



Strengthening Disciplinary Character Education in Elementary Students through the Implementation of Reward and Punishment

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Abstract

This study aims to determine the implementation of Strengthening Disciplinary Character Education to Students through the Implementation of Rewards and Punishments, and the impact of Strengthening Discipline Character Education on Students through the Implementation of Rewards and Punishments. This research uses a type of field research with a descriptive qualitative approach. Data collection techniques through observation, interviews with principals, grade 3 and 5 teachers, and students at MI NU Imaduddin Mejobo. The results showed that in its implementation, there are two types of rewards and punishments given, namely verbally and non-verbally. The impact of the implementation of rewards and punishments as a strengthening of the character of the discipline, students stick to the prevailing discipline. The discipline of Students is getting stronger, especially time discipline, learning discipline, and regulatory discipline.

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INTRODUCTION

Character education is considered very important to start in early childhood because the character of children formed from an early age will greatly determine the character of the nation in the future. Character education at the elementary school level or equivalent gets a larger portion compared to other levels, namely 70 percent at the elementary school level and 60 percent at the junior high school level (Rohman, 2018; Wasilah & Siminto, 2023).

The implementation of character education in elementary schools still encounters many obstacles and challenges. The implementation of character education in schools is not an

easy thing to implement, this is because students at the elementary school level are entering the golden age or times as children who are experiencing various developments (Sujiono, 2018). If these golden times are simply released without the supervision of parents or educators, it will usually have a negative impact and can harm the child in subsequent growth.

In education, 18 character-forming values have been identified from the empirical study of the Curriculum Center which is derived from religion, Pancasila, culture, and national educational goals. As for each character value that has been formulated, namely; 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) love of the

motherland, 11) national spirit, 12) respect achievements, 13), friendly/communicative, 14) peace-loving, 15) fond of reading, 16) environmental care, 17) social care, 18) responsibility(Putry, 2018). From the 18 character values, one of the important things to strengthen in implementation and formation is the character of discipline.

Discipline is the ability to do what should be done, through actions that demonstrate orderly behavior and comply with various provisions and regulations. Discipline refers to systematic instructions to follow a certain order through certain rules. In Indonesia, the character of discipline can be categorized as still low. As an example in terms of traffic, this discipline is simple but often violated (Winarsih, 2019). A person's indifference to discipline can have a negative impact.

The current level of discipline and order is rarely found anymore, especially in the school environment. Many students think rules are made to be broken. Therefore, many students commit various kinds of violations. It can be seen common examples of indiscipline behavior that is often carried out by students, namely arriving late to school, not doing assignments, littering, not participating in extracurricular activities, not participating in religious activities, and so on(Hartini, 2017).

In the school environment, disciplinary character education must involve all components (education stakeholders), including educational components consisting of; curriculum, learning and assessment processes, handling or managing subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing, and work ethic of all school / environmental residents (Hartati, 2017). In addition, the implementation of student

disciplinary character education can also be realized and packaged in the form of regulations.

Disciplinary behavior is very urgently applied in school educational institutions because discipline is one of the things that play a role in determining the quality of success in schools (Siti Roikhat, 2019). It is further explained that discipline is the key to success, because, in discipline, a firm nature grows in holding principles, persevering in an effort, never backing down in truth, and being willing to sacrifice for the common good and away from despair. Therefore, the character of the discipline is very important and has a great influence on life(Winarsih, 2019).

The teaching of discipline is by applying moral / character education. This education plays a role in that the purpose of this discipline is self-discipline, which is a type of self-control and underlines the voluntary fulfillment of regulations and laws. Discipline in the absence of character education is a temporary control. However, a habitual setting alone without teaching morals (Thomas Lickona, 2012).

Moreover, character education at the elementary school level/equivalent is the first formal education level that will determine the direction of developing the potential of students(Irsan & Rijal, 2020). Therefore, there is a need for solutions to develop disciplinary character optimally, so that later when they are at the next level, students already have the provision of disciplined behavior(Zainuddin, 2021).

Given the importance of character education at the elementary school level/equivalent, it is necessary to make school efforts and policies that can support the success of discipline character education optimally. One of the policies that can be applied in the implementation of rewards and punishments. In general, punishment means punishment for an act. Whereas in terms it means giving intentional suffering or suffering to someone who is in upbringing to go in the direction of

improvement. This punishment is also included in the deeds given interpersonally so that it can cause physical and mental suffering, which is given to arouse conscience and self-awareness of its mistakes (Siti Roikhat, 2019).

