Improving Teacher Discipline in Teaching Attendance through Reward and Punishment at SMKN 1 Jamblang, Cirebon Regency

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Abstrak

Disiplin guru merupakan kunci keberhasilan suatu sistem pendidikan, termasuk di sekolah. Tanpa disiplin yang baik, kualitas sekolah menjadi rendah dan berdampak pada turunnya prestasi siswa. Penelitian ini merupakan penelitian tindakan sekolah yang bertujuan untuk meningkatkan kedisiplinan guru saat memasuki kelas melalui metode Reward and Punishment di SMKN I Jamblang Kabupaten Cirebon. Jenis penelitian ini adalah penelitian tindakan kelas dengan mengacu pada model Kemmis dan Taggart yang berbentuk rangkaian siklus yang terdiri dari: perencanaan, tindakan dan refleksi. Instrumen dalam penelitian ini meliputi peneliti sendiri sebagai instrumen utama, lembar observasi, dan angket. Siklus penelitian tindakan sekolah dikatakan berhasil apabila tingkat kedisiplinan guru telah mencapai atau lebih dari 75%. Berdasarkan hasil penelitian pada siklus I, disiplin kehadiran guru saat mengajar di kelas yang terlambat kurang dari 10 menit mencapai 21,74% sehingga tidak memenuhi indikator yang telah ditetapkan. Pada siklus II, disiplin kehadiran guru saat mengajar di kelas yang terlambat kurang dari 10 menit meningkat menjadi 78,26% dan memenuhi indikator yang telah ditetapkan. Penelitian ini memiliki keterbatasan antara lain waktu yang singkat dan kondisi sekolah yang masih mengadakan pertemuan tatap muka terbatas karena situasi pandemi COVID-19. Untuk meningkatkan kedisiplinan guru saat menghadiri kelas dapat dilakukan dengan menerapkan reward and punishment. Hukuman yang tegas dan tidak merusak secara perlahan dapat mengubah kebiasaan guru

Kata Kunci: Rewards and Punishmet, Disiplin Guru, Penelitian Tindakan Sekolah

Abstract

Teacher discipline is the key to the success of an education system, including in schools. Without good discipline, the quality of the school becomes low and has an impact on the decline in student achievement. This research is a school action research that aims to improve teacher discipline when entering class through the Reward and Punishment method at SMKN I Jamblang, Cirebon Regency. This type of research is classroom action research with reference to the Kemmis and Taggart model in the form of a series of cycles consisting of: planning, action and reflection. The instruments in this study include the researchers themselves as the main instrument, observation sheets, and questionnaires. The school action research cycle is said to be successful if the level of teacher discipline has reached or more than 75%. Based on the results of research in the first cycle, the discipline of teacher attendance when teaching in a class that is less than 10 minutes late reaches 21.74% so that it does not meet the indicators that have been set. In the second cycle, the discipline of teacher attendance when teaching in a class that was less than 10 minutes late increased to 78.26% and met the established indicators. This study has limitations including a short time and the condition of schools that still hold face-to-face meetings is limited due to the COVID-19 pandemic situation. To increase teacher discipline when attending class, it can be done by applying rewards and punishments. Punishment that is firm and not destructive can slowly change the teacher's habits

Keywords: Rewards and Punishmet, Teacher Dicipline, School Action Research

PRELIMINARY

The success of students in learning and improving the quality of schools is not only the responsibility of the principal as a leader but also a shared responsibility between teachers, parents, stakeholders and the government.(Santosa, 2021). Teachers are one of the determinants of the quality of human resources because the quality of learning and education depends on how teachers carry out their duties based on life values.(Karso, 2019). Teachers as educators as well as teachers who have good competence will greatly support the success of the learning process. The main role of the teacher is to create a profile of Pancasila students that is in accordance with the objectives of the 2022 curriculum. To achieve this goal, the example of a teacher is needed and must be applied both in attitude and speech. Teachers who always provide good examples have proven to be the most successful and influence the formation of students' character than just being given verbal understanding. Therefore, moral education needs to be deposited in every educational process with the teacher himself being a part and direct example of what will be taught.(Hapidah, 2014). One example of a teacher's exemplary behavior is discipline.

