The Efforts to Improve Teacher Discipline Through Reward and Punishment System in Order to Support the Effectiveness of Teaching Learning Process in SDN 2 Jrengik in 2019/2020

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ABSTRACT
Cycle I showed quite significant results both in the discipline of arrival time and discipline in making learning instrument. However, it has not reached the expected target of at least 85%. Obstacles that were found for teachers who lacked time discipline were apparently caused by several things including geographical location and business at home, for example there were those who had to deliver their children first and cooking (female teachers). Reward for teachers who have been disciplined in time, disciplined in making learning instruments, and achieving curriculum targets. The rewards are in the form of praise and serve as an example for other teachers in the hope that others can follow their footsteps so that at least 85% of teachers are expected to be able to discipline both in time and in carrying out learning process activities and achieve the expected curriculum targets. Cycle II showed quite significant results both in the discipline of arrival time, discipline in making learning instrument, and overall had achieved the expected target of at least 85%. Obstacles that were found for teachers who lacked time discipline were apparently caused by several things including geographical location, and busyness at home, for example there were those who had to deliver their children first, and cooking (female teachers). Therefore, by giving rewards and punishments, it turns out that it can lead to teacher awareness of their duties and responsibilities as a professional teacher.
INTRODUCTION

The teacher is a designation for position and profession for someone who devotes himself in the field of education through an educational process formally and systematically. In Law Number 14 Year 2005 Concerning Teachers and Lecturers (article 1), it stated that: "A teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in the formal education pathway, at the level of basic education and middle education". Professional teachers will be reflected in the appearance of implementing the assignment of tasks marked by expertise in both material and method. The expertise possessed by professional teachers is the expertise acquired through a process of education and training that is programmed specifically. This expertise has received formal recognition as stated in the form of certification, accreditation, and licensing from the authorities (in this case the government and professional organizations). With his expertise, a teacher is able to show his autonomy, both as a personal and as a professional stakeholder.

In addition to his expertise, the professional figure of the teacher is shown through his responsibility in carrying out all his services. Professional teachers should be able to assume and carry out responsibilities as a teacher to students, parents, society, nation, state, and religion. Professional teachers have personal, social, intellectual, moral and spiritual responsibilities. Independent personal responsibility is able to understand himself. Social responsibility is realized through the competence of teachers in understanding themselves as an inseparable part of the social environment and having effective interactive abilities. Intellectual responsibility is realized through the mastery of various sets of knowledge and skills needed to support their tasks. Spiritual and moral responsibilities are manifested through the appearance of the teacher as a religious being whose behavior always does not deviate from religious and moral norms.

Associated with norms, one of them is time provision in carrying out the duties and responsibilities of the profession. When he should start in and out, how long to carry out the teaching and learning process, and so on are many things that must be obeyed as one of the characteristics of the professional teacher who has the nature of discipline in the use of time.

Time is also a very limited capital work, so it must be used efficiently. The experience shows that the use of time in the community, especially in SDN Asemrajah 2 Jrengik had not been used efficiently. Even there are many habits that waste the time. For example, at the first hour of entering teaching and learning activities (KBM) at 7:00 a.m. WIB, however, teachers or students are not ready, they seem unable to enter at 7:00 a.m., even though there are some teachers or students can enter at 7:00 a.m. It has an impact on school stability. Indeed, one of the main contributing factors is 70% of the distance between a teacher's residence and school which is above 10 km, plus less public transportation. Teachers who do not have private vehicles find it difficult. This has an impact on the late teacher. Likewise with the last hours, public transportation is gone. If the weather is bad, teachers are lazy to go to school. This has an impact on school stability such as the allocation of lesson time to be reduced,
students wandering in the school environment. Therefore, it creates low student achievement automatically.

As the highest leader in the school, the principal must be able to manage time efficiently, both for his own tasks and for the school as a whole. So that teaching and learning activities can run effectively and efficiently.

The habit of using productive time by the principal is expected to be an example for teachers, administrative staff, and students. Besides that, it is necessary to prepare a plan for its use and the utilization of working time should be prioritized in teaching activities, student coaching, and other professional developments in other administrative activities.

