

## IMPROVING TEACHER DISCIPLINE IN ATTENDANCE TEACHING IN THE CLASS THROUGH THE IMPLEMENTATION OF REWARD AND PUNISHMENT AT THE 017 TAMBUSAI STATE ELEMENTARY SCHOOL ROKAN HULU DISTRICT

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***Abstrak,** This study aims to improve teacher discipline in teaching attendance in class through the application of Reward and Punishment. This research was carried out in two cycles, because from the results of research and data analysis, it turned out that in the second cycle, teacher discipline in class attendance in the teaching and learning process increased and met the predetermined indicators of 75%. From the results of this study, it can be concluded that to improve teacher discipline in class attendance in teaching and learning activities can be done by applying Reward and Punishment to teachers.*

**Keyword :** *Teacher Discipline, Reward and Punishment, Action.*

### I. INTRODUCTION

Efforts to improve the quality of education in accordance with the ideals of the Indonesian nation, to realize general welfare and educate the nation's life, where education has an important role in increasing piety to God Almighty, intelligence, and skills.

To increase the teacher's role in the teaching and learning process and student learning outcomes, the teacher is expected to be able to create an effective learning environment and will be able to

manage the class. Teachers are professional educators with the main task of educating and evaluating students, in early childhood education through formal education, basic education and secondary education. Meanwhile, education staff are part of the education staff, namely community members who are dedicated and appointed to support the implementation of education. In information about Wiyatamandala's insight, teacher discipline is defined as a mental attitude

that contains a willingness to comply with all applicable provisions, rules and norms in carrying out duties and responsibilities.

Teacher exemplary can be seen from the behavior of teachers in everyday life both inside and outside the school. In addition to the teacher's example, teacher discipline is also one of the important things that must be owned by a teacher as a teacher and educator. The fact in the field that we often encounter in schools is the lack of teacher discipline, especially the problem of teacher discipline entering the classroom during classroom learning activities.

From the above understanding, it can be concluded that the discipline of teachers and employees is an attitude of full willingness to comply with all existing rules and norms in carrying out their duties as a form of responsibility for the education of their students. Because after all a teacher or education staff (employee), is a mirror for his students in attitude or example, and the disciplined attitude of teachers and education staff (employees) will give color to much better educational outcomes.

The formulation of the problem in this study is whether the application of Reward and Punishment can improve

teacher discipline in teaching attendance in class.

The purpose of this study is to find alternative problem solving as an effort to improve teacher discipline in teaching attendance in class through the application of Reward and Punishment.

## **II. METHOD**

The method used in this study is the School Action Research (PTS) method. The approach used in this action research is a qualitative approach. That is, this research was conducted because it was found the problem of the low level of teacher discipline in class attendance in the process of teaching and learning activities.

The subjects of this school action research were the teachers at the 017 Tambusai State Elementary School, Rokan Hulu, a total of 2 teachers, consisting of 14 PNS teachers, and 9 non-PNS teachers.

Data collection was obtained through observation of simulation learning method processing, observation of teacher activities.

The research procedure consisted of two cycles and the stages were Cycle I and Cycle II.

## **III. RESULT AND DISCUSSION**

a. Cycle I

Observations were made by researchers using observation sheets for one week (one cycle), for all 23 teachers. During the observation, the researcher was assisted or collaborated with the picket teacher.

The researcher also made an assessment of the results of the observation sheets that were distributed to the class administrators to observe the presence of the teacher in the class.

Table. 1. Recapitulation Of The Teacher's Tardiness Rate In Class Attendance Cycle I

| Delay Time/Amount/Percentage |                        |                      |
|------------------------------|------------------------|----------------------|
| Less than 10 Minutes         | 10 Menit s.d. 15 Menit | More than 15 Minutes |
| 5                            | 7                      | 11                   |
| 21,74%                       | 30,43%                 | 47,83%               |

From the results of the recapitulation of the level of teacher delay in class in the learning process, data obtained, as many as 5 teachers were late for class less than 10 minutes, 7 teachers were late for class 10 minutes to 15 minutes, and 11 teachers were late for class more than 15 minutes.

From the data above, it can be concluded that the level of teacher delay in entering class for more than 15 minutes in the process of teaching and learning activities is still high, namely 11 people or 47.83%. Based on the

indicators that have been determined that the success of this action is 75%, or if 75% of the teachers are not late for more than 10 minutes. In the first cycle, teachers who were not late more than 10 minutes were only 21.74%.

b. Cycle II

The researcher also made an assessment of the results of the observation sheets that were distributed to the class administrators to observe the presence of the teacher in the class.

Table. 2. Recapitulation Of The Teacher's Tardiness Rate In Class Attendance Cycle II.

| Delay Time/Amount/Percentage |                        |                      |
|------------------------------|------------------------|----------------------|
| Less than 10 Minutes         | 10 Menit s.d. 15 Menit | More than 15 Minutes |
| 18                           | 5                      | 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 18 teachers were late for class less than 10 minutes, 5 teachers were late for class 10 minutes to 15 minutes, and there was not a single teacher who was late to class more than 15 minutes.

From the results of observations in the first and second cycles, it can be seen that there is a decrease in the level of teacher delay in class in teaching and

learning activities, or there is an increase in teacher attendance in class.

After completing the implementation of the actions in the second cycle, a reflection was held on the weaknesses or shortcomings of the implementation of the actions in the second cycle. who are less than 10 minutes late, or exceed the predetermined target by 75%.

#### IV. CONCLUSION

Based on data analysis, from this study it can be concluded that the application of Reward and Punishment is effective in increasing the discipline of teacher attendance in class in teaching and learning activities. The data obtained shows that after implementing actions in the form of Reward and Punishment, teachers who are late for more than 15 minutes are 0 , and 18 teachers who were less than 10 minutes late. The application of Reward and Punishment can increase the discipline of the teacher present in the classroom in teaching and learning activities at the 017 Tambusai State Elementary School, Rokan Hulu.

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