IMPLEMENTATION AND IMPLICATION OF REWARD AND PUNISHMENT TOWARD CHARACTER EDUCATION AT SENIOR HIGH SCHOOL IN PEMALANG

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Abstract

In order to develop well, the character of human, especially on early adolescence, should be supported by environment to lead a noble character. That method is granting reward to appreciate achievement of senior high school students in the field of academic as well as in the field of non-academic. Similarly, punishment applied to inflict punishment upon offense which has been done and for the sake of order the rules. This research tries to discuss the implementation and the implication of reward and punishment toward character education. Two schools that become the research location is SMA Negeri 1 Pemalang and SMA PGRI 1 Taman. SMA Negeri 1 Pemalang is public senior high school and SMA PGRI 1 Taman is private senior high schools. The problems raised in this thesis are how is the implementation of reward and punishment in SMA Negeri 1 Pemalang and SMA PGRI 1 Taman; and what are the implications of those methods for character education in those senior high schoosl. The goal of this research is to understand the implementation of reward and punishment and also to understand the implication and implementation of reward and punishmnet toward character education in SMA Negeri 1 Pemalang and SMA PGRI 1 Taman.

Keywords: *reward, punishment, character education*

A. Introduction

Education is the form of human interaction as well as the social action through a network of human relation which are able to determine the nature of education in society. In the field of education such efforts in forming noble character are critical. Education is something important to achieve the purpose of life and to encourage it[1].

The method generally used for teaching and learning is punishment toward pupils preventively or representively. Implementation of punishment is applied to prevent every violation, or perhaps as the warning action to warn pupils not to break rules[2]. As we know that implementation both of punishment and reward in education system as the method to prevent any violation and to appreciate any rewards. Reward is given in education system to appreciate achievement which is gotten by hard effort in learning individually or togheter. Reward to achieve many achivement can be given as material or non material. It can positively motivate the pupils[3].

As we know, reward and punishment have the same purpose to reinforce the achievement of children's independent learning. The purpose of giving the reward together is the same as the purpose of giving punishment, they both evoke the responsibilities. Reward have the purpose to make children more eager to improve and enhance their achievement[4]. The punishment is given by teacher with the

1. Samani, Muchlas dan Hariyanto, 2001, *Konsep dan Model Pendidikan Karakter,* Bandung: PT. Remaja Rosdakarya Offset, p22
2. Durkheim, Emile, 1990, *Moral Education,* terj. Lukas Ginting, Jakarta: Penerbit Erlangga. P.116
3. Sumanto, Wasty, 1955, *Psikologi Pendidikan: Landasan Kerja Pemimpin Pendidikan*, Jakarta: PT. Rineka Cipta Ce. P. 186
4. Sayy, H. M. Arifin, 1996, *Ilmu Pendidikan Islam: Suatu Tinjauan Kritis dan Praktis Berdasarkan Interdisipliner,* Jakarta: PT. Bumi Aksara, Cetakan II. P.217

following objectives: 1. punishment is done to create the discipline of the students so that students learn well; 2. to protect students from immoral act; 3. to scare the offender so that they leave his actions which break the rule. When the teachers give the punishment to pupils, they have to know the psychological condition of the pupils so that no traumatic or mental disorders in the future after the punishment was given[5].

Enhancing the role of schools in character education requires a shift in perspective or mindset in the school community and the parties concerned. Such changes include a change in perceptions about school, about students, and about intelligence[6].

Methods of punishment, translated from the privileges that were taken from Rabbaniyah's nature, and aligned with human nature, which is the mark of Islamic education. Even as we have known in history that the Prophet- Muhammad SAW, in dealing errors did not adopt excessive or reckless manner, that he did not wear a harder stance nor cruel and underestimate[7]. The basic principle in applying the punishment that punishment is the last and should be limited and not hurt the pupils. The main objective of this approach is to warn students of the mistakes that he did[8] (Arief, 2002: 131).

Thus, the noble characters are very closely linked to reward and punishment. We must realize that there are many concerns related to the development of social personality, attention to violence, use of drugs and pregnancy before marriage. Now attention is focused on a form of socialization. If we are not able to minimize the

5. Ahmadi, Abu, 2001, *Ilmu Pendidikan.* Jakarta: PT. Rineka Cipta., p.15
6. Raka, Gede, dkk. , 2001, *Pendidikan Karakter di Sekolah,* Jakarta: PT. Gramedia. P.49
7. An Nahlawy, Abdurrahman, 1992, *Prinsip-Prinsip dan Metode Pendidikan Islam,* Terj. Herry Noer Ali, Bandung: CV. Diponegoro. P.413
8. Arief, Armai, 2002, *Pengantar Ilmu dan Metodologi Pendidikan Islam,* Jakarta: Ciputat Press. P.

damage to the younger generation means there are a lot of problems at all levels of development and education.

The existence of reward and punishment in schools (SMA 1 Pemalang and SMA PGRI 1 Taman) for the pupils attract researchers to examine how the implementation of reward and punishment and its implications for character education in high schools in Pemalang. The research conducted at SMA Negeri 1 Pemalang for several reasons:

1. The pupils of this school have many achievements at the district, provincial and national levels both in academic and non-academic
2. This school has many programs to support and explore their students' talents and interests, including extra-curricular activities as well besides Gelar Kreativitas Siswa (GKS)
3. The pupils who achieve their achievement rank 1, 2, and 3 received a reward from the school, in the form of scholarships for the students.
4. Many pupils in this school have a special achievement in the academic year 2013/2014. The quantity of the pupils is 1086 numbers of children who comprise 32 classes from class X to XII.

Research is also conducted at SMA PGRI 1 Taman for several reasons:

1. Many pupils in this school have a special achievement in the academic year 2013/2014. The quantity of the pupils is 704 numbers of children who comprise 12 classes from class X to XII.131
2. The pupils of SMA PGRI 1 Taman obtained from average until under average intelligence inputs. However, the quality of academic and non-academic school in this school is also very

noteworthy. In the 2012/2013 school year, all pupils passed the national exam. While in the non-academic achievements, of the various competitions are followed, these schools often won, at the level of sub-district, district, and level ofprovince.

3. Implementation of school rules about reward and punishment in the context of character education also been implemented. The number of students is a big enough challenge for high school teachers of SMA PGRI 1 Taman. However SMA PGRI 1 Taman able to carry out the school rules effectively and efficiently.

This set the background of this research and the urge to study how the reward and punishment can be implemented and the implication of it toward character eduation. Here are the problems in this research :

1. How is the implementation of reward and punishment at SMA Negeri 1 Pemalang and SMA Negeri 1 Taman?
2. What are the implications of reward and punishment toward character education at SMA Negeri 1 Pemalang and SMA Negeri 1 Taman?