Based on the background description above, the writer is interested in conducting a research which will be written in a written form of a school action research report entitled "Efforts to Improve Teacher Discipline through Reward and Punishment Systems to Support the Effectiveness of Teaching and Learning Process at SDN Asemrajah 2 Jrengik".

Based on the background of the problem as stated above, the problems that arise can be identified as follows: (1) Asemrajah 2 Jrengik Elementary School teachers do not have time discipline, (2) Asemrajah 2 Jrengik Elementary School teachers do not have the discipline in carrying out the administration of learning preparation, and (3) Student learning outcomes have not yet reached optimally.

Teacher discipline is a very broad problem and concerns various dimensions of the problem. In order to be more focused in carrying out this research, the writer limited the problem of this discipline only to the problems of time discipline and the teacher in preparing the administration of learning so that with the discipline as mentioned above, it is expected to be able to increase the output of students' learning outcomes.

Based on the identification and limitation of the problem, the problems of this study can be formulated as follows: (1) Can the implementation of reward and punishment system improve teacher discipline in carrying out teaching and learning activities?, (2) Does teacher discipline have an influence on the effectiveness of teaching and learning activities?. Research purposes are (1) the purpose of this school action research is to find the best way to improve teacher discipline so that it is expected to improve the results of teaching and learning, and (2) the creation of effective teaching and learning activities. Research benefits are (1) Benefits for the Principal, are found a way to improve teacher discipline in order to improve learning outcomes, the establishment of effective teaching and learning activities, and school order will be better. (2) Benefits for Teachers and Students are increasing awareness and professional responsibilities, increasingly understanding the importance of discipline in carrying out the task of progression in order to improve the results of the learning process, teaching and learning activities can be implemented well so that curriculum targets can be achieved on time.

**METHODOLOGY**

This research used action research method that is focused on the situation of the school, or commonly called action research (Kemmis, 1982; Suwarsih) Action research is a form of research that is reflective by doing certain actions in order to improve or enhance the practices of teacher activities in the learning
process in the classroom more professional (Suyanto, 1997:;) This method was chosen based on the considerations that: (1) analysis of problems and research objectives that demand a certain amount of information and follow-up based on the principle of "recycling", and (2) according to studies and reflective actions, collaborative, and participatory based on natural situations that occur in the implementation of teacher activities in order to carry out the learning process activities.

The subjects of this study were 8 teachers at SDN Asemrajah 2 Jrengik. The research place was at SDN Asemrajah 2 Jrengik in 2019/2020 Academic Year. This SDN is a school where writers usually works. The study was conducted in odd semester of 2019/2020 academic year from September to November 2019. Data collection techniques used in this study were: documentation and observation. Documentation is intended to get a picture of student learning outcomes as an indicator of the effectiveness of the teachers’ teaching and learning process which is reflected in the average value obtained by students at each meeting. While observations were made to obtain a picture of the state of teacher discipline both in time discipline and in the administration of learning equipment administration.

The research instrument is a tool used to collect research data to be analyzed. The instrument used in this study was in the form of observation sheets / formats using a check list system. This instrument is intended to obtain data about teacher discipline activities both in the use of time and administration of learning preparation.

<table>
<thead>
<tr>
<th>Meeting / Cycle to</th>
<th>Teacher Name</th>
<th>Day/Date</th>
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Table 1. Instrumen Teacher Disciplinary Observation Format

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>The Observed Aspect</th>
<th>Yes</th>
<th>No</th>
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<tbody>
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</table>
The Efforts to Improve Teacher Discipline

<table>
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<tr>
<th>Serial Number</th>
<th>The Observed Aspect</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The teacher implements the teaching and learning process and ends it 10 minutes before time runs</td>
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</tbody>
</table>

Action Plan

As the highest leader in the school, the principal must be able to manage time efficiently, both for his own tasks and for the school as a whole. Therefore, teaching and learning activities can run effectively and efficiently.

The habit of using productive time by the principal is expected to be an example for teachers, administrative staff, and students. Besides that, it is necessary to prepare a plan for its use and the utilization of work time that should be prioritized in teaching activities, student development, and other professional development in other administrative activities.

