



The Effect of Reward and Punishment on Student Discipline in Teknomedika Plus Vocational High School

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Abstract:

This research is motivated by the low discipline of students in school. To overcome this, the factors that can affect student discipline are carried out. This study aims to determine the extent of reward and punishment on student discipline, especially in Teknomedika Plus Vocational High School. This research instrument uses documentary studies, observation, and questionnaires. The research method used is a descriptive quantitative method with multiple linear analysis, with purposive sampling. Quantitative analysis includes validity and reliability tests, basic assumption tests, classical assumption tests, hypothesis testing using f-table and table t-test, and the coefficient of determination (R^2). The results showed that the contribution of reward (X_1) and *punishment* (X_2) on student discipline (Y) was 82.4%, and the remaining 17.6% was influenced by other variables not examined in this study. H_a is accepted. It means reward and *punishment* together affect student discipline.

Keyword: *Reward; Punishment; Student Discipline; Teknomedika Plus Vocational High School*

INTRODUCTION

In essence, education is a personality formation of humans as a whole, namely the formation and development of scientific potential in humans. Hence, it is in progress education should emphasize science (cognitive) and also be directed on developing intelligence to be able to learn quickly and skillfully (psychomotor) in doing something and directed at mental attitudes and personality to enter the community (affective). Hence this is education born starting from the needs of the community (Nata, 2012, p. 129). Therefore, in the history of community growth, education has always been the main concern in advancing the life of generations in line with the demands of society (Arifin, 2009, p. 1). If education is interpreted as mental, moral and physical training that can to produce highly cultured human beings, education means growing personality and instill a sense of responsibility. Education for

Humans are like foods that provide vitamins or supplements for human growth (Arifin, 2009, p. 7; M. Ngali Purwanto, 2004, pp. 4–5; Qowaid, 2016).

Education functions to develop abilities and forming the characteristics and civilization of a nation with dignity in the framework intellectual life of the nation which aims to develop potential students so that they become human beings who believe of God, have noble character, are healthy, knowledgeable, creative, independent and become responsible citizen. Education must play a role and functions in educating society, because education is the key most important in determining one's success in building life (Maliki, 2008, p. 45).

The process of education is very long, as long as humans live on this earth. In other words, education is the same as life. That is, education is everything lifelong learning experiences in living environments positive effect on individual development. In essence, human life is the same and congruent with the educational process itself. As the life process requires supervisors, prioritize accountability, and get retribution, likewise the educational process. The reward and punishment method can be done for all individuals as learners and can also apply to an educator. In a broad sense, education takes place for anyone, anytime, anywhere. Education is not limited to the environment school because education occurs from birth to death or throughout life. Therefore, Mortimer J. Adler stated that “Education is lifelong process of which schooling is only a small but necessary part.” In a narrow sense, education only takes place for those who are learners or students or students in a formal educational institution. Education is carried out in the form of teaching (instruction), programmed and structured and formal in nature, which takes place in school or college height in the context of the school curriculum in question (Syarifudin, 2009, p. 27).

Strategies in the implementation of education are carried out in guidance, teaching, and training activities. Guidance here is provided by providing assistance, direction, motivation, advice, and counseling. It is hoped that students can overcome, solve problems, or overcome their own difficulties. At the same time, teaching is a form of activity that establishes interaction relationships in the teaching and learning process between educators and students in developing behaviors following the goals of education (Hamalik, 2010, p. 2; Engkoswara & Komariah, 2012, p. 21). To realize the learning process, an effective and directed learning method is needed because the success or failure of achieving educational goals is one factor in how students experience the learning process. In this case, the teacher's active role is needed to influence the cognitive, affective, and psychomotor characteristics of students, one of which can be done by providing appropriate learning and motivation methods so that educational goals can be achieved because the learning method is a technique to achieve learning goals.