This research has two purposes,

1. To identify the implementation of reward and punishment as SMA Negeri 1 Pemalang and SMA Negeri 1 Taman.
2. To analyze the implication of reward and punishment toward character builidng of students at SMA Negeri 1 Pemalang and SMA Negeri 1 Taman.

Wiyani said that character education is an effort to internalize, presenting, and develop goodness value in pupils[9]. According to Dr.

9 Wiyani, Novan Ardy, 2012, *Manajemen Pendidikan Karakter: Konsep dan Implementasinya di Sekolah,* Yogyakarta: PT. Pustaka Insan Madani. P.43

Omar Hamalik reward provision is an effective technique to develop pupils' interests. The reward may arouse interest of children to learn and do something. The purpose of the reward system is to generate or develop an interest. So reward is a tool, not a goal[10].

In the character education, management is a must. Management of character education will be effective if integrated in school management, especially school-based management. In other words, character education in schools is related to the management. Management is how character education is planned, implemented and controlled in educational activities at schools adequately.

In education, the reward is directed at a tribute to the children who can achieve the achievement so that rewards can motivate for better again. Reward in children will lead to three important role to educate children in the act that should be entitled educational value; serves as a motivation to repeat do good; serves to reinforce the behavior better. In tissue engineering pedagogical, reward and punishment is an attempt to make children to be willing and able to learn on their own impetus in developing talent, personal and potential optimally. So that the reward and punishment punishment has been used as a strategy of educational methods in the learning process for students to develop according to its nature.

B. RESEARCH METHOD

This study employs field research and qualitative approach. The qualitative approach was carried out as a research procedure that produces the data description of the form of words written or spoken of people and observed behavior[11] (Moleong, 2000: 4).

10. Hamalik, Oemar, 2012, *Psikologi Belajar & Mengajar Membantu guru dalam perencanaan pengajaran, penilaian perilaku, dan memberi kemudahan kepada siswa dalam belajar,* Bandung: Sinar Baru Algesindo. P.184
11. Moleong, Lexy J. , 2000, *Metode Penelitian Kualitatif,* Bandung: PT. Remaja Rosdakarya. P.4

Source of data used is the primary and secondary data. The primary data source is generated from data mining by using interviews and observation, while secondary data source is data derived from documents.

Interview is used to dig information from key informants. Key informant is a person who has high credibility and compatible to study in other words considered most understand in the field. The informant is selected students, vice leader of student division, vice leader of cooperation and communication division, vice leader of research and development division, vice leader of school infrastructure, counseling teachers, headmaster, subject teachers, school security guards, school canteen vendor. Selected students, vice leader of student division, and counseling teachers are included in the key informant, while the principal, subject teachers, school security guards and school canteen vendor are included in the supporting informant. Secondary data were obtained from the school notice, a written statement of the specific policies and other writing materials and photographs in SMAN 1 Pemalang and SMA PGRI 1 Taman.

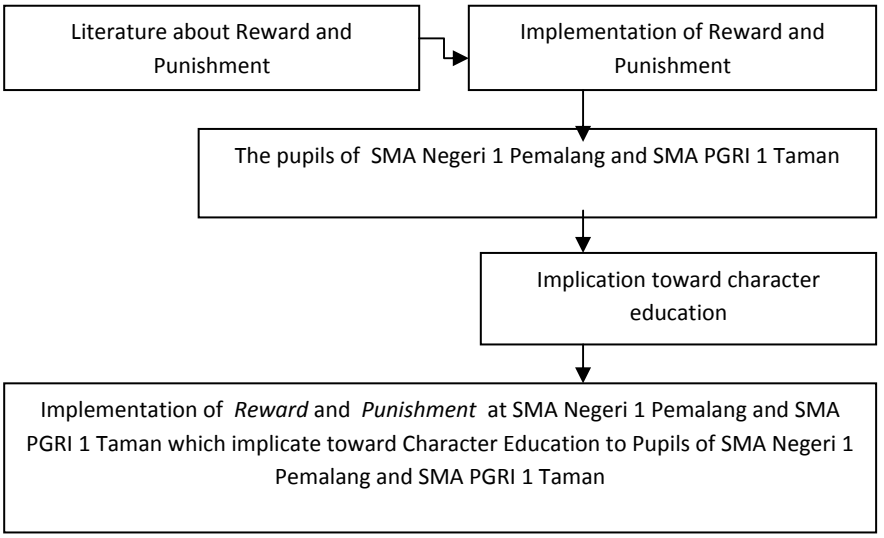
In terminology, qualitative research would like to give an overview of a strategy of inquiry accurately[12]. In sampling for pupils, not all pupils in SMAN 1 Pemalang and SMA PGRI 1 Taman will be interviewed, but the samples were taken by using purposive sampling technique that samples are samples intended, or not all members of the population can be chosen as respondents in this study so that the type of non-probability sampling and samples taken to be considered by the research to be conducted. Selected pupils must meet the criteria in the form of pupils who have experience of reward or punishment experience or both. It is adapted to the purpose of this

12. Suprapto, 2013, *Metodologi Penelitian Ilmu Pendidikan dan Ilmu-Ilmu Pengetahuan Sosial,* Yogyakarta: CAPS (Certer of Academic Publishing Service). P.34

study. They will also be used snowball sampling when data or the results of these interviews require detailing the answers to the questions by other informants in order to complete the required data[13].