Discipline is an attitude that is based on responsibility and is carried out consciously without any encouragement or coercion from any party to comply with all rules, regulations and norms in carrying out duties.(Hapidah, 2014; Nurhadi, 2019; Sutoyo, 2021). Teacher discipline is one of the important things that teachers must have and can be seen in daily behavior both at school and outside school(Darmanto, 2020). Some examples of discipline include time discipline, enforcing rules, attitudes, and discipline in worship. Discipline is closely related to self-control, so the teacher will be able to work in a consistent pattern and be able to perform well. This is in line with Habibah who stated that teacher discipline can only be grown through individual self-awareness so that it is an expensive item in this country.(Habibah, 2020). Even though discipline is actually an absolute requirement for success in achieving big goals in the world of education(Asmani, nd). Some countries with a high level of discipline such as Japan, America, Australia, China have proven to have very good quality education. However, several studies reveal that teacher discipline is still low when entering class(Darmanto, 2020; Fatimah, 2022; Purwanto, 2017)

Based on the facts that occurred at SMKN 1 Jamblang, Cirebon Regency, it is often found that teachers lack discipline, especially when entering school, changing class hours or taking breaks. The teachers are often seen still chatting in the teacher's room even though the class bell has rung. In addition, there are still many teachers who are late for school. This of course will be a bad example for students. Several ways have been taken by school principals to enforce discipline including direct reminders, written warning letters, and being discussed during meetings. However, this change in attitude was only temporary. Discipline culture is often ignored for various reasons.(Santosa, 2021).

One way that can be taken by a school principal in enforcing teacher discipline is to apply the reward and punishment method. Reward means a gift, reward, award or reward, in this case it is given to the teacher so that his efforts are even more active to improve or improve the achievements he has achieved. Reward is a form of positive reinforcement while punishment is a negative reinforcement. Both are responses to a behavior that has been done. Punishment or punishment if given correctly can be a motivational tool so that teachers do not repeat the negative actions that have been done and improve their performance. If applied fairly and consistently, punishment will be effectively used(Suryono et al., 2020). Therefore, the punishment carried out must be pedagogical, namely to improve and educate in a better direction(Nurhadi, 2019). Work discipline is a serious problem that needs attention, because it can affect the effectiveness and efficiency of achieving educational or school goals(Pangestu & Karwan, 2021). This reward and punishment will be given by the principal to the teacher, having previously provided an example of good discipline such as the educational philosophy of "Ing Ngarso Sung Tuladha". Based on the description of the background, the purpose of this study is to describe how to increase teacher discipline in teaching attendance through reward and punishment at SMKN 1 Jamblang, Cirebon Regency through school action research.

METHOD

This research was conducted at SMKN 1 Jamblang, Cirebon Regency with a total of 98 teachers consisting of 54 PNS teachers and the rest were honorary teachers. The method in this research is School Action Research which was conducted with the aim of improving teacher discipline performance when attending class. School action research is "(1) participatory research that emphasizes action and reflection based on rational and logical considerations to make improvements to a real condition; (2) deepen understanding of the actions taken; and (3) improve the situation and condition of schools/learning in a practical way" (Depdiknas, 2008: 11-12). Furthermore, the researchers applied rewards and punishments as a form of follow-up to the problems that occurred through school action research.

