

THE ANALYSIS OF STUDENTS' LEARNING BEHAVIOR IN ISOLATED SCHOOL OF SMPN SATAP TOJABI

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Abstract

The research aimed to analyze the student's learning behavior in isolated school it was conducted in qualitative approach in SMPN SatapTojabi, Babussalam, Lasusua Sub District, North Kolaka District, South east Sulawesi it was one of isolated schools in North KolakaDistric, located on the mountain it was about eight kilometers from the level land with no electricity, people still used solar power for doing activity related to electricity. The subject was the third grade students in academic year 2019 – 2020 with 14 students. The data was collected by using observation and interview. The result showed that they gave various behaviors, some of them were diligent, obedient, and polite some of them were lazy, always messing about, and denying. By giving positive reinforcement students were not eager to get the reward even though the teacher promised a special rewardsome of them were still not change the behaviors. These behavior such as did not do the homework on time, messing about when their friends start to work, do not come at class on time, and keep the class noisy. While by giving negative reinforcement some students still much less discipline and less concern about their education.

Keywords: learning behavior, isolated school, positive and negative reinforcement

INTRODUCTION

According to a Western philosopher, John Dewey, Education is the process of living through a common reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities. As we know that learning in education is a process of gaining knowledge, learning is something that occurs quite naturally and goes by quite unnoticed in many cases. We may reflect on the way that a child is able to do something which previously they could not and we may be amazed at the way that a young child has developed over even a short period of time. It is a change of behavior as a result of experience or practice (Pritchard, 2009).

Behavior is about physical and it is be able to observe. It is often a response to a situation or stimulus and cannot be addressed separately from learning and wellbeing. Behaviorists believe that behavior is shaped by our environment that our actions are driven by our desires to gain rewards and avoid punishments. Learning Behavior is the theory that behavior is able to be changed or learned through reinforcement either positive or negative by introduction of a stimulus. Positive reinforcement is giving someone what the students want to reward them for a good behavior. Negative reinforcement is taking something away that the students want to punish them for what not-so-good behavior. It emphasizes the link between the ways in which the students learning and their social knowledge and behavior.

Students' behavior in public school is different with the students' behavior in isolated school. In public school at town students are facilitated by many tools for learning whether at school or at home while in isolated school is far from any support whether it is from environment or everything else, they got less facilitated either from home or school. Moreover today is a globalization era where technology is the main tool for students learning easily in isolated school students are hard to get connection with the technology because the source of technology that is electricity still not there, people in isolated area still use solar power that comes from the sun.

Preliminary research about the students' behavior in isolated school showed that most of their learning activity is writing the subject material without took an action within. They just wrote without understand what have the written about. They did not do anything else while writing, they were all focus and did not look bored but when the activity of writing was done they began to come out the classes by giving any reason and play around. Even they look sleepy during learning process and also they did not do their homework or project at home they gave many reasons from staying up for helping their parents work until forget the task. Then, when the teachers gave punishment for the students who did not listen to the teachers' command they obey it but they still repeated it again.

Therefore, the researcher went to the questions of how the students' behavior when they were given positive reinforcement and how was their behavior when they were given negative reinforcement.

This study aimed to find out the students' behavior when they were given positive reinforcement and how was their behavior when they were given negative reinforcement.

Study about learning behavior was not something new. There were some of previous studies about learning behavior and segregated school, it had been observed and studied in a different model and aspect before. First, came from Dr. G. N. Tiwari¹ and HeenaPanwar (A Study on The Management of Classroom Behavior Problems at Secondary Level, 2014) stated that the behavior problem refers to deviation from certain pre –set rules and regulations of the schools. The various behavior problems in the classroom can be enlisted as follows- bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction. There are various factors that cause behavior problems in the classroom such as mass media, school or family. Classroom behavior problems affect the teaching learning process as it influences teacher's ability and competence in handling the classroom environment.

Second, came from Gábor Kertesi and Gábor Kézdi (School segregation, school choice and educational policies in 100 Hungarian towns, 2013) they analyze the effect of school choice and local educational policies on that inequality, known as school segregation, in 100 Hungarian towns. We combine administrative data with data from a survey that we collected from municipality administrations with respect to local educational policies and the ethnic composition of neighborhoods. We find that local educational policies have somewhat segregationist tendencies, though there is substantial heterogeneity across towns. The more segregationist the local policies are, the higher the segregation in the town, thus suggesting that local policies have room to influence school segregation in this system.

