

‘Reinforcement’ Approach as A Strategy in Sociology of Politics Teaching at Civic Departement of UPRI Makassar

Syamsu A. Kamaruddin^a, Harifuddin Halim^a, Rasyidah Zainuddin^b

^aUPRI Makassar, Jl. Baruga Raya, Makassar, Indonesia

^bUniversitas Bosowa, Jl. Urip Sumoharjo, Makassar, Indonesia

Corresponding e-mail: syamsukamaruddin@gmail.com

Abstract. This article aimed to describe the implementation process of reinforcement method as a strategy in sociology of politics teachings at student of Civics Social Sciences Department Faculty of Teaching and Education Universitas Pejuang RI of Makassar. So, the research done by using survey approaching through Quota Sampling Technique of 46 students. They are distributed questionnaires as the main collecting data, besides interview technique, and related literatures study. The result of interview and literature study used to support the questionnaire data. Then, the data analyzed through tabulation of frequency technique. The result showed that the reinforcement implementation is moderate in effective. One of vision in this teaching method is giving inspiration and motivation to student for learning not only in the class but also outside of the class. The reinforcement indicators i developed such as: smiling, happy face, close to students, giving good words, rejecting the bad words, and etcetera. All of the items oriented to construct good relation to students. This aspect explained that developing the good learning situation in good relation, not monolog, students will enjoy receiving teaching and feeling unstressed. They will also pleasure the material. Based on this finding, I suggest the improving and developing of teaching through making more effective the reinforcement implementation in the classroom. The lecturers need to understand more the orientation of education as the main goal of long time process of teaching.

Keywords: reinforcement approach, teaching method, sociology of politics, strategy

1 INTRODUCTION

In education, the transfer of teacher science to students takes place in classroom learning situations. It also shows that overall teachers play a central role in the education process. Joyce and Weil (Danim, 2002) classify the learning process as an event that takes the interaction of science between teachers and students and suggests it in the form of a teaching model. Of the 22 teaching models, they categorize them into four things: (a) the process of information, (b) personal development, (c) social interaction, and (d) behavior modification.

The main task of teachers is to maximize students' potential through the presentation of subjects. Each subject, behind the material that can be presented clearly, has certain values and characteristics that underlie the material itself. Therefore, virtually every

teacher in delivering a subject must be fully aware that as he conveys the subject matter, he should also develop the underlying nature and traits within the subject itself (Abdullah 1987; Sardiman, 1998).

Further, Weil and Joyce (Danim, 2002) argue that the process of teaching and learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. One important component of learning is teaching. Teaching (Sahabuddin 1995; Uzer Usman 1992) in principle is guiding students in teaching and learning activities. This context implies that teachers are required to be able to act as organizers of student learning activities.

The teaching and learning strategy does not mean a strategy for teaching, but a learning strategy and teaching strategy by putting both learner and educator activities in a

context where more emphasis is placed on learners' learning activities (Dimiyati 1999; Oemar Hamalik 2007).

Strategy as a term widely used people. In a general sense, a strategy is a structuring of potentials and resources in order to efficiently obtain results according to design. Close to the term is a tactic or strategy. Finesse is the optimal utilization of situations and conditions to reach the target. Teaching and learning strategies mean how to organize potential - learners and educators - and resources - facilities, costs, and infrastructure - so that a program can be optimally utilized, or a subject or field of study can achieve its objectives; Whereas teaching and learning tactics is a structuring or management of instructional and non-instructional conditions and situations so that the learning objectives are achieved efficiently (Getteng 1993, 2009).

Teaching skills as one of the learning tactics is a major variant of the success of students and teachers in the learning process. The varied teaching skills-lectures, simulations, discussions, modules, and so on-taking into account the type of material delivered, the classroom situation, and the student's condition must have an effect on the student's acceptance of the smallest material (Gie, 1995).

In the implementation of the learning process that took place in the class almost all teachers are synonymous with the use of lecture methods, the method of discussion in monotonous. As a result, learning outcomes achieved by students are far from the target of learning.

In this writing, the problem focused in a rarely teaching skills that seldom used by teachers. It is reinforcement approach. This approach is one of the teaching skills model. It is a form of whole responds of teaching whether verbally or non-verbally. It is also one part of behavior modification of teacher to student's behaviors that aimed to give information or feed back to the students for their motive as an encouragement or correction.

According to Purwanto (2007) that reinforcement also interpret as a behavior that can increase the possibility of recurrence of the behavior. The action intended to reward or encourage students to be more active in teaching and learning interaction.

Reinforcement has a positive attitude toward the learning process of students and aims to improve learning activities and foster student behavior is productive. The principles of reinforcement are (a) warmth and

enthusiasm, (b) meaningfulness, (c) stimulating and improving learning motivation, (d) avoiding the use of negative responses (Shah, 2001).