PTS is a series of steps from a single unit to form a cycle. This cycle will end when the research objectives have been accomplished. In this PTS using the model of Stephen Kemmis and Mc. Taggart (1998) which consists of the planning stage, action which includes observation and evaluation, and the last stage of reflection. The details of the PTS cycle can be seen in the following figure:
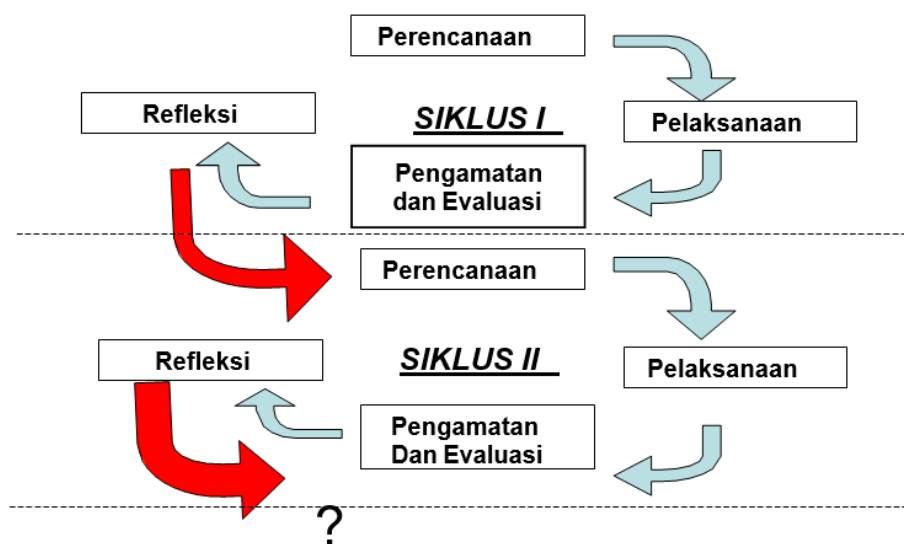
The research instruments include interview guidelines, observation sheets, and questionnaires. In this study, qualitative and quantitative data were obtained. Qualitative data comes from observations, observations, and interviews while quantitative data is presented through percentage figures for each cycle to describe teacher discipline. Furthermore, primary data collection through interviews using open interview guidelines and secondary data through written documents that are believed to be of integrity because they are taken from various sources relevant to the research. This secondary source can be obtained from the results of dialogues with collaborators, school databases, and others. The data analysis technique in this research is the analysis of qualitative and quantitative data sourced from primary and empirical data. Through the data analysis, it can be seen whether or not there is an increase in teacher discipline in attendance during the teaching and learning process through reward and punishment. The success indicator of PTS is if 75% of teachers are not late for class in the learning process.

RESULTS AND DISCUSSION

School action research was carried out from 08 to 31 July 2021 through two cycles. This is due to time constraints and the COVID-19 conditions which limit face-to-face meetings in class. In addition, the implementation of 2 cycles is considered sufficient, because it has fulfilled the objectives of this study. The description of each cycle is described as follows:

A. Cycle 1

Cycle 1 consists of several stages, namely: Planning, Implementation which includes observation and evaluation, and reflection.

a. Planning

Planning is the first step to start school action research. In order for the planning to be easily understood and implemented, the researcher made an action plan as follows:

1. Identify problems that occur in the field. Based on the results of initial observations, it was found that there were still many teachers who lacked discipline in class attendance during the teaching and learning process. Some of the ways that have been done include being given verbal warnings and reprimands, but this change in attitude did not last long.
2. Formulating goals in problem solving, namely applying Reward and Punishment to improve discipline in class attendance.
3. Determining the success indicator of the action with the Reward and Punishment method is said to be successful if 75% of the teachers are not late for class during teaching and learning activities.
4. Making steps for completion activities, including socialization of research to teachers, and conveying the purpose of implementing Reward and Punishment. In this first cycle, the ranking of the names of teachers from the highest to the lowest level of tardiness will be posted in the teacher's room, TU room, and the school's whatsapp group.
5. Identifying school residents and/or other related parties such as picket teachers, TU and students who are involved in problem solving.