With the learning method, it is hoped that the learning process can run the following educational goals. However, in reality, it is still their students who do not focus on the learning process, so a method is needed appropriate and can increase student motivation in learning. As for wrong, one method that can be used is the method of reward and punishment. The reward method is expected to increase student motivation in the learning process in the classroom. Giving punishment is expected to improve student discipline so that it is more orderly and does not interfere with the learning process. Because in increasing disciplinary attitude, it is necessary to have a method that can motivate, and methods in instilling a disciplined attitude can be rules, penalties, rewards, and others. Punishment is often identified by giving a burden forcing someone physically caused because of a violation committed by someone against something. According to Abd Rahman Ghunaimah said teaching methods are different methods practical in achieving teaching goals (Maunah, 2009, p. 58).

Educational methods, such as punishment, are tools for training discipline for students. A penalty will not run well if punishment does not support it. A stipulated rule can train discipline, where these rules have consequences. If students do not carry out these rules, they will get a predetermined punishment so that the child is motivated to carry out these rules. So

that punishment is not only a form of the scare, but more than that, punishment can also make students correct their mistakes. According to Sadirman, “Punishment is a negative reinforcement but if it is given properly and wisely, it can be a motivational tool. Therefore, the teacher must understand the principles of punishment” (Sadirman, 2007, p. 98; Woolfolk, 2009, p. 190; Mulyani & Et.al, 2000, p. 607).

The method of reward and punishment aims to change and motivate students so that students compete to stay away from the predetermined punishment. Apart from the process of discipline, giving gifts or rewards is also recognized in education. Prizes are a form of motivation as an appreciation for the behavior of students. Giving gifts aims to reinforce good behavior. So that it will motivate students in the learning process. Sometimes the application of these two methods has succeeded in improving children’s good behavior or achievement. Still, some make children dependent on rewards or gifts and traumatize them by punishment. Among several violations that students often commit, such as being late, neglecting duties, dressing inappropriately, skipping classes, being noisy in class, denying orders, cheating on tests, so that fights between students, and so on. In other words, discipline means obeying and obeying the rules, norms, or order in force at school—discipline related to order and order. Orderliness means one’s obedience to follow the rules because they are driven by something that comes from outside him. Meanwhile, discipline is obedience that arises because of awareness and self-drive in that person. Meanwhile, order means a set of regulations that are applicable to create conditions orderly (Sinungan, 2014, p. 135).

However, the tree of student discipline in schools is getting more fragile. This occurs due to the lack of discipline of students by the teacher in the learning process. Muhibin Syah revealed that one of the teacher’s functions or roles in the learning process is as a instruction manager. Every teacher is expected to be competent in organizing and controlling all stages of the student learning process. The teacher must create the best possible conditions and situations, thus enabling students to learn efficiently and successfully (Muhibin Syah, 2014, p. 250). Thus, teachers also must complete a disciplined learning environment to develop effective learning. Also, the lack of school attention to enforcement of regulations is the cause of this vulnerability. Therefore, it is time for school administrators to prioritize upholding a culture of discipline among students so that student behavior and achievement will be even more proud.

Amin Budiman revealed that the socio-emotional atmosphere in academic life at school dramatically influences student’s learning process. Schools can shape children’s social-emotional and intellectual skills (Budiman & Hafidz, 2006, p. 27). Therefore, schools must provide an environment, regulations, and individuals that reflect discipline because discipline results from a process or student interaction with their environment, whether reading, culture, or individuals. So it is essential to provide a disciplined school environment because the right domain has a significant influence on Muslim education in kindness and devotion. According to Sarlito W. Sarwono, quoting Jensen’s opinion, one of the factors influencing the origin of juvenile delinquency is environmental, as expressed in social disorganization theory reveals that juvenile delinquency (in this case students) caused by the reduction or disappearance of the existing social institutions maintaining balance or harmony in society, busy parents and teachers excessive burden is the cause of the reduced function of families and schools as control institutions (Ulwan, 1995, p. 45).

