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Efforts to Enhance Student Activeness through the Reward and Punishment Model in the Third Grade of Elementary Schools

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Abstract

Student discipline in the learning process is one of the factors that can change student learning outcomes, and so does student activeness. The background of this research was the low activeness of students in the learning process in class. This study aimed to determine student activeness through the reward and punishment model. The method used in this research was classroom action research (CAR) conducted at the State Elementary School 2 Getas Pejaten, Jati Sub-district, Kudus Regency, by taking third-grade students as subjects. A total of 19 students, consisting of 12 male and 7 female students, were involved in these two cycles of classroom action research. Data collection techniques were carried out through interviews and observation with eleven indicators of activeness. The study results proved that the application of the reward and punishment model could increase the activeness of third-grade students at the State Elementary School 2 Getas Pejaten from the Pre-Cycle with a percentage of 60.78%, which increased in Cycle I with a presentation of 68.42% to Cycle II with a presentation of 83.73%. The effectiveness of this learning model can be used as a recommendation for class teachers. Hence, it can be concluded that the reward and punishment model can attract students' attention in the learning process.

Keywords: Attention, Reward and Punishment, Student Activeness

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Abstrak

Kedisiplinan siswa dalam proses pembelajaran menjadi salah satu faktor yang dapat merubah hasil belajar siswa, seperti halnya keaktifan siswa. Latar belakang penelitian ini adalah rendahnya keaktifan siswa dalam proses pembelajaran di dalam kelas. Tujuan penelitian ini untuk mengetahui keaktifan siswa melalui model reward and punishment. Metode yang digunakan dalam penelitian adalah metode penelitian tindakan kelas (PTK) yang dilakukan di SD Negeri 2 Getas Pejaten Kecamatan Jati Kabupaten Kudus dengan mengambil subjek psiswa kelas III. Penelitian ini melibatkan 19 siswa yang terdiri dari 12 siswa laki-laki dan 7 siswa Perempuan dalam dua siklus penelitian Tindakan kelas. Teknik pengumpulan data dilakukan melalui wawancara, observasi. Hasil penelitian membuktikan bahwa penerapan model reward and punishment dapat meningkatkan keaktifan siswa kelas III SD Negeri 2 Getas Pejaten dari Pra siklus dengan persentasi 60,78% meningkat pada siklus I dengan presentasi 68,42% hingga siklus II dengan presentasi 83,73%. Keefektifan model pembelajaran tersebut dapat dijadikan sebagai rekomendasi bagi guru kelas. Oleh karena itu, dapat disimpulkan bahwa model reward and punishment merupakan model yang dapat memikat perhatian siswa dalam proses pembelajaran.

Kata Kunci: Perhatian, Reward and Punishment, Keaktifan Siswa

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INTRODUCTION

The curriculum in Indonesia is continuously evolving from time to time. From 2022 to 2023, it can be said that the last year of using the 2013 curriculum is because, in 2023, the education curriculum in Indonesia began to change into an independent curriculum. It aligns with Angga et al. (2022) that the 2013 curriculum will be enhanced with an independent curriculum to produce a superior generation. With this curriculum change, a teacher is required to improve teaching skills in a learning process and increase student interest to enhance activeness when the learning process takes place. When the 2013 curriculum was used in Indonesian education, three aspects had developed: cognitive, affective, and psychomotor. Through these aspects, educational units that still use the 2013 curriculum are expected to be balanced in implementing it.

