

## Efforts To Improve Teacher Discipline In Teaching Attendance In The Class Through The Implementation Of Reward And Punishment At SDN 019 Tanjung Sawit, Tapung District

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### Abstrak

Peningkatan mutu pembelajaran disekolah sangat tergantung dari beberapa faktor. Faktor yang sangat penting antara lain adalah penerapan budaya sekolah kearah peningkatan mutu. Budaya sekolah merupakan hal yang positif yang harus dipertahankan dan dilaksanakan oleh semua warga sekolah tanpa merasa terpaksa. Budaya sekolah yang harus dipertahankan salah satunya adalah masalah kedisiplinan, termasuk disiplin para guru dalam kehadiran dikelas pada proses belajar mengajar. Penelitian bertujuan untuk meningkatkan disiplin guru dalam kehadiran mengajar dikelas melalui penerapan *reward and punishment*. Dalam Penelitian Tindakan Sekolah (PTS) ini, dicobakan tindakan berupa penerapan Reward and Punishment untuk para guru di SD Negeri 019 Tanjung Sawit, Kabupaten Kampar. Penelitian ini dilaksanakan dalam dua siklus, karena dari hasil penelitian dan analisa data, ternyata pada siklus kedua, kedisiplinan guru dalam kehadiran dikelas pada proses belajar mengajar meningkat dan memenuhi indikator yang telah ditetapkan sebesar 75%. Dari hasil penelitian ini, dapat disimpulkan bahwa untuk meningkatkan disiplin guru dalam kehadiran dikelas pada kegiatan belajar mengajar dapat dilakukan dengan penerapan Reward and Punishment kepada guru.

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### Abstract

Improving the quality of learning in schools really depends on several factors. A very important factor, among others, is the implementation of school culture towards improving quality. School culture is a positive thing that must be maintained and implemented by all school members without feeling forced. One of the school cultures that must be maintained is the issue of discipline, including the discipline of teachers in their presence in class during the teaching and learning process. To improve teacher discipline, efforts can be made in various ways. The research aims to improve teacher discipline in teaching presence in class through the application of reward and punishment. In this School Action Research (PTS), action was attempted in the form of implementing Reward and Punishment for teachers at SD Negeri 019 Tanjung Sawit, Kampar Regency. 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, discipline teachers' attendance in class during the teaching and learning process increased and met the indicators that had been set at 75%. From the results of this research, it can be concluded that improving teacher discipline in class attendance during teaching and learning activities can be done by implementing Reward and Punishment for teachers.

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## 1. INTRODUCTION

In increasing the role of teachers in the teaching and learning process and student learning outcomes, teachers are 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, primary education and secondary education. Meanwhile, employees in the world of education are part of the educational workforce, namely members of the community who dedicate themselves and are appointed to support the implementation of education. In the information about the Wiyatamandala insight, teacher discipline is defined as a mental attitude that contains a willingness to comply with all applicable provisions, regulations and norms in carrying out duties and responsibilities.

From the definition above, it can be concluded that teacher and employee discipline is an attitude of complete 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 educational

staff (employee) is a mirror for his students in terms of attitude or role model, and the disciplined attitude of teachers and educational staff (employees) will provide a color for much better educational results.

In the past, principals acting as effective managers have been considered sufficient. At that time, most school principals were expected to comply with the provisions and policies of the Education Department, overcome personnel issues, provide facilities and infrastructure, adjust budgets, maintain that school buildings were comfortable and safe, maintain relations with the community, ensure that the school canteen and UKS ran smoothly. All of this still has to be done by the school principal. However, now school principals have to do more than all that. In teaching and learning activities, educational staff (teachers) are an important component in the implementation of education. A teacher as an educator is a person or group of people whose profession is to manage teaching and learning activities, as well as a set of other things that enable teaching and learning activities to take place more effectively.

Performance is defined as the level or degree of carrying out a person's duties on the basis of his/her competence. The term performance cannot be separated from work because performance is the result of the work process. In this context, performance is the result of work in achieving a predetermined goal or job requirement. Performance can be interpreted as an expression of a person's potential in the form of a person's behavior or way of carrying out a task, thereby producing a product (work result) which is a manifestation of all the tasks and job responsibilities given to him.