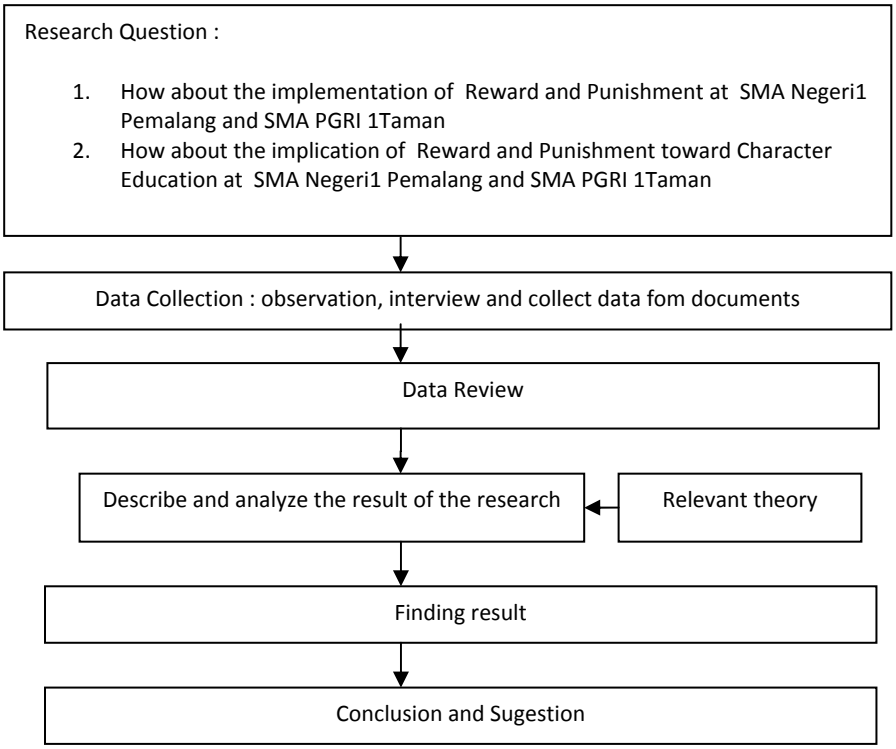
Here is a rationale framework and flowchart of this research to achieve the objectives and the final conclusions drawn,

Flowchart 1:



13. Sugiyono, 2010, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* Bandung : Alfabeta

Flowchart 2:



C. REWARD AND PUNISHMENT IN CHARACTER EDUCATION

Basically reward and punishment is one of the motivational techniques based on the theory of needs. Mentioned by Hamalik that this technique is considered successful if the pupils is able to develop interests that are marked with hope for success in solving the problem behavior, optimistic foresight, academic achievement, social impulse, impulse activity, the urge to feel safe, and the urge to be appreciated[14].

Reward is an appreciation of a thing, directed at an reward for children who can reach the achievements. Reward could provide

14. Hamalik, op.cit., p.184-7

motivation for better again. While punishment is given or suffering inflicted intentionally by someone (parents, teachers, and so on) after a violation, crime, or error[15] .

Thomas Lickona also explained that children do not see the reward as the most important part to make a reason to be kind, a teacher can do some or all of the following:

1. Introducing reward as an additional motivator only if the rules have been discussed and implemented properly so that the community can function properly classes.
2. Use only an occasional reward system, and do not use continuously. This is to avoid dependence on external motivators.
3. Explain to the students, through class discussion on an ongoing basis and through a private meeting, that the most important reason is that comply with regulatory compliance we show respect to others and make class fun.
4. Create a system where reward for good behavior is another opportunity for good behavior.

In Islam, also taught reward to appreciate the commendable action in the form of reward and punishment to appreciate kind action and to avoid bad action. This was stated in Qur'an Surah An-Najm: 31

وَلِلَّهِ مَا فِي ٱلسَّمَٰوَٰتِ وَمَا فِي ٱلۡأَرۡضِ لِيَجۡزِيَ ٱلَّذِينَ أَسَٰٓـُٔواْ بِمَا عَمِلُواْ وَيَجۡزِيَ ٱلَّذِينَ أَحۡسَنُواْ بِٱلۡحُسۡنَى ﴿٣١﴾

15. Purwanto, Ngalim, 1997, *Psikologi Penelitian Neuralistik Kualitatif*, Bandung: PT. Remaja Rosdakarya. P.186

" And only Allah belongs what is in the heavens and whatsoever is in the earth so that He gave Replies to those who do evil for what they have done and give replies to people who do good with a better reward (heaven)." (An-Najm : 31)

Basically, the reward system aims to increase the motivation for wanting to achieve something. Gray argues that motivation is a process that is both internal and external to the individual who caused the enthusiasm to perform certain activities. While McDonald said that with the motivation it will create a force of change characterized by the effective encouragement and reactions in order to achieve the goal. Motivation alone is influenced by internal factors and external factors. The internal factors one of which is the self-esteem and achievement, because it is able to encourage individuals to get certain status in the environment and can encourage individuals to achieve an achieveent. While external factors that influence is the environmental situation and incentive systems that can encourage individuals to behave in order to achieve the goal. The need of motivation to achieve self-esteem and self-actualization. The need for self-esteem is a need to gain praise, rewards and recognition. While the need for self-actualization is the need for someone to reach the pride and admiration as a person who succeeded in realizing his talent with outstanding achievement outcomes[16]. This may explain why their rewards in the form of appreciation for a particular achievement will encourage pupils to achieve a achievement.

While providing punishment was an attempt to discipline individuals in a social environment. Punishment goal in education, especially in Islamic education mentioned by Siti Badriyah[17] are as follows:

16. Djaali, 2008, *Psikologi Pendidikan,* Jakarta: PT. Bumi Aksara. P.102
17. Badriyah, Siti, 2009, "*Implementasi Peraturan Sekolah tentang Hukuman dalam Perspektif Pendidikan Islam di Sekolah Menengah Kejuruan (SMK) Negeri 1 Pemalang*", Tesis Program Pascasarjana. P.33

a. Fixing the child's personality, not revenge.
b. Creating awareness and conviction will act wrong and willing to fix it.
c. Making children deterrent and not do anything wrong.
d. Evoke a sense of responsibility child individually, socially, and morally.
e. Prevent possible violations of (preventive)

Chistoper Winch and John Gingel which states that reward and punishment is a motivation techniques as needed. In psychological terms, the need for the doctrine of the mind that can modify the behavior for the better. Where the need for a positive appreciation in the form of reward as a consequence of the achievements, as well as appreciation refers to punishment (punishment) as a consequence of bad things. It is targeted at behavior change towards the better.

Based on the theory that has been described since the beginning, it was mentioned that reward and punishment are able to form a positive behavior because it will shape the personality of the discipline so that pupils will continually have noble character.

Anne Lockword define character education as a school-based activities that systematically uncover the behaviors of students. From the definition of Anne Lockword, character education is associated with each school's plan, which was designed together with other public institutions, to establish direct and systematic behavior of young people. Thus, ideally implementation of character education is an integrated part of the management of education in a school. Character education is the key word of the noble values change in schools with teachers as agents of change so that pupils become cultured human[18].

18. Wiyani., op.cit., p.35

In character education books by Lickona, he mentioned positive incentives are an important part of student improvement plan for specific student behavior. In implementing positive incentives in the book, Lickona said about teachers face their students who commit offenses and penalties do not make it a deterrent, then the teacher to run a positive approach to it. If he behaved well in the morning he would get a sticker that can he choose lunch. If he behaved well in the afternoon, at the end of the period he may choose another sticker. If he behaved well during the week so he will get the Super Kids pin on Friday. From the story above, the school management to improve the behavior of pupils made of reward and punishment to stimulate and motivate pupils in order not to violate school rules but be good and commendable.

