Chapter One

Introduction

This chapter presents the introduction of this current research. There are several important points presented in this chapter. First, the researcher explains the background of the research, which contains why the researcher wants to research teachers' perceptions of the integration of punishment and reward in classroom learning. In addition, the researcher also presents the formulation of the problem through research questions which play a role as the underpinning aspect of this research. Furthermore, the researcher shows the research objectives and the organization of the chapter.

Background of the Study

The 21st century is an era full of challenges, especially in education. The era of globalization requires every country to improve the quality of education, particularly the quality of good teachers. In the educational field, teachers have a very crucial role in education. In teaching and learning activities, teachers are embedded with the duties and responsibilities by planning and implementing the process of teaching and learning activities (Sopian, 2016). A good and effective teacher is a teacher who can play all their roles patiently, and a figure of an educator who plays a role in the art world, the art they do is the art of teaching. Rombot (2019) said that teaching is said to be an art because it takes skill, time, and patience. Not only those three aspects, but also it is a process of learning activities involving all the

five senses, thoughts, feelings, values, and attitudes that can integrally help students become a better humans.

Sadiman et al. (2012) assumed that the learning process is fundamentally a process of interaction between teachers and students with the process of delivering messages from teachers through certain media to recipients of messages or students, and the message that teachers will convey to students is the content of teachings or material in the curriculum" (pp. 11-12). Student closeness will increase student learning motivation which will improve student intimacy with the teacher (Lubis, 2019). The learning process is the transfer of knowledge for the students to increase students achievement, which cannot be separated from the role of a teacher as the center of learning.

Furthermore, all the activities carried out by the teacher must have educational values that are good for the student. According to Saragih (2018), the teacher is responsible for implementing education and teaching in schools. The main thing teachers must pay attention to when shaping and building a student's personality and how the teacher overcomes the symptoms and adverse atmospheres that the student has, and the teacher needs a suitable method in learning because the more precise, the more method used by the teacher when teaching. Counseling teachers have a significant role in shaping the character of students' discipline values, so the low contribution of counseling teachers achieved inconsistency in students' commendable behavior in schools (Harahap, 2020). In this case, the counseling teacher acts

as a controller of attitudes towards disciplinary problems in students in school.

In teaching, many students do not obey the rules given by the teacher and even misbehave in the classroom, which can cause low student achievement. To prevent this, a teacher can use a punishment and reward system to help children in their growth period with their behavior. According to Phungphai & Boonmoh (2021), the reward is a device used by teachers and has been shown to boost motivation and performance in educational settings. However, punishment is contrary to reward. This is because the punishment is modifying student behavior (Eze & Udeh, 2022). Therefore it is an unwanted situation, and the attitude towards the student by the authority Rahmat (2022) punishment is brought on by the teacher with both positive and negative effects. Punishment refers to actions that a person does not accept as a response to any behavior. The effects of reward and punishment tokens are designed and used to evaluate the effects of reward and punishment token procedures on students' behavior. Rewards and punishments are commonly used in schools and junior high schools in Yogyakarta. Rewards and punishments are given by teachers so that students can be more motivated to learn at school. Teachers use rewards and punishments as learning methods to make students active in learning and even motivate students to do well can focus on learning, so it will make it easier for teachers to educate their students.

In analyzing the data, there is significance needed. In order to help better education, this analysis is to know the way of an exemplary method of reward and punishment suitable for students by teachers in one of the junior high schools in Yogyakarta. It is also to find out which rewards and punishments are suitable for students and are not too bad for the mentality of students, student psychology, parents, teacher names, and school names. Therefore, when applying it, they may have many perceptions about using reward and punishment methods suitable for their students. Researching teachers' perception regarding the use of reward and punishment methods in a class in one junior high school in Yogyakarta is a crucial topic.

