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REIMAGINING LEARNING DURING THE COVID-19 PANDEMIC WITH EMPHASIS ON PUNISHMENT AND REWARD

Diana Martiani Situmeang

Institut Agama Kristen Negeri Tarutung

e-mail: dianasitumeang1202@gmail.com

ABSTRACT

This research aims to find out the extent to which punishment and rewards have an effect on student discipline in the era of online learning. Discipline is an effort to help students develop self-control independently. Discipline will make life orderly, can even regulate behavior and become the basic capital of morality. It is training and guiding a child consistently, and telling him exactly how far he can go. Furthermore, it is explained that discipline means a willingness to obey the rules and stay away from prohibitions. Discipline is something that deals with one's self-control over forms of rules. The application of discipline cannot be separated from the rules as a limit of behavior. Discipline is seen as a process of practice or learning that is concerned with development and growth. What is learned will lead to a way of life so that it can benefit itself and for society This is the moral basis in community life. This research was conducted using quantitative approaches with descriptive methods of correlation. The population distribution in this study was student of Christian education in Tarutung, North Tapanuli, represented by 40 (forty) respondents as sample (N=40). The sampling technique used was random sampling, where all respondents had the same level of probability to fill the questionnaire. Simple regression analysis was used to explore the relationship between the punishment-reward and discipline. The result appears that the correlation that occurs between the two variables is 0.714. Further, it appears that the effect of giving punishment and reward on student's discipline is 50.9%, while the other 49.1% is influenced by other factors.

Keywords: punishment-reward, discipline, student, pandemic

1. INTRODUCTION

It is fully understood that education is a conscious effort to develop individual personalities and abilities that lasts a lifetime. An important element in education lies not only in the effort to distribute knowledge, but in the effort to educate in a better direction. The hope to be achieved in the educational process is the development of positive behavior of students, and vice versa the less negative things in the learner through teacher guidance.

An integral part of the educational process is discipline. Discipline is an effort to help students develop self-control independently. Discipline will make life orderly, can even regulate behavior and become the basic capital of morality. This is the moral basis in community life (Nelus Niemandt, 2015). The application of discipline in the educational environment is suspected to make a positive contribution to the pattern of student life outside. This means that the values of discipline are obtained through education, and are

categorized inside and outside the scope of education.

So crucial is the important role of the world of education in forming discipline, forging teachers at a crucial point as well. Teachers become the backbone for the success of a habitus known as discipline. In the habituation effort, the world of education knows the terms punishment and reward. This research aims to find out the extent to which punishment and rewards have an effect on student discipline in the era of online learning.

Previous research has proven a decrease in the quality of student character during online learning. It should be suspected that this has also an impact on the aspect of discipline. In general, one of the efforts that teachers can make to discipline students is to apply rewards and punishments. Rewards are done by praising the results obtained by students, while for the provision of punishment is done by giving reprimands, advice, giving school assignments in the form of questions, and reasonable punishment is given to students who are not violent. The award is given as an expression of pleasure and pride for the good deeds and achievements of children. The award that the teacher gives is expected not to thicken the materialist nature of students. While punishment in education aims to guide and correct, not to rebuke or revenge, even a polite soul is indispensable in giving punishment (Situmeang, 2018).

2. METHOS

This research was conducted using quantitative approaches with descriptive methods of correlation. The population distribution in this study was student of Christian education in Tarutung, North Tapanuli, represented by 40 (forty) respondents as sample (N=40). The sampling technique used was random sampling, where all respondents had the same level of probability to fill the questionnaire.

Data collection method is a way to obtain data that is easy, correct and true. The way of data collection in this study is by the Questionnaire Method. The questionnaire method is a number of written questions used to obtain information from the respondent in the sense of a report about his person, or things he knows (Sugiyono, 2020). The questionnaire used here is a type of closed questionnaire because the answer is in the form of assent. The scale used to give a score in each problem item, which using scale Likert: Strongly Disagreed Answers got a score of 1 (one), No Consent answers get a score of 2 (two), Hesitant answer gets a score of 3 (three), Agreed Answer gets a score of 4 (four), and Strongly Agreed Answers gets a score of 5 (five).