Discipline itself is defined as a person's willingness that arises with his own awareness to follow the rules that apply in the organization. In Government Regulation Number 30 of 1980 concerning Civil Servant Disciplinary Regulations, it is clearly regulated that the obligations that must be obeyed by every civil servant are a form of discipline that is instilled in every civil servant. According to Handoko (2001: 208) discipline is a management activity to implement organizational standards. There are two types of disciplinary activities, namely preventive and corrective. In implementing discipline, to obtain the expected results, leaders in their business need to use certain guidelines as a basis for implementation.

Viewed from a management perspective, work discipline will involve two disciplinary activities:

1. Preventive, in essence, this activity aims to encourage self-discipline among employees, so that they follow various standards or rules. So that work fraud can be prevented.
2. Corrective, activities aimed at dealing with violations of rules and regulations trying to avoid further violations (Heldjrachman et al, 1990).

It needs to be realized that to create work discipline in an organization/company it is necessary to have:

- a. Clear rules/regulations.
- b. The explanation of the duties of authority is quite clear.
- c. The work procedures are simple and easy for every member of the organization to understand.

According to Byars and Rue (1995:357), there are several things that can be used as an indication of the level of employee work discipline, namely: Punctuality, obedience to superiors, regulations regarding prohibited behavior, orderliness to regulations that are directly related to work productivity. Meanwhile, De Cenzo and Robbins (1994:451) suggest types of problems in discipline, including: attendance, behavior at work (in the work environment), dishonesty, activities outside the work environment.

In an effort to apply teacher discipline in class attendance in teaching and learning activities, several efforts can be taken. The efforts to improve teacher discipline are as follows: (a) the school has a well-managed order control system, (b) there is exemplary discipline in attitudes and behavior starting from the school leadership, (c) requires teachers to fill out class agendas and fill out books. absences circulated by picket officers, (d) at the start of school the principal and the teacher make an agreement on disciplinary rules, (e) reduce the opportunity for teachers to be allowed to leave the

classroom, and (f) at each coaching meeting the lowest frequency of violations is announced. With the above strategies, the culture of teacher discipline in learning activities can be well maintained, the learning environment is safe and controlled so that students can achieve optimal learning achievement.

The application of discipline can be enforced through providing rewards and punishment. Reward and punishment are two methods of motivating someone to do good and improve their performance. These two methods have been known for a long time in the world of work. Not only in the world of work, in the world of education these two are often used. However, there are always differences in views, which is more prioritized, reward and punishment?

Reward and punishment, known as rewards, are two methods that are commonly applied in an organization, agency or company that targets high work productivity from its employees. According to Amaryllia, a management and strategy consultant from Sien Consultan, historically, rewards and punishment were first widely applied in the sales sector. However, now this method is being adopted by many organizations, companies operating in various fields, even the world of education. The application of rewards and punishment in the world of education can be applied as long as it does not conflict with the goals of education itself. The application of rewards and punishments is not only applied to students who excel or who violate the rules, but can also be applied to teachers so that they are disciplined in teaching to fulfill their duties in providing lessons to their students.

Reward and punishment are two methods of motivating someone to do good and improve their performance. These two methods have been known for a long time in the world of work. Not only in the world of work, in the world of education these two are often used. However, there are always differences in views, which is more prioritized, reward and punishment? Reward means reward, prize, award or reward. In the management concept, rewards are a tool for increasing employee motivation. This method can associate a person's actions and behavior with feelings of happiness, pleasure, and will usually make them do a good deed repeatedly. Apart from motivation, rewards also aim to encourage someone to become more active in their efforts to improve or improve the achievements they have achieved.

Meanwhile, punishment is defined as punishment or sanction. If reward is a form of positive reinforcement; So punishment is a negative form of reinforcement, but if given appropriately and wisely it can be a motivational tool. The purpose of this method is to cause displeasure in someone so that they don't do something evil. So, the punishment carried out must be pedagogical, namely to improve and educate in a better direction.