According to Roestiyah in her Writings with its title "The Problems of Teacher Science" (Nasution 2000), she stated that to carry out an effective teaching required the following conditions (1) Active learning both mental and physical. In this case, the child must experience mental activity, lessons can develop their intellectual abilities, critical thinking skills, analytical skills, the ability to apply their knowledge and so on, but also experience physical activities such as doing things, composing the essence of lessons, making maps and so on. (2) Teachers should use many teaching methods. (3) The teacher should always give motivation. (4) A good and balanced curriculum. (5) The teacher considers individual differences. (6) The teacher makes teaching planning so that it will always teach effectively. (7) The teacher gives suggestion to the students. (8) The teacher should have the courage to face his students as well as the problems that arise during the teaching and learning process takes place. (9) The teacher must create a democratic atmosphere in the classroom. (10) The teacher presents material that stimulates the mind of the student. (11) The teacher integrates the material presented, so that the child has integrated knowledge not as fragmented as in the old teaching system, which teaches separately from one another. (12) The material must relate to social reality. (13) The teacher gives the child the freedom to be able to self-investigate, self-observe, self-study, self-solving. (14) Teach remedial teaching.

In sociology (politics), there are four dimensions in approach (Soekanto, 1984), namely: (1) cognitive dimension. In this dimension, social scientists will always talk about social theory as a way of building knowledge about the social world. Here lies the epistemology that builds various social research methodologies. (2) Affective dimension is a condition in which the built theory contains experiences and feelings of the theorist concerned. This dimension affects the desire to know (to know) and be right (to be right) - both of these points to a particular event and external reality. (3) The reflective dimension, here, social theory must be part of the world, as it becomes a way of understanding the world. In other words, social theory should reflect what is happening out there and what happens to us as one element of the existing social system. (4)

The normative dimension that extends the third dimension. In these dimensions, social theory should implicitly and explicitly contain how the world reflects. These four dimensions construct the whole approach in the process of constructing existing social theories.

From the above definitions, the elements of society are as follows: (a) Humans living together. In Social Sciences, there is no absolute size nor a definite number to determine how many people there must be. However, the theoretical minimum number is two people who live together. (b) Mix for a long time. A collection of people is not the same as a collection of inanimate objects such as chairs, tables and so on. Because with the gathering of humans will arise new humans. Humans can also talk, feel and understand; They also have a desire to convey their impressions or feelings. As a result of living together, the emergence of a communication system and the emergence of rules that govern the relationship between humans in the group. (c) They realize that they are a unity. (d) They are a system of living together. The system of common life brings about culture because each member of the group feels itself tied to one another.

Based on the above descriptions, the "reinforcement" approach as one component of the teaching skill is basically humanist who values each individual idea of student so that it is considered able to arouse the learner's learning passion. It has significance with material in sociology of politics. By itself, this approach also considered attractive in the achievement of learning objectives.

2 METHOD

This study used a survey approach of all students of the PPKn Study Program of IPS FKIP UPRI Makassar, which amounted to 46 people. This amount is also determined as a sample with Total Sampling withdrawal technique. Data collection technique used is Interview, that is interviewing subject related in this research that is lecturer of Sociology of Political subject to get data according to object studied, Questionnaire, that is circulating questionnaire to respondent about strengthening approach that has been used by lecturer of course Political Sociology, Documentation, which is collecting data from official

documents owned by the object and the subject under study. Data analysis techniques use frequency tabulation..

3 RESULT AND DISCUSSION

In the variable "*Reinforcement*" approach, the researcher has formulated some of the indicators to be measured. Each of these indicators is manifested in the form of a questionnaire with scoring ranges as described in data analysis techniques.

Based on the samples investigated it was found that the approach of "Strengthening" lecturers of Political Sociology subject to the attitude indicator "lecturer smile if the student's answer is correct when asked" is high (80.43 percent) of 46 respondents. The lowest score obtained was 19.57 percent. The frequency distribution of the scores of the applicable variables of the "Reinforcement" approach of the lecturer can be seen in Table 1 below.

Table 1. Lecturer smile if student's answer right.

Items	F	%
Always	17	36,95
Often	20	43,48
Sometimes	9	19,57
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

In Table 1 above, it can be seen that from all respondents, the fact that the distribution of the score shows that the attitude of the teacher in opening the lesson favored by the students. This condition illustrates that the attitude of the lecturer should maintained not directly to start the lesson when in the classroom. It takes conditioning for students as a form of mental readiness and their minds receive lessons.

Based on the results of the above interviews, found similarities between students with lecturers that in essence both students and lecturers need good learning conditions through the provision of warm stories and fun before starting the lesson.

Another indicator of the "*Reinforcement*" approach is the awarding of

lecturers to correct student answers by pointing their thumbs.

The results of the questionnaire showed that the lecturer never gave thumbs up to the students who gave the correct answer either in question and answer aspect or in class discussion. Overall respondents 46 people (100 percent) suggested it.

Table 2. Lecturer gives thumb if student's answer right.