3. RESUT AND DISCUSSION

Table 1 provides descriptive statistics for the main variables. The adjustment of the model was calculated through several indices, all within parameters considered good.

Table 1. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.714 ^a	.509	.496	3.015	1.911

a. Predictors: (Constant), punishment and reward

b. Dependent Variable: Discipline

Simple regression analysis was used to explore the relationship between the punishment-reward and discipline. With reference to the table above, it appears that the correlation that occurs between the two variables is 0.714. In column R square, it appears that the effect of giving punishment and reward on student's discipline is 50.9%, while the other 49.1% is influenced by other factors.

There are several conditions that a teacher must pay attention to before rewarding students, namely: (a) to give pedagogical rewards it is necessary for the teacher to really know his students and know to appreciate appropriately. Incorrect and improper rewards and rewards can have unintended consequences. (b) the reward given to a student should not cause jealousy or envy for other students who feel that their work is also better, but do not get rewarded. (c) rewarding should be frugal, too often or continuously rewarding will be lost the meaning of that reward as an educational tool. (d) do not reward by promising first before students show their work performance, especially for the rewards given to the entire class. The rewards that have been promised in advance will only make students rush to work and will bring in difficulties for some students who are less clever. (e) educators must be careful to provide rewards, lest the rewards given to students be received as wages from the efforts they have done (Ariawan et al., 2021).

Neither teachers nor students see rewards as a way to improve disciplined behavior, but as a reward for doing good behavior. Rewards are also often promised in advance, for example, students will get rewards if they line up neatly, students will get rewards if calm in class. This happens over and over again. So that students line up neatly, quietly in class, with the aim of getting rewards not as a form of self-application.

On the contrary, punishment also has an impact, namely (a) causing feelings of resentment in the condemned. This feeling of resentment is the result of arbitrary and irresponsible punishment. (b) cause students to become better at hiding violations. Students who are afraid of punishment will try to hide the offenses that have been committed. (c) can correct the behavior of the offender. (d) result in the offender becoming bereft of false feelings, because his guilt is considered to have been paid for with the punishment (punishment) he has suffered. (e) strengthen the willingness of the offender to do good.

The discipline comes from Latin, *disciplina* which means teaching, which contains a positive and constructive understanding (Chotpitayasunondh & Douglas, 2016). While the discipline in English is discipline which means: 1) orderly, obedient or controlling behavior, self-mastery; 2) the exercise of forming, straightening or perfecting something, as a mental ability or moral character; 3) penalties given for training or repairing; 4) groups or systems of rules for behavior. Parents and teachers are leaders and children are students who learn voluntarily following teachers or parents.

From some of the above opinions it can be said that discipline is an exercise in which there are rules and punishments to lead students to an orderly life and able to control behavior to comply with agreed rules. It should also be noted that discipline is not only in the form of adherence to the rules made but also the teacher as a leader encourages students to control themselves voluntarily and independently.

Discipline is one way to help children develop self-control. Discipline is an attitude that must be formed and cannot occur on its own. Good discipline can result in an orderly life, discipline can regulate behavior and become a fundamental element of morality. Discipline that is orderly and appropriate can form positive behavior in terms of self-control independently of the form of rules and as a moral basis for students in life at school and outside school. Discipline helps the child feel calm because the child knows what to do and what not to do. Discipline can also be interpreted to apply clear boundaries

for children consistently repeatedly to do. The ultimate goal of discipline is for the child to know how to control and regulate his own behavior and make his own decisions about where to set boundaries. The implementation of order in schools can be trained and applied to students to get used to being disciplined in a patterned Cultured discipline in life in the school environment in students can have a positive impact on student life outside the school. From some of the above opinions, it can be seen that discipline is not only in the form of child obedience to the rules and limits given, but also so that children can control and regulate behavior independently. A child's adherence to regulations is very important because it is the starting point at which the child understands about boundaries and controls behavior voluntarily and independently in everyday life (Kourie, 2015).

Discipline is training and guiding a child consistently, and telling him exactly how far he can go. Furthermore, it is explained that discipline means a willingness to obey the rules and stay away from prohibitions. Discipline is something that deals with one's self-control over forms of rules. The application of discipline cannot be separated from the rules as a limit of behavior. Discipline is seen as a process of practice or learning that is concerned with development and growth. What is learned will lead to a way of life so that it can benefit itself and for society (Meylahn, 2014).

