

CONSTRUCTING MILLENIAL STUDENT DISCIPLINE CHARACTER THROUGH AWARDED REWARD-STICKER

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis data terkait pelaksanaan pemberian reward sticker dalam membentuk karakter disiplin siswa. Pendekatan penelitian menggunakan kualitatif, jenis studi kasus. Pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Teknik analisis data dalam penelitian ini terdiri dari kondensasi data, penyajian data, kemudian tahapan penarikan kesimpulan. Hasil penelitian ini adalah 1) pemberian reward dalam membentuk karakter kedisiplinan siswa melalui pendistribusian stiker sangat penting dalam memotivasi siswa untuk melakukan tindakan positif; 2) Langkah-langkah pemberian reward-sticker diawali dengan menyiapkan materi pembelajaran,

menyampaikan materi kepada siswa, mengamati sikap siswa, terakhir memberikan reward-sticker kepada siswa yang berprestasi baik; 3) Faktor pendukung keberhasilan program ini adalah motivasi yang baik dari guru, kesadaran diri pada siswa, perpustakaan, tempat ibadah, dan kelas yang proporsional. Sedangkan faktor penghambatnya adalah lingkungan bermain dan teman sejawat.

ABSTRACT

This research aims to analyze data related to the implementation of giving sticker rewards in shaping students' disciplinary character. The research approach uses a qualitative type of case study. Data collection using observation techniques, interviews, and documentation. Data analysis techniques in this study consisted of data condensation, data presentation, then the stages of conclusion. The results of this study are 1) giving rewards in shaping the character of student discipline through the distribution of stickers which are very important in motivating students to take positive actions; 2) The steps for giving reward stickers start with preparing learning materials, conveying material to students, observing students' attitudes, the lastly giving reward stickers to students who have done good performance; 3) Factors supporting the success of this program are good motivation from teachers, self-awareness in students, libraries, places of worship, and proportionate classes. While the inhibiting factors are the playing environment and colleagues.

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INTRODUCTION

The pattern of character building is an effort to help the development of the soul of students, physically and mentally, from their natural personality to civilized humanity (Gunawan, 2014: 28). For example, it is recommended for children to shake hands with their parents by kissing their hands, clean their bodies, tidy clothes and be disciplined in time. It is a process of character building and education. Character education is not a process of memorizing exam question material, and the techniques for answering it. Character education requires a pattern of coaching and habituation. The habit of doing good, being honest, chivalrous, ashamed to cheat, to be lazy, to let the environment dirty (Dianto, 2021: 265). Character is not formed instantly, but needs serious and proportional coaching. Character education is essentially aimed at forming a nation that is strong, competitive, noble, moral, tolerant, cooperative, patriotic, dynamic, oriented to science and technology, all of which are imbued with faith and piety to God Almighty.

In order to realize character building for students, education in schools becomes a strategic place for the growth of students' character. All events that occur in schools can be integrated into character building programs. Character education is a joint effort of all school members to create a new culture in schools, namely the culture of character education (Minhaji et al., 2022: 2109). The implementation of character education in schools is developed through learning experiences that lead to the formation of character in students. Thus, education that is urgently needed today is education that can integrate character content with learning so that it can optimize the development of all dimensions of children (*cognitive, affective, and psychomotor*), one of which is by applying educational tools in the form of giving rewards. Giving rewards is one of the tools to achieve the goal. So the success or failure of achieving educational goals really depends on the learning process experienced by students, both at school and in their own home or family environment. Then one of the effects of the success of this learning process also depends on creativity and the way teachers and parents apply in educating (Yunus & Fanirin, 2021: 140).

The problems that occur at the Surya Buana Islamic Elementary School in Malang are the lack of discipline and attitudes that violate the rules at school, one example is; there are still many students who are late for school, skipping school, disobeying and so on. This is caused by several factors, both internal and external. Therefore, educators must be more creative and pay more attention to what children need. Teachers and parents must be able to create the attraction of students in doing positive things. For example, regarding

rewards, because one of its functions is to encourage students to do positive things (Melinda & Susanto, 2018: 83). Because at the age of elementary school, unique motivations are needed in order to encourage students to improve their learning achievements and will also be able to shape the character of the students themselves.

