



CHARACTER BUILDING OF ATTITUDES AND SOCIAL BEHAVIOR IN
LEARNING THROUGH REWARD AND PUNISHMENT

A.O Murestiyanto,
Universitas Negeri Yogyakarta, Indonesia
Adimasoktariyan.2017@student.uny.ac.id

Setyabudi Indartono
Universitas Negeri Yogyakarta, Indonesia
setyabudi_indartono@uny.ac.id

Abstract

Education at school had accommodated student learning conducted to develop the academic and social knowledge through the character education learning process. The character education needed for being concerned and developed was about attitudes and social behavior. The approach of this research was used the qualitative research method, where the researcher was used the data collection techniques such as observation, interview, and documentation. The research result shows the character education implementation of attitudes and social behavior in learning at Budi Mulia Dua Internasional High School was carried out through reward and punishment. The reward was given toward the student who got the achievements, either academically or non-academically, while the punishment was given for those who were violated the school rules.

Keywords-Education Character, Attitudes, and Social Behavior, Reward and Punishment.

I. INTRODUCTION

Nowadays, there are various phenomenon exists within the daily life, whether at school or in the society, that many students committed deviant actions, such as denied the parents, did not obey the teachers, violated the school rules, many students are truant, do juvenile delinquency, engage in promiscuity, acts of a brawl, the bullying phenomenon, and even fall into drug abuse. The nature of KKN (Corruption, Collusion, and Nepotism) had been rooted in each of this nation [17]. It means the degradation of the values and moral of Pancasila as the basis of the character-building not only affected the young generation, yet also influences the community leaders, students, educators, political officials, even the leaders of nations and countries.

Indeed, the demoralization happened because of the learning process tends to teaches the moral and character limited in text and less preparation the students in facing and addressing the contradictive life [21]. The character building recently, most common on the level of memorizing and/or introduce the value yet have not reached the level of appreciation the values or even the level of realizing the values into the personal commitment in the life [19]. The



influence of westernization would make the society being happy if they are following the westernization trend and feel ashamed if keep maintaining the local culture, also the society has the principle of the local culture namely '*ndeso*' and '*katrok*' [17].

Furthermore, the education recently remains more cognitive side which is still limited in finding numbers, not the critical analysis of student abilities' for the events encountered in the daily life [15]. In this globalization era, the complexity of life has giving birth to ease in various life and also creating a negative impact such as unhealthy competition, and many amoral behavior forms [13]. One of the steps that Indonesia could have in facing the globalization influences is strengthening the nation' character, especially the young leaders who are active in the school and university as the representatives of a new era in the future [4].

The importance of the education character for this nation is the national development priority as stated in the National Long Term Development Plan (RPJP) Year 2005-2025 (Law Number 17 Year 2007) includes realizing the society that are noble, moral, ethical, cultured, and civilized based on the philosophy of the Pancasila [18]. So that, if more people realize the importance of the education character within the nation's moral depravity and bankruptcy, rampant violence, the incoherence of politicians over political rhetoric and daily careless behavior, the character education that emphasizes the religious ethical dimension becomes relevant to be applied [11].

The emphasis of the education character becomes the most important part in realizing the national education purposes which are developing and creating the character and nation' civilization to enrich the life of the nation [20]. Throughout the education character, the noble civilization of a nation can be achieved because character education emphasizes the formation of basic potential such as building faith, cultivating morals, interest and talent-based education, and prayer-based education and *riyadha* (practicing) [3]. Education character means the attempts to build the personal character through the education which results in the real action of someone, in good, honest, responsible, respecting rights of others, hard work and so on [16].

The research results about the implementation of the education character in building the affective domains of honesty within the students' social life shows the character education has necessary role in shaping the affective domain of the students and strengthening the honesty character of the students, besides in order to create the other character education values, as well as the elements of building the superior personality besides intelligence and creativity [9]. The other research results about the education character implementation in building the students' social and religious behavior better [2]. The education character, if conducted effectively, might result in not only good academical achievement, yet also have a positive side directed to the improvement of pro-social behavior and decreasing the risk behavior [5].