The crucial point that teachers must understand to realize active learning goals is that they must understand the 2013 curriculum. According to Pohan & Dafit (2021), teachers' demands in the 2013 curriculum are to present integrative thematic learning with a scientific approach and use learning models under the 2013 curriculum. Meanwhile, according to Sitaasih (2020), teachers must be able to revive student learning motivation and prioritize presenting the material so that students' positive behavior is seen during the learning process. Therefore, the 2013 curriculum must use a scientific approach, where this approach has stages, such as observing, asking, trying, associating, and communicating. The success of implementing the 2013 curriculum can be determined by the student's learning process so that they can experience changes in knowledge, aspects, and skills. According to Wijayanti et al. (2020), to achieve this goal, students are not only required to listen and take notes but there must be student activeness in the thinking process. If the teacher explains the material and students only listen, they will feel bored and uninterested and even have no interest in participating in the learning process which they feel is monotonous. It is this student interest in learning that is vital to be needed so Wijayanti et al. (2022) reinforce that planned learning activities strengthen students' excellence in the success of a learning process. Besides the interest, a disciplined attitude to learning must be a big factor in running the learning in classroom activities (Pribadi et al., 2021).

In this case, the data were obtained based on interviews with a third-grade teacher at the State Elementary School 2 of Getas Pejaten and initial observations of third-grade students. The researchers found a lack of effectiveness in the learning process because students looked passive, and there was no sign of interest in the learning model, namely the lecture model. Thus, the learning process was less motivated, with low student learning outcomes. This obstacle could be proven by the results of calculating student activeness in the Pre-Cycle, which obtained an average of 11.09 with a percentage of 60.78%, where this percentage was still below the success indicator set by the researchers, i.e., 75%. Given these real constraints, the researchers designed this classroom action research to increase student activeness by using the reward and punishment model, where this model will fully motivate students.

It is consistent with Azis & Dewangga (2020) that the reward and punishment learning model includes a learning model that involves students in the learning process so that students look active, enjoy being varied, and can be controlled; thus, the learning atmosphere will improve student learning outcomes for the better. Likewise, according to Sidin (2021), the reward and punishment model can improve: *first*, students will enjoy learning and indirectly try to be the best. *Second*, teachers and students will have a good relationship to make students feel comfortable learning. *The third* is to train students to be more enthusiastic and learn. *Fourth*, it enhances students' learning abilities and skills. Reinforced by Putri and Refnaldi (2020), reward and punishment are not only gifts and punishments but have several functions, including increasing student interest in learning. In the research results of Dumiyanto et al. (2021), the impact of reward and punishment in online physical education learning was in the moderate category because this model used a questionnaire detailed from several indicators. The theory is supported by Darmayanti et al. (2020) that using

appropriate, effective, and efficient learning methods can achieve learning objectives, especially student motivation, one of which is the model of giving rewards and punishments. In addition, it was concluded by the theoretical study of Ernata (2017) that student learning motivation is an encouragement to fulfill a goal to be achieved.

The researchers conducted this class action research in line with Yustika & Prihatnani (2019) that with student activeness, student learning outcomes experienced a significant increase from Cycles I to II. For this reason, this study aims to increase the activeness of third-grade students at the State Elementary School 2 of Getas Pejaten using the reward and punishment model, with the achievement criteria of 75% completeness. The achievement of the completeness criteria was calculated from Cycles I to II meetings.

METHODS

This research was designed with classroom action research (CAR). The researchers used it because they felt it could enhance the in-depth learning process of what happened in the classroom. In carrying out classroom action research, there are four stages; according to Parnawi (in Munafi'ah, 2022), the research stages start from having a problem, planning, taking action, observing, reflecting, re-planning, taking action, and others. Meanwhile, according to Arikunto (in Sitorus, 2021), CAR goes through three combined definitions: *first*, research is an act of examining an object using a particular methodology to obtain data as a quality improvement that is of interest and important to researchers; *second*, action is as a movement of activities deliberately carried out to achieve a series of activity cycles; *third*, the classroom is a group of students at the same time receiving instruction from the teacher.

This classroom action research took the subject of third-grade students at the State Elementary School 2 of Getas Pejaten with a total of 19 students, consisting of 12 male and 7 female students. In this regard, because the learning process looked monotonous and made students passive and unenthusiastic in the learning process, the learning outcomes they got were 50% below average. With the reward and punishment model combined with the Kemmis and McTaggart model, student activeness in the learning process is expected to improve.

