

CHAPTER II

LITERATURE REVIEW

This chapter discussed about the theories that used in this research. The three big points were reinforcement, positive behavior and the relationship between reinforcement and positive behavior.

2.1 Reinforcement

“Train the child in the way he should go and when he is old, he will not depart from it. Proverbs 22: 6.” (ESV, 2001) The Bible tell the teacher that they need to train the children in the way God wants the students to go. Servant said that according to the Proverbs 22: 6, the responsibility of a Christian parents is what they should know and do is to train their children (2010). Badley and Van Brummelen said that the teacher also has the role of in loco parents or it literally means “in the place of parents.” In which the responsibility will also obligates the teacher that they can nurture and give protection to the child (2012). Then the Christian parent get the authority from God to help and train the children in the way that God wants them to go. Teacher as in loco parentis as well have the responsibility in nurturing and protecting the child (to train) the students in the way that God wants their students to go.

Servant (2010, p. 292) also said that “to train means to “make to obey.” He said that it is important for parents and teachers to train up a child that is to make them obey not only the parents and teachers but the most important is to obey God. Epsom (2006, p. 169) said that “Children need consistent, firm training.” Lioy (2011, p. 43) also said that the phrase “the way that they should go” refer to the path of righteousness, as opposed to the way of the fools and the

wicked.” Then “parents who train their children in pursuing the godliness increased the likelihood that they would remain on this path even into the old age.” Therefore God give the teacher authority to make the student obey God in path of righteousness. This will make the students remain in this path of righteousness until they are old. The teacher needs to be consistent and firm in training the student.

Then it is important for the teacher to train the students in the way they should go that is the path of righteousness. That is to make them obey God and the teacher. Then this can make them stay on this path when they grow up. The teacher do this because they are in loco parentis that have the responsibility to nurture and train the students in the classroom with firm and consistent training. Therefore researcher try to use the reinforcement to increased the student positive behavior. The reinforcement program determined the desired behavior first and then implement the reinforcement program to increase the desired behavior.

2.1.1 Definition of 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). Eggen and Kauchack added reinforcement means the application process of reinforcer to increase behavior (2010). Feldman then added reinforcement is the process in which the stimulus given will increase the chance of previous behavior to be repeated (2011). Therefore reinforcement is the process of giving or removing something as the consequences of behavior that will increase the possibility of that behavior to be repeated. This is the process of increasing behavior. Domjan (2010 as cited in Santrock, 2011, p. 222) added that

“To reinforce the behavior means to strengthen the behavior.” Feldman (2011, p. 177) said that “Reinforcement increases the frequency of the behavior preceding it.” Therefore the reinforcement given reinforces the behavior and it strengthens the behavior (increase chance to be repeated again in the future).

Cruickshank et. al. (2003, as cited in Van Brummelen, 2009, p.188) said that the teacher should “Recognize and reinforced desired behavior.” Van Brummelen said that to create the personal authority, teachers must be consistent in the expectations for the appropriate behavior every single time (2009). Therefore the teacher can use reinforcement as she recognize and reinforce the desired behavior while be consistent in the expectations of appropriate behavior.

Then the reinforcement is the process to give the reinforcer as the consequences of the behavior and the result of it is the increased the students behavior or strengthen the behavior. The teacher implement this in the classroom to recognized and reinforced the desired behavior while be consistent in the expectations of appropriate behavior in the classroom.

2.1.2 Purpose of Reinforcement

Haynes said that one of the purposes of using behavior intervention is to set up and increase the desirable behavior (2013). Eggen and Kauchack agreed that the used of behaviorism help to maintain the desirable behavior in the student (2010). Haynes (2013, p. 19) said that “Effective reinforcement result in the increase of desirable behavior when a reinforcer or reinforcing events follows the behavior.” Van Brummelen (2009, p. 19) said that “They (the teacher) give students space to become responsible and to learn from failures.”