Discipline of time and preparing administration of learning preparation by the teacher is something that is absolutely necessary to support the success of the teaching and learning process. To improve the discipline, reward and punishment system will be implemented for teachers in carrying out their daily activities. With the hope that this discipline will stick on the teacher and become a culture in the school environment.

This school action research procedure consisted of two stages (cycles). Each cycle was carried out in accordance with the changes to be achieved. To find out the time discipline of the teacher, the writer applied reward and punishment system. Reward was given to teachers who could come at least 15 minutes before the learning process activities and could end the teaching and learning activities on time. In addition, reward was also given to teachers who have been able to complete the administration of learning instrument preparation which included the annual program, semester program, syllabus, and lesson plan
Guided by the initial reflection, then the researcher carried out research with procedures: (a) planning, (b) implementing actions, (c) monitoring, (d) analyzing results and reflecting.

These four stages were carried out in one cycle. If the implementation in one cycle has not shown discipline, then the researcher would carry out the action again in the next cycle by changing things that are considered hindering. This research was focused on improving teacher discipline through the provision of reward and punishment in order to create the effectiveness of teaching and learning process at SDN Asemrajah 2 Jrengik in Sampang regency.

**Research Plan**

At the beginning of the cycle, the researchers designed to invite the teacher to be willing to improve discipline in terms of time and the preparation of learning instruments administration through briefing. In the initial stages before the cycle, the researcher prepared the following: (a) Conducting the research format as mentioned above, (b) Observing the arrival time of each teacher at the beginning of the activity, (c) Observing the use of time in implementing learning activities in the classroom, and (d) Requesting data on the results of evaluations or the achievement of learning targets of each teacher which are indicated by the average value achieved.

Based on the conducted observations, an analysis of the data obtained was then carried out with follow-up in the form of persuasive approaches (reward and punishment) through briefing. The reward used was in the form of additional transportation fee for each teacher who can demonstrate discipline and punishment activities in the form of warnings and suggestion for teachers who could not discipline through individual calls.

**RESULT AND DISCUSSION**

The detailed result analysis of the actions and evaluation results obtained through the instruments prepared obtained can be seen as follows

**Data Analysis of Cycle I**

Based on observations, it was obtained that 6 teachers or about 75% could discipline the time of arrival in each activity. They could come at least 10 minutes before the start of learning while 2 teachers or about 25% were still lack of time discipline; they came late and were not on time in conducting teaching and learning activities. Based on the results of observation, it shows that 2 teachers or about 60% of teachers had not set up learning instruments. Based on evaluating the document in the form of curriculum achievements, it was obtained from each teacher the following data: 6 people or around 50%, and 2 people did not reach the minimum curriculum target.
Figure 1. Observation results on the discipline and achievement of curriculum targets

Description:
A. 75% of teachers who have the discipline of arrival time at each learning process activity
B. 60% of teachers who have discipline in conducting the preparation of the learning process
C. 50% of teachers who achieve curriculum targets in each time carrying out the learning process activities

Based on the implementation of the action in the first cycle, it showed that the discipline of teacher time has increased which initially only about 60% in the first cycle, and it has reached 75%. It also happens in the discipline of preparing the learning instruments that was only 50% of the number of teachers, and in this cycle, it can already reach 60%. Hence, it had an impact on the learning process activities in the classroom. It was reflected in the achievement of curriculum targets that standardized the target score for each subject. At the beginning of the cycle, the average curriculum target achievement was only around 30-40%, whereas at this cycle it reached 50%. This shows that a satisfactory increased despite not achieving the desired target of at least 85%.

Reflection
Referring to the data obtained in Cycle I, it showed quite significant results both in the discipline of arrival time and discipline in conducting preparation of learning instrument. However, it has not reached the expected target of at least 85%. Obstacles that were found for teachers who lacked time discipline were apparently caused by several things including geographical location, and busyness at home, for example there were those who had to deliver their children first, cooking (female teacher) and transportation.

To overcome the lack of success of the action in Cycle I, the researcher designed an action in the form of giving suggestions and rewards to teachers who had been disciplined in time, disciplined in the provision of learning instrument and achieving curriculum targets. The rewards were in the form of praise and serve as an example for other teachers in the hope that others can
follow in their footsteps so that at least 85% of teachers are expected to be able to discipline both in time and in carrying out learning process activities and achieve the expected curriculum targets.