1. Learning Behavior

Learning Behavior is the theory that behavior is able to be changed or learned through reinforcement either positive or negative by introduction of a stimulus. Behavior is often a response to a situation or stimulus and cannot be addressed separately from learning and wellbeing, behavior is a form of communication, a way of getting needs met (Inclusive Education, 2019). Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental condition. How behaviorism impacts learning? Its positive and negative reinforcement techniques can be very effective. Behaviorism is often used by teachers who reward or punish student behaviors.

a. Reinforcement

Reinforcement theory describes about how students learn behavior and how to act specifically, it is a term in operant conditioning and Behavior analysis for process of increasing the rate or probability of a behavior in the form of response by delivery either immediately or shortly after performing the behavior.

1) *Positive Reinforcement*

Positive reinforcement means that if someone gives a positive response to something or do some positive action he or she should be rewarded positively. According to Megel (2011) it is responses that are rewarded are likely to be repeated. For example good grades reinforce careful study.

2) *Negative Reinforcement*

Negative reinforcement sometimes, wrongly considered as a punishment. According to Wolfgang (2001), negative reinforcement is not the same as punishment. He argued that negative reinforcement is where a student has something that is unpleasant, taken away from him/her for doing something good (for example, give the student a no homework pass). Punishment is a consequence following a behavior that decreases the likelihood of the behavior occurring again (for example, when a student does something bad, he could be given an extra essay assignment, or a preferred activity is taken away from him).

2. Isolated School

Isolated school means school that far from any support whether it is from environment or everything else. Most of the students come from isolated area got less concern about their education and family support. Because of the sources of learning were far away from their place so, it was an instructor challenge to bring the change to the students in isolated school. Students in isolated school mostly had many obstacles only to go to school for example they needed to walk over few kilometers to reach the school it was so much different with public school in town either in their habits or their tools for learn.

METHOD

This research was conducted in qualitative approach. According to Gay L.R., et al (2006: 399) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. Therefore, it was done in order to explore the phenomenon of learning behavior especially in segregated school.

The research conducted in SMPN Satap Tojabi, ds. Babussalam, Lasusua Sub District, North Kolaka District, South east Sulawesi it was one of isolated schools in North Kolaka District, located on the mountain it was about eight kilometers from the level land with no electricity, people still used solar power for doing activity related to electricity. The subject was the third grade students in academic year 2019 – 2020 with 14 students by using observation and interview.

The observation used to gain a general description about the students' learning behavior in the classroom. The researcher used participant observation, it occurs when the observer-researcher is actively involved as a participant in the activity or setting (McMillan & Wergin, 2010). The participant observer will often participate in a context and observe awhile, then take notes on what she has viewed. The observer usually makes these observations and writes down notes over a period of days, weeks, or months and looks for patterns in the observations. For example, to study a student who is doing poorly in the class without apparent reason, the teacher might develop a plan to observe the student from time to time and record observations of the student's behavior and what is going on in the classroom at the time.

After completing the observations the researcher interviewed the students by giving some questions to get additional data. The interview was formal and planned, the participants

were asked to respond the questions to identify and define their perceptions, opinions, and feelings about the topic being discussed. The researcher activities in analyzing data used Miles and Huberman's model analysis including data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

The result of this research consists of the students' behavior in learning especially in isolated school. Based on the interviews from 14 students of the third grade of SMPN SATAP Tojabi, they gave response to six questions as follows.

First, about 'what makes good teacher', seven students answered that good teacher is a teacher that can explain clearly, four students answered that a good teacher is a teacher which is funny, one answered a good teacher which does not shout, one student answered a good teacher which always gives advice, and one student think that strict teacher looks good.

Second, students' responded to the question about behavior upset them and made them feel uncomfortable in school and six students answered when the class is noisy, three students answered a bad name calling, two students answered naughty friend that always fighting at school, two students answered they do not like homework or any exercise, and one student answered other are messing about when he is trying to work.

