

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Christian education is not only teaching knowledge and skill but rather teaching the service of God through responsible action (Wilhoit, 1986). Supported by a statement from Knight (2009), Christian education is a place for reconciling process to restore the image of God in students. Furthermore, one of the tasks and purposes of Christian education is leading to responsive discipleship (Van Brummelen, 1998). Being responsive disciples in education means the students and teacher give a real and significant response towards the invitation to be God's people who live under God's rule. Therefore, Christian education is an institution used by God to transform the lives of disciples of Christ to be more like Him.

A true disciple of Christ is someone who both listens and applies the Word of God in daily lives as a part of restoring and redeeming work (Van Dyk, 2013). The action of listening and applying the Word of God in everyday life, as stated in the previous statement, implies how discipline behavior is conducted should be, which is being a responsive one. Thus, to be a responsive disciple of Christ, every student should be able to be obedient towards the rules given. Furthermore, discipline is an obedient or submissive action in order to form, develop and improve an obedient character towards the rules given (John, 2011). Therefore, discipline is a responsible action towards the given responsibility for a self-building character. Besides, Van Brummelen (1998) stated that "the purpose of discipline is to disciple students in the Lord's way." Thus, discipline indirectly will introduce God as the shepherd who leads and guides the way to the students and they will live as the

followers of God. Meanwhile, in school, discipline is claimed as a strategy to encourage students to perform their best behavior in order to make them act responsibly (Sackey, Amaniampong, & Abrokwa, 2016). Therefore, the researcher agrees that through classroom management done by the researcher, the students will be responsible for their own deeds.

During the six meetings teaching and learning happened in a class X science 2 in Senior High School in Yogyakarta, consist of 32 students, the researcher finds that the classroom atmosphere is not effective. The class is so noisy and it is indicated by students behavior such as do talking with others when someone is talking, students seem cannot be separated from phone, the students usually use their phone with their headset when the teacher is teaching, and sometimes the students just directly talking without raising hands. Even though the students have been reprimanded on and on in every meeting, the students were still doing the same thing. Therefore, it can be concluded that the students have a problem in term of discipline because the facts that happened in class is contrary to the definition of discipline which is obeying or following rules in responsible action. In fact, throughout the meetings, the students did not show discipline behavior.

Concluded from the direct observation done by the researcher, the urgent problem was discipline and it happened because of some factors. In the first day of class, the topic was easy enough. While started from the second meeting with the same topic, the problem was slightly arising caused by the easiness of the topic and it caused students bored and affected their behavior. In the next meetings, the topic was difficult and many students did not understand even though the teacher had

tried to explain in an easy way. Therefore, the students did not behave as well as expected. Overall, the problem might happen because of the classroom management done by the researcher. Albeit the teacher had endeavored to make some changes in the way the teacher treats the students, the teaching strategy and the learning materials used by the teacher, the result was still the same.

In fact, the school actually has already implemented rules with the consequences that will be recorded whenever the students break the rule, they will get certain amount point for certain rule and if the point reaches a certain number, students may be dropped out from school. However, there are still many students do not obey. Therefore, the researcher aimed to use reinforcement as a new important step to introduce the consequences of a certain behavior in purpose to practice their discipline from a small community first which is class and it will affect to a broader community which is school. In addition, the researcher wants to let students know that everything they do will bring them to a consequence either positive or negative. Thus, the students will learn to live their lives according to the likeness of God as disciples of Him.

In the classroom, the rules and procedures given by the teacher and reminded by the teacher in every meeting have shown that it is a routine done in the classroom. This condition is aligned with what Ackerman (2011) said, he said that a teacher must use reinforcement either positive or negative to maintain discipline behavior for the sake of becoming a responsive disciple. The teacher has authority from God to perform its role which is to enable students to be a responsive disciple. Therefore, the teacher can give reinforcement in the form of encouragement and rebuke if needed. Besides, even the teacher has the authority, the teacher who is

under God's authority should also exercise discipline in her life and teaching through becoming a role model, structuring classroom learning, establishing rules and consequences because reinforcement should be done consistently (Van Brummelen, 1998).

In addition, according to Bergin & Bergin (2015), reinforcement is a consequence given in order to increase the feasibility of desired behavior carried out by someone. At the end of the line, in order to disciple the students to be an obedient and responsive disciple through discipline behavior implementation, reinforcement is highly needed.

#### 1.2 Research Questions

Based on the background of the problem, the researcher proffers related questions:

1. Does the implementation of reinforcement could improve grade X students' discipline?
2. How does the implementation of reinforcement could improve grade X students' discipline?

#### 1.3 Research Purposes

Based on the research questions, the purposes of the research are:

1. To know whether the implementation of reinforcement could improve students' discipline.
2. To know whether the aspects of reinforcement could improve students' discipline.

#### 1.4 Explanation of Terms

- Discipline

Discipline is an obedient or submissive action in order to form, develop and improve an obedient character towards the rules (John, 2011).

- Reinforcement

Reinforcement is a consequence given in order to increase the feasibility of desired behavior carried out by someone (Bergin and Bergin, 2015).