Therefore the purpose of the reinforcement as behavior intervention is to increase and maintain the desirable behaviors in the students. It is effective after the application of the reinforcement follows the desirable behavior. The teacher teach the students to be responsible to do appropriate behavior by give reinforcement. So the student can walk in the path righteousness as the teacher help them to have the positive behavior in the classroom.

2.1.3 Types of Reinforcement

Santrock (2011) and Eggen and Kauchack (2007) said that reinforcement is in two forms that is positive and negative reinforcement. Therefore the researcher used two types of reinforcement in this research.

2.1.3.1 Positive Reinforcement

Bos and Vaughn said that positive reinforcement means the stimulus is presented after a target behavior in order to increase the responding (2006). Feldman said that positive reinforcer means the addition of the stimulus to the environment that brings an increase in the previous behavior (2011). Then Eggen and Kauchak (2010, p.169) agreed that “Any increase in behavior as a result of being presented with a consequence is positive reinforcement.” Then in positive reinforcement, a stimulus presented to increase the frequency or duration of a behavior. Ayers and Gray said that to shape the behavior, positive reinforcement considers to be powerful as there is leaning process when something is being reinforced (2012). Then to shape the behavior, positive reinforcement is effective because there is the learning time when something is reinforced.

Santrock said that in positive reinforcement, the person who used it added something (2011). Eggen and Kauchak supported this as they said positive

reinforcement implies the addition of a stimulus (2010). Eggen and Kauchak gave the example positive reinforcer in the classroom is something that the student value and desired it like the praise from the instructor (2010). Scarpaci said that the example of positive reinforcer is points that given for good behavior (2007). Then in positive reinforcement, a stimulus is added. It can be praise from instructor or points given for good behavior.

Bos and Vaughn said that acknowledgement from the whole class for the elementary students are more rewarding than the older students which prefer the individual feedback and personal recognition (2006). Janine Guida Poutre, one of second grade teachers said what works best in her class is the tangible rewards such a smile or attention. She said when her students did her expected behavior, she told the whole class about the students who got compliment. Then the other students who see the specific behavior was rewarded soon started to imitate the behavior and the occurrence of this is almost immediately (as cited in Santrock, 2011). Then it was more effective to be implemented in the elementary students as the students find the acknowledgement from the whole class is more rewarding instead of personal recognition. This happens in one grade two class and the other students also start to immediately imitate and follow the behavior that reinforced.

Eggen and Kauchak said that reinforcer is the consequences that help to increase the probability of the behavior to happen again (2010). Haynes (2013, p. 20) said that “reinforcer is the consequences that increase the probability that a given behavior may occur.” Then the reinforcer is the consequences given to increase the probability of the followed behavior may happen again.

Alberto and Troutman suggested the reinforcement given should related to the event that naturally occurs with the natural schedule like praise or tangible things like stars. Then when specific intervention is not given anymore, the target behavior will still can be maintained. (2013, as cited in Richard, Taylor and Ramasamy, 2014). The researcher need to concern about using natural reinforcer to maintain behavior. The suggestion is the reinforcement should relate to the naturally occurred events like praise. So the target behavior can still be maintained even the person did not receive the specific intervention again.

Madsen, Beckerm Thomas, Koser & Plager considered that praise used as one of the most powerful tools in positive reinforcement (1968 as cited in Tuckman and Monetti, 2011). Tuckman and Monetti said that praise is the statements in positive ways either written or verbally about the behavior of others (2011). Kohn said that the praise given should base on what the teacher saw the students do (2001 as cited in Tuckman and Monetti, 2011). Thompson added that the specific and sincere praise from the teacher make the students know about the things that they did correctly (2007). Then the teacher can use specific and sincere praise in positive reinforcement either verbally or written to tell the student about positive behavior that they did, based on what the teacher saw.