b. Implementation

After carrying out planning activities, next is the implementation of activities in cycle 1 which takes place from July 08 to July 20, 2020. Some of the activities carried out at the implementation stage are giving observation sheets to each class leader according to the large number of study groups at SMKN 1 Jamblang, namely 57 class. On the observation sheet, there is a description of the hours of entering and leaving the class along with a list of teachers who teach during those lesson hours. In addition to the observation sheet in each class, the researcher coordinated with two daily picket officers consisting of administrative staff and teachers who did not have teaching hours. Through two picket officers, teacher attendance when entering class and changing lesson hours are monitored and recorded on the attendance list. If the teacher is late for more than 15 minutes, a statement of absence or a cross will be given. The activity takes place with the same method for one cycle. After the lesson is over, the next step is to recapitulate the observations from the picket teacher, students and researchers.

c. Reflection

Based on the results of observations and recapitulation of the level of teacher attendance in the classroom in the teaching and learning process can be seen in the following table:

Table 1. Recapitulation of the teacher's tardiness rate when attending class in Cycle I

Delay Time/Amount/Percentage		
Less than 10 Minutes	10 Minutes to 15 Minutes	More than 15 Minutes
21	30	47
21.74%	30.43%	47.83%

Based on table 1, the level of teacher delay in class in the learning process obtained data, as many as 21 teachers were late for class less than 10 minutes, 30 teachers were late for class 10 minutes to 15 minutes, and 47 teachers were late for class more than 15 minutes. . Furthermore, it can be described in detail in the graph below:
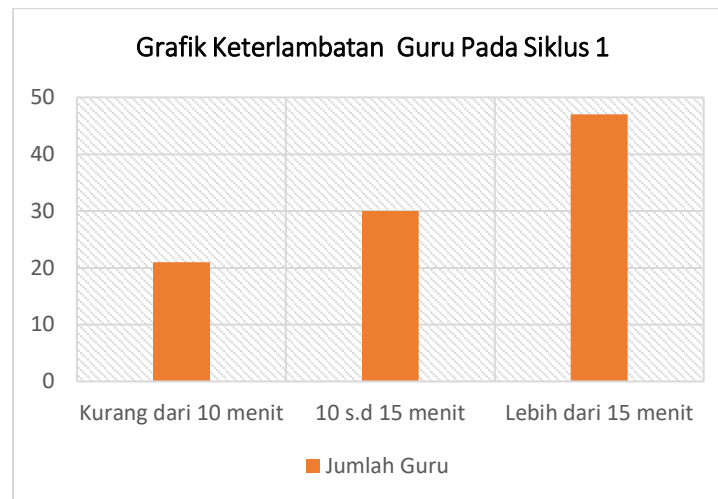
Figure 1. Graph in Cycle 1

Based on Figure 1, it can be concluded that the teacher's lateness rate in class for more than 15 minutes in the teaching and learning process is still high, namely 47 people or 47.83%% so that it has not reached the set indicators. The next step taken by the principal (as a researcher) is a dialogical approach. The communication that is built is not to judge teachers but rather towards being open to each other, providing empathy, motivation and support with the aim of teachers being able to improve their performance in schools. Therefore, the researcher concludes that further research or action should be carried out in the next cycle or the second cycle. From the results of reflection, it can be concluded that it is necessary to apply more firm Reward and Punishment than the first cycle.(Anggraini, 2020). Effective punishment can limit behavior, be educational, and strengthen motivation to avoid unwanted behavior(Tiono, 2020).

B.   Cycle 2
Cycle 2 will be held on July 21 to 31, 2021, consisting of several stages, the same as cycle 1, namely: planning, implementation which includes observation and evaluation and ends with reflection.
a.   Planning
Based on the reflection in the first cycle, the researcher plans to take more decisive Reward and Punishment actions compared to the first cycle. At the planning stage, the researcher will announce the results of observations related to the level of teacher delay in entering the classroom in the teaching and learning process, at the flag ceremony activity on Monday. This was first socialized to all teachers during the first cycle of reflection. This action is taken so that the punishment that will be given is not destructive, damaging the teacher's mentality(Surtani & Jusniar, 2014). Therefore it is important to be socialized before it is implemented.
b.   Implementation
After carrying out the planning activities, the next step is the implementation of the activities in cycle 2. Some of the activities carried out at the implementation stage are giving an observation questionnaire to each class leader according to the large number of study groups at SMKN 1 Jamblang, namely 57 classes. As in the first cycle, the second cycle also involved students, and several picket teachers. After the lesson is over, the next step is to recapitulate the observations from the picket teacher, students and researchers. The activities studied were attendance, level of tardiness and time to leave class. The results of the recapitulation of teacher discipline when entering class and changing lesson hours are announced at the flag ceremony.
c.   Reflection
The reflection stage of the second cycle is carried out after the observation and evaluation process when the implementation of the action ends. From the results of