By applying the reward and punishment method, it is hoped that it can increase the learning motivation of junior high school students so that the learning outcomes obtained can be directly observed and can bring order to students who interfere in the learning process, prevent various violations of regulations or as a warning action. Therefore, the researcher wants to know how do the teachers in junior high school implement rewards and punishment and the reasons the teachers in junior high school in using rewards and punishments in classroom learning, so the researcher are interested in conducting research entitled "Teachers' Perception of Integrating Reward And Punishment In The Classroom Learning."

Identification of the Problems

Problem identification is part of problem solving. The beginning of mastery of the problem where a certain object in a certain situation must be

recognized to formulate research properly. Therefore, the identification of the problem based on the background as follows. First, teachers are responsible for forming learning to improve students' character cognitively and practically. Secondly, each teacher implements rewards and punishments with different methods and applications at the elementary, junior high, high school, and even college levels. Thirdly, rewards and punishments in learning are implemented following the development of teaching methods by teachers. Finally, each teacher has its own motives and challenges in implementing rewards and punishments.

Delimitation of the Problems

Based on the problems above, the researcher is interested in conducting research titled "Teachers' perceptions on integrating of punishment and reward in the classroom learning." In this study, the researcher focuses on examining the teachers in junior high school students who implement rewards and punishment in the schools by interview method. This study focuses on subjects who carry out rewards and punishments to find out the implementation of giving both aspects and the motives behind it. Thus, the delamination can be seen as follows; first, the researcher only explores the teachers in implementing rewards and punishment. Second, the researcher focuses on the teachers' reasons in using rewards and punishment at school.

Research Questions

Based on the description of the background of the problem above, the researcher formulates the problems in this study as follows:

1. How do the teachers in junior high school implement rewards and punishment in learning process?
2. What are the teachers's reasons in using rewards and punishment in learning process?

Research Objectives

Based on the research questions mentioned above, the objectives of this current research are presented as follows:

1. To find out the implementation of rewards and punishment done by teachers in junior high school
2. To explore the reason the teachers in junior high school student use rewards and punishment in the school.

Significance of the Reseach

This research offers some benefits for some parties closely connected with this study's theme. They include teachers, students, and education institution.

Teachers. The teachers will obtain benefit from this study because they will know how to implement rewards and punishment. Consequently, they also will apply reward and punishment in the classroom. Last but not least, the teachers can grab the benefits from this study to enhance their teaching.

Students. The student will obtain benefits from this study because they will know how to improve in students' learning quality by rewards and punishments. Students become aware of the use or reasons and goals of the teacher using rewards and punishments in the classroom learning.

Education Institutions. The Education Institution will obtain benefits from this study as a reference on rewards and punishments on students. Various findings in this study can be used as the basis for making school policies that relate to the teaching process for students.

Other Researchers. Other research can benefit from this research as an additional source reference in order to support or refutation of the findings in their research. They also can use the findings of this study to be further developed in future research.

Organization of the Chapters

Chapter one focuses on introducing research topics on reward and punishment. This chapter consists of several aspects, including research background, problem identification and definition, research questions, research objectives, research significance, and research organization.

Chapter two discusses the previous research related to this research. There are several essential points outlined in this chapter. This chapter consists of several things such as a literature review about rewards in kinds of rewards, rewards in education, the effect of rewards as a method in education, kinds of rewards is good given to students and punishment in forms of punishment, three types of adapted punishment, and the effect of punishment as a method in education. This chapter discusses reward and punishment in general.

Chapter three discusses how the current research conducted and how data collected and analyzed to answer research questions. This research instrument is the interview. The participants of this research were a teacher with experience in used reward and punishment in the classroom. The data analysis of this research is coding. This chapter comprises six parts: research design, research setting, participants, methods and methods of data collection, data collection procedures, and data analysis.

Chapter fourth discusses the findings and discussion. There were three main findings. Those findings are the implementation of rewards and punishment by teachers in junior high school and the reason the teachers in junior high school students use rewards and punishment in the school.

Chapter fifth discusses the conclusion and recommendation. In this chapter, the researcher provides the conclusion and recommendation based on the result of this research.