Zainal Aqib said that character education aims to reduce destructive behavior on the age of children, adolescents and adults as much increasing the destructive behaviors that cause aberrant behavior in children and adolescents. In addition, be personal character could not be obtained automatically, but evolved through a long process of continuous learning, habituation and training. Character education also aims to build a human who has character, independent personality, and firm by applying the values prevailing in the society. Source values prevailing in the society include religious values, the values of Pancasila, and cultural values. Suryatri Darmiatun and Daryanto argued that the goal of character education is essentially to form a formidable nation, competitive, high morals, bertoleran, worked together, patriotic spirit, developing a dynamic, knowledge-oriented and technology are all animated by faith to God Almighty based on the values of Pancasila. In addition, it also aims to improve the quality of the implementation and results of school education that leads to the achievement of the formation of character or morality.

The function of education and Daryanto Suryatri Darmiatun character, among others:

a. Developing potential in order to be a good base, good minded, and well behaved
b. Strengthen and build a multicultural nation behavior
c. Increasing civilization competitive in the global society

Novan Ardy Wiyani illustrates that required four interrelated aspects to the comprehensive approach he has to offer, the approach pursued in the content / content, method, implemented in schools, and taught outside the school and can be described by the following chart:

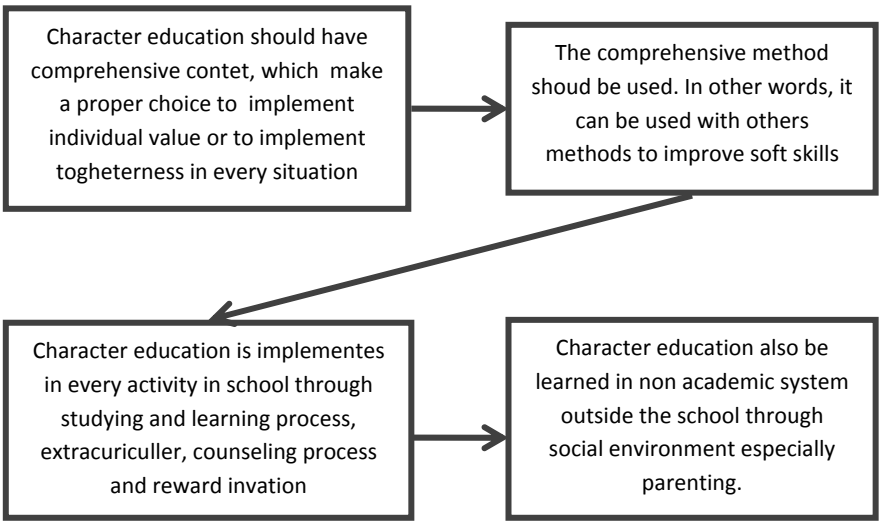


Figure 1. A comprehensive approach to character education by Novan Ardy Wiyani (2012)

In the case of the formation of character through character education, it is necessary to management education. In character education management is developing a strategy for character education organized by the desire and intention to embody the teachings and noble values to realize the social mission of the school.

In connection with these, in management education, there are management components of character education in schools, among others:

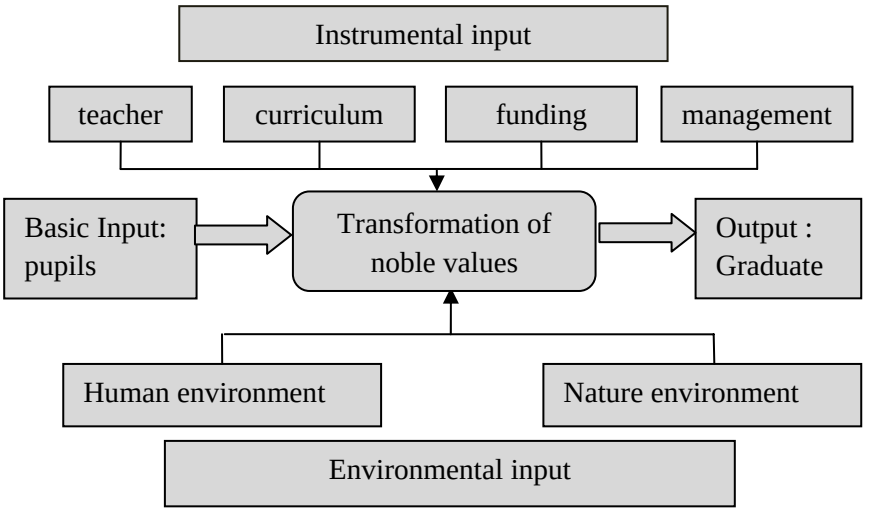


Figure 2. Workflow of management character education in schools by Novan Wiyani Ardi (2012)

D. IMPLEMENTATION AND IMPLICATION OF REWARD AND PUNISHMENT AT SENIOR HIGH SCHOOLS IN PEMALANG

1. SMA Negeri 1 Pemalang

Reward and punishment are techniques to appreciate the good things and the bad things in SMAN 1 Pemalang. Based on interviews with Drs. Murhono, M.Pd., he explains that the reward was held in SMAN 1 Pemalang include scholarships for students who have the best academic achievement and entered into three parallel rankings or ratings between classes. Scholarships are awarded in the

form of scholarships to free education at a certain time frame adapted to its rank, parallel to the first rank scholarship. Reward is done by the SMA Negeri 1 Pemalang which aims to motivate students to have a good academic record thus compete achievement to get a scholarship, but with no written rules for the implementation of the reward. In addition, SMA Negeri 1 Pemalang also hold an annual program to improve the creativity of students in academic, arts, sports and technology titled Gelar Kreativitas Siswa (GKS). This is done to motivate the pupils in order to explore their talents. In this GKS program shown Choir class X and XI, Kroncong, Karawitan by Teacher, Batik Fashion Show, Traditional and Modern Dance, Band, and Smansa Sweet Voice. GKS held in SMAN 1 Pemalang to develop also creating opportunities for pupils to get to know other people outside their classroom. In addition to a variety of academic and non-academic achievement as outlined in the program SMA 1 Pemalang, many students of SMAN 1 Pemalang achieve others academic achievement outside the school,

Tabel 1. Implementation and implication of *reward* n SMA Negeri 1 Pemalang based on theory perspective

Reward Implementation	Implications for Students	Theory Perspective
– Praise and recognition of the school – Charter – Certificates – Cup – Scholarship and a sum of money – Optimization honesty canteen – GKS	– Increasing student motivation for achieving the achievement, so that students feel valued and be eager to continue to earn achievements in academic and non-academic – Pupils have honest, disciplined, and able	– The theory of motivation techniques based needs by Chistoper Winch and John Gingel, rewards as motivation techniques to meet the needs of achievement in academic and non-academic

– Smansa sweet voice – Extracurricular	to cooperate with peers.	

