PREVENTION OF BULLYING IN PUBLIC SCHOOLS

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Abstract. Motivation is a driving force in a person in the form of real activities to carry out a goal, learning motivation is needed in learning students who lack learning motivation can have a negative impact on the learning process. Motivation determines the success or failure of student learning activities, by providing rewards and punishments for students can be expected to increase student motivation. Giving rewards and punishments to students can guide active students, and can create a more optimal learning process. Students who lack motivation to learn can become a problem that must be solved. This study aims to analyze whether the provision of rewards can have an effect on increasing student motivation. Methods: This study used a literature review approach based on studies from various journals, proposals, books. Results: Rewards and punishments have an influence on increasing student motivation, reward and punishment as educational aids to get feedback from students will be felt if the application is appropriate. Giving rewards and punishments too often is also not justified, because students are worried about being active in learning and doing assignments if their work is rewarded by the teacher. Keywords: prevention, bullying, public schools

Introduction

Education is an important thing in human life. Education and humans cannot be separated because education has an important role in improving human resources and efforts to realize the ideals of the Indonesian nation. Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good and bad of the human person (in Melinda, and Susanto, 2018). Every education taken is expected to provide a valuable life, and can make a person’s future better. The success of implementing education is mainly determined by the teacher factor (Ibrahim, in Ernata, 2017). Educational institutions have an important role in improving human resources (in Ernata, 2017). One of the goals of education is to shape human beings into better individuals who have noble character, and to educate the nation that can be used in the context of the success of educational goals is to carry out the learning and teaching process, and in the teaching and learning process education is needed in this case is formal education (in Syahrul, 2017). Whether one of the educational goals is achieved is seen from students’ learning motivation. With high motivation, students have good indications of knowledge. In the world of education, there are many student talents that do not develop because they do not get the right motivation. If a student gets the right motivation, results that were originally unexpected (in Syahrul, 2017) are achieved. The process is held in an interactive, inspiring.
In the teaching and learning process motivation is needed because motivation is an important requirement for the smooth teaching and learning process. Motivation in learning can foster passion and passion for learning. Students who have high learning motivation will have a lot of energy to carry out learning activities (Sardiman, in Fitri, Neviyarni, and Ifdil, 2016). Learning is carried out between teachers and students in class. During learning, the teacher serves as class manager and motivator. As a class manager, it means that the teacher must be able to manage the class as a place for the teacher to provide learning for students at school, as a motivator the teacher must be able to encourage the enthusiasm and activeness of students while learning (in Febianti, 2018). To achieve student success and success in learning, the role of the teacher as a motivator is needed as a driving force, a driving force so that students are eager to learn, so that student learning outcomes can be achieved well (Iskandar, in Fitri, Neviyarni, and Ifdil, 2016). As a teacher, the task of providing motivation to students, how to learn not to feel bored but to feel happy, providing learning motivation for students can make the learning process run more smoothly (in Ernata, 2017).

Process learning is a process of interaction or relationship between the teacher and students, therefore a reinforcement is needed so that students can increase their learning motivation, one of which is giving rewards teachers can provide rewards for students so that students are more motivated, and increase their learning activities, factors that influence motivation learning one of which is the provision of rewards. Reward is an interactive learning method between teachers and students that implements a reward system for students who are active and correct in answering questions, the reward method is a form of constructive action. (in Kusyairy, and Sulkipli, 2018). The purpose of giving rewards is for students to try hard to achieve special results. There are rewards given to students, because their learning outcomes make students motivated to do or repeat learning activities that they have done, so that they get appreciation again (in Natalia, 2014). In addition to giving rewards to increase learning motivation, it can be done by giving punishment interpreted as punishment or sanctions, punishment is usually done when students violate established rules, or are not in accordance with the norms believed by school agencies.

Based on the background that has been described, the formulation of the problem in this study is; Can reward and punishment increase high school students' learning motivation?

**Motivation to learn**

Motivation and learning are mutually influencing things. Motivation and learning are closely related in educational institutions. Motivation comes from the word motive which means
the power contained in the individual. Motive is the driving force in a person to carry out certain activities, to achieve certain goals. Motivation is what is contained within the individual to make changes in behavior that are better in meeting their needs. Motivation and learning are very closely related so that an activity that is carried out produces good and correct behavior. After knowing the meaning of motive and motivation, here are some opinions regarding the meaning of motivation.

