

CHAPTER I

INTRODUCTION

A. Research Background

An effective school can be defined as a school that can enhance the development of its students beyond what has been taught or determined. In other words, a school will be called effective if there is a strong relationship between what has been formulated to be done and the results achieved by the school, whereas a school is said to be ineffective if the relationship is low. An effective school is one in which pupils progress further than might be expected from consideration of its intake" (Mortimore, 1991).

According to Sammon *et al.*, (1995) there are 11 variable proposed in school effectiveness, there are: 1) Professional leadership, 2) Shared vision and goals, 3) A learning environment, 4) Concentration on teaching and learning, 5) Purposeful teaching, 6) High expectations, 7) Positive reinforcement, 8) Monitoring progress, 9) Pupil rights and responsibilities, 10) Home-school partnership, and 11) A learning organization. This research only examines 1 of the 11 existing variables due to the difficulty in reaching data sources that are spread across the province of West Kalimantan with limited time for data collection. Therefore, the results of this study cannot be generalized or represent schools in West Kalimantan as a whole, but only apply to the school where the research was conducted. The variable used in this study is the positive reinforcement.

Positive reinforcement is one of the most important elements in effective schools because it helps teachers in the right teaching and learning situation to increase student motivation. Positive reinforcement is an effort from a teacher to give praise or appreciation so that it is expected to be a stimulus, strength and enthusiasm for students in achieving achievement. According to Akinade (2012) positive reinforcement as reinforcement involves the application of pleasant or desirable stimuli in the treatment of behavior. Positive reinforcement can be verbal remarks such as praise, compliments, approval,

encouragement and affirmation such as good work or tangible rewards such as cash prizes, pens, cookies, candy, erasers or non-verbal rewards such as applause, pats on the back, smiles, and so on to encourage repetition of behavior.

The benefit of positive reinforcement for students is that by doing positive reinforcement, students feel happy and excited because they get praise or appreciation from the teacher coupled with appreciation from other students. In the observation that the researcher conducted at the school where the internship was held, the researcher found that the school had implemented positive reinforcement. Teachers will provide positive reinforcement such as praise or feedback on students' success in learning will make students feel more valued and cared for. Students will definitely study harder to get various positive responses from their teachers. If teachers often provide positive reinforcement, students are more excited or motivated to learn which will certainly affect their learning outcomes. This is in accordance with Thorndike's Law of effect learning theory which states that encouragement, praise, and reinforcement activities are needed in learning activities (Sardiman, 2011).

In the previous study with the same focus discussion was conducted by Lynnette *et al.*, (2021) with the title "Effectiveness of school principals' positive reinforcement approach on management of students' discipline in public secondary schools in Migori County, Kenya". The purpose of this study was to determine the effectiveness of positive behavioral reinforcement on student discipline and to determine the factors that influence the effectiveness of the principal's approach to student discipline in public secondary schools in Migori County. The similarity of this journal with our research title lies in the purpose of the research journal, which is to determine the effectiveness of positive behavior reinforcement on student discipline and to determine the factors that influence the effectiveness of the principal's approach to student discipline in public secondary schools.

Another previous research was conducted by Eremie *et al.*, (2019) with the title "Positive reinforcement on academic achievement of senior secondary

school students in river state." Akinade, (2012), defines positive reinforcement as reinforcement that involves the application of pleasant or desirable stimuli in the treatment of behavior. In other words, positive reinforcement is the encouragement that follows good behavior. For example, a student submits an assignment on time and includes some additional information he/she gathered on the topic. Positive reinforcement as the name suggests is a hassle-free technique to foster a sense of responsibility and discipline in the classroom. This technique does not involve any force that would pressure students to behave well. Positive reinforcement is one of the teacher's most valuable behavior management tools. This journal has similarities with our title, which lies in the research focus on positive reinforcement which is an interesting technique that helps teachers to improve overall student behavior.

Based on the description above, this research intends to describe the real conditions of the practice of effective school characteristics in schools. In this research has one variable, while my research has one variable where this research refers to positive reinforcement. Here the researcher sees whether the practice of positive reinforcement has been implemented in schools or not. What distinguishes it from previous research is that this research uses quantitative and qualitative methods, while this research only uses mixed methods where this research uses quantitative data first and then describes how the form of positive reinforcement practices that exist in schools to support quantitative data. However, the results obtained from this study cannot be used as a benchmark to describe effective schools in all areas of West Kalimantan, the results obtained only apply to describe effective schools in the area that is the scope of the research.

B. Research Problems

Based on the research background explanation above, the research Questions can be formulated as follows:

1. How is Positive reinforcement Practices at school seen by the teacher perspective?

2. What are the variations of Positive Reinforcement practices by school level seen by the teacher perspective?

C. Research Purposes

There are several things that become purpose of this research, those are:

1. To find out Positive Reinforcement practices at school seen by the teacher perspective.
2. To know the variations of Positive Reinforcement practices by school level seen by the teacher perspective.

D. Significances of Study

1. Theoretical Benefits

The Literature Review in this research will help another researcher to ensure whether if the topic is worthy to be conducted. The research entitled “An Analysis on Positive Reinforcement Practices at Schools”, this research might be able to provide good sources of information regarding the Positive Reinforcement.

2. Practical Benefits

a. To Teachers

This research will help teachers increase their knowledge of positive reinforcement practices at school. This is also an important aspect of the teaching and learning process in schools to increase student motivation.

b. To Students

This research helps increase student motivation through positive reinforcement in the form of awards or rewards.

c. To Future Researchers

This research helps other researchers determine whether the subject under study is feasible. This study may be an excellent source of information for future researchers on positive reinforcement practices at school.

E. Scope of Research

1. Research Variable

The research variable is the object of research observation or the factors and symptoms to be studied. To make it easier and more focused in collecting data, it is necessary to determine one or more variables that will become the subject or object of research. According to Sugiyono, (2013: 60) "Variables are anything in the form of anything that is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn". Based on the above opinion, it can be concluded that a variable is a trait, attribute and value of a person or subject that varies and then draws a conclusion. In this research, there is only a single variable. The single variable in this research is positive reinforcement.

2. Research Terminology

a. Positive Reinforcement

Reinforcement, whether in terms of patterns of discipline or feedback to pupils, is an important element of effective schooling. In this case, positive reinforcement is an attempt from a teacher to give praise or appreciation so that it is expected to be a stimulus, strength and enthusiasm for students in achieving achievement. In addition, positive reinforcement at school is expected to be able to shape behavior and discipline to students to be more orderly and always apply the rules set by the school.