Beside h reward, there is the punishment which is implemented in SMA Negeri 1 Pemalang associated with violations.

Table 2. Implementation and implication of punishment in SMA Negeri 1 Pemalang based on theory perspective

Punishment Implementation	**Implication toward pupils**	**Theory Perspective**
– verbal and written warning – Notification and call a parent/guardian – Suspensions – Returned to parents/guardians of students	– Punishment already done indiscriminately, not comparing between offenders who have achievement and who does not have achievement – Students who receive a deterrent punishment and do not want to do it again and be more disciplined – Violations only has a light weight	– Yhe theory of motivation techniques based needs by Chistoper Winch and John Gingel, punishment as motivational techniques do things better and there is a change of attitude becomes more disciplined. – According to Thomas Lickona, Ratna Megawangi and Khairani Ma'mun, the deterrent effect is the result of punishment

Implications of reward and punishment for character education for students in SMAN 1 Pemalang which is based on the basic input quality, supported by environmental input and input instrumental support for the better changes that will produce better output.

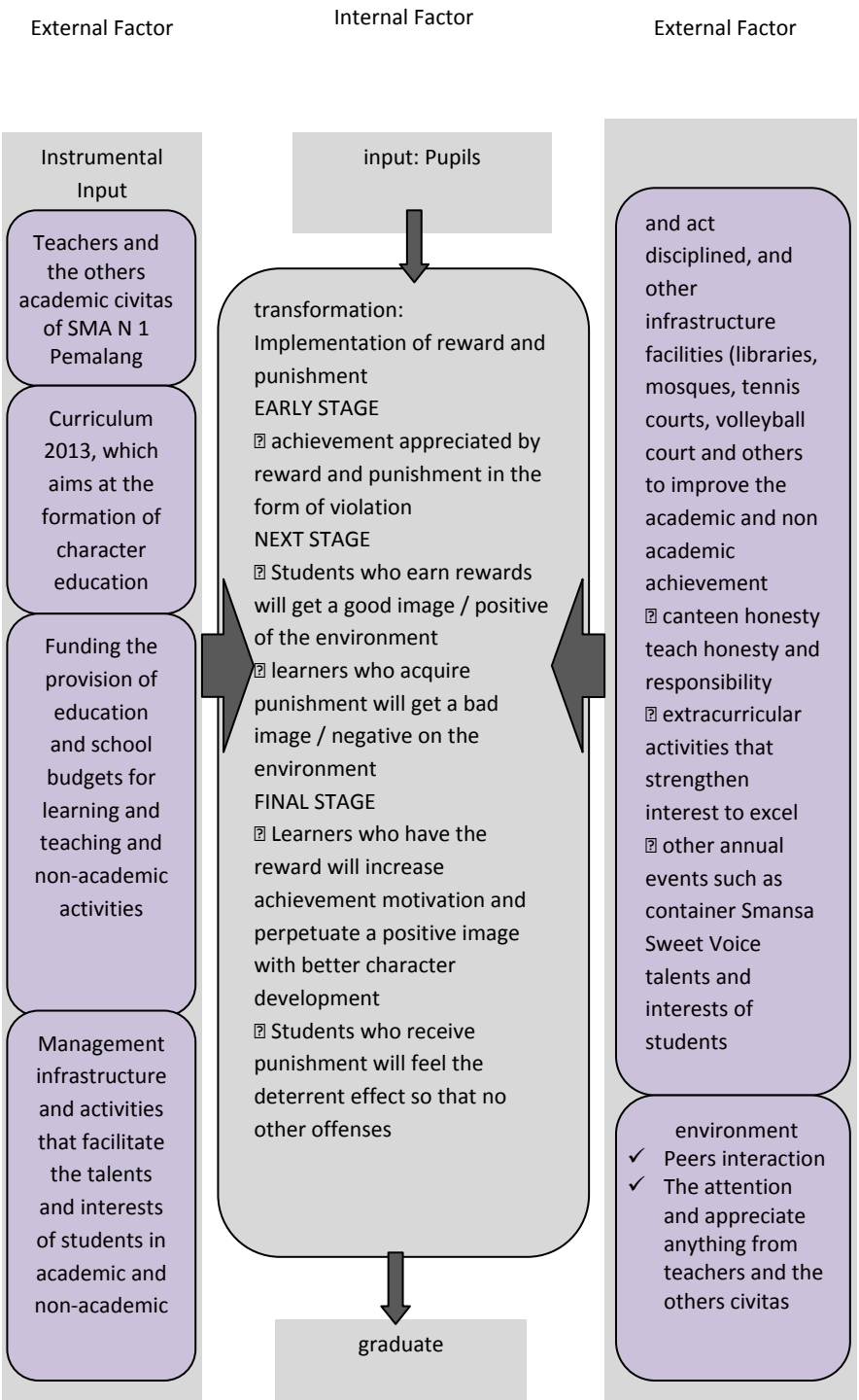

External Factor
Internal Factor
External Factor
Instrumental Input
Teachers and the others academic civitas of SMA N 1 Pemalang
Curriculum 2013, which aims at the formation of character education
Funding the provision of education and school budgets for learning and teaching and non-academic activities
Management infrastructure and activities that facilitate the talents and interests of students in academic and non-academic
input: Pupils
transformation:
Implementation of reward and punishment
EARLY STAGE
 achievement appreciated by reward and punishment in the form of violation
NEXT STAGE
 Students who earn rewards will get a good image / positive of the environment
 learners who acquire punishment will get a bad image / negative on the environment
FINAL STAGE
 Learners who have the reward will increase achievement motivation and perpetuate a positive image with better character development
 Students who receive punishment will feel the deterrent effect so that no other offenses
graduate
and act disciplined, and other infrastructure facilities (libraries, mosques, tennis courts, volleyball court and others to improve the academic and non academic achievement
 canteen honesty teach honesty and responsibility
 extracurricular activities that strengthen interest to excel
 other annual events such as container Smansa Sweet Voice talents and interests of students
environment
✓ Peers interaction
✓ The attention and appreciate anything from teachers and the others civitas

Figure 3. Stages of implementation of reward and punishment in the character education management at SMA N 1 Pemalang: study perspective based on Novan Ardi Wiyani

Based on the picture above, can be seen that in supporting the successful implementation of reward and punishment which is an attempt to transform the great value there are factors such as basic input that of students who are basically has the motivation and spirit of high achievement. Referring to it in accordance with the input of students in SMAN 1 Pemalang who does have a good academic performance while still in junior high school. Another factor that supports the success of reward and punishment to education is character of instrumental input such teachers, curriculum, financing and management, support to increase of students achievement. In addition, there are also environmental input of environmental objects and human environment that can shape human character becomes better and noble. So it can be taken an important point that the success of reward and punishment in SMAN 1 Pemalang need to be supported also by the entire school community.

