a behavioral approach. Teachers can utilize the reward and punishment strategy as part of positive classroom management, not as a form of punishment that is oppressive, but as an educational method that can educate and motivate students to develop into responsible individuals. With proper implementation, this approach can increase motivation both intrinsically and extrinsically to comply with the norms that apply in the school environment. In addition, these findings also open up opportunities for further research development with a wider scope, and can be used as a reference in formulating internal school policies for sustainable student discipline development.

Documents as Supporting Evidence



(Rewards are given in the form of praise, stickers, and symbolic awards)



(Punishment is given in the form of reprimands, additional assignments, and reduction of privileges).

Conclusion

The implementation of the reward and punishment strategy has proven effective in improving the learning discipline of students in grades I, II, and III at Gunungpanti 02 Elementary School. Through the implementation of two cycles of action, there were significant changes in student behavior, especially in terms of compliance with class rules, limited attendance time, and responsibility in completing assignments. This strategy helps students understand that every behavior has consequences, thus encouraging them to be more motivated in an orderly and responsible mind.

This study recommends that teachers implement the reward and punishment system consistently and proportionally, taking into account the characteristics of student development. In addition, schools are expected to provide support to teachers in developing learning strategies that focus on character building, including through training on positive approach-based classroom management. Furthermore, further research can be conducted to demonstrate the long-term effectiveness of this approach, as well as to examine its application at various grade levels or in different learning contexts.

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