

Implementation of Punishment in Improving the Process of Learning the Morals at MIS Ar Ridha Medan

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Abstract

This study aims to determine that teachers do not provide punishment to children. Punishment that is not given to children is physical punishment. When students make mistakes, the teacher gives a warning and advice to students, but students do not care about it. Then the students repeat their mistakes again, so the teacher is silent and doesn't care about the student in the class. The teacher is only focused on students who want to learn and ignore students who do not want to learn. The research method used is a qualitative research method, using the phenomenology approach. The results of the teacher's perception of punishment to make students not make mistakes again and to provide understanding to students that he was guilty. and the implementation of punishment in the learning process that is planned based on a decree that has been determined by the school, namely the principal and agreed by the teacher and students.

Keywords

punishment; the learning process of moral creed



I. Introduction

Education is one way to produce quality Human Resources (HR) with experience changes in knowledge, skills and attitudes. These changes can be a capital to improve selfcompetence in facing the era of globalization that always undergo the change. The development of technology and information has had a significant influence on society. Fast, broad, and open access for information that is fast, can be utilized to obtain various information needed including in the world of learning. (Sitorus, 2019)

Learning is an educational movement and movement to make the way students have new experiences that are good and meaningful. Thus, learning is a process of dynamics and dynamism to be able to continue a step by step to build a better life (Yamin, 2015: 5). Positive behavior and negative behavior exhibited by teachers determine most of their effectiveness in the learning process and ultimately determine the impact they have on student achievement (Stronge, 2007: 145).

A teacher in ancient times was free to do anything, including in giving punishment to students. If there is little student showing no attention when the lesson is explained, then a teacher can throw an eraser at the student who is not paying attention. There is also a teacher who has a habit of pinching students until the child screams, even the pinch marks are blackened until a few days are gone. The child was reluctant to complain about the teacher's treatment to his parents. Because, his parents also usually blame the children who accuse of not obeying the teacher. However, at the time of openness and the easy access to knowledge, the teacher who is loved by students is the best friend in learning and understanding life that continues to grow. The teacher puts himself as a friend will make students feel close and comfortable. This closeness and sense of comfort are really important in relation to students' motivation and enthusiasm in the learning process (Syukur, 2014: 197).

In the theory of behavior modification approach, the activity of punishing is indeed something that is legitimate to do, even under certain conditions must be given. This means that giving the child the principle is "OK". However, what is often a problem is that many of us do not understand how to implement more humane (more appropriate) punitive behavior for children. This ignorance makes the act of giving the punishment switch roles as acts of violence and teacher aggression on students or parents on children. Punishing it can have the effect that we expect. However, if the mechanism is wrong, it can have a reverse effect than we expect. Therefore, before teachers and parents give punishment, they must first understand, how the punishment process is given, how it is carried out, how it begins, and ends and how it is evaluated (Gaza, 2017: 27).

Punishment is done to avoid unpleasant conditions by correcting or minimizing unfavorable behavior. In an activity carried out by individuals or groups both in the family, school, or boarding schools, companies, and communities we often see behaviors that are less pleasant to be seen by their members. Therefore, with the behavior accompanied by punishment, the behavior (negative) will be reduced and will not even repeat. Every sentence given to someone must have an effect according to the type of punishment given. However, if the sentence is carried out properly it will be a motivational tool for someone, so that later there is a desire for them to change and continue to improve themselves by not repeating negative behavior. Therefore, punishment has a very important role in influencing someone who has bad behavior to change their behavior for the better. This is done by weakening the occurrence of violations or mistakes committed by someone, provided that punishment is not allowed to be excessive and is not expected to occur repeatedly (Rosyid, 2019: 8-9).

Researchers want to conduct a deeper study of the Implementation of Punishment in Improving the Learning Process of Moral Creation in MIS Ar Ridha Medan. To seek and deepen findings about the implementation of punishment in learning at MIS Ar Ridha Medan. So researchers are interested in conducting a study entitled "Implementation of Punishment in Improving the Process of Learning the Morals in MIS Ar Ridha Medan."

