

The Impact of Negative Reinforcement on Fifth Grade Students' Science Learning Process

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Abstract

This study attempts to investigate the positive and the negative impact of negative reinforcement on fifth-grade students' science learning process. This study was carried out in elementary school 177 Pekanbaru. The kind of research is a qualitative study, and data were collected using video recording, observation, the questionnaire, and interview. Ten learning and teaching activities were conducted in two classrooms, 5 times in VA and 5 times in VB. The results show that the positive impact of negative reinforcement is to increased students' motivation to study science. While the negative impact of negative reinforcement is, to have students' ton fear or vexation dislike to their teacher. The students feel discomfort because the teacher often punished students whenever they made mistakes.

Keywords: *negative reinforcement, learning motivation, positive impact, negative impact*

1. INTRODUCTION

A school is a place for learning, and teaching is a noble task undertaken by the teacher. Teaching and learning are part of learning. Teaching is a teacher's professional activities, while learning is a learner activity undertaken in response to teachers' teaching activities. Learning occurs when students have the urge to learn. Directed learning activities that can lead students to complete their learning tasks (Dimiyati & Mudjiono, 2006), One way to do a fatherly teacher encourages students to learn is by giving reinforcement to students. Teachers can give two kinds of reinforcement, positive reinforcement, and negative

reinforcement.

Sardiman (in Wahab, 2016) says learning is a complex process that occurs in everyone and lasts a lifetime since he is a baby until he goes to the grave later. One sign that someone has learned something is that there is a change in his behavior. This change in behavior concerns both changes in knowledge and skills and those involving values and attitudes.

The learning process is monotonous (not variable) remains a classic problem that occurs in the world of education today. As a result, students get bored and lose focus on learning so that learning is ineffective and difficult to

achieve learning objectives. Therefore, teachers need to provide something that can stimulate learners to have the motivation to learn. As a motivator, teachers are required to be able to encourage learners to have the motivation to learn. One way that can be done to strengthen the teachers so that children are motivated to learn is to reinforcement negative learning. Negative reinforcement is given to the students who made the mistake, violating the prescribed rules or exhibit behaviors that are not well studied. Reinforcement wherever possible negative gave something to do with mistakes made. It aims to provide a deterrent effect while tucking the value of education and help teachers in the learning process.

Based on observations on Wednesday, October 3rd, 2018 until Tuesday, December 12, 2018, in class V SDN 177 Pekanbaru when teacher learning science looks teacher reprimand students, give highlight a keen eye on the students, to punish the students, give additional tasks to the students, and there are the teacher also delay the return of the students. Once reprimanded by teachers of students refocus on learning

2. CONTEXTS AND LITERATURE REVIEW

The motivation of each is not as strong, students have intrinsic motivation wherein the willingness of learning more robust and not dependent on factors outside themselves. In contrast with the

students learning motivation is extrinsic, willingness to learn is highly dependent on conditions beyond the self. One to increase extrinsic motivation is with negative reinforcement.

Skinner (in Dalyono, 2009) negative reinforcement that restriction unpleasant stimulus, stimulus if it is stopped will lead to the probability of response. Negative reinforcement received a form of responsibility for committing deviant behavior (Dalyono, 2009). Students who get negative reinforcement are not expected to repeat their mistake. Stated that negative reinforcement in the form of termination less favorable circumstances so that learners feel free from the state. Negative reinforcement is given, of course, is something that educates and does not lead to violence but it gives an uncomfortable feeling for the students. Negative reinforcement is something that is not fun for the students, so they will try to eliminate them (Ormrod, 2009). Negative reinforcement action is liberation from an unpleasant situation, which is given to reinforcement the behavior. Based on some of these opinions, it can be concluded that *reinforcement* Negative is an omission or delay the stimulus that aims to motivate and improve behavior. Administration *reinforcement* negative should not be arbitrary, there are regulations in the reinforcement that needs to be understood by the teacher before applying to the learners. Negative reinforcement can be applied if the student shows deviant behavior

Science learning in elementary school is by following the purpose of learning and the nature of science, that science. Can be viewed as a product, process and attitude, then in elementary school science learning in three dimensions must contain. Learning science is not only to teach mastery of the facts, concepts, and principles of nature but also teach methods to solve problems, train the ability to think critically and draw conclusions trained to be objective, to cooperate and respect the opinions of others. Model appropriate science learning for elementary school-age children are learning models that adjust the situation of student learning to real-life situations in the community. Students are allowed to use the tools and learning media in the environment and apply them in daily life (Usman, 2006).

Negative reinforcement can make an impact on the use of positive and negative impact. The positive impact of negative reinforcement has increased the motivation to study science students on learning. Increase the motivation to study science students on learning science seen from the survey. And the negative impact of negative reinforcement a desire to give to

punishment whenever Students made a mistake, student ton fear or vexation dislike for the teacher and make discomfort students.

3. RESEARCH METHODS

The method used in this research is the Qualitative research. A qualitative approach is research-oriented to the symptoms that are naturalistic and fundamental and can not be done in the laboratory but must plunge field (Nazir, 2013). With the use of a qualitative approach, the data presented is in the form of the written word

In this paper study were grade elementary school teacher. The researcher recorded the teacher's usage of negative reinforcement and negative reinforcement how the influence of the elementary fifth-grade students. For seen impact from negative reinforcement researchers asking the student how they feel after teachers given negative reinforcement in the class. And the researcher has seen the positive impact of negative reinforcement from questionnaire motivation science learning in elementary school. A subject in this research.