From this description above, it can be concluded that one way to increase student motivation in terms of attitudes, religion, skills and knowledge is implement the application of rewards to students. The implicit goal of giving rewards is to reconstruct the feelings of students so that they feel more appreciated for all their achievements and efforts.

Several previous researchers have conducted research that is almost similar to this research, namely improving the discipline character of students through giving rewards. The results of the study revealed that the provision of rewards and punishments had an impact on students' obedience to rules and intelligent control of emotions (Arinalhaq & Eliza, 2022: 1925), student motivation increased 73% if the teacher gave a reward for their work success (Ernata, 2017: 785), student learning achievement was relatively increased when given a reward after doing assignments (Waqiah & Dj, 2021: 80), students' emotional bonds with teachers develop (Prasetyo et al., 2019: 402). The forms of rewards given to students are quite diverse, ranging from verbal praise (Fadilah & F, 2021: 93), written comments in student books (Hero & Esthakia, 2020: 329), badges (Saputra et al., 2021: 71), and animation (Agustina et al., 2021: 364).

Based on the facts of the findings and the problems that occurred in the field previously mentioned, further research is needed regarding the provision of rewards through various alternative media. Research on the sticker rewards to elementary school students still considered inconsiderable. Moreover, this sticker reward given to schools located in metropolis city that has students from various backgrounds. Therefore, this study aims to discuss the reasons why sticker rewards can shape students' disciplined character, what are the steps for giving sticker rewards in shaping students' disciplined character, the last is the inhibiting and supporting factors in forming students' disciplined character.

RESEARCH METHODS

A qualitative approach is used in this study because the output of the data discussion that appears in the form of written or spoken words from people and observable behavior. Qualitative research is research to answer problems that require in-depth understanding, carried out fairly and naturally in accordance with objective conditions in the field without any manipulation (Zainal Arifin, 2011: 58). This descriptive qualitative research aims to

describe the phenomena that occur in the field which will be investigated regarding the implementation of reward stickers in shaping the character of discipline in Surya Buana Islamic Elementary School students, Malang.

The selected informants consisted of 7 students, 1 PAI teacher, homeroom teacher, school principal, and the person in charge of the curriculum. To obtain valid data, the researcher used several instruments, the first were observation guidelines and interview guidelines. Informants were asked about the implementation of giving rewards that occurred during the learning process. To obtain the accuracy of the data, observations and documentation are always carried out by researchers. The data analysis process begins by examining all available data from various sources, namely from interviews, observations that have been written down in field notes, personal documents, official documents, photographic images, and so on. The data analysis technique in this study uses the Miles and Huberman model, namely data condensation, data display, conclusion drawing/verification (Miles et al., 2014: 287).

FINDING AND DISCUSSION

The Importance of Giving Reward Stickers in Shaping Student Discipline Character

Reward according to language comes from English which means award or prize. Reward is a form of reward originating from the behavioristic flow, which was put forward by Waston, Ivan Pavlov and colleagues with their SR theory. Reward is a form of positive treatment of the subject. The existence reward is a response to a behavior that can increase the likelihood of the behavior returning (Mulyasa, 2016: 39). Giving something that is considered to impress students in producing quality work results will continue to be tried to obtain the same results.

Generally, children will know about their work and actions that cause them to get rewarded. Furthermore, educators intend to provide rewards so that children become more active in their business. On the other hand to improve and enhance the achievements that has been achieved. This means that children become more determined to work or do better. As stated by Az that:

"We usually give stickers to students who are always diligent in doing their homework on time in order to improve their learning outcomes," Az, Interviewed.

The term reward is Tsawabatau, found in the Qur'an in showing what a person does in this case the habits of children and adolescents in this life. As stated in the editorial of the Qur'anic verse below.

So Allah will reward them in this world and in the hereafter with good rewards. And Allah loves those who do good (QS. Ali-Imron: 148), (Departemen Agama Indonesia 2015).

