



An Exploration of The Effect of Teacher's Positive Reinforcement and Punishment towards Young Learner's Motivation in 21st Century Learning

I Gede Agus Yuda Mahendra, Ni Luh Putu Sri Adnyani, Ni Putu Era Marsakawati
Ganesha University of Education Denpasar, Indonesia

Email: agus.yuda@student.undiksha.ac.id; sri.adnyani@undiksha.ac.id;
era.marsakawati@undiksha.ac.id

INFO ARTIKEL**ABSTRACT**

Keywords: positive reinforcement, punishment, young learner motivation

The purpose of this study is to explore the effects of teachers' positive reinforcement and punishment on young learners' motivation in 21st-century learning environments. A quantitative research method was employed, utilizing a survey distributed to primary school students across various regions. The data were analyzed using statistical techniques to identify the relationship between the variables. The findings revealed that positive reinforcement significantly enhances student motivation, whereas punishment negatively affects it. The discussion highlights the implications of these results in the context of modern educational practices, where fostering motivation is crucial for young learners' engagement and success. The study concludes that teachers should emphasize positive reinforcement strategies over punishment to create a conducive learning atmosphere. The implications suggest that educational policymakers and practitioners should consider integrating positive behavioral approaches in the curriculum to promote student motivation effectively.
in the category of good or quite effective.

INTRODUCTION

Every person who works as a teacher is required to possess a certain set of basic skills. With that ability, it is possible to tell who is a professional instructor and who is not at a look. The smoothness of the teaching and learning process in the classroom, particularly in the teaching and learning process, is highly influenced by a number of supporting elements. One of the outside elements that affects how well learning activities go in class is the teacher's factor and the way the teacher teaches. Uno (2007) lists several different forms of teaching abilities, including explanation abilities, reinforcement abilities, questioning abilities, and opening and closing abilities.

The character and personality of a student are greatly influenced by their teacher. In order to accomplish the teaching objectives, the teaching and learning process is fundamentally a type of interaction between the teacher and the student. To attain the goals of learning, a teacher must be competent to facilitate the achievement of these goals. Learning behavior in students is a product of teaching conduct in the teacher and

is connected to communication in some way. The type of communication that occurs in the teaching and learning process is referred to as instructional communication which involves two-way communication between teachers and students. Therefore, in order to achieve smooth communication in the teaching and learning process, the teacher must also be creative to break the ice in the classroom. When kids behave correctly, the teacher can at least encourage them by rewarding them. The students' motivation will logically rise by the application of reinforcement in the classroom to make it more creative Vicko (2001).

The difficulty a teacher frequently encounters is the decline in student motivation and excitement for the learning process. A teacher must be able to raise students' motivation and enthusiasm for studying in unique ways. The practice of rewarding students is frequently observed in the teaching and learning process as an efficient way to boost their motivation and learning spirit, particularly in younger students. One of the fundamental teaching techniques that is crucial to the teaching and learning process is reinforcement. This is so that the reinforcement approach can alter student behavior.

The phenomena that frequently occurs in the field of education demonstrates that students who receive positive feedback from teachers during educational activities have high levels of learning motivation and are inspired to complete tasks. It is the duty of the teacher to provide positive feedback; the success of the lesson heavily depends on the motivational effort made. According to (Uno, 2007), concerns that have been studied with a significant shift in emotional circumstances have consequences that have to do with motivations. Uno (2007) claims that both extrinsic variables, such as recognition, and intrinsic elements, such as the encouragement of learning requirements, can contribute to learning motivation. The teacher's job as an educator is to boost students' motivation for learning, which requires providing the stimuli in the form of appreciation / praise, and advice.

According to (Vicko, 2001), employing reinforcement in the classroom to make it more engaging would enhance students' motivation. The definition of reinforcement in the context of learning is a punishment meted out to students by a teacher in an effort to make something more likely to happen while they are learning. Students can be motivated and their bad or negative behavior can be controlled or changed by applying reinforcement techniques in the classroom. People want acknowledgement, compliments, and greetings constantly in order to reinforce conduct. Students grow pleased and their self-confidence increases when they receive praise from their teacher. Similar to this, it is anticipated that when students engage in unpleasant behavior, their actions would be punished can be eliminated and become even better.

Similar studies about the use of positive reinforcement have been conducted in the past. One of them was carried out by Diedrich (2010), who also added the study on employing positive reinforcement to motivate students. The same subject is discussed in this paper in terms of the ontology element, along with the improvement of reinforcement and motivation and student behavior modifications. This study included a few students with disabilities. For this study, 22 students were chosen as the participants.