Third, students' responded to the question about why they think student behave badly in school and eight students answered because of negative peer influence, three students answered because they do not like school even want to stop to go to school so they go to school by force, one student answered because they do not like to study, one student answered because of the problem at home such as getting shout by parents repeatedly, and one other student answered because they are just behave badly they like to do it.

Fourth, students' responded to the question about what makes student behave well in school and five students answered they want to get reward such as high score, five students answered they are avoid or afraid of the punishment, two students answered they like the teacher, one student answered because they are given attention, and one student answered they know they will be getting good education because they want to be success.

Fifth, students' responses to the question about what kind of rewards that they think should get to encourage them to behave well in school and six students answered by giving things such as book, candies or chocolate, and shoes. Four students answered by giving smiley face, three students answered by giving high score in their rapport, and one student answered by giving certificate for good attendance/behaviour/improved so that the parents could see the proof. Last, students' response about kind of sanctions do they think could be used to encourage student to behave better and seven students answered by having their parents contacted, three students answered by sending them to the head of school, two answered by giving punishment such as stand up at the flag pole, one student answered by getting shouted at by the teachers in class, and one student answered by giving extra works.

Students' behaviour upon the positive reinforcement at the third-grade students' in SMPN SATAP Tojabi. Positive reinforcement is about someone gives a positive response to something or do some positive action he or she should be rewarded positively, based on the participant observation showed that the students were not eager to get the reward even though the teacher promised a special reward, some of them were still not change the behaviors. These behaviors such as did not do the homework on time, messing around when their friends started to work, did not come at class on time, and kept the class noisy.

Once the teacher gave them a project to do at home it was like a group project, they were divided into five groups with the promised by giving a special gift like things to them who won the project. Then, surprisingly only two groups did the project on time two other

groups finished it at school then the last group did not go to school because of the project. In the next meeting the teacher asked them why they did not do the project, then they gave common reason such as they help their parents in the garden after going back to school and at night there was still things to do about the work with their parents so, they did not have time to learn or to do a project.

Students' behavior upon negative reinforcement at the third-grade students' in SMPN SATAP Tojabi. Negative reinforcement is where a student has something that is unpleasant, taken away from him/her for doing something good. Based on the participant observation, in this isolated school some students were much less discipline and less concern about their education. There was a case in a class where the students were given a task from teacher and some of them did not finish the task on time. Then, the teacher punished them by adding some tasks and in the next meeting when the teacher wanted to check it out the ones who got punished did not come to school. The teacher, then asked them in the next meeting when they came to school they gave reason that they got ill such as headache, stomach-ache, toothache. But it was a little bit impossible because all the students that were given a punish did not come in other word they got ill in a same time together whereas it was just a reason to avoid the task being checked because they did not do the task.

It was amazing how the students' behaviour whether the teacher gave a stimulus from positive or negative reinforcement and mostly the students' responses were avoiding the stimulus by did not come to school. Regarding to this situation the researcher thought that mostly the students were less concern about their education. So that, the researcher made an interview to know more about what the students was thought in their mind and asked them about their opinion about the school, teacher, and learning situation.

CONCLUSION

Students' learning behaviour in isolated school at the third-grade students of SMPN SATAP Tojabi gave various behaviours, some of them were diligent, obedient, and polite some of them were lazy, always messing about, and denying. Positive reinforcement is about someone gives a positive response to something or do some positive action he or she should be rewarded positively, students were not eager to get the reward even though the teacher promised a special reward, some of them were still not change the behaviours. These behaviours such as did not do the homework on time, messing about when their friends start to work, do not come at class on time, and keep the class noisy. While negative reinforcement is a student has something that is unpleasant, taken away from him/her for doing something good in this isolated school some students are much less discipline and less concern about their education.

Students with a different behaviour must be more concerned about their education at school because their time at school becomes their precious time to study and the instructions not only focus to the lesson but also need to be more focus about the students' behaviour. This research may not yet be completely as expected by many parties. Due the limitation of this study, further information is necessary to explore more about the students' learning behaviour in isolated school. In addition, it is expected that the result of this study can be used as a reference to conduct further research.

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