The steps of the Reward and punishment learning model are: *First*, the teacher must prepare the material; *Second*, the teacher must provide an explanation regarding the material; *Third*, apart from presenting the material, the teacher also includes questions; *Fourth*, students who look active and give correct answers are entitled to a reward. This prize can be in the form of writing equipment or a value symbol; *Fifth*, if a student makes a fuss, he will be given a question and if he cannot answer correctly, he will receive a punishment. Vice versa, if he can answer, he will get a similar prize; *Sixth*, the more material given, the more prizes must be given, and vice versa.

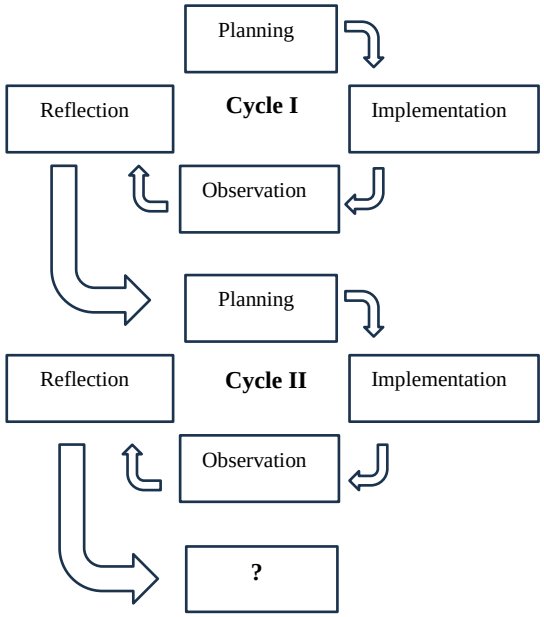

Figure 1. Sample Data

This study combined Kemmis and McTaggart as a guideline for research steps to increase student activeness in the third grade. Based on the research design, this study was carried out repeatedly and continuously until it achieved the results determined. The researchers planned two learning cycles, where there were two meetings in each cycle (See Figure 1). The instruments used to determine student activeness used eleven indicators mentioned in Table 1 and total to conclude the criteria of activeness.

Table 1. Indicator of Student Learning Activities

No	Student Learning Activities
1	Analyzing Material
2	Reading actively
3	Active listening
4	Trying activity
5	Think creatively
6	Think intelligently
7	Discussing
8	Presenting
9	Reviewing material
10	Changing errors
11	Concluding the material
Total	
Average	
Criteria	

With this instrument, students' activeness could be calculated and concluded whether they met the criteria. Meanwhile, the completeness criterion, namely percentage, should meet or exceed 75%.

RESULTS AND DISCUSSION

One of the teacher's strategies in creating student enthusiasm and attention to achieve goals was to apply the reward and punishment model to increase student activeness in the learning process. The results of using the reward and punishment model are as follows.

Cycle I

The Cycle I observation stage was carried out with the ongoing learning activities at meetings 1 and 2, likewise in Cycle II. The researchers made observations on students' attitudes through the application of the reward and punishment model.

Before the teacher delivered the material, the teacher gave an agreement that students who were not focused or made noise would be given a punishment. Conversely, if students could answer questions or get the highest score, they would be rewarded. As depicted below, ZA got rewards because he could answer oral questions quickly due to his focus, and ZSL exhibited a positive attitude, i.e., conveying suggestions to their friends that they should pay attention to the teacher.

Figure 1. Students get rewards

Students' attitudes in learning activities were observed using the prepared guide sheet of student attitude observation. Students' activeness in attitudes was then translated into four indicators. As for the results of observations of student activeness in Cycle I, an average of 13 active students was shown with a percentage of 68.42%, so it was in a good category (B).