Parents have high hopes for schools to educate their children to behave well and excel. Maybe many students won medals at the international level, but that does not reflect the quality and student achievement. Therefore, we must introduce students from the beginning to a school environment that respects and upholds its discipline. Schools must convince students that they are well behaved, and can only achieve brilliant achievements with high discipline students. Without discipline, school functions are not optimal, and student’s potential will be buried. In fact, there will be many students who will be in trouble. Few schools manage to run good

discipline. The fact is that many students love it, smoking and student brawl. All that is a reflection of undisciplined behavior. If this is the case, schools find it difficult to become a place for emerging generations to behave well and excel. Discipline is obedience to rules. Discipline is something related to one's self-control over forms of rules. The various definitions above tend to illustrate that the essence of discipline is compliance with regulations (Partanto & Al-Barry, n.d., p. 115). About discipline, which most people own, is filled with myths and mistakes about what discipline means, how it should be, and what discipline should be effective to motivate positive change in children (Allen, 2005, p. 21).

To overcome problems that may occur because of lack of student discipline in the entire learning process at school, it is necessary to make efforts by educators and the school to discipline students so that they have good behavior and achievements. This is not an easy endeavor. Besides, it also takes a lot of time, not short. Forming the student's personality so that he is mature in every behavior and always tends towards achievement requires seriousness every effort made either systemic or exemplary real environment. Reward and punishment are two methods that can motivate someone to do good and improve achievements and to abandon and eliminate his ugliness. Both methods This has long been known in the world of education, not only in the world of education but also in the world of work. However, often there are differences of opinion, which one is prioritized between rewards and punishment. In fact, no educator wants an internal punishment teaching and learning process unless forced. A gift or award away is better and more important than punishment. From an educator's perspective, reward and punishment are seen as one of the educational tools that educators can use to deliver the subject matter to students.

In this perspective, it is argued that educators are actively using it as a tool, and students are in a passive position. This usually occurs in early level students. But from prospective students, reward and punishment are methods that they can use to encourage or motivate themselves to learn how to teach (Al-Nahlawi, 2004, p. 295). Teknomedika Plus Vocational High School is one of the educational institutions located in Bogor and very concerned about aspects of the behavior of students, meaning that the school is an educational institution formatted in such a way that the educational and disciplinary aspects of the student must reflect true Islamic values and achievements.

Based on the explanation above, the problem in this study can be formulated as follows: Does reward have a positive effect on student discipline in Teknomedika Plus Vocational High School? Does punishment have a positive effect on student discipline in the Teknomedika Plus Vocational High School? Do reward and punishment collectively have a positive influence on student discipline in Teknomedika Plus Vocational High School?. While, the research objectives were: (1) To test the effect of reward to have a positive effect on student discipline in Teknomedika Plus Vocational High School, (2) To test the effect of punishment positively affects student discipline in Teknomedika Plus Vocational High School, and (3) To analyze the effect of reward and punishment together positively affect student discipline in Teknomedika Plus Vocational High School.

RESEARCH METHODS

This research research is associative. According to Sugiyono, an associative approach uses two or more variables to determine the relationship or influence of one another (Sugiyono, 2010, p. 11). This research uses a quantitative approach, a research method that requires many numbers, starting from data collection, interpretation of the data, and the appearance of the results. Also, it uses descriptive methods to describe and specifically describe each result of the study. The data analysis method used is multiple linear regression, which is an analysis of the relationship between one dependent variable or dependent variable with two or more independent variables or independent variables (Arikunto, 2002, p. 339). The research's

population was all students of the Teknomedika Plus Vocational High School for the 2019/2020 academic year, totaling 230 students. While the sample in this study were all students of class XII, amounting to 100 students with a purposive sampling method. The consideration in determining this sample is that class XII students are students at the highest level in school and have experienced the application of reward and punishment the longest to see the effect of the application of reward and punishment on their discipline. With the hope that this sample can represent the number of existing populations.

