

CHAPTER II

LITERATURE REVIEW

A. Positive Reinforcement

1. Definition of Positive Reinforcement

Positive reinforcement is a method of encouraging desired behaviors by providing rewards or positive consequences when those behaviors occur. Reinforcement is any verbal or nonverbal response that is part of a change in teacher behavior relative to student behavior, which is intended to provide information or feedback to students on their actions as encouragement or correction. The purpose of this action is to increase the enthusiasm for learning of learners and reward or encourage participants so that they can participate more actively in the interaction between teaching and learning. 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 or she gathered on the topic. The teacher who wants to appreciate the student's effort asks the other students to clap. The teacher's action acts as an encouragement for the student to repeat the same effort again.

Thus, giving positive reinforcement by the teacher is expected so that good behavior in learning students can be repeated and will even continue to increase in the future. The thing that needs to be underlined is that in providing this reinforcement, students must realize and appreciate the response that the teacher gives. There are two types of positive reinforcement, namely primary reinforcers and secondary reinforcers.

- a. Primary reinforcement are natural reinforcement that do not require learning to produce a pleasant effect. do not require learning to produce a pleasant effect. For example, a person can naturally determine their favourite food, so that when the stimulus is given in the form of food so that when the

stimulus is given in the form of the person's favourite food, he will give a positive response.

- b. Secondary reinforcement are reinforcement that are obtained from learning (in the form of experience). learning outcomes (in the form of experience). For example, a child gets praise or reward after helping others so that he will like to help others.

2. Indicators of Positive Reinforcement

To make school effective, positive reinforcement should have some indicators to achieve positive reinforcement practices. These indicators include 2 things according to Sammon as follows:

- a. Clear and Fair Discipline

According to Sammons *et al.*, (1995) in positive reinforcement, clear and fair discipline being one of importance indicator. Clear and fair discipline is crucial in creating an orderly and positive climate, and it is more effective when it arises from ownership and participation rather than relying solely on external rules and controls. When discipline is based on external rules and punishments alone, it can lead to negative consequences, such as creating a tense and hostile atmosphere, which can be counterproductive for attendance and behavior. Many studies have shown that excessive punishment or formal punishment is often ineffective and can even have detrimental effects on individuals or groups. Effective discipline involves maintaining order through clear and well-understood rules while consistently enforcing them. It is also important to minimize the use of actual punishment and focus on promoting positive behaviors through reinforcement. When individuals feel a sense of ownership and involvement in shaping the rules and consequences, they are more likely to engage positively and uphold the desired behaviors.

- b. Feedback

According to Sammons *et al.*, (1995) increased feedback to students can be immediate (in the form of praise or reprimands) or to some extent

delayed (in the form of rewards, incentives and prizes). Two major reviews of effective school research suggest that school or public recognition of academic success and other aspects of positive behavior contribute to effectiveness. The UK study of secondary schools showed that immediate, positive feedback such as praise and rewards had a positive relationship with student behavior, but rewards for work had little effect on any outcome measures. Timely feedback such as praise is given immediately after positive behavior or achievement, allowing for a more definite relationship with incentives. In contrast, rewards may be delayed or not given immediately, making the relationship between behavior and reward less clear and thus less effective in shaping behavior. recognizing and praising students for their academic success and positive behavior can contribute to school effectiveness. Immediate positive feedback, such as praise and rewards seem to be more impactful in shaping student behavior and motivation. Mortimore et al (1988) had similar findings for primary schools showing that praise and genuinely neutral feedback were more effective than "reliance on control through criticism".

3. Purpose of Positive Reinforcement

Djamarah (2005: 118) suggests five objectives of positive reinforcement in educational interactions as follows:

1. Increase student attention and help students learn if reinforcement is used selectively.
2. Motivate students in the learning process.
3. Used to control or change disruptive student behavior, and increase productive learning.
4. Develops students' confidence to self-regulate in the learning experience.
5. Directs towards the development of divergent thinking (different) in taking free initiative.

Based on the expert opinion above, it can be concluded that teachers provide positive reinforcement which can be in the form of praise, gifts to

students have many purposes, among others, to increase students' attention to the subjects being taught, develop students' confidence to learn and do the tasks given by the teacher, so that students' motivation to take part in the learning process can increase because students will feel cared for and valued by the teacher in the learning process. In addition, giving positive reinforcement can change student behavior that is not good, and maintain and even improve student behavior that is already good.