The researcher demonstrates to the reader how behavioral interventions, such as classroom behavior management utilizing positive reinforcement, can be used to control and eradicate the problematic and improper behaviors of the students. The positive reinforcement can influence students' behaviors in a preferred manner is what of the result of this study believed. By applying positive reinforcement in the classroom management can be an essential component of effective teaching by allowing educators the ability to highlight, emphasize, and increase good behavior is another assumption that can be drawn from this study.

In a study that is still relevant to this one, (Wafula et al., 2011) explored how teachers and students perceived the use of positive reinforcement in the classroom management that was observed in this study. The findings of this study reveal a sizable discrepancy between teacher assessment and student perception. The application of reinforcement as a form of classroom management is actually demanded by teachers. However, children do not actually like the usage of positive reinforcement because they will continue to work hard even in the absence of reinforcement.

The punishment is going to be analyzed in this study while the previous studies mostly discuss about the effect of positive reinforcement only. This study wants to identify whether the positive reinforcement and punishment will give the better improvement in students' academic and non- academic result or not. The effect of teacher's reinforcement on students has been discussed a lot by the researchers in the previous studies. However, no research has been found on the teacher's creativity in giving new and unique types of reinforcement to students in the modern era. The learning process become more entertaining by the application of a fun way classroom management. According to Kratoochwill (2006), classroom management is a collection of skills that a teacher must develop and put into practice. In the teaching and learning process, it is frequently referred to as classroom discipline. Therefore, it can be claimed that this type of classroom management is crucial in this situation to boost students' motivation for studying.

The use of positive reinforcement is one of the examples of classroom management application technique. However, the use of punishment in classroom management also plays an important role. Therefore, this phenomenon is quite supported to examine regarding the effect of positive reinforcement and punishment on student's behavior in the 21st century learning system.

Based on the background of the problem, this research is conducted on the impact of positive reinforcement and punishment provided by teachers on young learners in the 21st century education. This study will concern on investigating the value of positive reinforcement toward students' motivation. The purpose of this research is to discover the use of reinforcement to motivate students in order to increase their academic and non- academic (behavior) to be better. This study aims to (1) find out whether there are any significant comparisons on students' academics' achievement before and after the positive reinforcement and punishment technique are applied?; (2) and to examine the correlation between the teacher creativity in using the renewal positive reinforcement

and punishment technique toward students' motivation in learning is going to be analyzed as well in this research. Primary students in plus national standard school which in this case Sunrise School year 4 students are what this study will be focus on.

Significance of the Study

Theoretical significance: It is useful to strengthen the skill of teachers in applying positive reinforcement in new and creative way in order to increase students' motivation and use the punishment to decrease the inappropriate behavior of the students. It is expected to be a reference to other researchers who want to study about the use of positive reinforcement and punishment as one of the good techniques in classroom management.

Practical Significance

- a. Students: students will be assisted effectively in developing a better classroom environment using positive reinforcement to increase students' motivation in learning.
- b. Teachers: The teachers will be benefitted as they could design supporting the new and unique way of the reinforcement activities which is able to enhance students' motivation and the smoothness of teaching and learning process because of a good classroom management.
- c. Future Researchers: Future researchers could design more intensive research by exploring another way of giving reinforcement and punishment to students to improve the good behavior as well as decrease the inappropriate behavior.

METHOD

Research Design

This type of research is qualitative research. Qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, etc., holistically, and by way of descriptions in the form of words and language in a special natural context and by utilizing various natural methods (Moleong, 2007). This study will be used to describe everything related to the classroom management technique that is giving reinforcement and punishment to young learners in Sunrise School.

This research is classified as field research, namely research that is directly carried out or on respondents. Therefore, the object of the research is in the form of an object in the field which is capable of providing information about research studies. In this case giving positive reinforcement and punishment to motivate students in learning while eliminating negative behavior and turning it into better behavior especially for young learners.

Research Subject

The primary students and teachers in Sunrise school will be the research subjects of this study since the topic is about classroom management in 21st century learning. The reinforcement might be more useful in preschool students since they are easily motivated when teachers give rewards to them. The international primary curriculum of Sunrise

school becomes the consideration of choosing this school as the subject of this research.

Research Object

The students' motivation that will be increase by the use of positive reinforcement and reduction of inappropriate behavior by the use of punishment technique that given by the teacher to students in this 21st century learning system will be the focus of this study.

Instruments of Data Collection

The instruments to be used in this study are as follows:

a. Teacher observation sheet

It is useful as an instrument to obtain data about the use of reinforcement as an effort to motivate students in learning.

b. Student observation sheet

It is useful for obtaining data about things that will be students' indicators in learning.

c. Interview

d. Documentation

Technique of Data Collection

The technique of collecting the data in this study will be done by observing the result of the instrument.