Reward used at SD Islam Surya Buana Malang is a sticker reward with various characters that make students happy. The teacher gives encouragement and attention to students if the students concerned can set a good example and are able to obey school rules and give appreciation in the form of gifts. Giving gifts and high appreciation is a natural thing for students to like, because psychologically it will stimulate a positive thinking paradigm and sedentary behavior (Rizkita & Saputra, 2020: 70). Zd as the principal of the school stated that:

"We facilitate teachers to give gifts and appreciations of various kinds to students who comply with school regulations," Zd, Interviewed.

School regulations are indeed a core element that must be considered, because school conduciveness affects the activities and comfort of students learning (Badruzzaman, 2019: 77). Through the provision of rewards, it is hoped that it can build a positive relationship between teachers and students, because in essence giving gifts is part of the embodiment of a teacher's love for students.

The function of rewards is very much in the world of learning. According to Wahyudin there are several objectives of rewards, such as, (1) The function of rewards as a guide and reinforcer of positive responses to correct behavior, (2) Rewards are given situationally with the intention of maintaining the originality of the benefits so that they do not turn into bribes, (3) Giving rewards must through a process of evaluation and clarity of the problem so that a deep belief is obtained, (4) The provision of rewards is prioritized over applying sanctions, (5) As much as possible the provision of rewards uses non-material so that children do not become materialistic (Setiawan, 2018: 186).

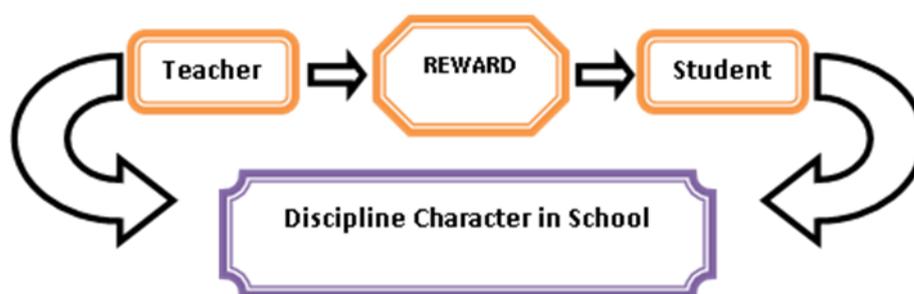
Through the provision of modern reward stickers, students become very interested in always getting them. Students' interest in something if used properly by the teacher will have an impact on positive behavior that is often displayed (Soyomukti, 2015: 160). Some students come to school early to get the sticker they want. As stated by Rj, that:

"Adif and I, also several my friends, came to school at 06.30 WIB. Usually the teacher gives us the newest sticker. I can get another sticker if I lead a prayer at school using the microphone." Rj, Interviewed.

The example of students' attitudes above correlates with the purpose of giving rewards according to Marno and Idris which has implications for students' attitudes that are less positive towards being productive (Marno & Idris, 2008: 103). Furthermore, Marno and Idris explained that the purpose of giving rewards consists of (1) Increasing students'

attention in the teaching and learning process, (2) Generating, maintaining, and increasing student learning motivation, (3) Directing students' thinking development towards creative thinking, (4) Controlling and modify the behavior of students who are less positive and encourage the emergence of productive behavior.

From the variant of the explanation above, the writer can conclude that reward is an award given to someone as a form of appreciation for what a person or student has achieved during the teaching and learning process, therefore students will feel happy and consider their efforts appreciated, and also Students will continue to be motivated or enthusiastic to implement good morals and strive to maintain and advance achievements related to educational matters.



Picture 1. The Mapping Concept and Main Purpose of Giving Sticker Rewards

Creating a disciplined character is quite difficult. A teacher must have various strategies in disciplining children, such as kind words, touching and always reminding. By providing regular guidance and habituation, it can be one of the ways used in shaping the character of discipline. With the guidance, children indirectly practice to obey the rules that apply at school and discipline themselves. If the guidance is successful, as a teacher, you must feel proud that children are accustomed to carrying out the existing rules and regulations.