Manullang (in Harapan & Khair, 2019) states that motivation is a power from within or outside of a person to encourage enthusiasm to work on a particular desire and goal to be achieved. Just as we have an ideal that must be achieved, and we must be enthusiastic to achieve this goal. Meanwhile According to Mc. Donald (in Sulfemi, 2018) motivation is a change in energy within the individual which is marked by the emergence of feelings and with responses to goals. When we want to reach our goals or pursue our goals, along the way there must be feelings related to the goal, just as there is a negative thought so as not to pursue that goal.

Learning according to Slameto (in Djamarah 2015) is an effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment. A learning effort that we want is for us to become successful, whether it’s successful in terms of behavior or set thinking. If we try hard to learn surely what we want it will be achieved. Just like us when there is a test, we study for sure to get maximum results. Howard L explained that learning is a process of changing behavior that is changed through practice or training (in Djamarah, 2015).

Learning is a process of changing behavior that is changed through practice, this is very true because all of these changes require training. A baby who at first could not walk was then trained to walk over time the baby could walk. This is an example of learning that results in a change. Meanwhile, according to Cronbach learning is an activity aimed at changing behavior as a result of experience (in Djamarah, 2015). An experience is also important in the process of changing behavior, if we already have experience we can only continue that experience and turn the experience into a positive thing for ourselves. An experience is sometimes sad, but that’s what makes motivation for life.

Based on the explanation of the understanding of motivation and learning mentioned above, it can be stated that the notion of motivation to learn is the overall psychic driving force within a person that causes learning activities, guarantees the continuity of learning activities, changes a behavior and gives direction to learning activities in order to achieve a goal. According to Uno (in Prasetyo and Rahmasari, 2016) learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several
indicators and supporting elements. Someone who is carrying out a process of changing behavior requires a very large motivation so that the process carried out by that person produces good changes. Meanwhile, according to Sadirman (in Daris, 2017) motivation to learn is an attempt to provide certain conditions, so that individuals want and want to do something and if the individual does not like it, then the feeling of dislike will be avoided. The existence of an individual's motivation to learn is very influential in the learning process and the results of the learning activity itself. Therefore, students' motivation to learn needs to be continuously strengthened (in Mabruri, 2016).

Motivation to learn is to reward students who are able to express ideas or improve their learning outcomes. Giving sufficient attention to students with all their potential is a simple form of motivation, because many do not have motivation to learn because they do not feel any attention (in Sujiantari, 2016). Learning motivation must be owned by students as a foundation in carrying out learning activities. Learning motivation possessed by students will affect interest, readiness, perseverance, tenacity, independence, learning outcomes and student achievement (in Lestari, 2019).

Aspects of learning motivation, according to Worell and Stiwell (in Dwiyanti and Ediati, 2018) aspects of learning motivation are: responsibility, diligence, effort, feedback, time, and goals. Responsibility is an intentional or unintentional human consciousness. Everyone has a responsibility, but not everyone can carry out this responsibility. Someone’s effort to do something will also prove the result of a change. Motivation encourages the emergence of behavior and influences and changes behavior and gives results through a person's training and experience. So, the function of motivation includes: a) encouraging behavior or an action, meaning that motivation plays a major role in the process of a process to produce a good deed or behavior; b) motivation functions as a guide, meaning directing actions to achieve the desired goal; c) motivation functions as a driving force, likened to it functioning as a car engine. The size of the motivation will determine sooner or later a job. If the motivation is large, the faster a person will get the desired results, and vice versa.

Darsono (in Emda, 2017) states that the factors that influence learning motivation include: ideals, an ideal will strengthen a learning motivation both intrinsic and extrinsic; student abilities, student abilities play an important role because if someone does not have the ability, an achievement will be less than optimal; condition of students in the environment, this condition includes physical and spiritual conditions. Someone who is sick will interfere with their activities, especially for studying; dynamic elements in learning, including learning support tools that can encourage one's motivation to continue learning; the teacher's efforts in teaching students, the
teacher plays an active role in the continuity of the students because the teacher’s efforts in providing material are very influential.

According to Slameto (in Emda, 2017) factors that influence learning include:

1. individual factors
   Like ripeness; intelligence; practice; motivation; and personal factors.
   These individual factors are present in a person, and each individual has a different level of intelligence.

2. social factors
   Like family; teacher; learning tools; and social motivation.
   This social factor that has a big influence is the family, because family time is more than the others. For this reason, parents must be active and pay more attention to the continuity of their children so that they can produce a good change.