Observation

Observation method is a complex process, a process composed of various biological and psychological processes. Data collection techniques with observations are used when research is concerned with human behaviour, work processes, natural symptoms and if the respondents observed are not too large P. Sugiyono (2016). In this study the observation method is used to collect data, including:

a. Observe teaching and learning activities in class at Bali Kiddy Preschool

b. Observe daily activities in the process of giving reinforcement and punishment techniques to students at Bali Kiddy Preschool

c. Observe student reactions when reinforcement and punishment techniques are applied in the classroom

Interview

Interview is a meeting of two people to exchange information and ideas through question and answer. So that meaning can be constructed in a particular topic. The main feature of interviews is the presence of direct contact with face-to-face ways between information seekers (interviewers) and information sources (interviewee) (P. D. Sugiyono, 2017). To obtain accurate and objective information, every interviewer must be able to create good relations with interviewee.

This method is used to describe the condition of Bali Kiddy Preschool and to obtain clarity from the observation process that is supportive of research data. The study will use an unstructured interview, where the parties involved would be interviewed and asked for information related to the management of character education as well as the classroom management of students at the Bali Kiddy Preschool.

Documentation

Documentation is one method used to find authentic data that is documentative, both data in the form of diary, memory or other important notes. As for the documents referred to here are written data or documents. The document is a record of past events. Documents can be in the form of writing, pictures or monumental works from someone. Documentation is a complement to the use of observation and interview methods in qualitative research (P. Sugiyono, 2016).

This method is used to collect data relating to supporting facilities in classroom management in a positive reinforcement and punishment technique for young learners. Data can be in the form of photos, regulations, school rules, writing check lists or other important documents, which data is related to the management of character education as given by teachers of these students. Data obtained in the form of annual programs, semester programs, syllabus, and lesson plans.

RESULT AND DISCUSSION

Understanding learning motivation is crucial for educators. According to Shayrir et al. (n.d.), a language is a system of sounds and symbols composed of human utterances utilised for communication. Teachers can benefit from having knowledge and comprehension of what motivates students to learn. Thus, using rewards and penalties is one strategy used by English teachers at Sunrise School to boost students' enthusiasm to learn. The researcher can draw the following conclusions about the data collected and the learning motivation of students after rewards and punishments were implemented:

1. Students are paying more attention to what they are learning.

Abu Ahmadi defines attention as a soul activity focused on something both inside and outside of the body. For students to successfully accomplish a learning objective, their focus throughout class is crucial. According to research conducted at Sunrise School, Mr Y an English teacher, usually asks students about the previous week's lesson at the beginning of the class to help them remember what they learned before moving on to the next topic and focusing more intently. In addition, it gives the students a little motivation before the lesson even begins.

Additionally, some students are drowsy or even fun during the learning process and do not pay attention to the content taught. In these cases, the instructor would ask the student to repeat what she has said. This is done to help tired students concentrate again on the ongoing lesson in the classroom. Varied teachers have varied strategies for engaging students and making the learning process enjoyable. When a teacher can get kids interested in learning, it indicates they receive professional care. To get pupils to pay more attention to the learning process, teachers might also inspire them.

2. How confident students are in their capacity to complete learning assignments

Teachers must be aware of the conditions in the classroom during the teaching and learning process because every student in the class has a different set of talents. One strategy teacher use to address this is the use of rewards and punishments. Since motivation plays a significant role in learning, its presence can enhance student

learning results. Other steps that can be taken to support regional languages, especially for academics, include conducting research and offering services related to regional languages in Indonesia. The teacher can persuade pupils of their talents by using rewards and penalties. Based on the findings of the study implementing reward and punishment, there are changes within students, such as if there is previous work, the student delays or even not doing the task, but after the implementation of reward and punishment, students do the task and collect it on time. The outcomes obtained are better than the previous low. Ever-increasing. This demonstrates that students can finish their homework and achieve learning objectives that meet their needs.

This is consistent with the points made by Dr. Mardianto in his book *Psychology of Education*, which serves as the foundation for creating learning strategies. According to Arden N. Frandsen, the following factors can motivate someone to learn:

- a) The natural world and inquisitiveness
- b) The existence of an artistic disposition
- c) The need for friends, parents, and teachers to sympathize with you;
- d) The desire to put failures behind you by making fresh attempts; and
- e) The need for security
- f) There are incentives and disincentives.

Students' motivation will rise dramatically with the application of reward and punishment. When it comes to student learning activities, motivation is crucial. Pupils who are driven to study are consistently confident and believe every task they undertake can be finished.