Basically, both are needed to motivate someone, including motivating employees to improve their performance. Both are reactions from a leader to the performance and productivity shown by his subordinates; punishment for evil deeds and reward for good deeds. Looking at their functions, it seems as if the two are opposites, but in essence they both aim to make someone better, including motivating employees at work. In the process of structuring the bureaucracy to make it effective and enjoyable, the government should strictly pay attention to and organize a reward and punishment system. This must be implemented down to the lower levels of government. In this way, it is hoped that the quality of bureaucracy will increase, as well as the performance of bureaucratic officials in the world of work will be of higher quality. The rewards given must also be fair and wise. If not, rewards will actually create feelings of jealousy and "unhealthy competition" and trigger feelings of arrogance in employees who get them. Nor does it make someone so lulled in the praise and gifts given that they forget themselves. Therefore, the principle of justice is needed in giving rewards.

On the other hand, if punishment must be implemented, then carry it out in a wise and educational way, it must not be arbitrary, nor should it cause excessive feelings of hatred so as to damage the ties of friendship. In the process of structuring the bureaucracy, the punishment given to employees who violate the rules should be socialized beforehand. And it is best if the sanctions are mutually agreed upon, so as to encourage the convict to be able to take responsibility for his actions sincerely.

Furthermore, the punishment given is not with violence, but is given with firmness. If punishment is carried out with violence, then punishment no longer motivates a person to do good, but instead makes him feel fear and hatred, which can give rise to inner rebellion. This is where skill is needed from the leaders or those giving the punishment so that the desired goals can be achieved effectively. In the context of classroom learning which is related to teacher discipline in carrying out tasks, the application of reward and punishment methods can also increase teacher motivation to attend on time for learning activities in the classroom.

It is not strange that students often complain about the absence of teachers in teaching and learning activities. It is also not uncommon for students to complain about teachers who deliver lessons in less than the allotted time, or present material at a minimum. What is ironic is that there are also teachers who write down their presence in class even though they are not actually delivering lessons to their students. Things like this are certainly very disappointing for students who are serious about attending lectures.

For teachers, absence from teaching according to schedule is sometimes unavoidable, considering that one time they had a sudden need at the same time so they did not teach. However, this would be unnatural if absences or delays in teaching in class always and frequently occur.

Reward and punishment are two methods of motivating someone to do good and improve their performance. Reward means reward, prize, award or reward. In the management concept, rewards are a tool for increasing employee motivation. This method can associate a person's actions and behavior with feelings of happiness, pleasure, and will usually make them do a good deed repeatedly. Apart from motivation, rewards also aim to encourage someone to become more active in their efforts to improve or improve the achievements they have achieved.

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The role of reward and punishment for HR must also be taken into a participative form. Likert (1967) states that participative management systems recognize and try to meet the human needs of workers. Not only physical needs, but also other needs. Work motivation is not only generated through economic rewards, but also through participation in groups and involvement in determining work goals. Cooperative and considerate attitude (favorable) towards other workers in the organization. Forms of participation in decision making are widespread in organizations. But well integrated. In this management system, it can be said that there is no sense of an unequal relationship of dependence between subordinates and superiors.

Other applications can also be applied to employees or apparatus to improve the personnel discipline of personnel which is still low by changing fundamental behavior. This happens through revitalizing personnel development and learning processes by building a strong commitment to carrying out their duties as civil servants, accompanied by the development of appropriate and effective reward and punishment systems (Bambang Nugroho, 2006). Providing rewards and punishments is closely related to the implementation of teacher discipline in teaching and learning activities in the classroom.

The principal as a learning leader has a very strategic role in achieving school goals in improving quality. One important factor is the existence of an example in the discipline provided by the school principal. This is like the educational philosophy put forward by the Father of National Education, Ki Hadjar Dewantara, "Ing Ngarso Sung Tuladha." The principal as a learning leader must be able to set an example to all members of the school in order to create a culture of discipline in the school, which will ultimately improve the quality of the school.

## 2. RESEARCH METHODS

The method used in this research is the School Action Research (PTS) method. PTS is a research procedure adapted from Classroom Action Research (PTK) (Region 10 Teacher Professional Education and Training Implementing Committee, 2009: 73). School action research is "(1) participatory research which emphasizes action and reflection based on rational and logical considerations to make improvements to a real condition; (2) deepen understanding of the actions taken; and (3) improve the situation and conditions of schools/learning practically" (Depdiknas, 2008: 11-12). In short, PTS aims to find solutions to real problems that occur in schools, as well as looking for scientific answers to how these problems can be solved through corrective action.