The implementation of punishment should be accompanied by the provision of rewards. If punishment aims to prevent a student's violation or negligence, then rewards are given to students as motivation and also rewards. Reward and punishment, both aim to improve students in the learning process. The relevant research was conducted by Anggraini et al., (2019), shows that giving rewards and punishments have an impact on the level of discipline and motivation for learning students. Rewards are given by teachers to students by giving rewards for positive things done by students. Giving rewards is intended to make children more active in their efforts to work and do better. Punishment is given by the teacher to the learner because the learner committed a violation or mistake.

Based on the description of the data that has been collected, it is necessary to have a more in-depth study related to the implementation of rewards and punishments to have benefits. Therefore, this study aims to determine 1) the implementation of strengthening disciplinary character education to students through the implementation of rewards and punishments, and 2) the impact of strengthening discipline character education on students through the implementation of rewards and punishments.

RESEARCH METHODS

This type of research is field research. The approach used in this study is a qualitative approach with a descriptive method. This research was conducted from April 19, 2022, to August 24, 2022. In this study, the subjects of the

study were the head of the madrasa, the teacher of grade 3 and grade 5, as well as 16 students in *MI Imaduddin*. *MI NU Imaduddin* is a school that upholds the value of discipline. It is undeniable that discipline becomes an attitude that affects a person's life, therefore *MI Imaduddin* wants to apply a disciplined attitude early on. However, some students were still found to be undisciplined, to overcome this, the teacher took steps by giving punishment. Data collection techniques and sources with observation, interviews, and documentation. Qualitative data analysis is inductive, that is, an analysis based on the data obtained, which is then developed by a certain pattern of relationships. Analysis of qualitative research data is carried out before entering the field, while in the field, and after completion in the field (Sugiyono, 2015). The collected data is then analyzed through data reduction, display data, and conclusion drawing/verification. The data from the study is presented in the form of written or spoken words that are described according to the facts. The results of the study include the results of field studies and libraries obtained from various reading sources related to the material form of reward and punishment.

RESULTS AND DISCUSSION

The Implementation of Rewards and Punishments to the Strengthening of Disciplinary Character Education in Students

Based on existing data, the implementation of rewards and punishments through planning, processing, and evaluation. At the stage of implementing and strengthening character education in schools, some steps must be taken, namely planning, implementing, and evaluating. Such measures correspond to the opinion S. Kurniawan, (2013) about the implementation of character education in

schools, also related to the management or management of schools. This management is how character education is adequately planned, implemented, and controlled in school activities.

Some things that need to be used in the planning stage of character education include: 1) integrated with learning, 2) integrated with management, 3) integrated through school extracurricular activities (Fathurrohman, 2013). Character education planning at MI NU Imaduddin covers 3 things, 1) setting student character standards, 2) building a culture of discipline attitude, and 3) providing an advanced stage of discipline culture (reward and punishment).

In planning the strengthening of disciplinary character education in classroom activities and outside the classroom, several activities are carried out starting from running pickets according to their respective students' schedules, familiarizing students not to litter, students collecting assignments, students following learning in an orderly manner, not rowdy, actively participating until learning is over, holding Dhuha Prayers congregations every day, and extracurricular activities.

The principal of *MI NU Imaduddin*, who held school activities, was carried out to strengthen disciplinary character education for students, one of which was through mandatory extracurricular activities such as scouting. This extracurricular scout teaches students discipline in their attitudes and activities. In addition, other extracurricular activities are computers, tambourine art, qiro tilawah Al-Quran, and Ramadan Islamic boarding school which are held only during the month of Ramadan for a week.

Next is the process of implementing reward and punishment. The process is carried out by involving teachers, parents, and students. This is considering that support must work together in getting

students used to character. All components that support the habituation of character by students are then integrated into habituation in schools. As Mutohir explained in Kurniawan Wisnu Aditya, (2018), that one of the strategies that can be used is by integrating into habituation in schools.