3. The degree of student satisfaction with the education provided by Eager to Learn "Desire to Learn Helps Children Be Motivated and Loves Learning" demonstrates how effective it is to encourage children to view business as a valuable and helpful subject by praising their efforts or the results of those efforts. The notion states that the teacher rewards students for their achievements. For instance, students who complete assignments on time, can memorize terminology, and can respond to questions would receive praise. Bravo, and bonus points. Because they are encouraged to work harder by their teacher and peers, children may become more industrious in their studies as a result. Additionally, students who correctly respond to questions from the teacher will receive a plus point, which encourages pupils to answer questions with enthusiasm because they want to receive a plus.

To encourage kids to learn, the English instructor at Sunrise School awards them. Pupils will draw attention to their accomplishments and work to win an award for their efforts. Students will receive greater reinforcement and motivation to better themselves if they receive the appropriate incentive.

4. Figuring out what needs to be done

Slameto contends that educators have a duty to modify students' behavior by pointing out mistakes and encouraging them to try their hardest. Therefore, to prevent bad behavior and instill good habits in the class, the teacher must find a way to assign tasks, one of which may involve using punishment. Students receive punishment to

increase their motivation to learn. Students who do not pay attention will be penalized for repeating what the teacher has stated, just like when they are learning in class. The fact that there is punishment makes it much better for pupils since they will study more and stay away from it out of fear. To pay close attention during the learning process, students will study more diligently. Teachers have a responsibility to guide students' behavior in a constructive way as educators. In addition to imparting knowledge, a teacher's role includes guiding pupils toward responsibility, good manners, and rule compliance. Punishment has the power to improve unfavorable student behavior. When pupils are disciplined, they will attempt to avoid it by following the rules and trying to improve themselves. Furthermore, incentives have the power to influence students' behavior. Typically, kids increase their performance and learning because they are motivated by a desire to get presents, praise, points, or recognition from peers and teachers. When assigning assignments to students who were previously late or who did not complete assignments at all after the teacher implemented rewards and punishments for students to complete assignments and collect them on time, the teacher can see the results of motivated student behavior, specifically in how the teacher looks at the assignments. Additionally, it is evident from the student test results that, in cases when the teacher used rewards and penalties to encourage poor performance, students were more engaged in their studies and saw an improvement in their scores.

CONCLUSION

At Sunrise School, reward, and punishment-based learning is used to boost student motivation in English classes. This process happens naturally in the classroom, and occasionally, students come to an agreement that they will be punished if they break the rules or fail to turn in assignments. Additionally, there will be rewards for pupils who perform well and achieve. Pupils should get rewards and punishments that are both beneficial and instructive rather than only praise and punishment. Students also receive a variety of other forms of rewards, including extra credit, compliments, thumbs-ups, applause, and more. In the meanwhile, students get a variety of forms of discipline, including reprimands, cleaning recommendations, grade deductions, and extra vocabulary memorization. Students who receive punishment find feeling more accountable for their assignments helpful. The results of using reward and punishment-based learning to boost students' motivation to learn in English classes at Sunrise School, specifically that students become more motivated to learn after using reward and punishment because they feel that their work is valued by the teacher when they receive a reward; conversely, students who are indolent and frequently break the rules face consequences, which serves as a deterrent and motivates them to complete the assignment in order to avoid facing consequences. Following the application of rewards and punishments, the teacher observes changes in the students based on their assignments and test scores. Pupils who had not completed projects in the past started to study and

complete them with diligence; meanwhile, the number of students receiving low grades was rising.

REFERENCES

- Moleong, L. J. (2007). *Metodologi penelitian kualitatif edisi revisi*.
- Sugiyono, P. (2016). *Metode Penelitian Manajemen (Pendekatan Kuantitatif, Kualitatif, Kombinasi (Mixed Methods), Penelitian Tindakan (Action Research, dan Penelitian Evaluasi)*. Bandung: Alfabeta Cv.
- Sugiyono, P. D. (2017). *Metode penelitian bisnis: pendekatan kuantitatif, kualitatif, kombinasi, dan R&D*. Penerbit CV. Alfabeta: Bandung, 225.
- Uno, H. B. (2007). *Teori motivasi & pengukurannya*.
- Vicko, D. (2001). *How to Make the Students More Creative*. Yogyakarta: PustakaBelajar Offset.
- Wafula, A., Wakhungu, G., & Kafu, P. (2011). The state of positive reinforcement in public secondary schools in Eldoret municipality. *International Journal of Current Research*, 3(11), 38–70.



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)