Methods of data collection using questionnaires and documentation. Multiple linear regression data analysis techniques, according to Arikunto, multiple linear regression is an analysis of the relationship between one dependent variable with two or more independent variables.(Arikunto, 1980) However, before the multiple linear regression analysis is carried out, a classic assumption test is carried out on the research data to determine whether the data obtained is appropriate for processing and analysis using the multiple linear regression method. Before performing the multiple linear regression analysis tests, the first step in analyzing this research's data is to test the classical assumptions of the research data to determine whether the data obtained is appropriate for processing and analysis using the multiple linear regression method. This study's classic assumption test is the multicollinearity test, heteroscedastic test, and normality test. Data analysis includes processing and interpretation of the results of data processing obtained based on each variable.

RESULTS AND DISCUSSION

Description of Research Subjects

a. School profile

Teknomedika Plus Vocational High School is located at Jalan Kaum Pandak Alok No. 8 RT 2/3 Karadenan Cibinong Bogor Regency. There are several areas of study expertise including; (a) Health expertise study program, with health and pharmaceutical analysis competence and accreditation status is A, (b) Technology and Engineering Expertise Study Program with analytical chemistry competence and B accreditation status and (c) Management Business Expertise Study Program, with accounting competence and chemistry and accreditation status

b. Vision and mission

Vision and Mission of Teknomedika Plus Vocational High School has a vision; (a) entrepreneurial character, (b) innovative and creative, (c) always excel in academics, and (d) morality. At the same time, the mission is to improve teaching and learning activities optimally; (a) Implement school-based quality improvement management, (b) Increase cooperation networks with the business world/industry, (c) Organize competency-based training and life skills, (d) Developing talents and interests and instilling an entrepreneurial spirit for students to meet the future, and (e) Providing provision for devotion and faith in God Almighty to become fully Indonesian people.

c. The Purpose

Equipping students with faith through religious guidance following their respective religions create devout, noble, and noble people. Forming and cultivating cooperation as a pioneer in the implementation of a professional culture. Equip students for careers and independently who can adapt to the work environment following their field of expertise and can face changes in society. Equip students with professional attitudes to develop themselves and be able to compete at the national and global levels.

d. The Number of students

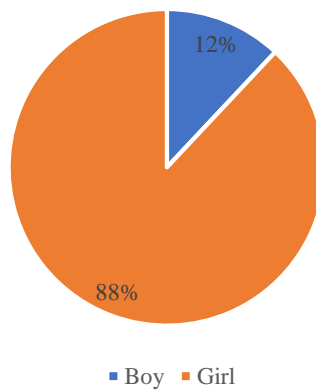
Table 1. Number of Teknomedika Plus Vocational High School Students in 2020

No	Keahlian	X	XI	XII	Jumlah
	TLM/ Ankes	7	20	32	59
	FKK/ Farmasi	14	13	22	49
	APL/ K. Analisis	7	9	13	29
	PKM/ Perbankan	19	18	17	54
	AKL/ Akuntansi		19	20	39
	Total	47	79	104	230

Description of Research Respondents

a. Gender

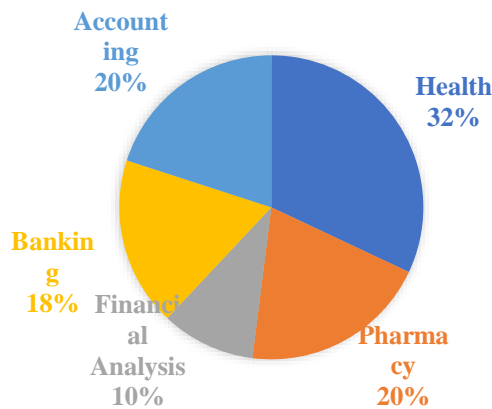
Picture 1. Diagram Respondents Data Based on Gender



Based on the diagram, the 100 respondents who answered the questionnaire were 88 people (88%) of the respondents were male, while the remaining 12 people (12%) were female

b. Areas of expertises

Picture 2. Diagram Respondent Data Based on Expertise Areas



Based on the diagram, the 100 respondents who answered the questionnaire were 32 people (32%) of the respondents were health analysts' competency expertise, 20 or 20% of the field of expertise in pharmacy, 10 people or 10% of financial analysis expertise, banking expertise. amounted to 18 people or 18% and areas of expertise in accounting amounted to 20 people or 20%.