The Steps for Giving Reward Stickers to Students

In terms of work, work procedures are very important as guidelines that must be followed systemically. Work procedures can produce more precise and effective actions (Subandowo & Winardi, 2022: 150). So with the work steps will make the activity more meaningful and reap a lot of results. Likewise with procedures in learning activities. Good learning activities must have careful planning. So that learning activities become directed and measurable (Sanjaya, 2008: 194).

The rewarding steps consist of several stages. In the initial stage, the teacher prepares a calm class condition in advance by directing students to sit neatly in their

respective chairs, must not be in trouble and cannot go in and out of class without permission. After that the teacher guides the students to read the prayer before starting the lesson, then the teacher conveys the material using the lecture method and the whiteboard and marker media that have been provided. After finishing the delivery of the material, the teacher asked questions to the students, for those who could answer were given a reward sticker. This also applies to those who ask questions, they will be rewarded with stickers.

Certainly, each teacher has different variations in giving reward stickers. Each teacher must have a different way of teaching and strategies (Mardhiyah et al., 2018: 7). As the fifth grade PAI teacher did, it was started by preparing a daily test worksheet, then the teacher gave practice questions to students. After that, students are asked to work on the problem, when they have finished working, they are collected and given an assessment score. Then the teacher assesses the results of their tests one by one, and the results are distributed back to the students, for students who get a score of one hundred are given five reward stickers.

The variation of giving reward stickers by the fifth grade PAI teacher at the time of learning evaluation has a special purpose. Students become more challenged and compete with each other to get good grades. Reward stickers can be obtained if students can achieve the maximum possible score. Through the provision of reward stickers during the evaluation of learning, it has an impact on increasing student learning outcomes, this is emphasized by Sr that:

"Initially when given practice questions, the score of students who achieved a score of 100 was very small. After I gave a gift in the form of a sticker to students who achieved a score of 100, to my surprise, it turned out that they were very serious about working on the questions and almost 80% of students reached the prize target," Sr, Interviewed.

In general, classroom teachers often implement rewarding steps as taught by the principal. These steps are initiated by reminding that the criteria for students who deserve to be rewarded are those who behave well and those who behave badly are taken for the rewards that have been given before. Then when active in class such as; give their opinion, provide answers when asked, and also dare to ask when experiencing problems in learning, the teacher calls the active student to come forward then the teacher gives a reward sticker. Students who are rewarded are not only active in class, but when students often keep a clean environment by throwing garbage in its place, they are also rewarded, then those who were coming class on time are also rewarded.

Giving rewards by other teachers to their students has also been done. This is as described in the article written by Yana (2016: 14) as follows :

1. The teacher provides an explanation of the subject matter to students.
2. In the midst of explaining the material, the teacher inserts practice questions according to the subject matter being given.
3. Students who actively answer correctly will receive certain prizes such as school stationery and other learning needs.
4. The teacher will provide opportunities for students who make noise in class or are lazy to study to answer questions. If he can answer correctly, he gets a prize. On the other hand, if he is wrong in answering a question and has previously been proven to have caused a commotion in class, he will be punished according to the level of his error.
5. The more material questions are given, the more prizes that must be given. Vice versa, the more students who make noise or are lazy to study, the more punishments given.

At Surya Buana Islamic Elementary School, Malang, teachers are still more dominant in giving rewards than punishment. Because according to the principal's instructions, students must be made happy first to create a conducive learning environment. Affection and giving attractive gifts can change the character of students elegantly, rather than changing the character of students through punishment which is feared only because of pressure. As the PAI teacher's statement that:

"In essence, God gives a lot of rewards first to his servants who do good. Then why don't we give rewards first to students who do good? However, if the misbehavior that has been committed by students has exceeded the limit, then it is possible for us to give strict and proportional sanctions,"
Sr, Interviewed.