Bos and Vaughn describe that token system is when a symbol (could be stars or chips) given when the designed behavior happened. This token system usually carries a small value that can be exchanged with privilege or valuable things. (2006). Kazdin (1982 as cited in Haynes, 2013, p. 24) agreed that “The token economy program is a symbolic reinforcement system.” Then token reinforcer is the symbolic reinforcer system in which a symbol or a token is given

when the target behavior happens. This small value later can be exchanged for another privilege or valuable things. Thompson said that chart of positive behavior is the easiest way to increase the positive behavior according to her. Because as student see the chart, they understand about recognition and appreciation of good behavior (2007). On this research, there was token reinforcer in the circle chart and behavior chart.

Therefore based on this, positive reinforcement is the addition of a stimulus in the environment as the consequences result the increase in duration or frequency of behavior. Positive reinforcement can be things that the person desire and this is a powerful shaper of the behavior. The positive reinforcement works best in the elementary students as they like the whole class acknowledgement and proved in one class in second grade. Then on this research the researcher used the praise as the natural reinforcer and gave green circle as the token reinforcer and moved the students name up.

2.1.3.2 Negative Reinforcement

Bos and Vaughn said that negative reinforcement is removing a stimulus to increase responding and if a certain behavior is displayed, the person will take away something unpleasant. The avoidance learning happens when the person learn from the negative reinforcement (2006). While 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). Ayers and Gray gave definition that if the teacher takes something that the student does not like and the frequency or intensity of the target behavior is increased then the behavior has been negatively reinforced (2012). Feldman agreed that the use

of negative reinforcers was the same as with positive reinforcers that is to increase the possibility that the repetition of the previous behavior (2011). Alberto and Troutman also said that the frequency of the response increases in the negative reinforcement because of the response after the aversive stimulus has removed. (2009, as cited in Santrock, 2011). Santrock said in negative reinforcement, there is a removal or subtraction of something (2011). Eggen and Kauchak agreed that in negative reinforcement, something is subtracted and that is a stimulus (2007).

Therefore in negative reinforcement, the target behavior is increased in intensity or frequency because there is a removal an aversive (unpleasant) stimulus that the student does not like. This called the avoidance learning because the person increases his behavior because he avoids an aversive stimulus. In negative reinforcement, the stimulus is subtracted to increase the behavior.

Then on this research, the researcher used the negative reinforcement in the form of natural reinforcer as in reminding the students about the positive behavior. The researcher used the same token reinforcer as in the positive reinforcement. But for negative reinforcement, the researcher took the students red circle as the token reinforcer and the teacher moved the students name down.

2.1.4 Individual Reinforcement

Eggen and Kauchak told about something important as the individual reinforcer, the person who use the reinforcement must select the reinforcers that the person consider will work for an individual students (2010). Feldman agreed that the teacher needs to do little experiment to find what important for a specific person because it is critical to choose the right reinforcers (2011). Feldman said that there is the individual preference makes something become reinforcers. The

only way to know something is a reinforcer for someone is by observing the frequency of the behavior after the reinforcer is presented (2011). Scarlett, Ponte & Singh (2009, as cited in Santrock, 2011, p. 225) said that “not all reinforcers the same for every child.” The teacher is recommended to match the best reinforcers with the suitable children, “that is individualize the use of particular reinforcers.”

Cote, Thompson, Hanley & McKerchar told the teacher to find what reinforcing for the children as it is interesting and desiring for the child then use it (2007 as cited in Tuckman and Monetti, 2011). Tuckman and Monetti said that even if the teacher think, it is good and desirable but it does not mean reinforcing for every students, because students are like teachers in which they also have their own feelings, reinforcement and personal history, interest (2011). Then Van Brummelen (2009, p.53) said that “Then we (the teacher) understand and deal with them (the students) as person with their own feelings, beliefs, interest and goals.” Van Brummelen (2009, p. 199) also added that “God has created each child special. Each deserves to have fitting, optimal opportunities to learn” Then teacher need to select the right reinforcer that the teacher found was desirable for the student and then use it as the teacher know that God created each child special and the teacher also fitting it to optimized the opportunities for the students to learn.

