

# ABSTRACT

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## **THE IMPLEMENTATION OF SKINNER'S BEHAVIOR MODIFICATION MODEL DISCIPLINE, AND ITS EFFECT ON STUDENT DISCIPLINE BEHAVIOR, LEARNING MOTIVATION AND LEARNING ACHIEVEMENT IN GRADE 8 SMP YPUI**

**(xv + 136 pages: 22 tables, 9 figures, 25 appendices)**

Before the experiment, there has not been any implementation of a consistent model of discipline in SMP YPUI. The writer implements a consistent model of discipline using Skinner's Behavior Modification. This research is important, because there is a need for consistency in model of discipline so that there is a unity among teachers, to avoid subjectivity from students to teachers, and vice versa from teachers to students, which can affect the behavior of student discipline in the learning process, resulting in a decrease of student motivation, and might also affect student learning achievement

This research used weak experimental design, static-group pretest-posttest design. Statistical test in the form of reliability and N-gain scores. Interpretation of the result using descriptive statistics, the data are taken from the instruments of: questionnaires (Cronbach alpha : 0.55), observation (checklist and point system), and student's scores.

The result shows that Skinner's Behavior Modification model discipline can be implemented in middle school especially for grade 8 students, with the increment of N-gain for discipline 0.02 (class control score -0.08), N-gain increment for learning motivation 0.01 (control -0.08), and N-gain increment for student learning achievement in the math subject 0.28 (control 0.08) and for the science subject 0.22 (control 0.02).

***Key words : model of discipline, Skinner, behavior modification, reinforcement, discipline behavior, motivation, learning achievement***

**References: 62 (1992- 2015)**

## Abstrak

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### **PENERAPAN MODEL DISIPLIN SKINNER'S *BEHAVIOR MODIFICATION* PADA SISWA KELAS 8 SMP YPUI DAN EFEKNYA TERHADAP PERILAKU DISIPLIN, MOTIVASI BELAJAR DAN PRESTASI BELAJAR SISWA**

**(xv + 136 halaman: 22 tabel, 9 gambar, 25 lampiran)**

Sebelum eksperimen di SMP YPUI belum ada penerapan model disiplin yang dipakai secara konsisten oleh seluruh anggota sekolah. Penulis menerapkan model disiplin secara konsisten menggunakan model disiplin Skinner's *Behavior Modification*. Penelitian ini penting untuk dilakukan karena ada kebutuhan untuk konsistensi model penerapan disiplin sehingga ada kesatuan diantara para guru, menghindari terjadinya subjektivitas murid terhadap guru, dan sebaliknya guru terhadap murid, yang dapat berpengaruh pada perilaku disiplin siswa dalam proses belajar mengajar, mengakibatkan penurunan motivasi belajar siswa serta pada akhirnya dapat mempengaruhi prestasi belajar siswa.

Design penelitian berupa *weak experimental, static-group pretest-postest design*. Uji statistik berupa perhitungan reliabilitas dan *N-gain*. Interpretasi data dilakukan menggunakan statistik deskriptif yang dinarasikan untuk memberi kejelasan terhadap penafsiran hasil penelitian. Menggunakan data hasil instrumen angket (*Cronbach alpha* : 0.55), observasi (*checklist* dan sistem poin), dan rata-rata nilai harian siswa. Ditunjang dengan intrepresi data dari instrumen wawancara dan dokumentasi.

Hasil yang didapat dari setiap instrumen menunjukkan bahwa model disiplin *Skinner's Behavior Modification* dapat diterapkan di SMP YPUI khususnya pada siswa kelas 8, dengan peningkatan *N-gain* variabel perilaku disiplin sebesar 0.02 (kelas kontrol -0.08), peningkatan *N-gain* variabel motivasi belajar 0.01 (kontrol - 0.08), peningkatan *N-gain* prestasi belajar siswa mata pelajaran matematika 0.28 (kontrol 0.08) dan mata pelajaran IPA 0.22 (kontrol 0.02)

***Kata kunci: model disiplin, Skinner, behavior modification, penguatan, perilaku disiplin, motivasi, prestasi belajar***

**Referensi: 62 (1992- 2015)**