

## Reward or Punishment, which is Better to Use in Elementary Schools?

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### Abstract

The application of punishment and the giving of reward are important parts of education. However, sometimes the implementation of punishment and the giving of reward is still not appropriate. This research is a literacy study. This study aims to provide a reference on various forms of reward and punishment used in elementary schools. The method used is collecting several references and drawing the best conclusions from the source. The stages used in this research are collecting sources, describing the content, and drawing conclusions. Various forms of punishment and rewards are used according to the level of moral development of the child. Although it is said that rewards are more effective than punishment, the use of punishment still needs to be done because rewards cannot replace the role of punishment as a means of controlling behavior. The combination of reward and punishment is the best educational tool.

**Keywords:** Reward in Learning, Punishment in Learning, Elementary Schools Learning

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## INTRODUCTION

One form of the development of moral values that can shape positive behavior in students is by cultivating discipline and the role of teachers needed in instilling and cultivating discipline in students (Ikranagara, 2015). Discipline can help a student grow with confidence and good self-control, which is demanded by a good awareness of himself and his life as well as a good feeling about himself and a feeling of responsibility and care for his environment (Rohman, 2018). One form of discipline is the discipline in learning activities. A psychologist, Skinner (Diayuningsih & Suyato, 2014) stated that the most important thing in learning is reinforcement. This reinforcement is divided into two, namely positive reinforcement and negative reinforcement. Positive reinforcement is reinforcement based on the principle that response frequency increases due to the presence of a supporting stimulus (rewarding), while negative reinforcement is reinforcement based on the principle that the response frequency increases due to the removal of an adverse (unpleasant) stimulus. Punishment and reward are important elements of discipline and learning activities.

The reward is an award given to students as a form of appreciation for what students have done in various ways. This gift-giving serves to reinforce students (Marta, 2016). One of the benefits of giving rewards is makes learning better and also greatly influences learning outcomes. Giving gifts will also provide motivation. Someone who is

highly motivated will show interest, attention, full concentration, high perseverance, and be results-oriented without knowing feelings of saturation, and boredom, let alone giving up. Conversely, students with low motivation will appear indifferent, get bored quickly, give up easily and try to avoid activities (Hayati et al., 2022). Based on the results of research by Destrinelli (2017), showed that learning using gift-giving is better than learning without using gift-giving. The same is the case with research conducted by Dewi et al., (2015), used the token economy as a reward, where the results show that it helps solve student behavior problems in completing tasks and changes the habits of students in managing work time and completing tasks. So from the two studies above, it can be said that reward-giving has a positive impact on education. However, a reward given to a student should not cause jealousy or envy for other students who feel that their work is also better, but are not rewarded (Wijaya et al., 2019).

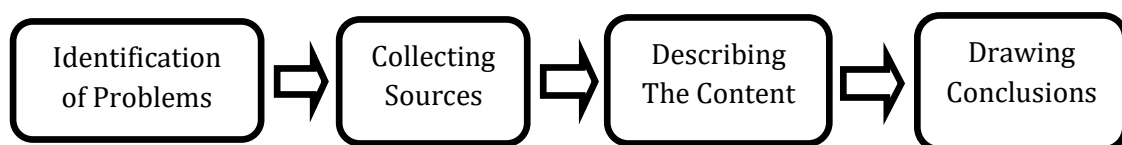
Meanwhile, punishment is a way to direct behavior by the expected behavior. Punishment is a tool in the world of education that functions as a means of controlling children's behavior (Rofiq, 2017). The punishment imposed to punish, the punishment here must be a punishment that is educational, not frightening, but a punishment that motivates students (Rais & Winarni, 2015). Punishment indeed embodies inhumanity and builds violence for some people who do not understand the culture in education. The punishment in question is the verbal, psychological, and emotional distress treatment aimed at students to educate (Ma`arif, 2018). Based on the results of research by Maulida et al., (2020), showed that punishment has an effect on student discipline in elementary schools. The importance of giving punishment to students who do not obey the rules in the learning process because it is an effort to discipline student learning. Disciplined students, of course, will have a positive impact on success in the learning process that is being carried out (Hermanto, 2020). Punishment can be carried out if it aims to discipline students so that they can direct behavior according to the expected behavior without any violence.

The application of punishment and the giving of reward are important parts of education. However, sometimes the implementation of punishment and the giving of reward is still not appropriate. Various forms of punishment and reward are applied in elementary schools. Forms of punishment and rewards are sometimes deemed inappropriate for elementary school students. Therefore, several forms of punishment and reward are described that are appropriate for elementary school students.

## METHOD

This research is a literacy study. This study aims to provide a reference on various forms of reward and punishment used in elementary schools. The method used is collecting several references and drawing the best conclusions from the source. The stages used in this research are collecting sources, describing the content, and drawing conclusions.