2. SMA Negeri 1 Taman

Much research suggests that reward and punishment are very influential in teaching and learning activities and to increase the motivation of students in the achievement. This is why SMA PGRI 1 Taman implement reward and punishment, where the reward is directed as part of the motivation of students to achieve, both in academic and non-academic. While the administration of punishment is used as a preventative measure so that no form of offenses committed learners.

Implementation of reward and punishment stipulated in writing and be the policy of SMA PGRI 1 Taman in Ketentuan dan Aturan

Penggajian Dansos Cuti, Penghargaan Tata Tertib dan Sanksi Tahun 2013/2014. From the data obtained from SMA PGRI 1 Taman, many pupils who earn a good achievement in academic and non-academic, so it should get a reward from the school. Form of reward is given in the form of scholarships are realized from free cash payment good school for students who got achievement in academic and non-academic.

Table 3. Implementation and implication of reward in SMA Negeri 1 Taman based on theory perspective

Reward **Implementation**	**Implication toward Pupils**	**Theory Persective**
– Praise and recognition of the school – Charter – Certificates – Cup – Scholarship tuition – Optimization honesty canteen – Extracurriculer	– Improvement extracurricular to pupils can be motivation for achieving the achievement, so that pupls feel valued and be eager to continue to earn achievements both in academic and non-academic – Pupils have noble characteristics such honest, disciplined, and able to cooperate with peers	– Theory motivational techniques based on needs by Chistoper Winch and John Gingel, rewards as motivation techniques to meet the needs of achievement in academic and non-academic students

However, in SMA PGRI 1 Taman, there are some students who commit a violation, but still relatively minor offenses. The form of punishment in violation given SMA PGRI 1 Tamanamong others listed in the table below

Table 4. Implementation and implication of punishment in SMA PGR 1 Taman based on Theory Perspective

Punishment Implementation	**Implication toward Pupils**	**Theory Persective**
– verbal and written warning – Notification and call a parent / guardian – Suspensions – Returned to parents / guardians of student	– Punishment in SMA PGRI 1 Taman does not directly provide a deterrent to not repeat the same mistake because it is not supported by the input students who have high motivation to learn, thus giving punishment requires a long process to achieve a deterrent effect due to low motivation to learn – Violation once only given a warning (verbal warning) and written punishment	– Theory of motivation techniques based on needs by Chistoper Winch and John Gingel, punishment as motivational techniques do things better and there is a change of attitude becomes more disciplined. – According to Thomas Lickona, Ratna Megawangi and Khairani Ma'mun, the deterrent effect is the result of punishment

Here is a picture of the implications of reward and punishment for character education for students that is based on the basic input and supported by environmental input and instrumental inputs,