In the current conditions, either public or private schools have competed to increases their services for educational quality improvement. One of the elite private schools that held the character education learning model at Yogyakarta was Budi Mulia Dua International High School. This institution was built from the private sector with the unique learning model for the students, that make students feel more at home and can develop themselves. Besides, the school teaches the building character and social behavior better needed for the students in their daily lives. The social attitudes mean individual awareness in determining the real and repeated actions of the social object [1]. Meanwhile, social behavior defines the appropriate behavior with the social guidance the ability to be a person who has a community [8].



The existence of many phenomena in nation generation' character nowadays, needed for being analyzed further how the school concepts, strategies, and the methods in carried out the character education to build the attitudes and social behavior of the students. Importantly, for SMA Internasional Budi Mulia Dua which have the implementation strategy on the character through reward and punishment.

II. RESEARCH METHODS

This research uses the qualitative method. In which, the qualitative method consists the implementation of the subject being analyzed and the collection of various empirical data on case studies, individual experience, introspection, the journey of life, interview, observation results in text, historically, and daily and problematic moments and meanings in someone's life [7].

A. Data Sources

Data sources in this research were from the results of the interview, observation, and documentation. The researcher uses these three data sources in purposed to obtain more results and the research result would be more valid supporting by more data. The data sources in qualitative research were primary data and secondary data sources [14]. Primary data covering the interview results in text which obtained through the interview with the informant who became the research sample. Moreover, secondary data refers to the available data obtained from the researcher through reading, observation, or listening [12]. The secondary data of this research consisting written literature sources, documentation, and photo.

B. Data Collection Techniques

Data collection techniques used in this research with the interview, observation, and documentation. The interview technique conducted by the researcher was an in-depth interview with preparing the outlines or the list of questions that will be asking to the informant to easier the interviewer is asking the questions so that resulting in clear information about the issues being researched. The interview was conducted with the teachers and the students at Budi Mulia Dua International High School that used to composing the data research through the observation and sensor [6].

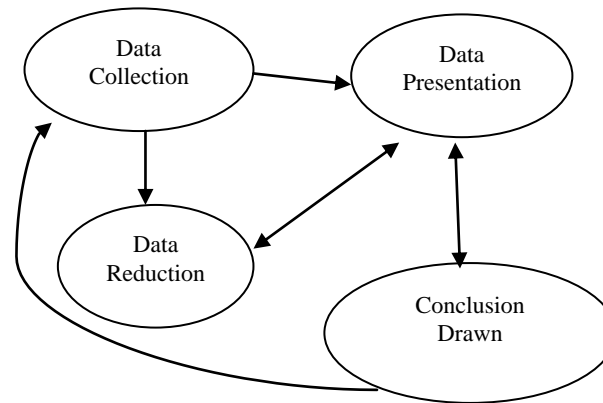
The observation carried out through seen the behavior and attitudes of the student toward the other students, teachers, and environment around Budi Mulia Dua Internasional High School. The documentation technique was used to get the data by taking or quote existing documentation or record. In this research, the written sources used by the researcher include the books and journals with relevant theories related, also document or official archive including school vision and mission, rules, curriculum, etc. getting directly from Budi Mulia Dua Internasional High School.

C. Analysis of Data Technique□

The achieved data would be analyzed qualitatively and explained further in the descriptive form. Hereby, the present figure of analysis data of Miles and Huberman model [10].□



Figure 1.
Interactive Data Analysis
Miles and Hubberman Model



Data Collection of this research was used interview and documentation study. The data reduction can be defined as the selection, focusing on simplifying and transforming rough data existed from the written notes in the field. The data presentation of this research means the description of information collection in narrative text. The conclusion drawn covers the interpretation, which finding the data meaning presented.

III. RESULTS AND DISCUSSION

Budi Mulia Dua Internasional High School Yogyakarta has implemented the character education on every learning, either in the class or outside the class. The character education approach implemented as the effort to supporting the student to have attitudes and social behavior so they can learn to respect the forms of variety and diversity. The implementation of character education within the learning process toward the attitudes and social behavior of Budi Mulia Dua Internasional High School consisting of three stages, which are the planning, implementation, and learning evaluation. The planning of character education implementation carried out in the early semester through the work meeting (raker). The implementation refers to the implementing program of the activities of social internship, business observation, class discussion, field trip, talent interest, cultural implementation, and pillars of Budi Mulia Dua Internasional High School, and other forms in building the student character so they have the attitudes and social behavior, either with the younger, the older, or the same ages. Moreover, the evaluation of character education implementation in learning includes the whole abilities and personalities of the student which can be seen from the perception, understanding, appreciation, action, and attitudes of the student.