Figure 1 Stages of Research



Reference to this article used 6 main sources and added some additional sources to support the main source. The main source are Elbla (2012), Ardi (2012), Ikranagara (2014), Marta (2016), and Romas (2006). This study does not intend to compare the results of research from each source but to provide support or suggestions between one another.

## RESULT AND DISCUSSION

### Punishment

Law is one of the norms that exist in society, containing commands and prohibitions that must be obeyed, if the orders and prohibitions are violated, certain sanctions will arise imposed on those who do not obey the law (Ardi, 2012). Punishment occurs due to mistakes, resistance, or deliberate violations, which means that the person who is being punished is aware of what he has done but is still being committed (Oktarina, 2016). Punishment is a method of learning that is often used by teachers when having problems with their students (Ma`arif, 2018). Punishment is the formation of attitudes and behavior of students in schools so that they are obedient and obedient to all existing rules or legal norms in schools (Ardi, 2012). Punishment is a form of physical touch when children break the rules (Julianda & Fithria, 2016).

Locke (Crain, 2015) states that the worst punishment is disapproval and opposes the use of corporal punishment because corporal punishment produces unwanted associations and corporal punishment often proves ineffective. Material and Methods. As a result, the psychological expression displayed by the child will appear in the form of a challenging or opposing attitude, and the manifestation of behavior that appears is violence, brutality, damage, and even violates the law (Aulina, 2013). More frequent use of harsh corporal punishment was associated with student aggression and anxiety Gershoff et al. (2010).

Table 1. Form of Punishment

Author	Punishment	More Information
<b>Ardi (2012)</b>	Reproof	A reproof was given for committing a new violation once or twice
	Warning	A warning is given to students who have committed violations several times and have been given a warning for the violation
	A threat of score	Foster a sense of student responsibility for the violations they commit
	Do the task twice as much	Foster a sense of student responsibility for the violations they commit
	Ask questions	To focus on the teacher
	Getting ridicule from classmates	Labeled as lazy and not responsible for his obligations
<b>Ikranagara (2014)</b>	Preventif	Scare with words and give prohibitions
	Represif	Giving assignments and humiliating student
<b>Elbla (2012)</b>	Verbal	Example: today I was angry with you, not happy with the way you behaved, not your friend
	Corporal	Some teachers beat with sticks and whips to maintain school discipline

Ardi (2012) said the forms or types of punishment given by teachers to students at school, that is:

1. Punishment for students who do not participate in the ceremony in the form of warning and warning.
2. Punishment for students who come late in the form of reprimands.
3. Punishment for students who do not do assignments/exercises and homework (PR) warnings in the form of not getting grades and doing practice assignments and homework that are given twice.
4. Punishment for students who make noise in class is in the form of asking questions to students and giving reprimands.
5. Punishment for students who do not carry out pickets in the form of getting ridicule from their friends as people who are labeled as lazy and not responsible for their obligations, receive sanctions, and carry out the next task 2 times in a row.

Educational punishment can be in the form of advice, reprimand, administrative punishment, social punishment, material punishment, and the last alternative is physical punishment (Ma`arif, 2018). But better, the punishment must be based on the agreement and the consequences that have been mutually agreed upon by the agreement to violate will be given sanctions. This is all done by the teacher alone to hold the students responsible (Wijaya et al., 2019). Research conducted by Ikranagara (2014), writes the types of punishment into two types, namely preventive and repressive. In the form of preventive punishment (scaring with words and giving prohibitions) and repressive punishments (giving assignments and humiliating students).

Based on research by Elbla (2012), shows that most teachers complain about students' irritating behavior, such as noise and disobedience, therefore in such situations some teachers beat with sticks and whips to maintain school discipline. But words like, today I'm angry with you, unhappy with the way you are behaving, not your friends, it is known that using such words is more effective than hitting, kicking, or slapping children.

Reward

Reinforcement is an effort so that children can increase motivation and activities in the learning process (Julianda & Fithria, 2016). The reward is part of strengthening, namely positive reinforcement (Mabruri, 2016). An award is a form of gift given when a child wins an award. Appreciation does not need to be in the form of material but can be a word of praise, a smile, or a pat on the back (Aulina, 2013). Rewards are a fun preventive and repressive educational tool and can be a learning motivation or motivator for students (Yunidar, 2016). School-aged children (6-12 years) are generally at a progressive development stage (Julianda & Fithria, 2016). Locke (Crain, 2015), said that the best awards are praise and flattery and opposes the use of money or sweets as gifts because they will only damage the main purpose of education. If we reward them with food and money, we will only encourage them to find happiness in these things.

