



## How is The Application of Effective Punishment to Improve Achievement of Elementary School Students During the Covid-19 Pandemics?

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**Abstract:** This research was caused by teacher's complain about learning at school which was ignored by students during the Covid 19 pandemics. The purpose of this research is to give the contribution of Education punishment to students so that increase learning achievement. Participants were 55 students of elementary school from Bandung city, Cirebon regency, and Cirebon city, West Java province. Test and non-test instruments were used through the design of a quasi-experiment with a control group of pretest-posttest nonequivalent. Using a one-way ANOVA as a technical analysis of the data. The results showed that the factor without being given physical punishment was smaller than 0.05 i.e. (0.005). Learning without punishment with physical punishment was smaller than 0.05 i.e. (0.009). Lessons given Written Punishment with physical punishment were higher than 0.05 i.e. (0.953). Thus, the punishment is still effectively applied in learning activities even with the online system during the Covid-19 pandemics.

**Keywords:** Physical punishment, Written Punishment, online learning system, covid-19 pandemics.

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### INTRODUCTION

During learning during the Covid pandemic, many teachers experienced problems regarding learning activities. These problems include aspects of attitudes and student learning outcomes. This is indicated by the complete absence of some of the tasks given online or face-to-face. Teachers need to follow up on this matter wisely. Quoting Article 39 paragraph 1 of PP No.74 / 2008, it is stated that teachers have the freedom to impose sanctions on students who violate religious norms, moral norms, norms of decency, written and unwritten regulations set by the teacher, regulations at the level of educational units, and statutory regulations. invitation in the learning process that is under his authority. In paragraph 2 it is also stated that these sanctions can be in the form of reprimands and/or warnings, both oral and written, as well as punishments of an educational nature by educational principles, teacher code of ethics, and laws and regulations.

In giving punishment, the teacher gives advice and gives consequences in the form of educational rewards. Majid (2013, p. 313) explains that a reward is an educational tool that is negative and unpleasant for students. However, the existence of a reward can be a motivational tool for students to be more diligent in learning and trying to carry out

duties, obligations, and responsibilities to avoid punishment.

Agustin, et al. (2018) for schools, violence can create an unsafe school climate which in turn will affect the reputation of the school itself. Durrant (2012), corporal punishment of children and adolescents does not play a useful role in their upbringing and only poses a risk to their development. Parents should be encouraged to develop alternative and positive approaches to discipline.

Still in Durrant (2012) states that many countries abolish the use of physical as a punishment to protect children very well and shift and focus on parents giving punishment through effective guidance and discipline. In this respect, several authors (Darbyshire, MacDougall, & Schiller, 2005; Hill, Laybourn, & Borland, 1996; Punch, 2002) have emphasized the beneficial effects of peer support to reduce anxiety and fear and motivate active participation in discussion groups.

While Kutsar, et al. (2019) corporal punishment has been banned in Estonia by the new Child Protection Law which came into effect in 2016. As described in Eid Bassam, et al. (2018) around 76.2% of pediatricians in Lebanon always recommend the abandonment of corporal punishment and 4.7% recommend using it for



discipline. Dagmar Kutsar, et al. (2019) in Estonia there have been attempts to push for corporal punishment to be prohibited under the new Child Protection Law which came into effect in 2016.

The same thing was also conveyed by Crowley (2016) that corporal punishment or corporal punishment is a serious violation of children's rights and international human rights punishment which also prohibits all forms of corporal punishment including in the family. Similar to Crowley, Carter & Bristow (2018) revealed that most children view corporal punishment as the most severe type of discipline and report that it hurts both physically and emotionally. Some described feeling afraid, sad, and unloved and said that it negatively affected their relationship with their parents.

Most of the opinions of the experts above who came from America, Canada, Australia, England, Sweden stated that they should immediately abolish corporal punishment which has a negative psychological impact on children. This is supported by statements by Rowland & M, S. (2017) in March 2016, 49 countries have reformed their laws to prohibit all corporal punishment of children (UN, 1989). In January 2017 the number had reached 52 countries. Corporal punishment, although considered a negative impact, is still developing and widely practiced in our society in Rimal & Pokharel (2013). Joan Durrant, et al (2005), Committee on the Rights of the Child, the treaty body to the Convention, has consistently mandated the prohibition of all corporal punishment, including family punishment, based on final observations from more than 130 countries.