Analysis and Hypothesis Testing

Prior to multiple linear regression analysis, a classic assumption test was carried out on the research data to determine whether or not the data obtained were appropriate for processing and analysis using the multiple linear regression method. The steps taken are.

Test the instrument

Table 2. Test Results of the Validity of Reward Variables (X_1)

Variable	Question	r-count	r-table	Explanation
<i>Reward</i>	X _{1,1}	0.922	0.1638	Valid
	X _{1,2}	0.909		Valid
	X _{1,3}	0.936		Valid
	X _{1,4}	0.628		Valid
	X _{1,5}	0.831		Valid
	X _{1,6}	0.919		Valid
	X _{1,7}	0.904		Valid
	X _{1,8}	0.941		Valid
	X _{1,9}	0.955		Valid
	X _{1,10}	0.940		Valid

Table 3. Test Results of the Validity of *Punishment* Variables (X_2)

Variable	Question	r-count	r-table	Explanation
Punishment	X _{2,1}	0.815	0.1638	Valid
	X _{2,2}	0.925		Valid
	X _{2,3}	0.939		Valid
	X _{2,4}	0.820		Valid
	X _{2,5}	0.727		Valid
	X _{2,6}	0.948		Valid
	X _{2,7}	0.919		Valid
	X _{2,8}	0.970		Valid
	X _{2,9}	0.969		Valid
	X _{2,10}	0.903		Valid

Table 4. Test Results of the Validity of Student Dicipline (Y)

Variable	Question	r-count	r-table	Explanation
Kedisiplinan Siswa	Y,1	0.826	0.1638	Valid
	Y,2	0.837		Valid
	Y,3	0.907		Valid
	Y,4	0.868		Valid
	Y,5	0.883		Valid
	Y,6	0.917		Valid
	Y,7	0.762		Valid
	Y,8	0.805		Valid
	Y,9	0.699		Valid
	Y,10	0.923		Valid

Based on the results of the validity test on the variables of reward, punishment and student discipline, it was stated that all variables were valid. This is because the value of Corrected Item-Total Correlation > t-table is 0.1638.

Table 5. Results of Reward Variable Reliability Test (X_1)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.790	.976	11

Table 6. Results of *Punishment* Variable Reliability Test (X_2)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.791	.977	11

Table 7. Results of Student Dicipines (Y)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.964	11

Based on the results of the reliability test on the variables of reward, punishment and student discipline, it was stated that all variables were reliable. This is because the result of cronbach's Alpha > 0.60 or 0.70.

Test of Basic Assumptions

In conducting the basic assumption test, this research uses two methods, namely the data normality test and the linearity test. This test is a basic requirement that must be met in parametric analysis, so that it can represent the population.

a. Data Normality Test

Tabel 8. Data Normality Test Results With Skewness / Kurtosis Analysis

	N	Descriptive Statistics							
		Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Jumlah_X1	100	10	40	30.83	9.175	-.970	.241	-.275	.478
Jumlah_X2	100	10	40	30.90	8.982	-.965	.241	-.284	.478
Jumlah_Y	100	10	40	30.94	8.467	-.891	.241	-.417	.478
Valid N (listwise)	100								

b. Linearity Test

Table 9. Linearity Test Results X_1 Against Y
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Jumlah_Y *	Between Groups	(Combined)	6198.821	24	258.284	21.552	.000
Jumlah_X1							

	Linearity	5597.314	1	5597.314	467.055	.000
	Deviation from Linearity	601.507	23	26.152	2.182	.006
	Within Groups	898.819	75	11.984		
	Total	7097.640	99			