Rewards

Usman (in Atmojo 2016) reveals that giving rewards can be in the form of words of praise, thumbs up, applause, or in the form of interesting objects for students. Rewards are given when students succeed in carrying out assignments well. According to Febianti (2018) rewards are rewards, awards, rewards, or gifts. Awards or prizes given because something has been done properly and correctly. Reward is the result that is given as a reward because we have done what is good, right and satisfying. According to Purwanto (in Ernata 2017) rewards are educational tools, therefore rewards may not change their nature to become wages. Wages are something that has value as compensation for a job or a service. Meanwhile, according to Djamarah (in Utomo and Kartiko 2015) reward is giving something to someone else as an award or memento or souvenir. Gifts given to others can be anything depending on the wishes of the giver. Or it can also be adjusted to the achievements that have been achieved by someone.

Giving rewards is a form of positive reinforcement that can encourage students to be more motivated in learning, and can compete well in improving learning outcomes. Rewards given can be in the form of praise, respect, gifts and mementos (Indrakusuma in Rahayu, 2017). Rewards are given by teachers to students by giving gifts for positive things done by students, by giving rewards the teacher intends to make students even more active in their efforts to work and do even better (in Mabruri, 2016).

From the statement above, it can be concluded that giving rewards is to further develop and optimize motivation, and with rewards it is also expected to build a positive relationship between teachers and students.
According to Sujiantari (2016) there are several reward functions, namely:

1. Has educational value, which is useful for the teaching and learning process.
2. Rewards can be a motivation for students. Through rewards, children will actually be more motivated to carry out the behavior expected by society.
3. To reinforce a socially approved behavior, a reward strengthens the desire to repeat the behavior,

According to Maksum (in Utomo and Kartiko 2015) the factors that influence rewards are:

1. Intensity
   The greater the reward given the higher the behavior to be repeated. Likewise, the greater the opportunity to prevent the emergence of behavior.
2. Frequency
   The more often the behavior gets rewarded, the higher the chance for the behavior to be repeated.
3. Time intervals
   The most effective time to reward is as soon as possible after the behavior is performed
4. Consistency
   Rewards that are given inconsistently make individuals reluctant to carry out their behavior.

Punishment

Punishment is a consequence obtained as a result of doing something that violates the rules. Punishment is given in order to create order and it is hoped that this behavior will not be repeated. The learning process will occur if students obey the regulations that apply when learning takes place (in Febianti, 2018). Meanwhile, according to Sujiantari (2016) punishment is a punishment given deliberately by educators after students commit violations or mistakes. According to Sardiman (in, Sujiantari, Sujiantari, 2016) punishment is a negative reinforcement, but if it is given properly and wisely it can be a tool for motivation. According to Ernata (2017)

According to Ahmadi (in Febianti, 2018) when viewed from the point of view of how to give punishment, punishment is divided into four types, namely:

1. Punishment with a gesture

   Punishment This is given to fellow friends while doing activities. This is shown by facial expressions, eyes, gestures. Like when a friend is angry with another friend, he uses a sullen face.

2. Punishment in words
Punishment is given when giving advice to someone.

3. Punishment by deed

Punishment this is usually given to students if a student makes a mistake, and a teacher gives additional assignments. This will prevent students from repeating their mistakes.

4. Punishment by body

Punishment this is usually done by hurting the student's body either with aids or not. For example, like pinching, hitting or something else. But this punishment is less effective when given to students.

Method

In this study the authors use the method. The experimental method is a way of teaching in which students conduct experiments on something, observe and experience the process, prove something they have learned for themselves, then the results of these observations and experiments are conveyed to the class to be evaluated together. Based on search results on Google Scholar, researchers found 8,800 studies related to rewards and learning motivation, then researchers filtered 50 journals related to rewards and learning motivation, then in this study the authors used 25 journals as research references.

Results and Discussion

According to research conducted by Arnea lestari (2019) entitled "The Influence of Giving Rewards and Punishments on Learning Motivation and Learning Outcomes of Integrated Islamic Elementary School Students Iqra’ 2 Bengkulu City", is a study that uses field research with a quantitative approach, after conducting research on the results Research shows that giving rewards has an effect on students' learning motivation. Significant, which means giving rewards affects learning motivation by 21%, the remaining 79% is explained by other variables not included in the study. While testing the punishment results showed that the giving of punishment had an effect on learning motivation <0.05 which means it is significant, while F count is 14.570 > from F table 4.10 it means it is significant. Significant, which means giving punishment has an effect on learning motivation.

