Teachers' Punishment Management towards Students in Learning Process at SMPN 7 Ternate City

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Keywords: Management, Punishment, Learning.

Abstract: This study aims to explore the teachers' punishment management of students in the learning process at the school environment. The research subjects were taken 32 students which used cluster sampling techniques and used questionnaires and deep-interview as instruments. The type of this research is qualitative descriptive to find out the description of conditions, background and correct ways in managing of punishment was done by teachers and the psychological impacts by students. The result showed that there are some efforts to manage punishment who made by teacher; 1) give a warning to students who made violations, so that students' behaviour can change. 2). Giving punishment to students who continue or cannot stop doing violations, so students can realize their mistakes such as cleaning up trash. 3.) Give examples of attitudes, like show good discipline to students. Such as, teachers arrive early to school every day. 4) To give strong motivation to the students, so they can be disciplined and obey the rules that have been set at the school.5). Calling students' parents who break the school rules, so students can realize their mistakes and parents can pay more attention to their children to change into better behaviour.

1 INTRODUCTION

Childhood is the budding, potential, and young generation as the successor of the ideals of the nation's struggle, has a strategic role and has special characteristics and characteristics that guarantee the continuity of the existence of the nation and state in the future. Children should be given the widest possible opportunity to grow and develop optimally, both physically, mentally and socially and have a noble character, therefore safeguards and child welfare should be carried out by providing guarantees to the children for their rights and treatment, without violence and discrimination.

Today, in the world of education in Indonesia in general and in North Maluku, especially the treatment of violence and discrimination both physically and psychologically for children in school still occurs in the educational environment; Elementary Schools (SD), Junior High Schools (SMP) and Senior High Schools (SMU), where there are still many teachers who use violence as a tool and way of managing and disciplining the class. What do students feel when the teacher hits students at school? They will have bad feelings about themselves so they feel ashamed of their friends, stop learning and do not want to go to school.

North Maluku was one of the regions that had experienced social conflicts from 2000 to 2003. At that time, besides the community, children were also directly and indirectly involved in the conflict at that time. Starting from this event, we assume that children involved directly and indirectly in post-conflict have experienced mental upheaval such as stress and deep trauma that have difficulty in making decisions. If now, children experience physical and psychological violence by teachers in school, and then the feeling of stress and trauma will arise again so that they will become rebellious, unproductive, and quiet can even be trapped in an atmosphere of very deep depression.

In teaching, a teacher is expected to be able to determine the right teaching approach in the teaching and learning process. To improve students 'reasoning in the teaching and learning process it is also necessary to create an approach that can increase students' attention to the subject matter. In the process of the approach, students are required to be able to act and act actively so that the objectives of the teaching and learning process can be achieved properly.

One approach that can increase attention and make students more active is by giving prizes in the form of rewards and praise and punishment. (Nasution, 1986: 78) said "Praise is an encouragement for someone to study harder, praise is always associated with good achievement". According to Winkel (1984: 28), in addition to providing the above motivation, giving penalties needs to be implemented. This is so that students are trying to avoid the punishment promised by their teacher by trying hard to study.

Seeing this phenomenon, the author feels the need to do a study to find out how the punishment management of students in the learning process in the school environment, namely in one of the junior high schools in Ternate City; SMPN 7 Kota Ternate. In 2017, this school was one of the schools established by the Minister of Women's Empowerment as Child Friendly schools

1.1 Formulation of the Problem

The formulation of the problem in this study is "how is management punished (punishment) by the teacher towards students in the learning process?"

1.2 Limitation of Problems

The author limits the research on the punishment (punishment) management of teachers towards students in the learning process at SMPN 7 Kota Ternate. The population to be taken is from class VIII (Eight). The number of samples taken was 32 students using cluster sampling techniques

1.3 Research Objectives

The purpose of this research is to find out the punishment management of students in the learning process in the school environment.

2 RESEARCH METHODS

2.1 Type of Research

This type of research is qualitative descriptive research, conducted to find out how the description of conditions, background and management of the punishment carried out by the teacher and the psychological influence felt by students of SMPN 7 Kota Ternate.

2.2 Research Location

This research took place at SMPN 7 Kota Ternate, located on Jl. Siswa, Ternate city.