Rewards are given by the teacher to students by giving prizes for positive things done by students. Giving rewards is intended to make children more active in their efforts to work and do better (Ikranagara, 2015). There are two types of rewards or positive reinforcement that can be given by the teacher, that is verbal and nonverbal (Sanjaya, 2010). The teacher provides the reward according to the character and response of the student after being given the reward. Teachers take turns using verbal or nonverbal rewards. The use of this variation is done to avoid boredom and also avoid loss of meaning (Marta, 2016).

Table 2. Form of Reward

<b>Author</b>	<b>Reward</b>	<b>Information</b>
<b>Ikranagara (2014)</b>	Praise	Verbal and nonverbal
	Respect	Giving coronation
	Gift	Provision of stationery
	A sign of Appreciation	Giving stickers
<b>Marta (2016)</b>	Gestural	Nodding, smiling, clapping hands, patting shoulders, giving thumbs up, etc.
	Object	Stationary
	Activities	Sing together or lead activities
	A sign of appreciation	Achievement stars, award certificates and also comments on student books
<b>Romas (2006)</b>	Material	Giving gifts, money, books
	Non material	Feedback, praise, attention, stamp

Based on research conducted by Ikranagara (2014), there are 4 forms of awarding, namely: (1) Praise, (2) Respect, (3) Prize, (4) Signs of Appreciation. Giving rewards in the form of praise (verbal and nonverbal), honor (giving of coronation), gifts (giving of stationery), and signs of appreciation (giving stickers). On the praise indicator, appears is good, smart, and correct words, as well as cues showing thumbs up, tapping the shoulders, and applauding students. In the respect indicator, what appears is the coronation of the best group and the student with the best evaluation score. On the reward indicator, what appears is the giving of pencils and erasers to students who get the best evaluation scores. In the award indicator, what appears is the giving of star stickers to children who dare to answer oral questions posed by the teacher correctly (Mabruri, 2016).

Furthermore, Kauchak dan Merrill (Romas, 2006), dividing rewards into two groups, namely; material rewards (e.g gifts, money, books), and non-material rewards (eg feedback, praise, attention, stamps). The reward with that type of feedback is when it is appropriate. then the effects can be long-lasting or have a deep impression, thus making a significant contribution to personality development. Next, research conducted by Marta (2016) shows the forms of appreciation given, namely gestural (nods, smiles, applause, pats on the shoulders, thumbs up, etc.), objects such as writing instruments, activities such as singing together or leading. activities, giving awards such as achievement stars, award certificates, and also comments on student books.

Whatever form of reward is used, the award must be by the child's development. Otherwise, it will lose its effectiveness. With increasing age, rewards act as a strong source of motivation for children to continue their efforts to behave by expectations (Aulina, 2013).

#### Rewards or Punishment

In the world of education, it is known as punishment and reward, but education experts say that rewards are more effective for shaping children's behavior than punishment (Rofiq, 2017). Reinforcement is more influential than punishment in correcting student behavior in running classrooms and schools (Elbla, 2012). However, many parents and teachers feel that appreciation is unnecessary because the child has to behave in a socially approved manner without having to be "paid" for it. Other people feel that appreciation will weaken children's motivation to do what they have to do. As a result, they rarely use reward rather than punishment (Rohman, 2018). On the other hand,

punishment aims to communicate the meaning around the values, norms, and identities of groups and places. While punishment is useful in communicating this belief, Durkheim warns that overly zealous punishments can undermine social cohesion (Perry & Morris, 2014). But the power of gifts involves the potential ability to reward the person whose behavior the teacher seeks to influence. Although teachers need to give gifts to their students, they should not make gifts like that too often, otherwise, the gifts will lose their value (Nakpodia, 2010). The choice of punishment and reward needs to be considered by educators given the importance of these two things. The type and frequency of punishment or reward must adjust to the development of students so that the benefits of giving punishment or reward are obtained.

Just because appreciation is important for its role in discipline does not mean that it can replace the role of punishment. Both are elements that are necessary for the learning process to behave socially. The role of reward is first of all positive because it motivates children to do what is deemed appropriate. Meanwhile, the role of punishment is first of all negative because it prevents children from doing actions that are not socially approved (Rohman, 2018). The purpose of receiving the award is that because he has done good learning activities, he/she will continue his/her learning activities in outside classes. Meanwhile, punishment as a negative reward, but given precisely and wisely can be a motivational tool (Widani, 2017). The combination of reward and punishment is the best educational tool (Rofiq, 2017). The limitation of this research only gives rewards and punishments based on several sources. So that further research is recommended to increase the number of sources to strengthen the results of this study and to conduct several interviews with students so that the research results are more in-depth.

## CONCLUSION

The use of punishment and rewards for elementary school students is very important in shaping children for discipline. Various forms of punishment and rewards are used according to the level of moral development of the child. Although it is said that rewards are more effective than punishment, the use of punishment still needs to be done because rewards cannot replace the role of punishment as a means of controlling behavior.

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