2.1.5 Strength and Weaknesses of Reinforcement

Eggen and Kauchak told us that there is no learning theory that will be perfect and this also applicable for the behaviorism. After the wise implementation by the professionals, it found to be useful in order to create the classroom environment which each student has the opportunity to learn. There are

some people who think that behaviorism can work because the reinforcers really affect how one person behaves (2010). Thompson said the teacher should reward the good behavior from the student as frequent as the teacher can because when the student get reward because they behave well, they will encourage to continue doing it (2007). Eggen and Kauchak said when the teacher reinforce the appropriate classroom behavior like to pay attention and treat others well, based on the research, will eventually decrease the misbehavior that might happen (2010). But with the wise application, the result is that it will create the classroom environment in which every student can learn. Some people think that the reinforcement is real and it works because the reinforcers will affect how the person behaves. When the teacher try hard to frequently reward good and appropriate student classroom behavior, the student will encouraged to do it again and decrease the misbehavior that might happen.

Even though the reinforcement has the strength, it also has weaknesses. Kohn (1996 as cited in Scarpaci, 2007, p. 83) told that “Based on the critics who observed, the result is that there is ineffective if the practice is to be implemented to be used for a long term.” Scarpaci agreed that once the positive or negative reinforcement was taken, then there is a possibility that the person poor behavior may come again and therefore the result of it will not be in a long term this happens because the teacher are not teaching the student to be responsible for their behavior (2007). Then Van Brummelen (2009, p. 98) said that “Wise teachers use behaviorists strategies only to solve immediate problems, not to motivate long term-learning.” Therefore based on this, the reinforcement is not for a long term since it does not teach the student to be responsible for their action so

the poor behavior may come again. The teacher should be wise in the implementation of the reinforcement program that only can be use to solve the immediate problems and not in the long-term learning.

Ayers and Gray said that weaknesses of using the negative reinforcement is that when the teacher used the negative reinforcement, the student and teacher relationship can be damaged because the teacher attached with the potential aversive stimulus (2012). Santrock added about the weaknesses in negative reinforcement is that the children can show tantrum, run or crushed materials because they do not have the capability to do what the teacher instructed (2011). Then the weaknesses of negative reinforcement is it can damage the student and teacher relationship and can make student become stressful because they cannot do what the teacher expected.

Kohn said that the critics that argue behaviorism is because on the essence it talks like to control the people, instead of help the students to learn to control their behavior (1993b, as cited in Eggen and Kauchak, 2010). Eienberger said that the approach is too focus on the external control of the student behavior and it is better if the teacher help the student to get internally motivate and to control their behavior (2009, as cited in Santrock, 2011). Van Brummelen also added that the person is allowed by God to use the freedom to choose and the students have the freedom to choose also (2009). Then the essence of reinforcement is to control people. Knowing this, the teacher should help and direct the students to self-regulate their behavior because they have the freedom from God to choose the right things.

Then another concern is that Mazur said that after the research using several animals, the research suggested that tokens has the same action to conditioned reinforcers in which the given of it can strengthen the responses of the operant (2016). Knight said that according to behaviorists human beings can learn in the ways that animal learn because they are highly developed animals, cannot moved outside and above the nature and not related to God as the supernatural beings. They see human as part of nature and do not have special physical status, special freedom and dignity. They only part of animal kingdom, and this based on evolutionary vision (2006). Therefore the teacher needs to be careful as the learning of the token system using the experiment from some animals because human are different with the animals.