Still related to the refusal of corporal punishment in 1989 in Joan Durrant, et al (2005), governments around the world promised all children the same rights by adopting the United Nations Convention on the Rights of the Child. The CRC explicitly requires States to protect children from all forms of physical or mental violence (Article 37 and Article 39). The CRC determines that the Member States must provide support to children who are victims of violence. The CRC requires school discipline to be consistent with the human dignity of children and conformity with current conventions. Article 28 (2) states that "it is without the use of corporal punishment" (UNICEF, 2010). UNICEF (2010), furthermore, The African Charter on the Right and Welfare of Child also protects children from physical and mental abuse, thereby prohibiting all forms of

corporal and other forms of punishment. from the punishment of humiliating and degrading children.

Meanwhile, Anggraini, Siswanto & Sukamto. (2019) states that Indonesia's participation in the signing of the UN Convention on the Rights of the Child, in article 37, clearly states that the state guarantees that no child is allowed to suffer torture or other cruel, inhuman, or degrading treatment or punishment. This is in line with Qosim's opinion, M. N. (2017) states, Article 28B (2) of the 1945 Constitution states that every child has the right to survival, growth, and development and is entitled to protection from violence and discrimination. This provision is operationally regulated in Article 54 of the Child Protection Law, which states that children in and in the school environment must be protected from acts of violence committed by teachers, school administrators, or their friends in the school concerned, or other educational institutions.

The results of research on the refusal of punishment were also presented by Ahmad, Said and Khan (2013) who researched the effect of corporal punishment on student motivation and classroom learning. The findings in this study reveal that students who are subject to corporal punishment are less motivated to learn than those who are encouraged and not physically punished.

The UN Committee on the Rights of the Child has defined corporal punishment as "any punishment that uses physical force and is intended to cause some degree of pain or discomfort, however mild" and calls it a form of the death penalty, this is expressly conveyed and claimed to summarize from what is known about the legality and prevalence of school corporal punishment, about the outcomes associated with it, and about interventions to reduce and eliminate corporal punishment around the world, Gershoff (2017).

Meanwhile, in neighboring Thailand, there is a saying in Jampian (2012) about corporal punishment which says: "If you like your cows, tie them up. If you love your children, beat them." and this kind of teaching in their minds, corporal punishment has become socially acceptable to all sections of Thai society. In giving punishment to educators should be guided by the principle of "Punitur, Quia Peccatum est", which means being punished for being guilty, and "Punitur, one Peccatum", which



means being punished so as not to make mistakes, (MJ Langeveld, 1995, p. 117).

Agbenyega 2006 (cited in kilimci 2009: 243) states, most teachers use a body of punishment to enforce student discipline in schools and they express their reluctance not to stop physically and the punishment at school for naughty students. It was also reported that around 50.6% of teachers answered that corporal punishment supports them in getting good behavior for naughty students. They argue, therefore, that it is unacceptable to remove corporal punishment altogether without suggesting a viable alternative.

According to Kelishadroky, et al. (2016), on the other hand, research on punishment reveals that society not only respects punishment but also considers it necessary in certain situations.

Mubiar Agustin, et al (2018) respond to Law (UU) No. 35 of 2014 concerning Amendments to Law 23/2002 on Child Protection, states that the sentence of 15 to 20 years for perpetrators of violence against children does not embarrass the perpetrators because based on data from various sources the perpetrators are increasing.

Another thing was said by Maulut, & Imron (2016), in giving rewards and punishments to students, they must maintain a balance. What is called equilibrium here does not mean the same weight and equal size, but must be heavier and more reward than punishment. If in giving punishment (punishment) to students, Ela, et al., (2017) provide directions not to overdo it, there should be no elements of revenge, still maintaining tenderness and affection, because punishment is given to make children realize their mistakes and will not repeat the mistakes that have been done. In terms of Ardini's attitude, P. P. (2015), stated that the main key to teaching it to children is not only by conveying but also providing concrete examples to children. In line with this, Rahman, Sopandi, W., Widya, R. N., & Yugafiati, R. (2019) explained that the attitudes of students today are more likely to shift to using social media than having the direct discussion. This behavior causes students to be less sensitive, insensitive to their environment, and the higher the attitude of individuality. This results in a lack of communication skills in Indonesian students.