II. Theoretical Review

Punishment is often interpreted as an educational effort used to correct and direct the child in the right direction, not the practice of punishment and torture that stifles creativity. Punishment is also often interpreted as suffering caused or intentionally caused by someone (parents, teachers and so on) after an offense, crime or error occurred (Yanuar, 2012: 15). According to Rosyid (2018: 47-48), the purpose of the punishment, either short term or long term, is as follows:

1. Vengeance.

Retaliation means that students who commit violations will be given similar sanctions as the violations they have committed.

2. Repair.

Almost the same as retaliation, it's just that in this improvement is more to mild and moderate acts such as not entering the classroom when learning hours are in progress.

3. Protection.

The existence of punishment is a protection for the victim or the perpetrator.

4. Compensation.

This compensation is done if in a case it is really clear who the perpetrators are or if no one claims, both those accused of being the perpetrators and those who become victims must compensate together.

5. To frighten.

This penalty is very effective for perpetrators who are still sitting on a bench in kindergarten, elementary school, but less effective if given to children who have been in junior high or high school especially students.

Based on the explanation of the purpose of the sentence above, the punishment is a form consequences given because students violate the rules in the form of punishment. The punishment given is not by force, but is given with firmness. According to Gaza (2017: 48), there are two types of punishment, namely:

1. Immediate punishment.

Direct punishment is an action that is directly given to students after giving rise to negative behavior.

2. Indirect punishment.

Indirect punishment is a punishment that is not directly directed as a form of punishment to students, but rather is a satire, devotional material, and learning resources for students.

Based on the explanation above, the actual punishment is more emphasized on the educative side to shape the child's personality so that he is always responsible for his actions. According to Haidar (2014: 123), the basic considerations of the provision of punishment are: (1) punishment aims to educate, not vent anger and to hurt, let alone revenge, (2) avoid punishment in the form of physical punishment that causes physical pain to the student, (3) educative punishment, and (4) penalties aim to convict students so that they do not repeat the mistakes they have made.

Based on the explanation of the experts above about the basic consideration of punishment shows that the child's ability to imitate good behavior or bad behavior is very fast. So this is a consideration for us to always prioritize positive role models in students. According to Rosyid (2018: 38), the excess punishment in education is as follows:

1. A pretty good method to better understand problem students.
2. Challenging students' attitudes and giving satisfaction to find new identities for students.
3. Helping students transfer or transfer their knowledge to understand problems in real life.
4. Helping students to develop new attitudes or good attitudes so they can be responsible in the lives they do.
5. Problem solving can be done to encourage self-evaluation, both on the process and on the results of learning.
6. Can show students that punishment is basically a method in education to form a better attitude.
7. Considered more fun and preferred by students.
8. Can develop good attitudes in students to behave much better than before.
9. Can provide opportunities for students to apply the good attitude they have in the real world.
10. Can foster students' interest in learning even after graduating from formal learning.
11. The teacher can be held accountable for the punishment given to students.
12. Punishment must be educational.
13. Don't punish when the teacher is angry.

14. Each punishment must be given when we are aware and have been calculated.
15. Do not carry out corporal punishment, especially on the head.

Based on the explanation above, the excess punishment is to be able to develop good attitudes in students to behave much better than before so as to develop their ability to learn. According to Rosyid (2018: 36), the lack of punishment in education is as follows:

1. Difficult to overcome differences in ability, level of learning, and understanding, learning styles, or students' interests.
2. Students have few opportunities to be actively involved, it is difficult for students to develop social and interpersonal skills.
3. The success of this learning depends on the educator. If educators do not seem ready, knowledgeable, confident, enthusiastic, and structured, students can become bored, and they will be hampered in learning.
4. Poor communication tends to result in poor learning and punishment in education to limit the opportunities for educators to display many positive communication behaviors.
5. Educators are not able to know the extent to which students have understood the description.