Then the thoughts that human can learn the way the animals learn because they saw human as highly developed animals and not related to God as supernatural beings that have no specials statues, freedom and dignity then have to be concern. The teacher need to be firm because they know that human are created in the image of God and therefore is clearly different with the animals. Van Brummelen stated that the teacher, the students and all human were created by God in His image and likeness. God created human to be His image and reflecting Him. When human used our uniquely given ability and freedom, human can display His image. The person allowed by God to use the freedom to choose and the students have the freedom to choose also (2009) Therefore based on this, human created in the image and likeness of God in which the person created to be His image and reflecting Him. Then human are not the highly develop animals and are fully connected and dependent on God as our creator. He give human

freedom to live in full obedience of His word and not to controlled by the environment as they have the freedom to choose and dignity as the image of God to display His image.

2.1.6 How to Give Reinforcement

2.1.6.1 Selecting a Reinforcer

Hall and Hall (1998, as cited in Bos and Vaughn, 2006) and in (1980 as cited in Richard, Taylor and Ramasamy, 2014) gave several steps that can be guidance in selecting the reinforcer, that is

1. Take consideration about the age, the interest and appetites of the person that the behaviors want to be improved.
2. The behavior that the person who used the reinforcements wants to improve and strengthen using reinforcement has to be determined.
3. Make a list of potential and possible reinforcer according to data of the person.
4. The teacher asks the person deeply about the things that he likes or dislike so that will potentially reinforce him and the preference of them.
5. Take consideration to look, notice and use something new as a reinforcer.
6. Take consideration to use the natural reinforcers.
7. Choose the reinforcer based on the data of the person.
8. The person needs to systematically make record about the reinforcer and observe its effect and influence on the target behavior.

Then know the guideline to select the reinforcer, the researcher considered the age, interest and the things that the student like as they are in second grade at the age of 7 – 8 years old and they do not like when the time out

on the break time to be taken but they like drawing time. The target behaviors that wanted to be improved were hands to yourself, raise hands for asking questions and telling thoughts, sit properly on chair and keep effort in the task. To vary the reinforcers and select something new, the researcher used the circle chart and behavior chart. Consider the using natural reinforcer, the researcher used praise when the student do positive behavior and reminded the student about the positive behavior when they did inappropriate behavior. Then the researcher chose the reinforcer might influence the behavior to be strengthened and systematically record the reinforcement system and the effect using observation checklist sheet.

Martin and Pear said that the person that use the reinforcement have to be specific to identify the behavior which wants to improve because it can confirm the reliability to detect instances of behavior and see the effectiveness of reinforcement program to make it more consistent to be applied (2007). Martella et. al., (2012, p. 46) said that the teacher have to model the appropriate behavior that she wants them to have and asked the student to follow her. "Modeling is a demonstration of a behavior." Cooper et. al. said that there is planned modeling in which the teacher show the behavior and then the student follows it (2007, as cited in Martella, et. al. 2012). Van Brummelen added that the teacher should be active to teach and model the positive behavior to make the rules become effective (2009). The person that use reinforcement need to specifically identify the behavior that wants to improve and this help to determine the effectiveness of reinforcer and increase the consistency in applied reinforcement program. Then the person model and demonstrate the behavior so the rules become effective as the person become active in teach and model the positive behavior.

2.1.6.2 Determined Reinforcement Schedule

According to Haynes, the critical and important aspect in the traditional approach of behavior management is the time (when) and the way (how) the reinforcement is given (2013). Feldman agreed that the frequency and timing of giving reinforcers after the desired behavior, is the schedule reinforcement (2011). Eggen and Kauchak said that the deliverance of continuous reinforcement and go to intermittent reinforcement is to tell us that different time and spacing in giving the reinforcement will gave different effects on the learning process (2010). Feldman also said that the strength and duration of learning get the impact form the schedule and patterns of the reinforcement (2011). Ayers and Gray said that constant or intermittent reinforcement are the most relevant to be used by the teacher (2012).