The approach used in this action research is a qualitative approach. This means that this research was conducted because the problem of low levels of teacher discipline in class attendance was found in the process of teaching and learning activities. This problem was followed up by implementing a coaching model for teachers in the form of implementing Rewards and Punishments carried out by the school principal, these activities were observed and then analyzed and reflected on. The revised results are then reapplied in subsequent cycles.

This research is an action research model by Stephen Kemmis and Mc. Taggart (1998) which was adopted by Suranto (2000; 49) which was then adapted in this research. This model uses a spiral system of self-reflection starting from planning, action, observation, reflection and re-planning which is the basis for a problem-solving approach. As stated by Mills (200;17) "Stephen Kemmis has created a well known representation of the action research spiral ...". Researchers use this model because it is considered the most practical and current.

This school action research activity consists of several stages, namely:

1. Planning
2. Implementation
3. Observation
4. Reflection

The research location is SD Negeri 019 Tanjung Sawit, Kampar Regency. The research period is 08 October 2022 to 30 October 2022. The subjects of this school action research were teachers at SD Negeri 019 Tanjung Sawit, Kampar Regency, a total of 22 teachers, consisting of 14 PNS teachers and 8 non-PNS teachers.

The action taken in this research was the provision of rewards and punishments to teachers regarding teacher discipline in class attendance in the learning process by the school principal. It is hoped that by providing rewards and punishment given by the school principal there will be changes or increases in teacher discipline in class attendance in the learning process. Due to time constraints, this school action research was only carried out in two cycles. Each cycle is carried out for one week.

The data collection technique for this school action research is through qualitative data obtained from observations, observations and interviews.

1. Interview
2. Secondary data collection
3. Observation or observation

The research instruments used in this school action research include:

1. Scoring scale
2. Observation Sheet
3. Questionnaire

The data analysis used in this research is qualitative data analysis sourced from primary and empirical data. Through analysis of this data, it can be seen whether there is an increase in teacher discipline in class attendance through providing rewards and punishments which is the focus of this school action research.

### 3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

This School Action Research (PTS) was carried out in two cycles. This is due to the limited time available, and the author considers two cycles to be sufficient to increase teacher discipline in class attendance during teaching and learning activities.

#### A. Cycle 1

Cycle 1 consists of several stages, namely: (1) Planning, (2) Implementation, (3) Observation and Evaluation, and (4) Reflection.

##### 1. Planning

Planning is the first step taken by the writer when starting an action. So that the plan is easy to understand and implement by the writer who will take action, the writer makes an action plan as follows:

- a. Formulate the problem for which a solution will be sought. In this research, the problem that will be sought for a solution is that there are still many teachers who lack discipline in class attendance during the teaching and learning process.
- b. Formulate goals for solving problems/goals for facing challenges/goals for innovation/action. In this research the author took a plan to take action to provide rewards and punishments to teachers to increase teacher discipline in class attendance during the teaching and learning process.
- c. Formulating indicators of success in implementing Reward and Punishment in improving teacher discipline in class attendance in the teaching and learning process. The author sets the indicator for success in implementing this action at 75%, meaning that this action is declared successful if 75% of teachers are not late for class in the learning process.
- d. Formulate steps for problem solving activities/activities to face challenges/activities to take action. The steps taken by the author in carrying out the action include conducting outreach to teachers regarding the research that will be carried out, as well as conveying the purpose of implementing the action carried out by the author. The teachers were informed about the application of Rewards and Punishments that would be applied in this research. In this first cycle, it will be displayed/pasted in the teacher's room, as well as in the TU room, ranking the names of teachers with the lowest level of lateness in entering class to those with the highest level of lateness.
- e. Identify school members and/or other related parties involved in solving problems/facing challenges/taking action. The author identified who was involved in this research. The parties involved in this research were: teachers, picket teachers, TU, and students.
- f. Identify the data collection methods that will be used. The data collection method used by the author is qualitative data through observations, observations and interviews with students regarding the presence of teachers in class during teaching and learning activities.
- g. Preparation of observation and evaluation instruments. In collecting data, the author used instruments in the form of observation sheets, assessment scales and questionnaires distributed to students, to determine students' assessments regarding the level of teacher presence in the classroom in the process of teaching and learning activities.
- h. Identify required facilities. Facilities or tools used in this research include: paper (observation sheets), stationery in the form of ballpoint pens, as well as wall clocks in each class, as well as a recap of the attendance of each teacher.