Table 10. Linearity Test Results X₂ Against Y
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Jumlah_Y * Jumlah_X2	Between Groups	(Combined)	6213.539	26	238.982	19.733	.000
		Linearity	5791.792	1	5791.792	478.227	.000
		Deviation from Linearity	421.747	25	16.870	1.393	.139
	Within Groups		884.101	73	12.111		
	Total		7097.640	99			

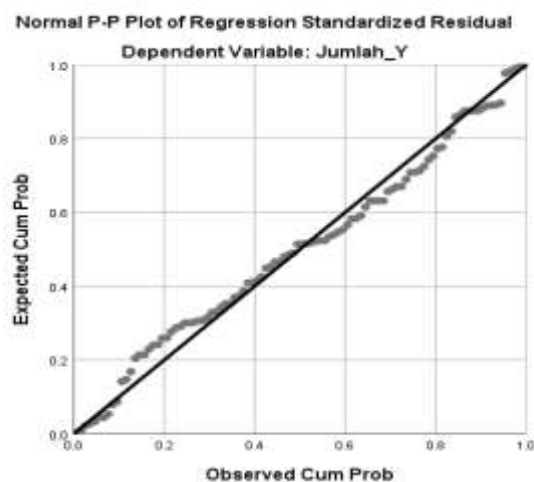
Based on the results of the linearity test, it can be seen that the relationship between X₁ and Y is linear with a sig value of 0.674 (> 0.05) and the relationship between X₂ and Y is linear with a sig value of 0.704 (> 0.05).

c. Data Normality Test

Table 11. Data Normality Test Results with Skewness/Kurtosis Analysis
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Statistic	Error
Jumlah_X ₁	100	27	97	76.66	21.158	-1.021	.241	-.219	.478
Jumlah_X ₂	100	60	87	76.39	6.427	-.384	.241	-.612	.478
Jumlah_Y	151	98	120	108.86	3.993	1.192	.197	3.626	.392
Valid N (listwise)	100								

Picture 3. Residual Normality Test P = P Lot



Based on the chart above, it can be seen that the dots spread out around the line and follow the diagonal line. This means that the data is normally distributed.

Table 11. Residual Normality Test with Non-Parametric Analysis Test-1 Sample K-S Kolmogorov Smirno
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.51250445
Most Extreme Differences	Absolute	.072
	Positive	.058
	Negative	-.072
Test Statistic		.072
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table 4.9 above, it can be seen that the sig results are $0.200 > 0.05$, meaning that the data is normally distributed.

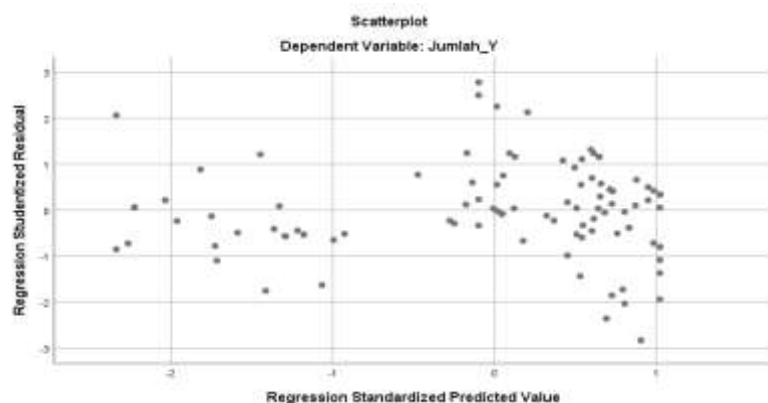
Table 12. Multicollinearity Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.304	1.283		3.354	.001		
	Jumlah_X ₁	.302	.117	.327	2.589	.011	.111	9.004
	Jumlah_X ₂	.561	.119	.595	4.706	.000	.111	9.004

a. Dependent Variable: Jumlah_Y

Based on the table above, it can be seen that the value in the VIF column for X₁ and X₂ is $9,004 < 10$. And the results of the Tolerance value for X₁ and X₂ are $0.111 > 0.1$ respectively. so that multicollinearity does not occur.