Eggen and Kauchak gave description that intermittent reinforcement happens when not all behaviors are reinforce but only some of them are reinforce (2010). Feldman said that when the behavior is reinforce on some and not all the time, then it is the intermittent or partial reinforcement (2011). Staddon & Cerutti also said that the learning happen rapidly using the continuous reinforcement schedule, but the behavior will last longer when the reinforcer stops, when they learn it through the partial reinforcement schedule (2003, as cited in Feldman, 2011). Ayers and Gray said that the new behavior later can be maintained using the intermittent reinforcement as this maintain the motivation and effort and establish the pattern of good behavior, this also reduce the probability of extinction for behavior (2012).

The reinforcement schedule is the important aspect about how and when reinforcer is given and the frequency and timing in giving it after the desired behavior. The learning will get different effect from the schedule and pattern of reinforcement given either it was continuous or intermittent schedule that mostly used by the teacher. In the intermittent reinforcement, the reinforcement will not always be given and only some of the time but the result is that the behavior will last longer. The intermittent reinforcement maintain the new behavior and established the patterns of good behavior.

2.1.6.3 Avoid Satiation of Reinforcers

Eggen and Kauchak described that the concept of satiation is in which the reinforcer has lost the potency (ability to strengthen the behavior) because it is use so frequently (2007). Richard, Taylor and Ramasamy agreed that satiation happen when the reinforcer that before did reinforced lost its reinforcing quality and no longer effective as the result of overexpose of the stimulus that make the person not do the behavior again (2014).

Pierangelo and Giulani said that satiation happen when the student gets the same reinforcers until he does not consider that it is not a reward again for him. The other effective way is to switch the kinds of reinforcers and try to regularly do it so students do not satiated with one reinforcer (2008). Eggen and Kauchak said that when the behaviors are inadequately reinforced or too often reinforced, it can decrease (2007). Eggen and Kauchak said that to avoid satiation, the effective teacher try to use the reinforcer such as praise and other reinforcers strategically (2010). Van Brummelen (2009, p.191) said that “Corrective action should fit the severity of the miss behavior. Overreaction can make the problem worse.”

Then satiation happen when students are no longer found out that the reinforcer is reinforcing anymore or the reinforcer has lost its potency (to strengthen behavior) because the overused of the reinforcers make the person not do the behavior again and make the problem become worse. The teacher needs to be more aware in using reinforcement, not too much or too less and try to vary reinforcer given to prevent satiation.

2.1.6.4 Give Immediate and Consistent Reinforcement

Tuckman and Monetti (2011, p. 259) said that the occurrence of the reinforcement should be immediately, when it is delayed, it will strengthen the behavior that was not the target behavior. “Any behavior immediately followed by the reinforcement is more likely to occur.” Pear said in maximizing the effectiveness, after the desired response, the reinforcer applied immediately. The effect of positive reinforcement is increase in the frequency of the behavior after the immediate reinforcing consequences given (2007). Umbreit and Others agreed that the reinforcer will be more effective when it was applied as soon as the target behavior displayed by the child (2007, as cited in Santrock, 2011).

Santrock moreover added that the immediate reinforcement after target behavior help student see the contingencies between their behavior with the reinforcement. To be effective, it only given after specific behavior. It was very important to make the reinforcer become contingent on the child’s behavior (2011). Martin and Pear said that the reinforcer was contingent to a behavior when a behavior occured first then reinforcer given. To make specific behavior improve, reinforcer must contingent on behavior. It can maximize the effectiveness

of reinforcement program. Teacher have to make sure the reinforcement is contingent to the specific behavior that the teacher want (2007).

Van Brummelen (2009, p. 189) said that “A basic rules in establishing your personal authority is to be consistent in your expectations for appropriate behavior at all times and for all students.” The Bible also said in Proverbs 13:24 (ESV, 2011) “Whoever spares the rod hates his son, but he who loves them is diligent to discipline them.” The teacher who loves the student will diligent in discipline the student and consistent in the expectations for appropriate behavior for each student all the time.

It is important for teacher to give consistent and immediate reinforcement after the target behavior, because if it delayed, it strengthen the behavior that is not the target behavior but the previous behavior before reinforcement. It also mazimize the effectiveness of reinforcer. A contingent reinforcement that immediately given after the specific behavior, help to increase the specific behavior. Then the teacher has become consistent in expectations of appropriate behavior for all students and diligently discipline the students as they love them.