From some of the above opinions, discipline is carried out continuously consistently. Discipline trains students to abide by the rules and stay away from prohibitions (Kristyana et al., 2021). But discipline is not limited to obeying the applicable rules but also an effort to help students control themselves independently to benefit themselves and society (Ariawan & Wahyuni, 2021).

1. Discipline Goals

The goal of discipline is to change the attitude and behavior of children to be correct and acceptable to society. Discipline also aims to teach how to control easily, respect and obey existing authorities or regulations. Discipline is the process of training and teaching children to behave and behave in accordance with existing procedures. So that the goal of discipline is not only to make the child have a submissive attitude, but what is instilled must be part of his behavior. The achievement of discipline goals in shaping student behavior can be done through the application of rewards (rewards) and punishments (punishment).

From some of the above opinions, it can be said that the purpose of discipline is to control and shape students' behavior about respecting and obeying rules that are not only based on obedient attitudes but what is instilled in the discipline into part of their behavior independently. The application of discipline can also be done or attempted through the participation of the application of rewards and punishment in it.

2. Disciplinary Functions

The functions of discipline in schools are as follows: a) discipline is very important and needed by every student. b) discipline becomes a requirement for the formation of attitudes, behaviors, and disciplined life rules, which will lead a student to success in learning. c) the discipline that students have will help the students themselves in their daily behavior, both at home and at school. d) the rules contained in the school will be implemented properly if students already have the discipline in them. Students will

easily adjust to the rules in the environment they will face. e) discipline as a means of education in question is an action or action that is with

Deliberately applied to education in schools. Such actions can be orders, advice, prohibitions, expectations, and punishments or sanctions. Discipline as an educational tool is applied in the framework of the process of forming, coaching, and developing good attitudes and behaviors. Good attitudes and behaviors are diligent, virtuous, obedient, respectful, compassionate and disciplined. f) discipline as a means of adjusting in the existing environment. In this case, discipline can lead a person to adjust first in obeying the rules and regulations that apply in the environment.

Based on the description of the function of discipline above, it can be concluded that discipline is closely related to the rules of behavior. Discipline emphasizes how to form good attitudes and behaviors. In a school environment for example, the discipline applied is as an educational tool to shape student behavior that not only impacts the student's time in school, but also when students are in other environments. Discipline is also not only the observance of students to the rules because they are forced to avoid sanctions or punishments, but the discipline of training students to behave in accordance with the rules and order with pleasure and self-awareness.

3. Elements of Discipline

Four main elements are used to educate children to behave disciplined: a) rules are patterns established for behavior by parents, teachers or playmates. For example, the rules set by teachers in the classroom are called rules. b) Punishment is defined as a reward given to students for making mistakes, resistance or violations. Punishment is used so that the child does not repeat the wrong thing. c) Appreciation is any form of appreciation for a student's good behavior. Rewards serve to motivate students to learn to behave better. d) consistency can be interpreted as a degree of uniformity or stability, i.e. a tendency towards similarity. Consistency must be in rules, penalties and rewards.

4. CONCLUSION

The significant influence is shown by giving punishment-reward to the character of discipline of student during the pandemic Covid-19. The magnitude of the influence of giving punishment and reward (50.9%) makes teachers have to reorganize the systematics of teaching. The conditions of discipline are as follows: a) rules are patterns of behavior that are established with the aim of limiting a person regarding behavior that can be done or cannot be done in certain situations and conditions. In order for the rules to function optimally, the rules must meet the requirements that include being easy to remember, understand, and implement by students. So it is necessary to convey and explain about the rules by using language that is easy to understand and done repeatedly. b) consistent application in disciplining students is in the implementation of regulations, the implementation of punishments, and awarding. The function of consistency in discipline is to provide learning opportunities to children, children will more easily learn about the rules set, strengthen motivation, children who know that certain practices can bring praise while other behaviors cause punishment. Thus of course the child will choose behavior that invites

praise. c) punishments that serve to prevent the recurrence of actions that are not in accordance with environmental demands. With punishment, children are more motivated to perform actions that bring praise, children learn to mean the value of each punishment that accompanies the action.

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