4. Principles of Positive Reinforcement

The principles of reinforcement are important in providing reinforcement. Although the provision of reinforcement when viewed is simple, it needs to be considered so that the provision of reinforcement is appropriate. Djamarah mentions several principles, namely:

- a. Warm and enthusiastic. In giving reinforcement to students, the warmth and enthusiasm of the teacher has an important role in student behavior and the learning outcomes they get. This warmth and enthusiasm will appear when there is interaction between teachers and students.
- b. Avoiding negative reinforcement. Punishment or criticism is considered effective in modifying student behavior and motivation. However, punishment can also have complex effects, and psychologically it is controversial, therefore the use of punishment should be avoided. This is because many undesirable effects arise, such as students becoming frustrated, brave, and punishment is actually considered a source of pride, so that it can make them repeat the action.
- c. Varied use. This reinforcement must vary, both in the components and the way it is given. The use of the same method and type of component must be avoided, because it can make the reinforcement given ineffective, in order to be effective, this reinforcement is given in various directions, initially to all class members, then to groups, and individuals. The direction can be reversed or given out of sequence.
- d. Meaningful. This positive reinforcement is given when students are aware and understand the relationship between their behavior and the

reinforcement that the teacher gives. This is done so that the reinforcement is effective. So, this reinforcement is given according to the actual situation, so that it becomes meaningful. Based on the expert opinion above, it can be concluded that in providing positive reinforcement, a teacher needs to pay attention to principles such as warm and enthusiastic which means creating a warm atmosphere between the teacher and students and immediately responding to student behavior enthusiastically, trying not to use negative reinforcement because negative reinforcement will have a negative impact on students, providing positive reinforcement in a varied or not monotonous manner so that it provides benefits to students, meaningful which means the teacher provides positive reinforcement at the most appropriate time so that students will understand the relationship between the reinforcement the teacher provides and student behavior.

B. Previous Study

To support the sources of this research, there are several previous studies that have similarities with the research to be carried out as follows:

Research 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 research 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.

In other hand research by Khalid et al., (2021) with the title "The Effectiveness of Reinforcement and Punishment In Learning Environment", Reinforcement is used by teachers to discipline students in the classrooms with a purpose to develop their skills, how to imbibe innovative ideas and learn directions (Charles & Senter, 2004). Positive reinforcement is a reward or stimulus by giving food etc.to living being after he/she comply with what we want them to do (Deese & Hulse, 1967). Social reinforcement is also believed to be more rewarding and effective in improving behavior of the students which includes praises, complimentary such patting shoulders etc. In recent years, educationists have focused attention on reinforcers in the classroom and the success rate academically. Hardmanetal (1990) research showed that the use of reinforcers applied to students with intellectual inadequacy produced better results in improvement of academic skills. The current study was led to examine the effectiveness of reinforcement and punishment in learning environment. The study confirmed that there in forced students performed better than unreinforced students, punished students performed better than unpunished students. Punishment and reinforcement both are effective in improving the students' performance but when we compare them reinforcement proves to be more effective in learning environments than

punishment. The under studies who are recognized for their work are more able to invest energy for future tasks (Winter and Bill 2008). This journal has something in common with our title, which lies in the focus of research on Punishment and reinforcement both are effective in improving student performance but when we compare them reinforcement is proven to be more effective in learning environment than punishment.

And the last previous study with research by Bhatti (2021) with the title "Studying the Role of Positive Reinforcement for Motivation to Learn the English Language at Secondary Level in Pakistan.". Reinforcement is the most effective strategy known by the majority of teachers in managing English classes. Among all strategies, praise reinforcement is the most suitable to be used in social interaction. Praise is a tool for instruction and improving students' academic and social behavior. The students perceive the attention given through praise as a motivational and instructional technique (Rachman & Nur, 2017). There are many techniques to make this process practical. First of all, to learn something or perform any task, reinforcement plays an important role. According to Dornyei (1998), positive reinforcement with the help of motivational tools plays a constructive role and helps students in establishing beliefs, cognitions and values in the process of achievement. A significant difference in student performance between the control group and the experimental group under the motivational tool was found. It was concluded that when motivational tools were applied in the form of reinforcement, students' attitudes towards language learning improved. The attitude developed in response to the motivational techniques. This research is supported by previous research conducted by Oroujlou and Vahedi (2011). This journal has similarities with our title, which lies in the focus of the research which discusses how positive reinforcement improves students' learning ability and how positive reinforcement stimulates learners to learn.

The research conducted by previous researchers has similar themes raised and discussed with the research to be conducted, with discussions related to the practice of positive reinforcement in schools. The difference between the

research to be conducted and the research by previous researchers, such as the place of research implementation, research techniques and discussion specifications where this research will focus more on positive reinforcement as one of the factors of school effectiveness. The difference between the research to be conducted with previous research: first, the research to be conducted will be conducted in schools in West Kalimantan Province with different school levels. Second, this study uses mixed research methods and uses survey questionnaires, interviews and observations to collect data. Third, this study will discuss the variable under study, namely the practice of positive reinforcement in schools as a variable in achieving effective schools.