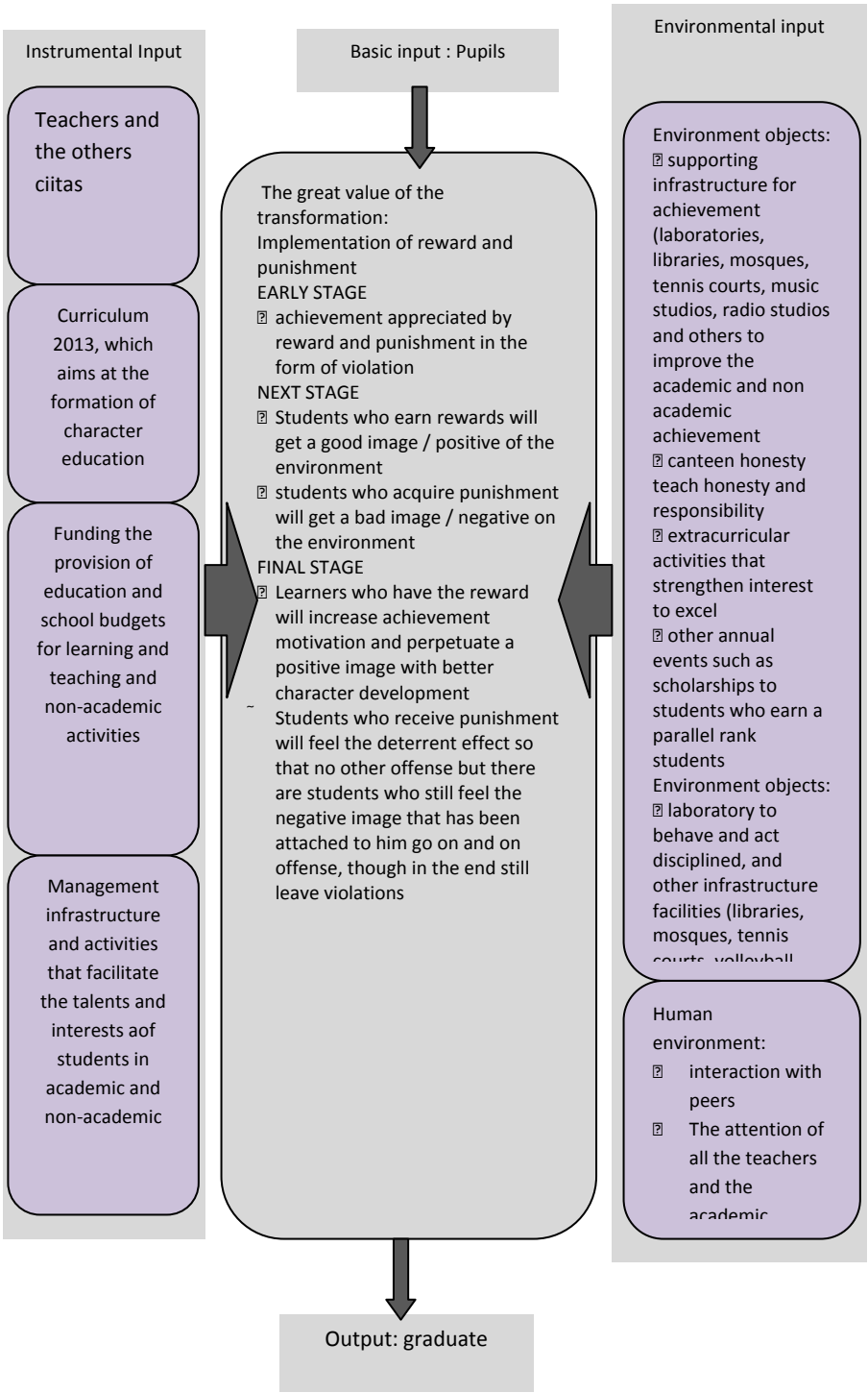

Instrumental Input
Teachers and the others ciitas
Curriculum 2013, which aims at the formation of character education
Funding the provision of education and school budgets for learning and teaching and non-academic activities
Management infrastructure and activities that facilitate the talents and interests aof students in academic and non-academic
Basic input : Pupils
The great value of the transformation:
Implementation of reward and punishment
EARLY STAGE
achievement appreciated by reward and punishment in the form of violation
NEXT STAGE
Students who earn rewards will get a good image / positive of the environment
students who acquire punishment will get a bad image / negative on the environment
FINAL STAGE
Learners who have the reward will increase achievement motivation and perpetuate a positive image with better character development
Students who receive punishment will feel the deterrent effect so that no other offense but there are students who still feel the negative image that has been attached to him go on and on offense, though in the end still leave violations
Environmental input
Environment objects:
supporting infrastructure for achievement (laboratories, libraries, mosques, tennis courts, music studios, radio studios and others to improve the academic and non academic achievement
canteen honesty teach honesty and responsibility
extracurricular activities that strengthen interest to excel
other annual events such as scholarships to students who earn a parallel rank students
Environment objects:
laboratory to behave and act disciplined, and other infrastructure facilities (libraries, mosques, tennis
Human environment:
interaction with peers
The attention of all the teachers and the
Output: graduate

Figure 4. Stages of implementation of reward and punishment in the character education management at SMA N 1 Taman: study perspective based on Novan Ardi Wiyani

Referring to the picture above, it can be seen that in the stage of implementation of reward and punishment has associated with character education management workflow.

Ratna Megawangi said that the supporting factors to succeed the implementation of reward and punishment in the SMA PGRI 1 Taman supported by both the basic inputs and the environmental input as well as instrumental inputs. This can be seen in the picture above in which to carry out the transformation of the great value of the three input required, since the inputs which supports implementation of transformation noble values that are applied through the implementation of reward and punishment. SMA PGRI 1 Taman have pupils with average academic ability, so in SMA PGRI 1 Taman, a really important role in supporting the success of reward and punishment is the environmental input and instrumental inputs. Both inputs in the process will be directed pupils into a better human being and uphold the noble values.

Table 5. Implication of *reward* dan *punishment* toward character tha formed in pupils of SMA Negeri 1 Pemalang

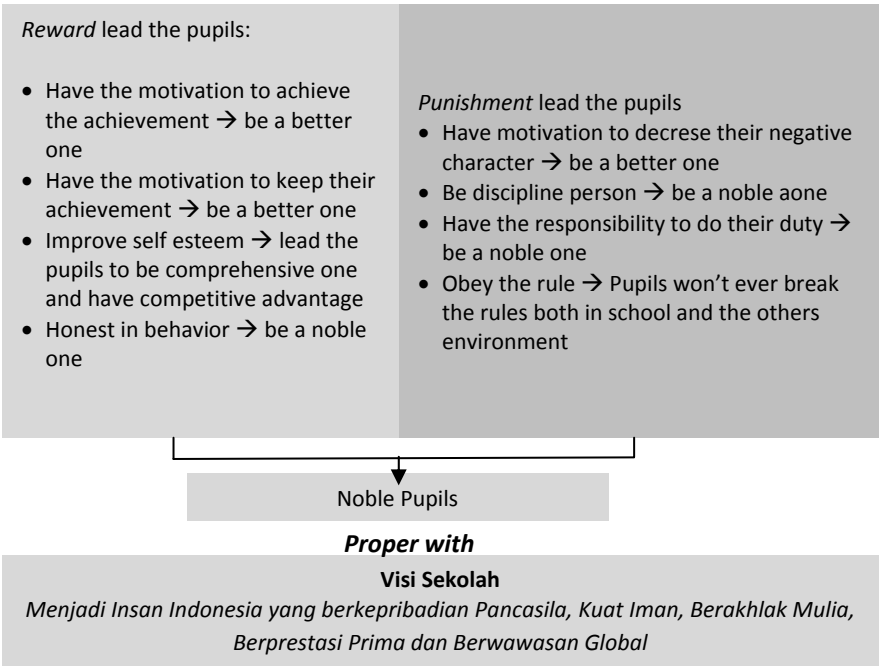
Implementation	Character that formed	Process	Proper Theory
Reward	Honesty	Honesty is formed from Charter dedicated to students who find the property of others, and report it to the Infocom SMA 1 Pemalang and	Honesty is a form of positive moral cultivation in the school environment (Thomas Lickona)

Implementation	Character that formed	Process	Proper Theory
		canteen honesty	
	Motivation	Motivation is formed because pupils have a dream for achieving the achievement and supported from the school that gives rewards	Reward able to develop interests students are marked with hope for success in academic and non-academic achievement (Chistoper Winch and John Gingel)
	Cooperation	Cooperation is formed when students socialize with peers at the time of GKS activities, extracurricular activities that require cooperation in such basketball team	Reward able to develop interests students are marked with hope for success in the social impetus and encouragement activities that demonstrate collaboration (Chistoper Winch and John Gingel)
	Responsibility	• Responsible formed when students are given the task of school and work, as well as the Class Representative Council (MPK) is responsible to represent the class giving a voice to the Students' union (OSIS).	• Responsibility as a form of good character is emphasized by Thomas Lickona as a form of positive morale through the organization students • Novan Ardy Wiyani

Implementation	Character that formed	Process	Proper Theory
			emphasize responsible culture can be applied through the process of learning and teaching, extracurricular activities, guidance and counseling process and award (reward)
Punishment	Discipline	Discipline is formed due to the provision of punishment on any terms that indicate a violation in order to make students discipline, for example during a late entry to school, then after a given punishment students of SMAN 1 Pemalang become more disciplined time, or students are given a punishment for not bringing equipment in written and learning modules resulted in students being disciplined in school preparation	• Giving punishment is an attempt to discipline individuals in an environment (Siti Badriyah) • Punishment led to discipline in the classroom (Chistoper Winch and John Gingel) • Discipline is a form of good character is emphasized by Thomas Lickona as to uphold the form of positive moral values throughout the school environment
	Comply with the rules	Comply with the rules is a form of	punishment in the educational

