

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research as a whole, the researcher made several conclusions that can be drawn from this study based on the findings and discussion to answer the objectives of this study. Based on the results and discussion, the researcher concluded that the practice of students' rights and obligations in schools has not been well implemented in schools, where the variable of positive reinforcement practices in schools has not reached the Frequently scale, meaning that most schools have not practiced this variable in schools and have not fulfilled the main characteristics of effective schools. The researcher also found that the variation that appears the most is Less Frequently. This variation occurs in all variables. From these results, the researcher concluded that the practice of positive reinforcement variables has no variation despite being in the same origin area.

Based on the findings in S1,S2,S3,S4,S5,S6,S7,S8 in 8 schools and 6 different districts. The aspect that will be discussed in the application of positive reinforcement practices at school is that there is one indicator that is seen in the application of positive reinforcement practices, the indicator includes clear and fair discipline and feedback. Based on the research findings and the results of research interviews with observer. In the first indicator, there are differences in the form of celebration carried out, namely in junior high school, S1. The difference is seen in the application carried out. in S1 which is in the area of origin 5 the school appreciates students by being called forward after the ceremony, in S2 which is in the area of origin 6 when the distribution of report cards, the school gives prizes in the form of certificates and tul tools together with friends and in observation activities carried out outside the classroom, namely by studying in the school yard, while in S3 which is in the area of origin 2 students like the learning process when there is a class competition, namely asking activities that make students enthusiastic and

excited in the learning process. And the difference in practice in high school is that student success is always celebrated, namely in S4, S5, S6, S7, S8. There are differences in the activities and forms of activities carried out in each school. In S4 which is in the area of origin 7, the form of celebration for student success, namely the school gives appreciation 6 who are in the area of origin 3 and 8 students like the learning process when the school announces students who won the dance competition on Monday ceremony, the difference in the application of these two activities to The S5 school congratulated the students who won the competition and were given prizes in the form of certificates of appreciation. Differences S6 students are given an award certificate along with a trophy when they get class champions. In S7 which is in the 8th area of origin, the school gives appreciation to students who win soccer competitions. Whereas in S8 the school gives awards in the form of money to students who win futsal competitions.

B. Suggestions

It is hoped that the results of this research can provide a useful overview of the practice of positive reinforcement to motivate students. Based on the research conclusions above, the researcher makes the following suggestions:

1. For Teacher

Teachers must practise positive reinforcement to students in order to motivate students to be active in learning and achieving.

2. For Students

By giving positive reinforcement, students feel happy and have motivation in learning and achieving.

3. For Future Researcher

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.