Based on the explanation above, the lack of punishment is able to cause hatred to those who give the punishment to him, especially if the sentence is given by means of violence then the student becomes resentful towards his teacher and can last a long time. According to Gaza (2017: 63-70), there are a number of schools that we can create to avoid the behavior of giving punishment, which are as follows:

1. Friendly school.
Schools must create a conducive and friendly environment, as well as supportive play facilities for students to create a comfortable atmosphere felt by students at school.
2. Friendly teacher.
The teacher must provide a vast space for students to interact. Thus, students will not feel awkward when they want to ask something to their teacher.
3. Friendly school friends.
A good school is a school that can control all of its students to make all school members comfortable so that there is no bullying in the school.
4. A healthy school atmosphere (green school).
The effect of a healthy, clean, green, and cool school will create a conducive learning atmosphere rather than a noisy, arid, dirty, and cramped school.
5. The atmosphere of intimacy between school residents.
Togetherness in school does not only come from the teacher, but all who are in the school must also support the creation of an atmosphere conducive to positive behavior. If only the teacher acts as a good figure and example for students, without involving others, the modeling process will not only give good results.
6. A comfortable class atmosphere.
A good class is a class that is reassuring, a class filled with ornaments and positive affirmation languages that can inspire students. Teachers are expected to conduct routine evaluations of several things that are felt to affect the mood of students learning in the classroom.
7. Comfortable learning process.
A comfortable learning process will certainly produce a conducive and comfortable learning atmosphere for students. Conversely, an uncomfortable learning process,

full of pressure and anxiety, will result in an unhealthy learning atmosphere for students in the classroom.

8. Rules and policies.

The policy adopted by schools as an institution without violence, should be established at the beginning when the school is operational. This will help create an impression of the school as a place to prosper students physically and psychologically

Based on the explanation above, the purpose of the school atmosphere without punishment is to prevent teacher behavior in punishing students. One of the goals is that students do not have hatred towards the person who gives the punishment, especially if the sentence is given in a violent manner, the student's hatred of the teacher can last for a long time.

The principle of punishment in Islam is often mentioned in the verses of the Qur'an and the Hadith. When God talks about the beauty of heaven as a reward for human good behavior, it often goes hand in hand with the threat of hell's punishment as a punishment for human wrongdoing (Gaza, 2017: 132). Thus, we perceive that hell is a form of climax punishment for humans for the culmination of a long and repeated mistake done. The Islamic principle in terms of punishment is more on ta'dib (straightening behavior), not giving punishment. According to Gaza (2017: 133), it is stated that mistakes in children are not criminal acts which are then given a penalty. Because, if the punishment is not carried out properly will cause crime in a child. In this case, it is preferred to straighten behavior rather than punishment as the impact of wrong behavior on children. The choice of the teacher to mentor the child is far better than having to focus on the question "what punishment will be given if a child commits an offense." The ta'dib process is carried out by correcting first, and then continuing to correct the child's behavior, because often the mistakes made by children are sourced from his lack of understanding of the concept of truth in the behavior he does.

Learning is a business process carried out by someone to obtain a new change in behavior as a whole as a result of his own experience in interactions with his environment (Purnomo, 2012: 108). While learning comes from the word learning gets the prefix "pem" suffix "an" shows there is an element from the outside (external) that is "intervention" in order to occur the learning process. So learning is an effort made by external factors so that the learning process occurs in individuals who learn. Learning can be interpreted and analyzed micro and macro. Micro-learning is a process that is strived so that students can optimize the potential of both cognitive and socio-emotional effectively and efficiently to achieve the expected behavior change. Macro learning is related to two pathways, namely individuals learning and structuring external components so that learning processes occur in individuals who learn (Karwono, 2017: 19-20). According to Susanto (2013: 40), explaining that learning objectives are educational goals to be achieved at the teaching level. In essence, this goal is the hope of what students can do at the end of learning that is closely related to the learning outcomes to be achieved by students.

Man was created by God as the most perfect creature because it is equipped with reason, interests, and talents, as each individual's potential and basic capital for his survival. Learning basically aims to optimize the growth and development of these potentials. Thus, the teacher plans carefully the learning scenario to be able to actualize. In the learning process, avoid behaviors that place students only as spectators and to be receptive. Strive for students to participate actively in learning. For this reason, a teacher must be able to create a conducive, comfortable, and pleasant atmosphere (Yusvavera, 2013: 105).

According to Mardianto (2009: 37-40), the factors that influence learning can be seen from two factors, namely:

1. Factors originating from outside the student, and this can still be classified into two groups with a note that overlapping still exists, namely:

- a. Non-social factors.

These factors can also be said to not be countless in number, such as the state of the air, air temperature, weather, time of the morning, or afternoon, night, location, place of learning tools. It must be arranged in such a way, endeavored to be able to meet the requirements according to didactic, psychological, and pedagogical considerations.