Yani, A. A. (2013), suggest two rules, namely: (1) Punishment be applied to students should not be indiscriminate, and the slightest mistake has consequences for punishment. (2) In applying a

punishment at school, corporal or physical punishment should be avoided, because it only creates negative possibilities, such as feelings of revenge. Besides, according to Gebrezgabiher and Hailu (2017), the practicality of corporal punishment that is widespread at home and school makes students who do it perceive things as normal and acceptable. Their lack of awareness of their underlying human rights may lead them to assert strict school discipline without question. The incident will be more extreme experienced by students with physical and mental limitations in their relationships who often receive derogatory expressions (verbally). Capaldi if this is done by the teachers. Whatever it is, according to Tamakloe (2018), the designation for children with disabilities, speech, and behavior determined through pedagogical activities is not justified.

Ag. Soejono (1980, p. 169) suggests three forms of punishment, namely: (1) form of the signal; (2) Form of words; and (3) Forms of action.

Suwarno (1992, p. 177) reveals that based on W. Stern's view, there are three levels of punishment according to children's development, namely: (1) Associative punishment, where the suffering caused by the punishment is associated with the child's fault; (2) Logical punishment, where a child is punished so that he experiences suffering that is logically related to his mistake. This logical punishment is used on older children who can understand the relationship between the mistakes they have committed and the punishment they receive; and (3) Moral punishment, this level is reached in older children, where the child is not only aware of the logical relationship between mistakes and punishment but is moved by a sense of morality or conscience, he feels he must accept punishment as something that must be experienced. Primus Domino (2019) states that violence perpetrated by parents makes children unable to have social relationships, withdraws, and is afraid of social situations, and develops aggressive behavior with other people.

Agustin, et al. (2018) for schools, violence can create an unsafe school climate which in turn will affect the reputation of the school itself. Meanwhile, from an Islamic perspective, the leading scholar, Imam al-Ghazali argues that an educator should not quickly punish students. He explained that punishment must go through a three-stage process. Meanwhile, Ibn Sina suggested that the application of punishment to students was carried out after being given a

strong warning. Educators are expected to be able to avoid giving punishment to students except in forced circumstances because there is no other way. Then this opinion converges in Indah Khomsiyah (2014: 105-117) explaining that according to Islamic law punishment is the last way humans do when a child deviates from the proper path or violates the limits of his freedom.

In the hadith which explains that it is permissible to beat a child who does not pray when he is ten years old, this physical punishment is the last way and means taken in disciplining the behavior of students and the ultimate goal is an improvement. Besides, according to Rukiyati (2017), exemplary is needed as a form of preserving the morals used by traditional religious communities and is also used by modern society today.

The purpose of this study is to determine the urgency of punishment in learning during the Covid-19 pandemic. If the above opinion is drawn, it is whether the application of punishment is still appropriate to be applied. If it is still feasible, it is necessary to apply it so that learning activities can run effectively.

## METHOD

The research was carried out in online and face-to-face combination learning. When there is the difficulty the teacher in learning punishment is carried out during face-to-face learning. Of course, its implementation follows strict procedures for preventing the Covid-19 pandemic such as spraying classroom disinfectants, checking body temperature, observing, and diagnosing health. This has become a benchmark for learning that is loosened by not wearing masks in schools with green zones set by local and village governments with 0 positive incidents of covid-19.

Types of punishment applied to oral punishment in this study are quoted in Gaza (2012: 46),



Figure 1. Deviated Student Behavior

Some of these student behaviors need to be rewarded so that learning activities can take place conducive and do not occur repetition. The

namely: (1) Advising / reprimanding; (2) Satire; and (4) Saying a little out loud.

The types of physical punishment that are applied prove in Gaza (2012: 46), namely: (1) Pinching; (2) *Jewer*; (3) flicking the ear; (4) Suspension; (5) Writing assignments; and (6) Report to parents.

This research is a quasi-experimental study with the Nonequivalent Control Group design. The experimental group and the control group were not randomly selected. The study population was elementary school students in Bandung Regency, Cirebon City, and Cirebon Regency. The research sample was three classes involving two public elementary schools in Bandung, West Java. The total participants consisted of 38 students. 17 students with the control class. Students in the first experimental class were given a light sentence of 18 students, the second experimental class, and a written punishment of 20 students. Research instruments include tests, attitude scales, observations, daily journals, interviews, and documentation. Based on the results of the punishment scale instrument test, the 20 statements can be used further for research. All statements have sufficient validity ( $r_{xy} = 0.54$ ) and high reliability ( $r_{11} = 0.85$ ). Data analysis was performed using descriptive and inferential analysis. Besides, to determine the relationship between variables used the one-way ANOVA test.

