

The Effect of Giving Physical Punishments to Student Awareness of As-Shakireen School, Waeng, Narathiwat, South Thailand

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Abstract

One of the requirements for the process of conducting education can take place effectively, namely the enforcement of student discipline both in attendance and participation in the education process, namely the application of punishment. The aim of this study is to determine the impact of punishment on students, the method is descriptive method, because the descriptive method intends to solve the problem of describing something state / subject based objects on what it is. The form of research is an interrelationship study, namely by conducting data collection. The result of this study is percentage that has a comparative analysis of mild and severe penalties in the form of a ratio. Respondents clearly stated that physical punishment had an effect on students' academic / career achievements (65%) while mild physical punishment had an adverse negative impact (35%). Looking further at the effects of physical punishment, it was observed that severe and severe penalties prevented class participation, reduced attendance and increased the dropout rate shown by respondents as wise. According to the explanation above, it can be concluded that the application of penalties, especially physical punishment to students will make students feel depressed and afraid that will have an impact on student psychology.

Keywords: *Punishment, discipline, depressed.*

1. INTRODUCTION

Education is a formation and development of a human personality as a whole, namely the formation and development of potential that exists in humans (Ma'arif, 2017; Selan, 2016). In the education process must emphasize the development of knowledge (cognitive) also directed at developing the ability to be able to carry out something (psychomotor), and directed at the development of mental attitudes and personalities in accordance with values in society (affective) (Supriadi et al, 2014) . To achieve the goals of national education, it is necessary to organize education as a development and empowerment of students. Education is held by giving exemplary, building willingness and developing students' creativity in the learning process (Selan, 2016).

One of the requirements for the process of conducting education can take place effectively so that the discipline of

students is maintained both in attendance and participation in the education process, namely the application of punishment (Hernawati, 2008). The obligation of students to attend school in general is to comply with all school rules and obey teacher's orders (Muller, Katz, & Dance, 1999; Rahimi et al. 2015). For students who do not comply with the rules and orders the teacher will get a sentence. Punishment is one method that is given to students so that students do not repeat their mistakes (Seiffert, 2012). Punishment has several functions including (1) retributive, ie punishment can prevent repetition of unwanted behavior in students. (2) education, which can be used as a valuable lesson for students. (3) motivation, which is to encourage students to avoid unwanted behavior (Seiffert, 2012).

Penalties are the last way teachers must do to enforce student discipline (Naz et al. 2011) by notifying in front of the class, giving personal guidance, informing parents (Langa, 2014). Punishment is given

to the child as a reward for repeated mistakes, which have been previously told that this should not be done, have been reprimanded, and have been warned that the error is not repeated. Penalties given to students can form students to be students who are consistent with an agreement.

The application of punishment carried out by teachers is based on various factors, namely the lack of attention from students when following the learning process in the classroom (Langa, 2014). Another thing that encourages teachers to apply punishment is when giving homework students will feel relaxed and not do the task. This encourages students to become the emotional object of the teacher because the teacher who has a high emotional level will not ask questions and give a second chance to students but apply punishment which results in students becoming lazy to take classes.

The application of punishment must be seen as a form of responsibility for actions that violate the limits set (Rubio, 2009). The influence of the application of punishment and independence of students can be seen in the teacher refraining from applying penalties against students, because the punishment will be a negative impression in students' independence (Kambuga et al. 2018; Suleman, 2014). No matter how small the impact on the practice of establishing penalties in education, it still is a mistake. Schools should be a place for students to be independent. However, when the application of punishment occurs at school, the school actually turns off student independence.

2. RESEARCH METHOD

The study was conducted on 7 and 9 September 2018 for 4 classes and the number of students as many as 112 consisted of 78 male students and 34 female students. The method used is descriptive method, because the descriptive method intends to solve the problem by describing something object state / subject based on what it is. The form of research used is a relationship study (Interrelationship-studies), namely by conducting data collection. The

techniques used in research include direct communication techniques and indirect communication techniques with interview data collection tools.