##### 2. Implementation

The implementation of this school action research was carried out through several activities, including:

- a. Distribute 12 sets of observation sheets to each Class Head or Class Secretary, according to the number of study groups at SD Negeri 019 Tanjung Sawit, which is 12 study groups. In the observation sheet, a list of teachers who teach in the class has been made every hour

and given columns for the time they enter class and the time they leave class. The observation sheet can be seen in the attachment.

- b. Coordinate with the picket officers who each day consist of 2 officers, namely teachers who do not have teaching hours that day and one person from administration. Picket officers will circulate a list of teachers' attendance in class which has been created so that they can see the level of teacher attendance in each class and at each change of lesson time. Teachers who are more than 15 minutes late are considered absent and given a cross. The teacher attendance list can be seen in the attachment.
- c. After the lesson is finished, a recapitulation of the results of observations is carried out, both from the picket teacher, from students and from the author.
- d. This activity is carried out every day for each teacher for one week (one cycle).

**3. Observation and Evaluation**

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

- a. Teacher presence in class
- b. The level of teacher lateness to class
- c. Time to leave the classroom after finishing the lesson

Researchers also carried out assessments from the results of observation sheets distributed to class administrators to observe the teacher's presence in class. From the results of observations and a recap of the level of teacher presence in the classroom during the teaching and learning process, it can be seen in the following table:

**Table 1. Recapitulation of Teacher Tardiness Levels in Cycle I Class Attendance**

<b>Delay Time/Amount/Percentage</b>		
Less than 10 Minutes	10 Minutes to 15 Minutes	More than 15 Minutes
5	7	11
21.74%	30.43%	47.83%

From the results of the recapitulation of the level of teacher tardiness in the learning process, data was obtained, as many as 5 teachers were less than 10 minutes late for class, 7 teachers were 10 minutes to 15 minutes late for class, and 11 teachers were more than 15 minutes late for class. For more details, it can be depicted in the graph below:

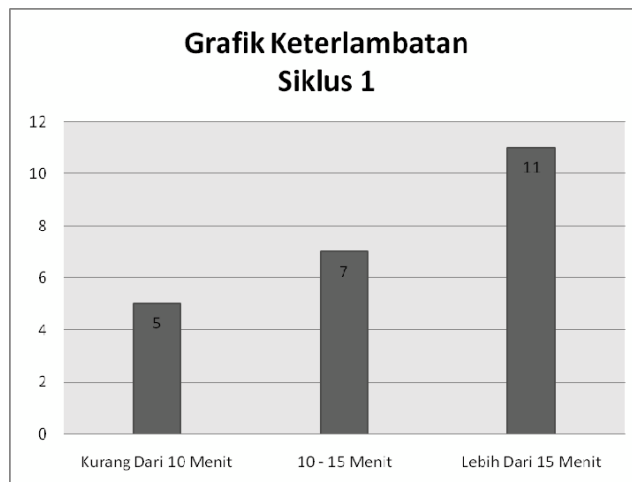


Figure 1. Graphic of Teacher Lateness Cycle I

From the data above, it can be concluded that the rate of teachers being late for class by more than 15 minutes during the teaching and learning process is still high, namely 11 people or 47.83%. Based on the indicators that have been determined, the success of this action is 75%, or if 75% of teachers are not more than 10 minutes late. In this first cycle, only 21.74% of teachers were not late for more than 10 minutes, so the researcher concluded that more research or action had to be carried out in the next or second cycle.

#### 4. Reflection

After completing one cycle, a reflection is held regarding the weaknesses or shortcomings of implementing the actions in the first cycle. Reflection is carried out together with collaborators to determine corrective actions in the next cycle. From the results of the reflection, a conclusion can be drawn that it is necessary to apply rewards and punishments more firmly than in the first cycle.

### B. Cycle 1

Cycle 2 consists of several stages, the same as cycle 1, namely: (1) Planning, (2) Implementation, (3) Observation and Evaluation, and (4) Reflection.

#### 1. Planning

From the results of reflection in the first cycle, the researcher plans to carry out more stringent Reward and Punishment actions compared to the first cycle. Researchers plan to announce the results of observations regarding the level of lateness of teachers entering class in the teaching and learning process, at the flag ceremony on Monday. This was first socialized to all teachers during the first cycle of reflection.