2.3 Data Collection Techniques

Data collection techniques used in this study are:
1) Questionnaire technique is a data collection technique that is done by giving a set of questions or written statements to the respondent to obtain data about the type of punishment that the respondent gets.
2) In-depth Interview
Interviews were conducted using questions that were increasingly focused so that information about teacher punishment management of students in Ternate City 7 Junior High School was collected in depth and could meet the quota of information needed by researchers.

In this qualitative research, the sampling technique used was purposive sampling. In this case the researcher will choose the informant who is seen to know the best, namely the student and teacher as the main structure in the educational institution, the informant chosen is expected to develop according to the needs and stability of the researcher in obtaining data about the forms, background, and resolution of the law, conducted by teachers to students in formal education institutions.

Data that have been successfully extracted, collected and recorded in research activities were checked for its consistency and truth. Therefore, the researchers must be able to choose and determine the right ways to develop the validity of the data obtained. In this study, the technique used to check for the validity of research data was through triangulation.

2.4 Data Analysis Techniques

1) Data Reduction
That is as a selection process, focusing on simplifying, abstracting, and transforming rough data that emerges from written records in the field.
2) Data Display
Display data includes various types of matrices, images, networks and tables all designed to combine information arranged in a form that is unified and easily observed.
3) Conclusion
Conclusions are only part of a complete configuration. The conclusions were also verified during the research, namely by reflecting back what

was found again and exchanging ideas with others to obtain the truth.

3 RESULTS AND DISCUSSIONS

3.1 General Description of SMP 7 Kota Ternate

SMP 7 Ternate City has NPSN 6020066 and the date of the decree on the establishment of schools on January 10, 1994. The location of the school is located at Jalan K.H Dewantara, Takoma Village, Ternate Tengah Subdistrict, Ternate City and side by side with several other schools. This middle school is a fairly old school in the city of Ternate. Judging from its location, it has quite strategic conditions because it is in the education area along with other schools and the location of the school is easily accessible and its position is on the transportation route. In the Academic Year 2018/2019 the school has as many as 1056 students divided into 36 study groups, which stand on ± 2400 m2. Cared for by 60 permanent teachers and 7 Education Personnel with a minimum of S1 education.

Table1: Data of teachers and students at SMPN 7 Ternate 2018.

Description.	teachers	Staff	technician	students
Male	21	0	21	503
Female	39	7	46	553
Total	60	7	67	1056

Based on the school's vision and mission, it is illustrated that the mission carried out in State Junior High School (SMPN) 7 Ternate City is the implementation and development of learning in improving the quality of education. In addition, from 2017 SMPN 7 Ternate City was launched by the Ternate City Government and was inaugurated by the Minister of Women's Empowerment and Child Protection as a Child Friendly School. To meet the category of child-friendly schools, there are indicators that must be met, including schools, which must be free from smoking, liquor and drugs (Okezone News, March 09, 2017)

3.2 Student Condition

SMP Negeri 7 Ternate City until now has as many as 1056 students with 36 study groups and is divided into two learning shifts namely morning learning and afternoon learning. Regarding the data on the condition of Ternate 7th Junior High School students in the academic year 2018/2019 can be seen in the following table.

Table 2: Data of Students at SMPN 7 Ternate City 2018.

Classroom 7			Classroom 8			Classroom 9		
M	F	Total	M	F	Total	M	F	Total
177	209	386	178	185	365	148	159	307

3.3 Description of Teachers' Punishment Management of Students

Based on the field study, the researcher will present the results of the research that is the management of the teacher's Punishment in the learning process at SMPN 7 Kota Ternate. The teacher has a goal or outcome to be achieved from the punishment that is applied to students. The teacher's efforts are as follows:

3.3.1 Rule Violations by Students at SMPN 7 Kota Ternate

School regulations are an agreement agreed upon by the school community in guarding the discipline and behavior of the citizens inside. The purpose of this regulation was to guard behavior and organize the lives of school people so that the process of forming identity and education ran smoothly without interference. If there are undesirable disturbances that will cause the education system that is designed can not be run regularly.

Regulations of SMPN 7 Kota Ternate which should not be violated by students have been arranged in the form of school discipline, but there are still students who violate those who do not comply with the rules made by school such as being late, smoking, violating the rules of clothing or hair, no follow the dhuhur prayer in congregation and others.