In education, rewards are given as a form of encouragement and stimulation to students to trigger motivation to improve their abilities in the development of personality potential. Rewards in the world of learning have good achievements, with the hope that these participants will become enthusiastic and encouraged to improve their achievements. In addition, giving this reward is also expected to motivate other students. Thus, there will be satisfaction and when the learner feels happy, with that satisfaction they will maintain and will repeat the behavior that gives rise to a sense of satisfaction from the effort made (Amzami, 2015).

When the student has exercised and enforced discipline, then the student needs to receive appreciation. A reward is one of the ways teachers appreciate students for their praiseworthy actions. A reward is a response to a behavior that can alert the possibility of a recurrence of the behavior (Moh Zaiful Rosyid, 2018).

Based on the presentation of field data, the forms of rewards set at *MI NU Imaduddin* are giving praise, applause, and prizes. Compliments are one of the most frequent types of rewards given to students when obeying rules, are kind, and are disciplined. Prizes are also a reward that is liked by students. Rewards in the form of gifts are usually given in kind, such as notebooks, pencils or ballpoint pens, and other stationery. The provision rewards in the form of prizes are given specifically to students who become class champions. The reward rewards given to the class champion are given during the

weekly ceremony and handed over directly by the principal.

More about the provision of rewards in the program of strengthening the

disciplinary character of Students can be seen in table 1 below.

Table 1. Forms and Criteria of disciplinary character strengthening programs through the implementation of rewards

No	Form of Reward given	Criteria for students who get rewarded
1	Praise and reinforcement with gestures	<ul style="list-style-type: none"> a. Students who dare to ask questions and fit the context of the subject matter b. Students who dare to answer questions posed by the teacher c. Students who dare to do assignments or practice questions in front of the class d. Students who dare to convey the results of the discussion
2	Reinforcement by approaching	Students who are actively having discussions
3	Verbal praise and reinforcement with a suggestion	<ul style="list-style-type: none"> a. Students behave according to school rules b. Students tidy hair for men c. Students talk politely with the teacher d. Students follow the lesson in an orderly manner e. Students doing homework at home f. Students wear uniforms according to the applicable schedule g. Students wear attributes according to the type of school h. Students carry out pickets on schedule i. Students memorize short surahs of the Quran j. Students come to school on time
4	Praise and reinforcement with rewards	students who became champions of the top three classes in each class

Strengthening character in students through the implementation of punishment at *MI NU Imaduddin* is carried out gradually. Punishment is given as a form of consequence because someone makes a mistake, resists, or violates predetermined regulations. This is according to the explanation of punishment (Moh Zaiful Rosyid, 2018) which states that punishment is an educational tool that can cause suffering to students, which contains motivation so that students try to always fulfill their learning tasks, to avoid punishment.

Punishment is given so that students know and are self-aware of the mistakes they have made. Punishment can be given to Students as a form of final action for mistakes made. When students have been given a warning as well as a positive reprimand but there has been no change,

then punishment is given (Setiawan, 2018). As one of the shaping factors in moral development, punishment has three important functions, namely; 1) hinder, 2) educate, and 3) motivate (Aulina, 2013).

Pemberian punishment Islamic education is nothing but to provide guidance and improvement, not for complacency or vengeance. Therefore, it is necessary to pay attention to the disposition and also the condition concerned before being given punishment, explain the mistakes he has made, encourage him to correct, and forgive the mistakes that have been made if the student has corrected himself (Purnomo & Abdi, 2012).

The implementation of punishment at *MI NU Imaduddin* goes through stages and is adjusted to the level of student error, it aims to motivate students not to repeat mistakes at a later time. The form of change experienced

by the learner can be said to be the result of the interaction between stimulus and response, meaning in terms of his ability to behave in a new way. S.R. Bond in Kania et al., (2019) states that punishment is given to Students to reinforce positive responses or

negative responses. The following is a table of information on strengthening the disciplinary character of Students through the implementation of punishment and indicators of its implementation.