On the second journal of research conducted by Heru Khaerudin (2019) entitled "The Influence of Reward and Punishment on Student Learning Motivation in Mathematics Subjects at Yasidik Parakansalak Middle School", the method used in this research is a quantitative method with a linear regression test data analysis technique. Testing the effect of reward and punishment on learning motivation simultaneously has an effect on increasing learning motivation.
Based on research conducted by Marliza Oktapian, Yu’la Rahmawati, and Ifham Choli (2019) entitled "The Effect of Giving Rewards on Student Learning Motivation in Islamic Religious Education Subjects". The method used in this study is a survey method, in this study using a correlative quantitative approach. In this study, giving rewards can make students more active in the learning process, and increase student learning motivation at SMP IT Ar-Ridho Jakarta.

According to research conducted by Sujiantari (2016) entitled "The Influence of Reward and Punishment on Student Learning Motivation in Social Studies Learning (Studies at SMP Negeri 1 Singaraja Class VIII Academic Year 2015/2016)", the method used in this study was causal research. The results of this study indicate that reward has a significant partial effect on students' learning motivation in social studies learning at SMP Negeri 1 Singaraja class VIII in the 2015/2016 academic year, while punishment partially also has an influence on students' learning motivation in social studies learning at SMP Negeri 1 Singaraja class VIII academic year 2015/2016.

According to research conducted by Ima Melinda and Ratnawati Susanto (2018) entitled "The Influence of Reward and Punishment on Student Learning Motivation", this research is a type of quantitative research using a survey method. Based on the research results from the journal, there is a positive and significant influence between reward and punishment on the learning motivation of class VI students at TKN Merak I, Tangerang Regency. Based on the research results, the average value of reward and punishment is 77% (good category).

On this time a search of the journal was research conducted by Alfattory Rheza Syahrul (2017) entitled "Reward Punishment Against Learning Motivation of Integrated IPS Students Class VIII MTSN Punggasan", this type of research is descriptive and associative research. Based on the results of the study, there was a partial positive and significant effect between giving rewards on student learning motivation in the Integrated Social Studies class VIII subject at MTsN Punggasan, while punishment had a positive and partially significant effect between giving punishment on student learning motivation in the Integrated IPS subject class VIII at MTsN Punggasan.

According to research conducted by Yusvidha Ernata (2017) entitled "Analysis of Student Learning Motivation Through Giving Rewards and Punishment at TKN Ngaringan 05 Kec.Gandusari Kab.Blitar", the research approach used is quantitative. Based on the results of research in the journal, it shows that giving rewards and punishments can have a major influence on student learning motivation, teacher strategies in increasing teacher motivation always try to motivate students so that they are more interested in participating in the learning process.
According to research conducted by Ahmad Bahril Faidy and I Made Arsana (2014) entitled "Relationship of Reward and Punishment with Learning Motivation in Citizenship Education Class XI Students of SMA Negeri 1 Ambunten, Sumenep Regency", the research approach used in this study was quantitative. Based on the results of the journal's research from the results of product moment correlation analysis (rYX1X2), the correlation between reward and punishment and students' Citizenship Education learning motivation collectively was 0.601. And based on the findings of the data on the relationship between reward and punishment with the motivation to learn Citizenship Education in students, the results show that there is a relationship of 0.

According to research conducted by Apriza Permata Sari (2019). The journal uses quantitative research methods with an associative approach (ex-post facto). There is a significant influence between the Reward Method (X1) and the Punishment Method (X2) together on Student Learning Motivation (Y) TKIT Al-Qalam Bengkulu Selatan. Reward and punishment will affect student motivation, especially motivation in learning. Giving reward and punishment can encourage student motivation to learn, which in turn has implications for learning outcomes.

Rewards and punishments have an influence on increasing student motivation, reward and punishment as educational aids to get feedback from students will be felt if the application is appropriate. Giving rewards and punishments too often is also not justified, because students are worried about being active in learning and doing assignments if their work is rewarded by the teacher. Rewards are given in the form of prizes because with these prizes these students can further improve their way of learning at home and pay more attention to subjects. The prize is a symbol so that it can stimulate students' learning motivation. While punishment is given if students disturb their friends, are late to class and the Relationship of Reward and Punishment with Learning Motivation if students don't do assignments. Punishment given can be in the form of reprimands, warnings, and punishments that do not lead to physical violence (in Faidy and Arsana, 2014: 466)

Conclusion

Based on research from several literatures, it can be concluded that giving rewards is very influential in increasing student learning motivation, while giving punishment is also very influential in increasing student learning motivation. Giving reward and punishment is one way to increase student motivation. An educator is expected to be able to motivate students considering that there is a strong relationship between reward and punishment and learning motivation. Giving a reward and punishment itself must be applied appropriately and efficiently.
This means that giving a reward and punishment must be adjusted to one's condition at that time. Giving reward and punishment should be educational in nature so that it can provide motivation for someone who is in a declining condition.

References