3. RESULTS AND DISCUSSION

Efforts to grow and develop a culture of discipline in schools are not easy, it takes time, a strong mentality and a strong spirit during the process of formation and formation of students' discipline (Suleman, 2014). Researchers take part in observing directly about student discipline related to obedience to rules and order, time discipline, discipline in the learning process.

Based on the results of interviews conducted with As-Shakireen school teachers and students in Kayukla, Waeng, Narathiwat 96190, Southern Thailand about variations in punishment given and accepted by students towards student learning awareness can be formulated as answered by respondents as follows. According to grade 1, 2, and 3 students say that the teacher gives punishment to students because students make mistakes. Students have received punitive punches using rattan for playing during the Dhuha prayer before the lesson begins in class, do not listen to the teacher during class hours, get rattan blows when the student's nails are long, and joke when Qiroaati. Students also get the penalty of running around the school grounds when fighting with friends, having gotten a slap from one of the teachers when disturbing friends in class. According to students who get punished, after getting a punishment then students are aware and do not make the same mistakes as before.

According to the teacher who was interviewed, the As Shakireen school is a school that does have to be a little more assertive because students in this school are very naughty especially the As-Shakireen school students are transfer students from other schools. Punishment is very necessary so that students who commit violations do not repeat it, to shape the character of students and make students more disciplined. Instill discipline of students is the task of the teaching staff (teachers), to

instill discipline in students must begin early so that peace will be created peace, and harmony.

The function of punishment should include three important roles in the moral development of students: First, it prevents the repetition of actions that are not desired by the community; Second, educate so that they can take lessons that certain actions are right and others are wrong. Third, giving motivation to avoid behavior that is not accepted by the community. In addition, students will also learn from experience that if they do not comply with the rules, of course they will receive punishment (Wadesango, 2014; Suleman, 2014).

Giving punishment is an effort to discipline students against the rules that apply in school. Because the educator consciously holds the principle that discipline is the key to the success of a school (Mumthas et al. 2014; Odera et al. 2012). There needs to be advice from educators to students so students get used to disciplined behavior. For this reason, the nature of punishment should not be insulting to students, does not demean themselves and does not involve physical punishment or violence. Conversely punishment is expected to arouse feelings of humility and willingness to acknowledge their own mistakes and weaknesses, then improve behavior. It is

expected that the application of punishment and discipline in the school will form self-discipline without written rules.

Physical punishment has a negative effect on student academic achievement. The following table statistically illustrates that physical punishment is associated with student academic / career achievement which is explicitly illustrated by the results of this study. In the percentage that has a comparative analysis of mild and severe penalties in the form of a ratio. Respondents clearly stated that physical punishment had an effect on students' academic / career achievements (65%) while mild physical punishment had an adverse negative impact (35%). Looking further at the effects of physical punishment, it was observed that severe and severe penalties prevented class participation, reduced attendance and increased the dropout rate shown by respondents as wise. It has been further explained that mild and severe physical punishment has a negative impact; although both have small variations, it is justified that mild punishment has a smaller impact on students than severe punishment. Respondents stated that severe and severe physical punishment had a negative effect on students' self-confidence, the creation of fears and doubts, obstacles to learning and poor performance.

Table 1. Academic Performance/Career

	Corporal Punishment			
	No. C.P.	Mild C.P	Severe C.P	Total
Academ	112	54	0	58
ic	0	17	5	18
Perform	0	15	2	17
ance/Car	0	10	15	25
eer	0	4	11	15
	0	6	54	60
	0	4	20	24
	0	2	5	7
Total	112	112	112	224

*No. C.P = No Corporal Punishment

*Mild C.P = Mild Corporal Punishment

*Severe C.P = Severe Corporal Punishment

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The results of the study clearly show that severe and severe physical punishment tends to inhibit student creativity, create reluctance among students and defeat inferiority among students with the results listed in their respective tables. The results of the study clearly indicate that the weight and severity of physical punishment tends to inhibit student creativity, create reluctance among students and defeat inferiority among students with the results listed in their respective tables.

4. CONCLUSION

Based on the results and discussion of this study it can be concluded that the application of penalties, especially physical punishment to students will make students feel depressed and afraid that will have an impact on student psychology.

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