Table 2. Forms and Criteria of disciplinary character strengthening programs through the implementation of punishment

No	The form of punishment given	Criteria for students who get punishment
1	Punishment with gestures and words	<ul style="list-style-type: none"> a. Rowdy Students during learning b. Students speak disrespectfully toward teachers c. Students do not complete assignments or practice questions d. Students are late for class up to three times e. Students fighting with their friends f. Students lengthen hair for men
2	Punishment by deeds	<ul style="list-style-type: none"> a. Students do not wear uniforms as scheduled b. Students who look not by the rules c. Students do not wear attributes according to the type of uniform d. Students not doing homework e. Students do not perform daily picket duties f. Students littering g. Students do not participate in the Dhuha Prayer congregation h. Students leave school late

According to Table 2, punishment is given if any student violates the existing rules of conduct in the school. In its implementation, punishment is not given free of charge but goes through several stages according to the violation committed. The principal, teachers, and the entire *MI NU Imaduddin* committee have agreed with the way of giving warnings in stages.

The first stage is given simply verbally or with gestures and words such as "don't repeat it", and "don't make noise, later disturb friends and other classes", given to students if the offense committed is minor. If the violation is repeated, the student gets a non-verbal punishment or punishment with actions.

In this second stage, non-verbal forms are also gradual, such as being given a written warning letter, recorded in a violation book, then getting additional tasks by memorizing short letters of the Quran, short prayers, and praying in front of the class.

The implementation of punishment at *MI NU Imaduddin* goes through stages and is adjusted to the level of student error, it aims to motivate students not to repeat mistakes at a later time. The form of change experienced by the learner can be said to be the result of the interaction between stimulus and response, meaning in terms of his ability to behave in a new way. S.R. Bond stated that punishment is given to students to reinforce positive responses or negative responses, while Mulyawan stated that punishment is given to students who are not active in the classroom (Kania et al., 2019).

The last step is evaluation. The implementation of this character evaluation is the final activity compiled in character education as a benchmark for achieving an educational goal. Based on the results of the study, the implementation of character education evaluation at *MI NU Imaduddin* was carried out in several categories, namely: 1) teacher evaluation with students, 2)

teacher evaluation with teachers, and 3) teacher evaluation with parents. The evaluation of each category is usually delivered by teachers at different periods.

The Impact of the Implementation of Rewards and Punishments to the Strengthening of Disciplinary Character Education in Students

The implementation of rewards and punishments has an impact on the discipline of students. Hurlock in K. A. Kurniawan, (2018) explains that discipline is a way in which society teaches children moral behaviors determined in a particular group, which aims to inform children of good behavior and bad hang behavior, and also encourages children to behave by the standards applied in that group.

The impact of the implementation of rewards and punishments at *MI NU Imaduddin* has proven to strengthen the disciplinary character of students. By providing rewards and punishments, students are more motivated to behave by becoming better and become a deterrent for their actions that violate the rules. Students also become time disciplined because they obey the rules, so that conditions at school and in the classroom are more conducive.

The teacher's obstacle in implementing rewards is the tendency of social jealousy among students, so many students are competing to get rewards during learning. This can result in classroom circumstances during learning becoming uncondusive and may interfere with other classes. The solution that can be given to the obstacles to the implementation of rewards that occur is by providing or sequence for each student. This aims to make all students get the same opportunity, and the learning process can run smoothly and peacefully. Furthermore, there is no longer any jealousy between Students.

The teacher's obstacle in applying punishment is a type of punishment that only focuses on the educational aspect and contains Islamic values. Another obstacle is the type of punishment that can burden students or physical punishment cannot be done because it is related to human rights. Although the discipline of students is good because of the implementation of this Islamic punishment, it is undeniable that in the next class, students can violate again.

Solutions that can be applied in overcoming the obstacles to the implementation of this punishment are to conduct deliberation and coordination with all parents of students and provide explanations about the punishments applied in the institution. Then all types of punishment and students who get the punishment are given the transparency of the report in a special notebook so that there is no misunderstanding in the future.

CONCLUSIONS AND SUGGESTIONS

The results showed that in its implementation, there are two types of rewards and punishments given, namely verbally and non-verbally. The impact of the implementation of rewards and punishments as a strengthening of the character of the discipline, students stick to the prevailing discipline. The discipline of Students is getting stronger, especially time discipline, learning discipline, and regulatory discipline.

However, there are several obstacles for teachers in applying rewards and punishments, namely, the occurrence of social jealousy in the determination of rewards and types of punishment that only focus on aspects containing educational and Islamic values. Therefore, teachers can apply rewards and punishments consistently and continuously, and to be fair in carrying them out and in providing rewards and punishments can provide a variety of.

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