The researcher conducted data collection using questionnaires and spread to 32 students of SMPN 7 Kota Ternate. Based on the results of questionnaires distributed to 32 students.Data obtained from several types of rule violations that were often carried out by students gave rise to teacher penalties for not making public relations (78%), made noisy in class (75%), cheating (68%) disturbing other students (59%), arriving late (56%) and forgetting to bring books (52%) and smoking (35%).

According to the results of interviews conducted by researchers, it was found that the violations committed by both male and female students in SMP 7 Ternate city were quite numerous and varied, from violations which were quite small to repeated violations.

Based on the analysis conducted on the results of interviews with teachers and principals and questionnaires, it can be concluded that there are various types of violations carried out by students in the 7th Junior High School of Ternate. Violations that occur are not making homework, smoking, coming late and not being disciplined about the schedule of activities in the school such as apples or morning ceremonies and dhuhur prayers in congregation. Dhuhur prayer activities in congregation are one of the activities carried out every day by the school which aims to shape the character of students of SMP 7 Kota Ternate.

3.3.2 Types of Punishment by the Teacher

In line with its main task as educators in schools, teachers perform educational performance tasks in guidance, teaching, and training. All these activities are closely related to the efforts of developing students through exemplary, creating a conducive educational environment, guiding, teaching, and training students. With developments and demands that are developing today, teacher roles experience expansion, namely as coaches, counselors, learning managers, participants, leaders, and learners. Ternate State Middle School 7, the punishment given to students who commit violations varies, it is seen from the violations of what students have done. Students who commit minor offenses will be given a sentence in the form of advice not to commit another offense.

In reality students do a lot of moderate and moderate budgeting. Whereas severe violations are rarely carried out by students. The teacher's efforts are as follows:

a. Giving a Warning to Students

Reprimand is needed as an effort to improve behavior. Some things that must be considered in reprimanding them are being directed to students who violate existing rules, reprimand is done to avoid warning that is rude, reprimand is given to students who are not disciplined. Student discipline is inseparable from students' negative behavior which is increasingly alarming. It is undeniable that the teacher is an important component in shaping student behavior to be better and can direct students to improve discipline on existing rules.

Based on the results of a field study with interview techniques to the Principal and the teacher in getting the data that there are operational Standards to provide penalties for students. The first sequence is to give a warning to the students concerned. If the reprimand has not been found to change behavior, then the School or the teacher will instruct parents to call parents to come to school. It is expected that with the intervention of parents, students will not repeat the undisciplined behavior they did.

b. Giving Punishment to Students Who Break the Rules

The success of achieving student discipline is not merely seen from the absence of violations committed by students. Students who have high discipline are students who have obedience, awareness of rules that have been determined by the school, students who violate the rules will be punished. Giving punishment to students who violate school rules is an attempt by teachers to increase student discipline to comply with the rules that have been made by the school. penalties are given to students who commit violations such as being late, not carrying out school work, violating clothing rules and even punishment for students who are found smoking and sucking on glue.

Based on the results of the questionnaire analysis distributed to students, there were several penalties applied by teachers in SMP N 7 Kota Ternate. Of the 32 respondents, the students who filled out the questionnaire were given physical punishment data that were often obtained by students by hitting using rattan (90.6%), pinching (90.6%), lifting garbage (84.3%) and picking up garbage (78.1%). While

verbal punishment that is often obtained by students is scolding (90.6%) and insulting with words (37.5%)

The results of the triangulation interview study between the principal and the teacher were concluded that the teacher applied punishment to students in various ways such as hitting using rattan, giving punishment with physical activities such as squatting or sit ups. The teacher also uses the punishment method by giving fines for any mistakes made. Suppose one error is required to pay five thousand rupiah. The results of the fine will be submitted to the class cash to be managed.

The interesting thing that the teacher does in applying punishment is that the teacher makes an initial agreement with the students about the type of punishment, the amount of punishment, and the giver of punishment at the beginning of the school year or the beginning of the learning process. So that even though they have been serving for decades, the teacher has never experienced problems related to the punitive actions given to students. Students and even parents have never protested the punishment given by the teacher.

Based on the results of interviews with the principal, the differences in punishment include, among others, differences in the character of students in North Maluku who tend to be harsh, this is due to the geographical conditions of Ternate. He analyzed this because of the character factors of students who were influenced by home environment factors (parenting) and the geographical conditions within the equator.