It turns out that giving punishment can also have a negative impact on students, such as trauma (Firdaus, 2020: 26), regrets that don't end (Ayuningtyas, 2019: 615), lowering students' self-confidence (Mujriah et al., 2022: 191), and act more aggressively (Elindasari, 2021: 128). Therefore Myles Horton and Paulo Freire suggest that education should be far from the word "punishment", because students are not human beings who violate the rule of law (Horton & Freire, 1990: 64). Thus the teacher's ability is indeed very important in managing a meaningful class (Djuwairiyah & Nawafil, 2021: 33).

Supporting and Inhibiting Factors in Shaping Student Discipline Character

Khansa, Utami, and Devianti (2020: 172) explained that character is a person's moral and mental quality whose formation is influenced by innate and environmental factors. The potential for good character is possessed by humans before they are born, but these

potentials must be fostered through socialization and education from an early age (Moh. Nawafil & Junaidi, 2020: 220). Character is not formed just like that, but is formed through biological factors and environmental factors.

Biological factors come from within the person himself. This factor comes from heredity or innate that is brought from birth and the influence of heredity from one of the traits possessed by one of the two (Abdullah & Azis, 2019: 53). Environmental factors are external factors for the formation of individual character. In general, environmental factors consist of the environment, education, living situations and community conditions, all of which have a major influence on character formation.

Discipline is a very important thing that must be taught to children because discipline helps children to learn to know what is right and wrong and keeps children safe. Instilling discipline from an early age can help children learn to be responsible and have an influence on their social life in the future.

The way to instill the concept of discipline in children is by giving rewards. With this gift, we can know the discipline of the child before the reward is applied and after it is applied. According to Kusyairy's research giving a reward is an award or gift given to a child for having done something good or right (Kusyairy & Sulkipli, 2018: 81). The purpose of giving these rewards is to motivate children to increase their enthusiasm for learning, foster good and right behaviors, and make children more confident. By giving rewards to early childhood, it has a big influence on the soul of the child. In addition to rewards having advantages, rewards also have a weakness that can cause children to be arrogant and ask for more gifts given. Therefore, giving rewards to children is only appropriate or not excessive. Based on research conducted by Febianti the application of rewards greatly affects children's discipline, where children begin to be able to line up neatly, don't come late to school, enter class orderly, and wear attributes or uniforms neatly to school (Febianti, 2018: 99).

In achieving the maximum target for the formation of the disciplined character of the students of SD Islam Surya Buana Malang, of course there are supporting factors and inhibiting factors in the process of achieving it. Supporting factors can be built from schools by providing supporting facilities to familiarize students with the disciplined character. The facilities built include providing a mosque so that students can pray together on time. When at home, parents of students get used to disciplined behavior. In addition, those who support the formation of the character of the students of SD Islam Surya Buana Malang are of course professional education personnel who can shape the character of students'

discipline. Because of every learning process, teachers motivate and instill religious values to students.

The inhibiting factors for character building in Surya Buana Islamic Elementary School Malang are sometimes from the children's own habits, from their environment, namely from the environment of their peers as well as from the family environment. Sometimes in class there are children who are difficult to manage, and that can influence their friends to follow them. Furthermore, from environmental factors, namely the environment where children hang out in the community. If the child hangs out with people who are not good, it will hinder him from being a child of good character. Furthermore, from parents who are too busy with their work, children sometimes often use gadgets and often forget, thus ignoring the things they should be doing.

CONCLUSIONS

The application of rewards in shaping the character of student discipline is carried out by giving stickers as a form of high appreciation for the good performance that has been carried out by students. This aims to motivate students to take positive action. The steps for giving rewards begin with preparing learning material, after that conveying the material to students, then the teacher observes the attitudes of students during learning activities, after students are felt to have given a positive attitude, the teacher gives reward stickers. Many factors support the success of this program, such as libraries, proportional classes, places of worship, printing equipment, and so on. While, the inhibiting factors consists the playground of students and colleagues.

For future researchers, it is hoped that they can maximize the method provided so that students are more enthusiastic in the learning process, and should pay more attention to how the right time is in giving rewards. Giving rewards can also be directed to aspects of honesty, responsibility, and various other attitudes.

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