Picture 4. Heteroscedasticity Test Results



From Graph 4.3 above, it can be seen that the Scatterplot of points resulting from data processing between ZPRED and SRESID spreads over the origin (number 0) on the Y axis and does not have a certain pattern, like narrowing, widening or waves. And most of the data gathered between numbers -2 to 2, both vertically and horizontally, the indication is that there is no heteroscedasticity.

d. Correlation Coefficient Analysis

1) Partial Correlation Coefficient Analysis

Pearson correlation analysis or product moment correlation is an analysis to measure the linear relationship between 2 normally distributed variables.

Table 13. Result of Correlation Coefficient Analysis

		Jumlah_X1	Jumlah_X2	Jumlah_Y
Jumlah_X1	Pearson Correlation	1	.943**	.888**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
Jumlah_X2	Pearson Correlation	.943**	1	.903**
	Sig. (2-tailed)	.000		.000
	N	100	100	100
Jumlah_Y	Pearson Correlation	.888**	.903**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it can be seen that the relationship between reward (X_1) and punishment (X_2) is 0.943 (very strong). The relationship between reward (X_1) and Student Discipline (Y) is 0.888 (very strong) and the relationship between punishment (X_2) and Student Discipline (Y) is 0.903 (very strong). Thus, the variable reward (X_1), punishment (X_2) and Student Discipline (Y) are partially and significantly related to each other.

2) Multiple Correlation Coefficient Analysis

Table 14. Multiple Correlation Coefficient Analysis Results

Model Summary^b

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin - Watson	
				R Square Change	F Change	df1	df2		Sig. F Change
1	.910 ^a	.828	3.549	.828	233.330	2	97	.000	1.922

a. Predictors: (Constant), Jumlah_X2, Jumlah_X1

b. Dependent Variable: Jumlah_Y

The correlation coefficient test (R) = 0.910, means that it can be concluded that there is a strong relationship between reward (X_1) and punishment (X_2) on student discipline (Y).

e. Multiple Linear Regression Analysis

Table 15. Results of Multiple Linear Regression Analysis
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.304	1.283		3.354	.001		
	Jumlah_X ₁	.302	.117	.327	2.589	.011	.111	9.004
	Jumlah_X ₂	.561	.119	.595	4.706	.000	.111	9.004

a. Dependent Variable: Jumlah_Y

Based on the table above, it can be seen that;

$$Y = 4.304 + 0.302 X_1 + 0.561 X_2$$

f. Hypothesis testing

Correlation is used to test the relationship of two or more independent variables with one dependent variable and is controlled for one of the independent variables.

a. Correlation Significance Test

Table 16. Test Results of the Correlation Significance of Reward Control Variables (X₁)

Control Variables			Correlations	
Jumlah_X ₁	Jumlah_X ₂	Jumlah_Y	Jumlah_X ₂	Jumlah_Y
1	2	Correlation	1.000	.431
		Significance (2-tailed)	.	.000
		df	0	97
	Jumlah_Y	Correlation	.431	1.000
		Significance (2-tailed)	.000	.
		df	97	0

Based on the table above, it can be seen that the significance value (2-tailed) is 0.000 < 0.05, it means that there is a partially significant relationship between punishment (X₂) and student discipline (Y) where the control variable is reward (X₁).

Table 17. Results of Correlation Significance Test of Punishment Control Variables (X₂)

Control Variables		Correlations	
Jumlah_X ₁	Jumlah_X ₂	Jumlah_X ₁	Jumlah_Y

Jumlah_X2	Jumlah_X1	Correlation	1.000	.254
		Significance (2-tailed)	.	.011
		df	0	97
Jumlah_Y	Jumlah_Y	Correlation	.254	1.000
		Significance (2-tailed)	.011	.
		df	97	0

Based on the table above, it can be seen that the significance value (2-tailed) is $0.000 < 0.05$, it means that there is a partially significant relationship between reward (X1) and student discipline (Y) where the control variable is punishment (X2).

b. Pasrisal Linear Regression Analysis (t test)

Based on the table $t_{df} = n-2$. $df = 100-2 = 98$. Table $t = 1.98447$, it can be concluded that;

- In variable X₁, $t_{count} > t_{table}$ ($2.589 > 1.984$): H₀ is rejected.
- For variable X₂, $t_{count} > t_{table}$ ($4.706 > 1.984$): H₀ is rejected.