From the results of triangulation of data between the questionnaire analysis and the results of interviews, the data found that there are several ways to implement teacher punishment on students, namely physical punishment that is sports such as sit ups, walking squat, running, etc. In addition, most teachers use physical punishment using rattan to discipline their students. This is because the character of students in North Maluku is different from students in Indonesia in general. The difference in character is in the background because of the family environment9 parenting style) and the geographical location of Ternate which is located in the equator and coast. According to the data obtained, the teacher is not able to modify the behavior of students if the punishment is a verbal punishment (in the form of angry speech and threats given by the teacher to students).

c. Give exemplary examples to students

In instilling discipline in students teachers must be role models for students and be able to direct students to improve discipline. Teachers should be able to be a good example. If the teacher is unable to provide a good example, students will not behave well. The results of interviews conducted by the researchers on September 12, 2018, obtained data from teachers that in SMP 7 Ternate City is a child-friendly school and teachers and students are prohibited from smoking in the school area. This regulation was issued by the school so that the teacher became a real example of their students in school especially in terms of smoking.

From the interview results it can be concluded that the teacher gives a real example of quitting smoking, this is due to the regulations issued by the school so that it is not done by the teacher.

d. Give Motivation

In improving students' discipline on school rules, one of the efforts made by teachers in Ternate's 7th Junior High School was to provide motivation to students. Motivation is one of the most important dynamic aspects; motivation is also the incarnation of motives that can be seen from the behaviour shown by someone. Motivation is very closely related to needs, because indeed motivation arises because of need. Someone will be compelled to act when there is a need. This need creates a state of imbalance (ie dissatisfaction), namely tensions, and the tension will disappear when those needs are met.

It can be concluded that there is an effort made by the school to motivate the school people. The principal motivates his teacher by giving direction at each teacher meeting related to the management of punishment. This is done so that the teacher is not too excessive in giving punishment to students. Likewise the teacher also gives motivation to students so that students remain disciplined with the rules set by the school. Motivation given by the teacher uses the economic token method, namely student achievement can be exchanged with rewards / prizes that will be given by the teacher. The motivation carried out by the principal and the teachers of Ternate's 7th Public Middle School will be extrinsic motivation, thereby increasing the ego involvement of the school community.

e. Summoning Parents to Students Who Violate Rules

The calling of parents to students who break the rules more than once is one of the efforts of Ternate City Junior High School 7 to improve student discipline such as students who are late, absent, yell at teachers and also smoke. Students who get summon for parents because they pulls out the lesson. Parents who get a

summons from the school will be processed by the student teacher of SMPN 7 Ternate City. This was revealed in the results of the interviews conducted as follows:

Based on the results of interviews with the Principal and teachers of Ternate City Junior High School 7 there is a mechanism for punishing students. Such as reprimand and punishment given to students unable to change behavior, the school will call the parents of students who violate the rules. Skinner said that the relationship between stimulus and response occurs through interaction in the environment, then it will cause changes in behavior. The results of the above research can be concluded that the calling of parents to students by teachers in applying discipline to shape and change student behavior for the better. The efforts made by teachers at Ternate 7th Public Junior High School are stimuli where students 'response to the efforts made by teachers is students become disciplined and reduce students who break the rules determined by the school and shape students' attitudes for the better.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on the research that has been done and has been described in the discussion, it can be concluded that the efforts of teachers in improving discipline in students of SMP Negeri 7 Kota Ternate. The efforts made by the teacher in improving discipline in the learning process in a way

1. Give a warning to students who commit violations so that student behaviour can change.
2. Giving punishment to students who continue to commit violations so students can realize their mistakes such as cleaning up trash.
3. Providing exemplary examples of discipline to students so students can change for the better like teachers who arrive early to school.
4. Provide motivation to students to be able to discipline and obey the rules that have been set.
5. Summoning parents to students who break the rules so students can realize their mistakes and parents are more able to pay attention to their children to change into better behaviour.

4.2 Suggestions

Based on the results and discussion above, there are a number of suggestions to be conveyed in this study, namely:

1. It is recommended not to resolve student violations while in the school environment and in the learning process by giving physical punishment to students.
2. Teachers can provide educative penalties rather than just giving a warning to students so students will become accustomed and will become aware of themselves.
3. In arranging or resolving the types of violations committed by students while in school, the teacher must look for alternative sentences that are more moral and educative.

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