observations and recapitulation of the level of discipline of teachers in the classroom in the second cycle of the teaching and learning process, it can be seen in table 2 below:

Table 2. Recapitulation of the teacher's tardiness rate when attending class in Cycle II

Delay Time/Amount/Percentage		
Less than 10 Minutes	10 Minutes to 15 Minutes	More than 15 Minutes
77	21	0
78.26%	21.74%	0.00%

From the results of the recapitulation of the level of teacher delay in class in the learning process, data obtained, as many as 77 teachers were late for class less than 10 minutes, 21 teachers were late for class 10 minutes to 15 minutes, and there was not a single teacher who was late for class more than 15 minutes. The level of teacher delay in entering class in the teaching and learning process in the second cycle can be depicted in the graph below:
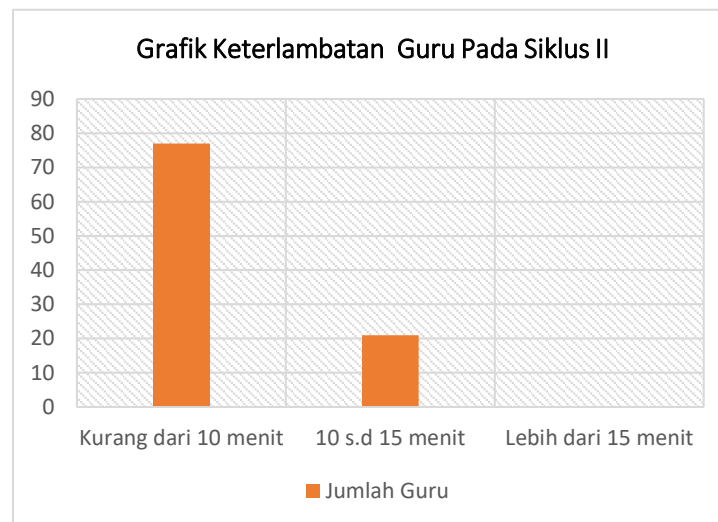

Figure 2. Graph in Cycle 2

Based on Figure 2, there is no teacher who is more than 15 minutes late. From the results of observations and data obtained, the researchers concluded that the actions carried out in the second cycle were declared successful, because there were 78.26% of teachers who were less than 10 minutes late, or exceeded the predetermined indicator by 75%. The teacher's efforts to improve discipline when entering class are always monitored by the principal as the main instrument in this study. Forms of appreciation given to teachers who have tried to improve work discipline include giving praise, prizes in the form of additional income and good grades. The rewards and punishment method is only a stimulus to increase teacher discipline. This method will not work if the teacher does not have self-discipline(Osher et al., 2010). This opinion is in line with Morrison & Vaandering, which states that discipline is a responsive regulation that can identify a person's loyalty to work.(Morrison & Vaandering, 2012). Therefore, the habit of discipline should arise from within oneself and be implemented continuously so that it will stick and become a habit in attitude.

CONCLUSION

Based on the results of this study, it was concluded that the application of Reward and Punishment was effective in increasing teacher discipline when attending class in teaching and learning activities. The data obtained shows that after the implementation of actions in the form of Reward and Punishment, no teacher is more than 15 minutes late. However, in this study

there were several limitations, including the short research time (only two cycles were carried out) and the COVID-19 pandemic condition which limited teaching and learning activities.

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