#### 2. Implementation

Implementation of school action research in the second cycle was carried out through several activities, including:

- a. Distribute 12 sets of observation sheets to each Class Head or Class Secretary, according to the number of study groups at SD Negeri 019 Tanjung Sawit, which is 12 study groups. In the observation sheet, a list of teachers who teach in the class has been made every hour and given columns for the time they enter class and the time they leave class. The observation sheet can be seen in the attachment.
- b. Coordinate with the picket officers who each day consist of 2 officers, namely teachers who do not have teaching hours that day and one person from administration. Picket officers will circulate a list of teachers' attendance in class which has been created so that they can see the level of teacher attendance in each class and at each change of lesson time. Teachers who are more than 15 minutes late are considered absent and given a cross. The teacher attendance list can be seen in the attachment.
- c. After the lesson is finished, a recapitulation of the results of observations is carried out, both from the picket teacher, from students and from the author. This activity is carried out every day for each teacher for one week (one cycle) in the second cycle

#### 3. Observation and Evaluation

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

- a. Teacher presence in class
- b. The level of teacher lateness to class
- c. Time to leave the classroom after finishing the lesson

Researchers also carried out assessments from the results of observation sheets distributed to class administrators to observe the teacher's presence in class. From the results of



observations and a recap of the level of teacher presence in class in the teaching and learning process in the second cycle, it can be seen in table 2 below:

Table 2. Recapitulation of teacher tardiness levels in attendance  
In cycle II class

Delay Time/Amount/Percentage		
Less than 10 Minutes	10 Minutes to 15 Minutes	More than 15 Minutes
18	5	0
78.26%	21.74%	0.00%

From the recapitulation of the level of teacher tardiness in the learning process, data was obtained, as many as 18 teachers were late for class by less than 10 minutes, 5 teachers were late for class 10 minutes to 15 minutes, and not a single teacher was late for class more than 15 minutes.

For greater clarity, the level of teacher lateness in entering class in the teaching and learning process in the second cycle can be depicted in the graph below:

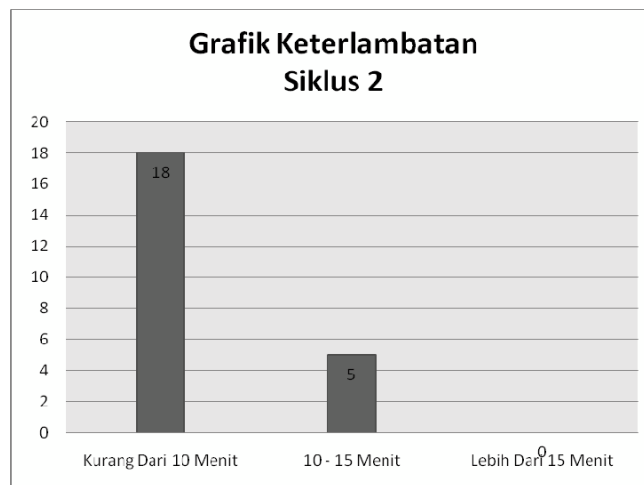


Figure 2. Graph of Teacher Delay Cycle II

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 tardiness in class during teaching and learning activities, or there is an increase in teacher presence in class.

**4. Reflection**

After completing the implementation of the actions in the second cycle, a reflection was held regarding the weaknesses or shortcomings of implementing the actions in the second cycle. From the results of the observations and data obtained, the researchers concluded that the actions carried out in the second cycle were declared successful, because there were 78.26% of teachers who were less than 10 minutes late, or exceeded the predetermined target of 75%.

**4. CONCLUSION**

Based on data analysis, from this research it can be concluded that the application of Reward and Punishment is effective in increasing the discipline of teacher attendance in class during teaching and learning activities. The data obtained shows that after implementing measures in the form of Rewards and Punishments, there were 0 teachers who were more than 15 minutes late, and 18 teachers who

were less than 10 minutes late. The application of Rewards and Punishments can increase the discipline of teachers present in the classroom during teaching and learning activities at SD Negeri 019 Tanjung Sawit.

## 5. THANK-YOU NOTE

Thank you to the Principal and teachers at SDN 019 Tanjung Sawit.

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