**Data Analysis of Cycle II**

Based on the results of observations throughout the second cycle, the following data were obtained: 7 teachers or around 90% could discipline in the time of arrival in each of their activities. They could come for at least 10 minutes or even 20 minutes before the learning time began while the rest, namely 1 teacher or about 10% was still lack of discipline time, coming late and was not on time in conducting teaching and learning activities. Based on observation results, it showed that 6 teachers or around 80% had been able to try and organize the learning instrument, while 2 people or around 20% were still unable to procure equipment administration. Based on the evaluation document in the form of curriculum achievements obtained from each teacher the following data, it was obtained: 7 people or around 85%, and 1 person (15%) did not reach the minimum curriculum target, more clearly can be seen in the observation table below

![Figure 2. Observation results on the discipline and achievement of curriculum targets](image)

**Description:**

A. 90% of teachers who have the discipline of arrival time at each learning process activity
B. 80% of teachers who have the discipline in conducting the preparation of the learning process
C. 85% of teachers who achieve curriculum targets in each time carrying out the learning process activities

Based on the implementation of the actions in the second cycle, it shows that the discipline of teacher time has experienced a significant increase at the end of the first cycle only about 60%, and it increased to 90%. As well as in the discipline in preparing the learning instruments, it was only 60% of the number of teachers, and in this cycle, it could reach 80%. Hence, it had an impact on the
learning process activities in the classroom. It was reflected in the achievement of curriculum targets that standardized the target score for each subject. At the end of the first cycle, the average curriculum target achievement reached 60%, whereas at this cycle, it reached 85%. This shows that a satisfactory increase in accordance with the desired target of at least 8%.

**Reflection**

Referring to the data obtained in Cycle II, it showed significant results both in the discipline of arrival time and in the discipline of preparing learning instrument. It achieved the expected target of at least 85%. Obstacles that were found for teachers who lacked time discipline were apparently caused by several things including geographical location, and business at home, for example there were those who had to deliver their children first and cooking (female teacher) and transportation. Thus, giving rewards and punishment can in fact create teacher awareness of their duties and responsibilities as professional teachers.

Based on the data above, it can be seen that in the initial observations at Public Elementary School 1 of Kalangan Prao have demonstrated minimum use of the school environment as a learning resource. This is due to the lack of understanding and ability of teachers to utilize the school environment as a learning resource. After taking action through the first cycle, there was an increase in the ability of teachers at Public Elementary School 1 of Kalangan Prao to utilize the school environment as a learning resource. Of the 6 teachers involved, 4 teachers have scored with the category of "good" while 2 people with the category of "fair". Therefore, the second cycle action was conducted which resulted in an increase to 75%. This demonstrated that 75% teachers already achieved a good category with an average score of 83.34. In detail, the acquisition of an average value of the increase in the ability of teachers to use the school environment as a learning resource that is the average value of the observation results of discussion activities 83.75 in the first cycle to 86.50 in the second cycle. It was clear that there was an increase by 2.75. The activity of preparing learning scenarios with an average value of 80.83 in cycle I to 85 in cycle II there was an increase by 4.17. Learning activities or in the learning process the average value of 80.83 in the first cycle to 83.34 in the second cycle, there was an increase by 2.51

**CONCLUSION**

The role of the principal in managing time can improve teacher performance, and it ultimately improves overall school performance. Teacher awareness in time discipline can improve student learning outcomes. It can be seen in the results of the research in cycle 1 to 2. Therefore, teacher performance and student learning outcomes have increased very significantly. The teacher's ability to manage time impacts the success of school programs such as annual programs, semester programs, and teaching plans. The level of teacher awareness about the importance of discipline in learning time in cycle 1 is still weak, but after the second cycle all teachers who are sampled already have good performance in the category.

Judging from the results of school action research: (a) Teacher awareness in the discipline of time is absolutely necessary, so that the learning process runs well,
(b) Teacher awareness in the discipline of time is expected not only to run at the time when the research takes place, but also it must become a habit even become the culture of the school.

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