Then this research, these were the indicators that was the teacher demonstrated the expected positive behavior to the students before the lesson began together with the consequences (*selecting the reinforcer), reinforcement is given in a balance amounts (*avoid satiation of reinforcer and determined reinforcement schedule), the reinforcement consistently given right after the behavior happens (*give consistent and immediate reinforcement), variety of reinforcement (*avoid satiation of reinforcer) and recognize positive behavior.

2.2 Positive Behavior

2.2.1 Definition Positive Behavior

Kazdin (2013, p.40) said that “ the act itself about what a person does or not is which the behavior refer to.” Then Martin (2007, p.3) said that “Essentially, behavior is anything that a person says or does.” 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). Kearney agreed that behavior means things that other people can measure or observed (2015).Therefore behavior refer to what a person might do or say and how they lead themselves in one situation and this often the key factor in school. The behavior can be measure and observed.

Van Brummelen stated that all human created by God in His image and likeness. God created human to be His image and reflecting Him. God wants the student to be responsible for their action as the image of God. In the Bible, written all norms and guidelines that God has set up for us and human are accountable to God for living in His norms (2009). Van Brummelen (2009, p.187) added that “God has created us to function within certain laws and norms (Psalm 19: 7 – 11)”. Human created in the image of God to reflect God and are responsible in their action as God creates norms as guideline to live that written in the bible. Therefore on this research, the researcher tried to help the students have the positive behavior in the classroom.

Based on the explanation above, as the student know that they are created in image of God, then they can do positive behavior. Then positive behavior is how the student conduct his or herself positively. On this research, especially is

how the student conduct his or herself positively in the classroom within the expected behavior that the teacher had because students are created by God to function within certain laws.

2.2.2 Purpose of Positive Behavior

Epsom added that the good behavior tell others about God influence in the person life. Therefore parents need to ask God to help them to teach to obey God and use Bible as guidelines. This make others see the peace of God and happiness inside the family (2006). Therefore the good behavior that the students have will tell others about God's influence in their lives and how the students have peace and happiness from God and become a witness of God.

Van Brummelen (2009, p.14) said that "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 said that God created human to be His image and reflecting Him. God wants the student to be responsible for their action as the image of God (2009). Therefore the teacher in the Christian education help and guide the students to become the disciple of Christ because the teacher know that the student are create in God s image and responsible for their action in reflecting God. The student become responsible for their action as they do the positive behavior in the classroom. Then the teacher also established the Christian community in the classroom so they can be a witness to others about God's influence in their life.

2.2.3 How to Create Positive Behavior

Brady, Forton, Porter said that the productive learning community in which teacher wants to create, is embedded in the teacher commitment to set up positive behavior expectations and encourage the student effort to do positive behavior with the explanation on how student can do it (2015). Bos and Vaughn said that when discussed the rules, the teacher needs to explain and give specific information about the rules. Then the teacher expectation so the fulfillment of rules will be more likely happen in the classroom. The teacher also explains the reward system and how student can follow the rules (2006). Wong and Wong said that the purpose of the rules is to give boundaries and to maintain order and not punishment and the teacher tell student about this. Wong and Wong (2009, p. 163) said that teacher needs to “teaches students the concept of responsibility.” Then the teacher should discussed the rules to the student specifically and clearly with the reward system and how student can do the rules. The wise teacher teach student to be responsible for their action as the student know that purpose of rules is to maintain order.