Table 18. Multiple Linear Regression Analysis (F test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5876.209	2	2938.104	233.330	.000 ^b
	Residual	1221.431	97	12.592		
	Total	7097.640	99			

a. Dependent Variable: SUMY

b. Predictors: (Constant), SUMX₂, SUMX₁

Based on the table above, it can be seen that F_{table} :

- $df_1 = k - 1 = 3 - 1 = 2$
- $df_2 = n - k = 100 - 3 = 97$.
- $F_{table} = 3.09$
- $F_{count} > F_{table}$ ($233.330 > 3.09$), H₀ is rejected
- This means that the reward and punishment variables together have an effect on student discipline.

CONCLUSION

Based on the results of the analysis carried out, it can be concluded that simultaneously (together) and partially (separately) there is a significant positive effect between reward and punishment on student discipline in the Teknomedika Plus Vocational High School. This can be seen from the percentage of student discipline that shows a good level of discipline, both discipline in time, such as arrival at school, not truancy, and so on. As well as discipline in actions, for example, respecting teachers, paying attention to lessons well, not eating and playing electronic devices during the teaching and learning process, not making noise, dressing neatly, and so on. Thus, Teknomedika Plus Vocational High School students have shown good discipline in the school environment. The effect of variable X on Y can be proven from the results of the calculations obtained, namely by using the F test for testing simultaneously or jointly and using the t-test for testing partially or separately. For the test results simultaneously can be compared to the value of F_{count} with the value of F_{table} . Where the F_{count} value is 233,330 and the F_{table} value for the 0.05 or 5% significance level is 3.09. thus F_{count} is greater than F_{table} ($233,330 > 3.09$). So, H₀ is rejected and the alternative hypothesis (H_a) is accepted and

proven to be true, meaning that simultaneously or together there is a significant influence between reward and punishment on student discipline at the Teknomedika Plus Vocational High School, Bogor Regency. Furthermore, the results of the t-test show that the tcount for X_1 is 2,589 and for X_2 is 4,706, while the t-table is 1,984, it can be concluded that X_1 and X_2 have t count greater than t table ($2,589$ and $4,706 > 1,984$). thus in X_1 and X_2 H_0 rejects. This means that the variables X_1 (reward) and X_2 (Punishment) have a significant effect on variable Y (student discipline in the Teknomedika Plus Vocational High School, Bogor Regency). Meanwhile, the coefficient of determination or the ability of Reward (X_1) and Punishment (X_2) in explaining the Y variable is 82.4% and the remaining 17.6% is influenced by other variables not examined in this study. The coefficient of determination seen from the Adjusted R Square results is 0.824 or 82.4%. Then the Rhitung of 0.824 which is in the range 0.70-0.90 means that the multiple correlations are high. However, punishment has a bigger effect than a reward on student discipline in Teknomedika Plus Vocational High School.

SUGGESTIONS

Based on the conclusions from the results of the research that has been done, the authors can provide the following suggestions; With the implementation of reward and punishment, it is hoped that it will be able to overcome student discipline problems that occur at the Teknomedika Plus Vocational High School, Bogor Regency. The implementation of reward and punishment that has been carried out in schools is quite good, but there should be an increase in both quantity and quality, especially in the enforcement of punishment, it is hoped that the institution can be more assertive and take real action, not just threats, so that students who violate discipline can feel deterred. and become a lesson so that other students do not make the same mistakes. Teachers and other homeroom teachers in order to be able to support and implement appropriate rewards and punishments, so that student discipline will increase and the better in the future, both discipline in the aspects of time and discipline in actions

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