## RESULTS AND DISCUSSION

In this study, there were several negative student behaviors. This is also often felt by the homeroom teacher who was the subject before the research was carried out. Some of these student behaviors are: chatting with friends in class when the teacher explains, being engrossed in their activities such as scribbling on books, drawing or scribbling on the desk in class, making noise in class, and teasing one another among several students.

penalties that are appropriate and applied include:



Figure 2. Types of Punishment for Students.

Some of these student behaviors need to be rewarded so that learning activities can take place conducive and do not occur repetition. The penalties that are appropriate and applied include:

After the implementation of the research punishment, it was continued with the assignment (posttest). The results of the comparison of the three classes between the pretest and posttest are below:

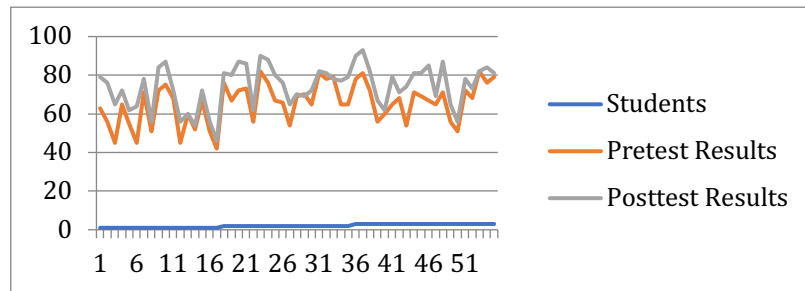


Figure 3. Comparison of Pretest and Posttest

The graph above shows a slight or relatively steady increase in the control class. Increases were moderate in classes with mild corporal punishment and increases tended to be large for classes with written punishment.

To see the results of the multiple comparisons, test for the three classes below:

Table 1. Multiple Comparisons

Dependent Variable: Learning Outcome						
Tukey HSD						
(I) Punishment	(J) Punishment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Without Punishment	Physical Punishment	-10,944*	3,313	,005	-18,94	-2,95
	Written Punishment	-10,000*	3,231	,009	-17,80	-2,20
Physical Punishment	Without Punishment	10,944*	3,313	,005	2,95	18,94
	Written Punishment	,944	3,182	,953	-6,73	8,62
Written Punishment	Without Punishment	10,000*	3,231	,009	2,20	17,80
	Physical Punishment	-,944	3,182	,953	-8,62	6,73

\*. The mean difference is significant at the 0.05 level.

Based on the results of Table 1. Multiple Comparisons (Tukey HSD), it is concluded that there is a significant relationship between learning without being given punishment and physical punishment. There is also a significant relationship between learning without punishment and Written Punishment. Meanwhile, there is no significant relationship between learning which is given Written Punishment and physical punishment. This means that consistency requires an educational and fun punishment in learning activities even during the Covid-19 pandemic.

To find out the public opinion, obtained through a questionnaire distributed via WhatsApp Group and Facebook specifically aimed at parents of students and general observers of children's education, 76 responses were obtained. 51 responses stated that they still deserved punishment provided that they were educated and 25 responses rejected punishment in any form.

Research by Cahyani, Listiana, & Larasati, (2020), that providing a punishment at the end of learning can spur learning enthusiasm even during the Covid-19 pandemic. Darmayanti &



Arcanita, (2020) also supported the imposition of punishment during the Covid-19 pandemic, that imposing punishment encourages students to carry out learning activities and is one way to strengthen student learning motivation.

## CONCLUSION

The results of the research and findings above regarding the application of punishment during the Covid-19 pandemic in elementary school students concluded that it is important to provide punishment with light and educational conditions. The punishment can be given individually or collectively which does not embarrass students in public and is given lightly. Giving light punishment includes tearing out a friend's ear with his left hand by the same friend getting punishment, sweeping the classroom and school grounds. Besides, light physical punishment is carried out humanely and does not leave marks on the body. The implementation of the above punishments against elementary school students in West Java has a positive impact, orderly learning, and is easier to direct. The punishment carried out by the teacher in this study was given in a calm state, not emotional, and resulted in positive changes in student attitudes and behavior. Giving punishment with a light technique emphasizes the need for clear handling as human life is not free from mistakes. This study is expected to contribute to the development of education in Indonesia, especially in elementary schools, as well as improve knowledge and skills related to technical punishment. The findings of this study are also expected to be of practical use for teachers to develop aspects of student attitudes.

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