Then it can be seen that Epsom (2006, p. 169) said that “Children need consistent, firm training.” Then Glazzer (1969 as cited in Lane, Menzies, Burhn and Crnoboori, 2011, p. 16) said that “Teachers should be bold consistent and persistent in shaping positive student behavior and help the students make good behavioral choices by demonstrating that good choices result in positive outcomes.” As Deuteronomy 6 : 6 – 7 (NIV, 2011) said that “These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you walk along the road, when you lie down

and when you get up.” The teacher needs to be consistent and persistent to train students to have positive behavior because the students need consistent and firm training by telling the student that positive behavior that they did get the positive result. As in the Deuteronomy the people are diligently teach God’s command that is to love God.

Then to create positive behavior in the classroom, the teacher needs to establish the positive behavior and support the student effort in doing the positive behavior. The teacher first have to discussed the rules specifically and clearly with reward system and how the student can follow the rules and the purpose of the rules. Then the teacher have to be consistent, persistent, and diligent to train the student to have positive behavior and teach the student to be responsible. Therefore the researcher decided to implement the reinforcement to help in giving consistent and persistent training to the student so the specific behavior can increase.

2.2.4 Expected Positive Behavior in Classroom

Cavanaugh said that the behavior can be changed, develop and filtered through the help of good parenting (2011). Van Brummelen, said that the teacher get an authority from God to do their task to guide and enable the students (2009). Therefore the teacher as “in loco parentis” or in the place of parents that has been given authority by God to guide students should think of ways that they can do to lead student to have positive behavior since behavior can change and develop.

Teachers have some expectations for positive behavior in the classroom and most of them are positively stated in rules since rules according to Eggen and Kauchak (2010, p.358) is “Rules, which are descriptions of standards of

acceptable behavior. Positively stated rules specify desired behavior.” Everstson & Emmer (2009, as cited in Santrock 2011, p. 491) agreed that “Both rules and procedures are stated expectations about behavior.” Therefore the expected positive behavior in the classroom can base on the rules that most of the teacher have in the classroom as it state the teacher expectations of the behavior that acceptable and desired in the classroom.

Eggen and Kauchack (2007, p. 139) told the example of teacher rules are “raise hands before speaking, leave our seats only when given permission by the teacher, keep our hands to ourselves, and listen when someone is talking”. Then Wong and Wong (2009, p. 152) stated the example of universal specific rules are “raise your hand and wait for permission to speak, stay in your seat unless you have permission to do otherwise, and keep hands, feet and objects to yourself.”

Then Perle (2016, p. 252) said that target of praise that is the behavior that is acceptable in the classroom is: “doing your work, keeping your hands to yourself and staying in your seat.” Then in this research, these are the positive behaviors that used as indicator were hands to yourself, raise hands for asking questions or telling thoughts, sit properly on chair, and keep effort in the task given.

2.3 Relationship Between Reinforcement and Positive Behavior

The Cotton’s research used 37 documents and has 5 documents concern on the behavior and attitudes, proved that if the appropriate behavior is reinforced; the behavior increases, but the achievement will get no effects. They also found that reinforcement works well when it immediately implement and the most reinforcement used is the contingent, specific, sincere and credible praise.

Kazdin and Forsberg (1974) found that token reinforcement are effective in accelerating appropriate behavior in the classroom. They did the research on 6 mentally retarded students and focus on 5 appropriate behaviors. On the first it was only 62.3% intervals of the appropriate behavior but it increases when one student performed well (have the desired behavior) and the token reinforcement was given, the average increased and become 80.7%. Therefore the individual reinforcement works even not as best as the group reinforcement.

Tully, M. and Chiu L. W. (1995) used the narrative reports about the effective management strategies and the ineffective management strategies for disciplinary problems from the student teacher in Indiana University. They found that positive reinforcement is not widely used, only 13% = 20 out of 151 elementary teachers use the reinforcement in managing the problems in the elementary school. But the success rate reach until the 92% and this is the most effective strategies use by the student teacher. This is effective in handling the problems of disruption and it is more in the effective than in the ineffective in handling the problems of defiance and inattention. Then reinforcement is effective to be used by the teacher to accelerate appropriate behavior in the classroom as the behavior increased after the reinforcement given.