Table 1. Research Subject in Primary schools 177 Pekanbaru

No	Subjects	Total
1	Teacher VA	1
2	Teacher VB	1
3	Students in grade VA	30
4	Students in grade VB	26

4. RESULTS

Reinforcement Negative has two impacts on students':

a. Positive Impact

1. Increase student motivation for a moment (restore student focus)

Based on the observation after the teacher did the negative reinforcement the students refocused their learning and were more enthusiastic in following the learning process. But learning motivation that arises due to negative reinforcement is instantaneous motivation or motivation that does not last long. Negative reinforcement only acts as a tool to restore the focus of students who are noisy or unfocused when learning takes place. Students who are noisy are reprimanded with threats (negative reinforcement) will be silent when the teacher reprimands but a few minutes later students will be noisy again. This only gives the motivation to learn for a moment or just to awaken students for a moment, not motivation that lasts for a long period of time. Examples of negative reinforcement by the teacher are the teacher gives an impromptu question to Mutia "Try Mutia what is the meaning of heat?" then Mutia answers smoothly without feeling nervous. Based on the results of interviews with students who were motivated the researchers asked: "Why isn't Mutia surprised when the teacher gave

questions impromptu to Mutia?" Then Mutia answered "Because Mutia knows mom, Mrs. Elsa will definitely give impromptu questions during the learning process. But because of that Mutia became diligent in reading books before the material was discussed".

This makes students more anticipated when learning will begin. So students can answer random questions given by the teacher. Negative reinforcement can be used as a motivational tool for student learning if used appropriately, wisely and must understand the principles of its giving (Sardiman, 2003).

2. Manage class

The use of negative reinforcement also has a positive impact on the teacher, namely by using negative reinforcement the teacher is easier to condition the classroom situation because it is caused when one student is noisy and reprimanded by the teacher, the other student will also be silent because he does not want to be reprimanded by the teacher. This can create a safe and secure classroom atmosphere so that the learning process can run smoothly.

3. Practicing student dexterity

There is some negative reinforcement done by the teacher can train the remaining agility in learning. For example, the teacher

gives instructions to students to do 5 practice questions in 15 minutes for students who cannot complete in 15 minutes the student cannot score. That way students will be encouraged to solve these questions to get grades from the teacher.

b. Negative Impact

1. The use of negative reinforcement is often used to strengthen the punisher. The use of negative reinforcement itself arises a desire to give punishment every time a student makes a mistake. This has an impact on the classroom situation when one student who is reprimanded by another student will feel scared when making a fuss in the class. For example at the beginning of learning the teacher performs negative reinforcement to punish students, namely "This is laughter, what did you say yesterday? For those who are busy picking up trash, please pick up rubbish ". Students are surprised to put on a confused and scared face when the teacher reprimands his behavior.

Punisher is a sanction that is received by someone as a result of violations of established rules (Imron, 2011)

2. Negative reinforcement often leads to generalization in every individual, which is causing fear of students. For example, the teacher reprimands Okto "Okto pay attention to the front" Okto's

response when reprimanded by the teacher was the result of an interview by the researcher and Okto "I was surprised mom, after that, I was silent for fear of being called my name again". Then the researcher asked, "Is after being reprimanded by Okto's teacher watching the lesson or daydreaming again?" Okto replied "Paying attention to your lesson, for fear of being reprimanded again, shame" the situation is not conducive any more students noisy again.

Fear is caused by a threat, so someone will avoid themselves and so on (Gunarsa, 2008).

3. Physical punishment by learning you dislike person, that is, giving negative reinforcement often creates hatred or annoyance towards the teacher. For example, the negative reinforcement done by the teacher is "Okto is there something out of focus? That's Okto sleepy "while patting the shoulders of students. Okto's response after being reprimanded by the teacher was like the results of a researcher interview with students, the researcher asked: "How do students feel when reprimanded by the teacher?". Hate is the feeling of regret, guilt, or resentment expressed in action (Goleman, 2002).
4. Negative reinforcement is not always effective in punishing a behavior, not all negative

reinforcement has the results we get, on the contrary, it does not give any changes. For example in the learning process teachers often do negative reinforcement repeatedly but students still make a fuss in the classroom.

The impact of this action is to create discomfort for students because teachers often reprimand students who are bullied by their peers while students who hold often are free from teacher reprimands.

5. Negative reinforcement can lead to inappropriate behavior but does not teach something appropriate. Like pinching students or physically hurting students'.

This act can incite students' anger towards the teacher and can violate human rights and violate article 56 of Law No. 23 of 2002 concerning child protection. This can be detrimental to many parties and can be followed up in the legal arena.

5. CONCLUSION

Based on the research results, discussion and conclusions above, the author gave the advice that aims for the good, as follows Negative reinforcement should like to give judgment on the basis of resentment to the students to not cause hatred of students to teachers, Negative reinforcement only momentary deterrent effect on students should be avoided so that students do not get bored and annoyed the teachers, Efforts

to reduce the negative reinforcement that is doing a lot of active learning that engages students, and for students interested in learning.

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