- b. Social factors.

This factor is a human factor whether there is a human being (present) or not present. The presence of other people when someone is studying, a lot of disturbing learning situations, for example a class is doing an exam, then hear the noise of noisy children beside the class or someone is studying in the room, then there are one or two people going back and forth in the room that and many other examples. The social factors that have been put forward are generally disturbing the situation of the learning process and learning achievement, because it disrupts concentration, this needs to be regulated so that learning takes place as well as possible.

2. Factors originating from within the student, and even this can again be classified into two groups, namely:

- a. Physiological factors.

On this factor, it must be reviewed, because there can be a background of learning activities, a state of physical tone, because a body that is fresh and less fresh, tired, not tired will affect the learning situation, which has to do with this there are two things, namely:

- 1) Enough nutrition due to lack of food ingredients, this will result in lack of physical tone, resulting in lethargy, irritability, fatigue, and so on.

- 2) The existence of several chronic diseases such as colds, influenza, toothache, cough, this is very disturbing to learn it needs to get attention and treatment.

- b. Psychological factors.

This factor has a big contribution to the process of a person's learning process, both the potential, circumstances and abilities that are described psychologically in a child is always a consideration for determining learning outcomes.

Based on the explanation above illustrates that the main factor in influencing the learning process is a teacher. The success or failure of learning depends on how a teacher gives material to students.

III. Research Methods

The research method used is a qualitative research method, using the phenomenology approach. The data that the researcher wants to collect is a description of words and actions by understanding the phenomena experienced by the subjects in the study. Researchers determine the subjects of moral character because morals can form a good personality for students.

IV. Results and Discussion

Teachers' perceptions about punishment vary, according to the Head of Madrasah, arguing that "punishment needs to be done so that children do not repeat their mistakes. But punishment in physical form does not need to be done at school, because it will make

children become vengeful to their teacher. A better way to avoid punishment to children is to approach. According to vice principal the curriculum is of the opinion that "punishment needs to be done in education because with the punishment children do not make the same mistakes and provide a deterrent effect so that students become better. According to vice principal in student affairs, it is argued that "punishment needs to be done in education, because punishment is a tool to change, shape, motivate, give a deterrent effect to students so that students become good in their personality and morals. But it is not punishment whose purpose is to hurt students, especially in this madrasa is how we as religious education institutions whose purpose is how to form students and who have morality. From the above opinion it can be concluded that punishment needs to be done, because punishment is to make students not make mistakes again and to provide understanding to students that he is guilty.

Implementation of punishment in the learning process planned at MIS Ar Ridha Medan, based on a decree that has been determined by the school that is the principal and agreed by the teacher and students. The implementation of punishment carried out in MIS Ar Ridha Medan there are two kinds: First, it is generally applied in accordance with the decree that has been determined by the Head Madrasah as a school order and agreed upon by the teacher and students in the learning process. While the second, specifically applied, namely the teacher in the learning process and outside class hours in vice principal in student affairs, for example zuhr prayer in congregation. Based on the results of research that the implementation of punishment by teachers in MIS Ar Ridha Medan in the learning process that teachers do not carry out physical punishment because it is prohibited in legislation. Physical punishment can only make students lazy to learn and students become hateful towards their teacher. So the teacher in the learning process uses penalties that educate the child to become a deterrent and not repeat his mistakes again.

V. Conclusion

Teacher perceptions about punishment there are various kinds and implementation of punishment in the learning process planned at MIS Ar Ridha Medan, based on a decree that has been determined by the school that is the principal and agreed by the teacher and students. The implementation of punishment carried out in MIS Ar Ridha Medan there are two kinds: First, it is generally applied in accordance with the decree that has been determined by the Head Madrasah as a school order and agreed upon by the teacher and students in the learning process. While the second, specifically applied, the teacher in the learning process and outside class hours in MIS Ar Ridha Medan.

Suggestions that can be delivered related to the Implementation of Punishment in Improving the Process of Learning the Morals in MIS Ar Ridha Medan is when applying penalties for students in the learning process the teacher must first choose the types of educative punishment that makes students not feel pressured and students do not repeat their mistakes again .

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