Table 2. Students Activeness Aspect in Cycle I

Activities	Number of Active Students	Activeness Percentage
Analyzing Material	10	52.63%
Reading actively	11	57.89%
Active listening	17	89.47%
Trying activity	10	52.63%
Think creatively	15	78.94%
Think intelligently	15	78.94%
Discussing	15	78.94%
Presenting	15	78.94%
Reviewing material	8	42.11%
Changing errors	10	52.63%
Concluding the material	17	89.47%
Total	143	752.59%
Average	13	68.42%
Criteria	Good (B)	

In Table 2, the results of observations of activeness in aspects of student attitudes uncovered that the average score obtained was 13, with a percentage of 68.42% in the good category. Based on the results of these observations, the score did not meet the

completeness set by the researchers (75%). Since many shortcomings and obstacles still existed during the learning process, the researchers continued in Cycle II to achieve maximum and better results.

Cycle II

In Cycle I, during the assessment phase, some female students felt jealous of students who got more star symbols as a reward. Improvements were made in Cycle II, namely that the teacher provided maximum direction and motivation to students so that they studied diligently; hence, at the next meeting, they would get a star as a reward symbol.

Figure 2. The atmosphere of students when motivated by the learning model

The figure illustrates that students were starting to be motivated by the learning model. This Cycle II showed an increase in the second meeting of Cycle II, with an average activeness of 15.91 with a percentage of 83.73%, thus obtaining very good criteria (SB). The results of observations in Cycle II are shown in Table 3.

Table 3. Students Activeness Aspect in Cycle II

Activities	Number of Active Students	Activeness Percentage
Analyzing Material	14	73.68%
Reading actively	15	78.94%
Active listening	17	89.47%
Trying activity	17	89.47%
Think creatively	17	89.47%
Think intelligently	15	78.94%
Discussing	17	89.47%
Presenting	16	89.21%
Reviewing material	13	68.42%
Changing errors	17	89.47%
Concluding the material	17	89.47%
Total	175	921.01%
Average	15.91	83.73%
Criteria	Very Good (SB)	

Table 3 presents the results of observations of activeness in aspects of student attitudes that increased at the end of the Cycle II meeting. The average score obtained was 15.91, with a percentage of 83.73% in the very good category. Based on the results of these observations, it already met the criteria set by previous researchers (75%).

Student Activeness Diagram

The results of observations of student activeness in Cycles I and II with the application of the reward and punishment model were obtained. In Pre-Cycle learning, the total score of students' activeness was 122, with an average of 11.09. Then, it increased in Cycle I with a total of 143 students' activeness with an average of 13.00 and increased again in Cycle II with a total of 175 with an average of 15.91.

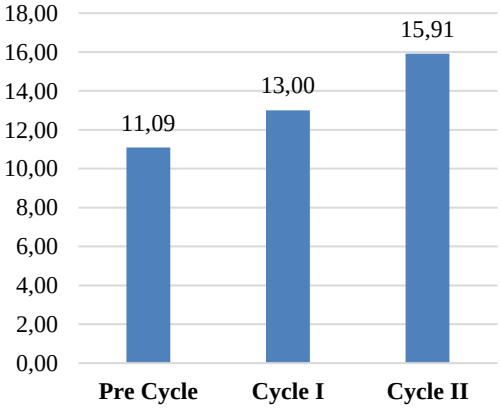

Figure 3. Diagram of Activeness Observation Results

The diagram depicts the student activeness results; starting from the Pre-Cycle meeting with a percentage of 60.78%, students looked active. Meanwhile, in Cycle I, there was an increase to be 68.42%. Cycle I presentations were taken from Cycle I Meeting 1 and Cycle I Meeting 2. Likewise, in Cycle II,

there was an increase to be 83.73% from Cycle II Meeting 1 and Cycle II Meeting 2.