Furthermore, the reward and punishment given to the student were the school attempt as the appreciation and attention form to all of the students of Budi Mulia Dua Internasional High School over something they already achieved. The reward is given to the student who is getting better achievement whether academic or nonacademic, while the punishment given to the student who is violating the school rules. The reward given categorized as the reward over the academic achievement, nonacademic achievement (through talent and interest) and made the school proud (such as the competition). The award given held every semester. The award of the achievement given through the event of BMD Award (Budi Mulia Dua Award). In that event, the student achieves the trophy for those who are better in academic and non-academic achievement, yet there was no about students' attitudes or character. Besides, the appreciation given on BMD Award, the teacher also gives appreciation to the students in additional points of score. This point is given to the students over their good attitudes academically. For instance, to those students who collecting the assignment in the early time given the additional point with a value of 5 and multiples.

The punishment refers to the sanction given to the students who are violated the school roles, such as cheating, bring handphone in the class, late came to the school/class, smoking, did not take prayer in congregation (*sholat berjamaah*) for no apparent reason, did not wear a uniform on schedule, skip school, and so on. There are three kinds of sanctions for some violation like late came to the school, which includes the Warning Letter (SP) 1, Warning Letter 2, and Warning Letter 3. Yet, until now the violation rule case of the school only cover Warning Letter 2. Some examples of the violation and punishment given to the students including:

A. Cheating

Especially for the cheating case, Budi Mulia Dua Internasional High School implemented the strict policy of the students who are violated. The student proven did cheating while exam automatically will get zero scores and did not give a chance for re-examination or get such material. The students' parent would be given an official letter from the school as well as be called to signing the letter of violation of the learning code of ethics. Any conditions of cheating conducted with other help, so both parties get the consequences of zero score (0). This punishment applicable to all the subjects, either for the students who are cheating or gives such cheat. Even so, the cheating action violates the honesty pillar. □

B. Bring the Handphone (HP)

In accordance, the importance of HP used as the communication tools, Budi Mulia Dua Internasional High School had policy-related rules to bring the handphone. Budi Mulia Dua Internasional High School permitted the students to bring HP at school, yet it only used before the school start and after school end up. The school had provided the storage locker of HP for the students, so in the class hours, the student was obligated to storage their handphone to the storage locker in purposed not to interfere during the class hours. Besides, the school had a direct inspection of HP periodically to monitor the students who remain bring the HP on class hours. Although the storage locker and inspection had been conducted periodically, there are some students still be found violated that rules for various reasons. The punishment given for



those who get noticed bring HP and did not put in the storage locker is that HP would be confiscated for 6 months or 1 semester. □

C. Late Came to the School

In this case, it indirectly measures how the discipline character of the students. There are some kinds of students violation of late discipline values came to the school, to the lesson hours, skip the school, and did not wear a uniform on schedule. The school had given a clear schedule of the school entry hours, class hours, breaks, school hours, and student uniform schedules. The punishment given for those who are late came to the school are if the students late once or twice, the students would be given Warning Letter and get noticed, if it reached three times of late, the students would be repatriated (returning students to their parents) and considered not attending a school that day.

IV. CONCLUSIONS

Based on the research results and discussion, hence the conclusion of the character education implementation on learning process toward the attitudes and social behavior of SMA Internasional Budi Mulia Dua can be carried out through the reward and punishment. The reward is given to the students who have obtained good achievements academically and nonacademically, while the punishment given to the students who are violated the school rules. The reward is given covers the trophy for the students who perform or take part in the championship and an additional point of value given for those who have good attitudes academically. Moreover, the punishment is the sanction given to the students who are violated the school rules, such as cheating, bring handphone in the class, late came to the school/class, and so on. Those sanctions given was different depends on the violations conducted.

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