Implementation	Character that formed	Process	Proper Theory
		good character because it does not have a pattern of irregularities and violations are continuous because the deterrent effect and do not want to have a negative image for a foul	process is a preventative measure that can prevent violations and have good character and in accordance with the purpose of education, especially in Islam (Siti Badriyah)

From finding research, we can mention that:



Implemetation of reward and punishment di SMA PGRI 1 give best implication toward chracter of pupils. Here is the table which explain

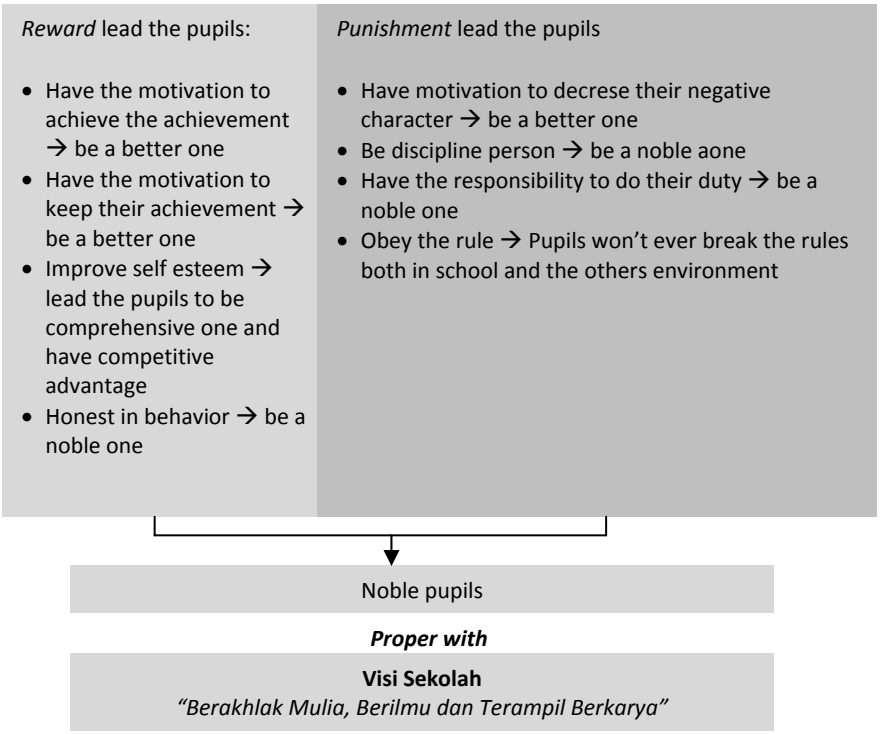
about noble character formed through learning and studying process in school.

Tabel 6. Implication of *reward* dan *punishment* toward character that formed in pupils of SMA PGRI 1 Taman

Implementation	Character that formed	Process	Proper Theory
Reward	Honesty	Honesty is formed by canten honesty in SMA PGRI 1 Taman	Honesty is a form of positive moral cultivation in the school environment (Thomas Lickona)
	Motivation	Motivation is formed because pupils have a dream for achieving the achievement and supported from the school that gives rewards	Reward able to develop interests students are marked with hope for success in academic and non-academic achievement (Chistoper Winch and John Gingel)
	Cooperation	Cooperation is formed when students socialize with peers at the time of extracurricular activities that require cooperation in such *cheerleaders* or perhaps in sport team	Reward able to develop interests students are marked with hope for success in the social impetus and encouragement activities that demonstrate collaboration (Chistoper Winch and John Gingel)
	Responsiblity	Responsible formed when students are given the task of school and	• Responsibility as a form of good character is emphasized by Thomas Lickona as

Implementation	Character that formed	Process	Proper Theory
		work as well as Polisi Keamanan Sekolah (PKS), ketua kelas dan OSIS as the organization which learned to be responsible	a form of positive morale through the organization students • Novan Ardy Wiyani emphasize responsible culture can be applied through the process of learning and teaching, extracurricular activities, guidance and counseling process and award (reward)
Punishment	Discipline and obey the rule	Discipline is formed due to the provision of punishment on any terms that indicate a violation in order to make students discipline,	punishment in the educational process is a preventative measure that can prevent violations and have good character and in accordance with the purpose of education, especially in Islam (Siti Badriyah)

Here is the figure that show there is the connection between implementation of *reward* and *punishment* with implication toward charater education,



E. CONCLUSION

Implementation of reward in SMA 1 Pemalang given as reward for an achievement, whereas punishment in SMA 1 Pemalang awarded for breach of discipline in the school either during the learning process and outside the process of learning. Reward in the form of SMA Negeri 1 Pemalang not written as a Rule Doument, but for punishment is standard evidenced by the publication of "Personal Book for Pupils" is for every students who gets punishment.

Implementation of reward at SMA PGRI 1 Taman given as reward for an achievement, whereas punishment in SMA PGRI 1 Tamanawarded for breach of discipline in the school either during the learning process and outside the process of learning. Reward and punishment in SMA PGRI 1 Tamanstandardized in the form of the

book "Ketentuan dan Aturan Penggajian Dansos Cuti, Penghargaan Tata Tertib dan Sanksi Tahun 2013/2014".

Reward and punishment administered consistently and firmly in both the SMA Negeri 1 Pemalang and SMA PGRI 1 Taman. Reward at SMA Negeri 1 Pemalang and SMA PGRI 1 Taman awarded for being able to motivate pupils to be able to pursue and defend achievement and even more achievements to actualize himself that a positive image is actually embedded in the self-pupils who excel and receive many reward. Reward has implications on character education for shaping learners can practice the noble values of good, based on the values of religious and moral values that thrive in the community such as the attitude of honesty and have a passion for achievement, responsibility and cooperation among peers.

Punishment in SMA 1 Pemalang and SMA PGRI 1 Taman implications for pupils, they tend to feel embarrassed that deterrent and a desire not to repeat them. But at SMA PGRI 1 Taman, no deterrent effect can be felt by some pupils who have low motivation that tend to do the same offense repeatedly. Although it happens, but in the end the pupils aware that the offense committed is not good for the future of themselves so that pupils will not repeat anymore. Punishment given in SMAN 1 Pemalang and SMA PGRI 1 Taman had an impact on the discipline of character formation and obey the rules.

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