Discussion

Many kinds of learning activities exist that students can engage in, aside from listening and taking notes on learning material. Among them, Putri (2019) asserted that student activeness could be seen from the involvement of students in the learning process, such as through visual activities; for example, participating in doing assignments, discussing, asking the teacher if they do not understand or asking friends to get information, and being able to present. The conclusion from the study of Pratiwi et al. (2018) stated that learning models can increase student activity, particularly in student creativity.

Further, one of the assessments of the learning process is by observing students' activeness when participating in the learning process. According to Prasetyo & Abduh (2021), students look active if they want to make assignments, are involved in solving problems, ask friends and teachers to clarify something they feel they do not understand, look for several sources independently, carry out group assignments according to teacher rules, do introspection from the results obtained, able to present, try to find solutions to problems and questions, and have the opportunity to practice something received to solve problems encountered. In addition, research by Awalia et al. (2021) suggests that teaching and learning activities include the process of forming students' knowledge, both psychologically and socially, so that the model used by the teacher in the learning process must be appropriate and can create a high level of student interest in learning. The following is a summary of the forms of active learning.

1. The activeness of the senses means that a person or student uses the senses according to their best function.
2. Emotional activeness indicates student activeness in the form of intelligence or a learning achievement.
3. Proficient activeness denotes that students can communicate well and express opinions in groups.

Based on the description of the theories above, it can be concluded that student activeness can be seen from various things because the learning process is an activity that always pays attention to the development of students' cognitive aspects (Ula et al., 2022). Meanwhile, guidance from teachers can activate students in the learning process. At least students' activities include hearing, seeing, doing, or acting to enable learning experiences to be obtained by students.

In this study, the results of observing students' activeness in Cycles I and II learning activities with the sub-theme of weather changes in the third grade of the State Elementary School 2 of Getas Pejaten through the media-assisted reward and punishment model experienced an increase. This increase was evident from Cycle 1 Meeting 1, which obtained an average score of 11.18 with a classical percentage of 58.85%. Meanwhile, in Cycle I Meeting 2, there was an increase with an average score of 13 with a classical percentage of 68.42%. In Cycle II Meeting 1, the average student activity score was 13.64, with a classical percentage of 71.72%. Then, there was an increase in Cycle II Meeting 2 with an average total score of 15.91 with a percentage of 83.73%. The result strongly supports other previous research such as Anggraini et al. (2019), Subakti & Prasetya (2021), Elindasari (2021), and Haris et al. (2021) that the model of reward and punishments successfully encourage students to achieve better learning result for elementary school students.

Enhancing student activeness in this study is considered essential because learning can be said to be successful if there are various activities, both in the form of student physical and psychological activities. According to Febianti (2018), all knowledge is attained spiritually and technically from individual observations. It is called that active learning in the learning process is necessary for activity; otherwise, learning will not run effectively. Reinforced by Kusumawardani & Yatri (2022), an interesting learning model can increase students' interest in learning more enthusiastically. Thus, it can be concluded that student activeness in learning is an activity that arises from the actions and psychology of students in learning activities as optimal as possible to make the class situation orderly and conducive. Hence, a conducive classroom

atmosphere and the success of a learning process can be obtained.

This research shows that a similar model with a behavioristic approach is still effective in improving students' attitudes in class. Future research can look at the deeper impact of the reward and punishment model, such as on learning outcomes (Sabri, 2022) in terms of cognitive, affective, and psychomotor because student activity tends to lead to learning success.

CONCLUSION

The learning outcomes of third-grade students at the State Elementary School 2 of Getas Pejaten on their activeness using the reward and punishment learning model increased from Cycles I and II. This increase significantly differed from the Pre-Cycle, Cycle I, to Cycle II meetings. Therefore, the reward and punishment model influenced the learning activity of third-grade students at the State Elementary School 2 of Getas Pejaten. In other words, the reward and punishment model can turn passive learning into active learning and produce even better-quality learning. This model is recommended as an alternative for practical to solving similar problems with students' behavior.

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