

CHAPTER II

THEORETICAL REVIEW

2.1 Reinforcement

a. Definition of Reinforcement

Strengthening or reinforcement is a way for teachers to respond positively to a student's specific behaviors so that good student behavior can recur or be better, and poor behavior may change for the better. Reinforcement is given when students succeed in doing something or fail, can make students keep their spirit. According to Usman (2006), reinforcement is as all forms of response, both verbal and nonverbal, which is part of the teacher's behavior toward student behavior. Reinforcement aims to provide information or feedback for the recipient (student) for his actions as an act of encouragement or correction.

The basic skills of reinforcement are all forms of response that are part of the teacher's behavioral modification of student behavior, which aims to provide information or feedback to students for their actions or responses given as a boost or correction (Sanjaya, 2006). Based on the opinions of experts above, then reinforcement can be interpreted as a way of teachers to respond to the behavior of certain students so that good behavior can be repeated again or become better again.

In giving reinforcement it is necessary to consider for whom the reinforcement will be given. This can be done by looking at the variations of students in the class

(gender, religion, race), as well as certain age groups. Dalyono (2009) distinguishes the types of stimulus into six, namely:

a. Positive reinforcement, is the presentation of a stimulus that increases the probability of a response.

b. Negative reinforcement, is the restriction of an unpleasant stimulus, a stimulus that if terminated will result in a probability response.

c. Punishment, which is giving an unpleasant stimulus such as contradiction or reprimand. Another form of punishment is the delays of a pleasant stimulus (removing a pleasant or reinforcing stimulus).

d. Primary reinforcement, the stimulus for the fulfillment of physiological needs.

e. Secondary or learned reinforcement.

f. Modification of teacher behavior, is the treatment of teachers to students based on their interests and pleasure.

b. Principles of Reinforcement

Simple reinforcement can have a positive and negative impact on students. Reinforcement can make students reluctant to learn because the reinforcement is not in accordance with the desired and student behavior. Therefore the teacher should pay attention to the principles in giving reinforcement. According to LP3I (2010) the principles of reinforcement are:

1. Warmth

The warmth of teacher attitudes can be demonstrated by voice, facial mimic and body movement. According to Cruickshank (2014) a teacher shows clearly through positive and supportive interpersonal relation to his students. The development of positive class relationships will be maintained when the teacher is friendly, taking care of the positive attitude. Giving reinforcement must also be accompanied by sincerity that reflects feelings of pleasure.

2. Enthusiasm

The attitude of enthusiasm in reinforcement can stimulate students to increase motivation. According to Good and Brophy as cited in (Cruickshank, 2014) enthusiasm in teachers has two important components, relevance and involvement with the subject matter, as well as physical dynamism and strength. The enthusiastic teacher is described as being dynamic, stimulating, energetic and expressive.

3. Meaningfulness

The type and form of reinforcement provided must have meaning for the students. Reinforcement can be done when the attention of students begin to decrease, learning motivation decreases, and students have not focused to the lesson.

4. Avoiding the usage of negative responses

In giving reinforcement the teacher should avoid the use of negative responses. Negative response in giving reinforcement is

counterproductive, meaning that it should increase to decrease and should increase enthusiasm to make students offended. For example harsh words and insulting words.



5. Giving reinforcement immediately

Reinforcement will be more targeted if given to students immediately. Reinforcement can be done simultaneously or right after the response given by the students.

6. Giving varied reinforcement

Giving reinforcement can use variations of verbal and non-verbal forms or by combining verbal and non-verbal reinforcement in the learning process. The use of repetitive methods will reduce the effectiveness of reinforcement.

According to LP3I (2010) there are several ways of using reinforcement that need to be considered:

1. Reinforcement to a particular person

Reinforcement will be more targeted and meaningful when considering who the audience is. If reinforcement is given to an individual then it must be clearly shown to a particular student and try to address and look to the intended student.

2. Reinforcement to the group

Reinforcement can also be given to a group of students by performing fun activities. For example, teachers can allow the class to play basketball which is their favorite.

3. Giving reinforcement immediately

Reinforcement should be done as soon as possible after the emergence of the student's response to make reinforcement effective.

4. Variations of use

The type of reinforcement performed must vary, not one type only because this will lead to boredom and ineffectiveness.

5. Re-reinforcement

Re-reinforcement is a response to some of the student's unfinished learning behaviors.

2.2 Students' React to Positive Reinforcement

Each student has different characteristics and cannot be equated with one another. The differences can be seen from the behavior of students in their daily life and also can be seen by the teacher during the process of teaching and learning activities. In giving reinforcement teachers should pay attention to the principles that exist so that the reinforcement can be received well by students. The reinforcement used should be varied and be meaningful, the reinforcement should also be conveyed enthusiastically by the teacher. Because if teachers do not pay attention and apply the principles in the use of reinforcement, then the empowerment will be less targeted and less meaningful for the students. Teachers should also avoid giving negative reinforcement to students because it can discourage students to develop themselves.

Dalyono (2009) put forward the following stimulus laws:

- a. Law of readiness: if the reaction to the stimulus is supported by readiness to act or react it, then the reaction becomes satisfactory. Teachers provide

stimulus to students aimed to get a good reaction. When the student is ready then he will give a good and a proper reaction.

- b. Law of exercise: the more practiced or used response stimulus relationships, the stronger the relationship. Practice needs to be accompanied by rewards. If reciprocal relationship between stimuli and responses are often used, it will have a good effect. Rewards need to be used as feedback for students who can respond to well-given stimuli.
- c. Law of effect: if there is a relationship between stimulus and response, and coupled with satisfactory state of affairs, then the relationship becomes stronger. If the relationship is accompanied by disturbing state of affairs, then the strength of the relationship becomes lessened. If the stimulus is given on target, then the student will be able to respond well to the stimulus. But if the teacher is less precise in providing stimulus to students then the response will also be less satisfactory.