

CHAPTER I

INTRODUCTION

1.1 Background of The Study

A classroom should be the place when students can learn and interact well with the teacher and other students and true knowledge is learned. Van Dyk in his Book Letters to Lisa stated that to answer what my classroom should look like, he said that teacher must start to have a presumption that they will build a community. The teacher needs to be brave because there is only little real community and this should not hinder teacher to work hard and build community at least in her own classroom (1997). Inside of the classrom, the teacher should build community especially Christian community which leads the students to feel that they part in Christian community in the classroom.

Wong and Wong said that the students learning becomes well in well managed classroom because every opportunity in the classroom is used by the effective teacher to involve the student in learning and there is a clear procedure that student understands. Thus, there is more learning time and only a little occurrence of behavior problems and disruption (2009). Eggen and Kauchak (2007, p.368) said that in productive learning community in which the classroom are systematic and focus on learning, students feel comfortable because “The daily routines, as well as values, expectations, learning experiences and standard for appropriate behavior are all design to promote learning.” Based on this, the student will learn better when the teacher involves the students in every opportunity in the classroom where students understand the procedure and little disruption happens in the classroom. Then the classroom is systematic and focus

on learning but students feel comfortable as they know the daily routines and standard for appropriate behavior.

This is why it is important for the teacher who builds a Christian community in the classroom that has a good classroom management inside of it as it helps students to learn well in the classroom and become responsible disciples of Christ in the classroom. “The overall aim of Christian education is to help and guide students be and become responsible disciple of Jesus Christ. ... It [responsible disciple] calls for a willingness to build Christian relationship in the community.” (Van Brummelen, 2009, p.14)

One thing that Van Brummelen (2009, p. 183, 102) stated about building a Christian community in the classroom is that, the reality that sins interfere on this world make a classroom never function as a perfect community. “Students like teachers, will fall short, even when they have turned their lives to Jesus in trust and services.” The daily renewal from Christ is what the teacher and the students needed because they are sinner (Romans 3: 23 - 24). Sometimes the student will fail even they try to decide something good and do right things.

The reality that sins interfere in this world and in the classroom in which sometimes make the student fail even they try to decide something good and do right things describe what happened in the field when the researcher was given by God the opportunity to learn how to teach in grade 2. Inside the classroom, the reality showed that the students and the teacher had fall short into the sin and needed the daily renewal from God. Because on learning process in the classroom, the students showed how they sometimes failed when they tried to make a decision on how they should act in their learning time. This condition

hindered the classroom to become a Christian community that can support one another in learning processes. In the class, when the researcher was teaching, the researcher found that the students still needed a reminder on how to sit on the carpet, how to sit on the chair, for not distracting their friends (either by talking with their friends or touch their friends) and also some loud noises. This was kind of classroom problems that happened inside the classroom. Wong and Wong (2009, p. 213) said that “Two major problems in a classroom are movement and noise.” Some of them even get lost to keep on the task and finish the task on the time. This was not a kind of classroom that was able to facilitate student learning. It is true that just as Van Brummelen said that the reflection of Biblical life will not always happen in the students conduct, effort and relation with others (2009). This strengthens that the students in the researcher classroom already fell short into sin and were not able to always reflect a Biblical life in the classroom and this problem would hinder the learning process and not building a Christian community either that the teacher should build in the classroom.

Van Brummelen (2009, p. 102) also gave some inputs on how to fix this problem that is “students need guidance, supervision and discipline. A key role of teachers is to direct their students “in the way [they] should go” (Proverbs 22: 6). The researcher thought that the researcher needed to do something in order to fix the problem and more importantly to direct the student back to the way they should go. Van Brummelen (2009, p. 183) said that “To build and maintain community, you must establish, teach and enforce positive behavior.” Therefore it is important that the teacher establish, teach and enforce positive behavior in the classroom. Then there is several expected positive behavior that is the

behavior that the researcher wanted to see the students improved in the classroom and picked it. The researcher planned to establish, teach and enforce this expected positive behavior to the students.

To help the researcher increase the positive behavior of the students, the researcher chose to implement the reinforcement. Eggen and Kauchak (2007, p. 169) said that “Reinforcement, the process of applying reinforcers to increase behavior, exists in two forms; positive and negative.” Therefore the researcher used reinforcement because she wanted to increase her students’ positive behavior. Some books and journals agreed that reinforcement can increase students’ positive behavior as Kazdin and Forsberg (1974) found that token reinforcement was effective in accelerating appropriate behavior in the classroom.

Van Brummelen said that the teacher uses the authority given by God to give encouragement and rebuke in serving the students (2009). Then the teacher should use both encouragements when giving the students positive reinforcements and rebuke in love when giving negative reinforcement. Hopefully, the students eventually will have positive behavior that they need to have in the classroom without any help from the teacher (no more reinforcement) because they are aware to be responsible for their actions as the image of God and responsible disciple of Jesus and witness to God and bring blessing to others.

1.2 Research Questions

Based on the problem of this research about student's behavior in learning time in the classroom and how to increase student's positive behavior, then the questions that guide this research are

1. What is the impact of implementing reinforcements to increase student's positive behavior?
2. How does the implementation of reinforcement increase student's positive behavior?

1.3 The Purpose of The Research

The purposes of this research are

1. To know the impact of implementing reinforcement to increase students' positive behavior.
2. To know how the implementation of reinforcement increases students' positive behavior.

1.4 The Benefits of The Research

By doing this research, the researcher hopes that this will bring positive contribution to the teachers, and other researcher.

1.4.1 Benefits for the Teachers

- ❖ The teachers will have a guideline on how to implement reinforcement in the classroom and apply it in a best way to make student have positive behavior in the classroom.
- ❖ The teachers will see how the implementation of reinforcement increases students' positive behavior.

1.4.2 Benefits for the Other Researcher

- ❖ For further research on the reinforcement to increase students' positive behavior in the classroom.

1.5 Definition of Terms

1.5.1 Reinforcement

Martella said reinforcement as the consequences of the behavior, something is presented or removed to increase the possibility the behavior happen in the future (2012).

1.5.1.1 Positive Reinforcement

“Any increase in behavior as a result of being presented with a consequence is positive reinforcement.” (Eggen and Kauchak, 2010, p.169)

1.5.1.2 Negative Reinforcement

Santrock said this is negative reinforcement because the response of the behavior is increasing after the behavior is followed by removing the aversive (unpleasant) stimulus (2011).

1.5.2 Positive Behavior

“The act itself about what a person does or not is which the behavior refer to” Kazdin (2013, p.40). Then Taylor said that behavior is often found as the key factor in school or educational performance because it related on how the student bring and lead themselves in the school (2004, p. 53). Then positive behavior is how students conduct themselves positively in the classroom.