Items	F	%
Always	0	0
Often	0	0
Sometimes	0	0
Seldom	0	0
Never	46	100
Total	46	100

Data source: questionnaire.

Based on the above frequency tabulation, illustrates that in the indicator lecturers do less. However, it does not mean that the lecturer does not give awards, but only the form of "unfamiliarity" gives the thumbs up to the students.

Another Reinforcement indicator is the applause by lecturers and other students in the classroom. This aspect is slightly more likely to do by lecturers because this attitude is more common. Data showed that lecturer ever done in the classroom in 'seldom' level (47, 82%), and 52, 18% said that lecturer never applause.

Table 3. Lecturer applause if student's answer right.

Items	F	%
Always	0	0
Often	0	0
Sometimes	0	0
Seldom	22	47,82
Never	24	52,18
Total	46	100

Data source: questionnaire.

The above description of the data can be interpreted that although applause or applause activity can encourage the students as well as bring the class up, but in other situations

create different nuances. Applause is nuance "game" so less appropriately applied in formal learning atmosphere, although there are some courses that in the learning method using the game. For the subject of political sociology whose character requires analysis, the applause is not appropriate to be use even though some students admitted if the lecturer has also given awards in the form of applause to the students.

To reward students, one of the most frequent activities lecturers show is "giving a word or greeting" which inspires students. The praise often given by the lecturer is "Your answer is correct", "I agree with you", "exactly what you said earlier". "The answer is steady", and so on.

Based on the data obtained, most students (84.78 percent) acknowledged that the lecturers of political sociology most often "give a word or praise to students" if there is a correct answer, the rest (15.22 percent) say "sometimes".

Table 4. Lecturer gives praise if student's answer right.

Items	F	%
Always	21	45,65
Often	12	26,08
Sometimes	7	15,22
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

What illustrated in Table 4 above actually shows the facts of action shown by the lecturer of Political Sociology in inspiring the students in this aspect, the lecturer has the consideration to prefer to give words of praise (verbal) compared to the movement (kinesics). The reason lecturers prefer verbal gift is that everyone likes to praised and it makes him inspired and passionate. Thus, verbal and kinesics actions are optional actions with individual considerations.

Another interesting aspect is the action of lecturers to approach students (kinesic). Table 5 shows the frequency of lecturers doing this is quite high (82.60 percent) and the rest (7.40 percent) who say that lecturers sometimes approach students.

Table 5. Lecturer close to students if their answer right.

Items	F	%
Always	10	21,73
Often	28	60,86
Sometimes	8	17,39
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

In the context of the kinesics (Table 5) is very different from the action of "applause" and "thumbs up" at the students. Although kinesics also contains physical activity, this activity is more likely to carry out for a variety of reasons, such as lecturers approach students because their voices are too small, especially women, or those with the most rear seats.

Another indicator in the "Reinforcement" approach is that the lecturer shakes the student's hand ". Table data shows that the lecturer of Political Sociology in the learning process never did. All respondents (100 percent) also admitted it.

Table 6. Lecturer shakes hands to students if their answer right.

Items	F	%
Always	0	0
Often	0	0
Sometimes	0	0
Seldom	0	0
Never	46	100
Total	46	100

Data source: questionnaire.

The reason given by the lecturer concerned so that he did not shake the hands of students, because it is the same as thumbs up.

In contrast to the action of "tapping the shoulder" (Table 7) which the lecturer indeed did (13.04 percent) but more stated never (66.96 percent). This action is easier to perform than any other action because it is spontaneous and does not require the movement

of compensation from a student like shaking his hand.

Table 7. Lecturer close to students if their answer right.

Items	F	%
Always	0	0
Often	9	19,56
Sometimes	6	13,04
Seldom	0	0
Never	31	66,96
Total	46	100

Data source: questionnaire.

The action of "tapping the shoulder" or "holding the shoulder" said to be spontaneous because if the lecturer is near the student, the lecturer can immediately hold his shoulder and ask him to answer the discussion. According to the lecturer, the action usually done because students often chat behind and make a fuss. The view the professor diverts their attention by asking them to engage in a discussion. The act of touching the students' shoulders is to distract them and re-engage the mind in the subject matter presented.

Similarly, if the answers given by students are not right or wrong. The various actions taken by the lecturer in responding to the erroneous responses include shaking your head, smiling, blaming the student's answer, not responding, asking for repairs, or even smiling.

Table 8 below shows the lecturers' actions "shaking their heads" against the wrong student answers. Of the total respondents (46 students) there were 19.56 percent saying "sometimes" and 79.44 percent saying "rarely or never".

Table 8. Lecturer shaking heads if their answer wrong.

Items	F	%
Always	0	0
Often	0	0
Moderate	9	19.56
Seldom	0	0
Never	37	79.44
Total	46	100

Data source: questionnaire.

The data descriptions on Table 8 shows that basically, the sociology lecturer does not take the action of "shaking his head" unless he is unconscious and immediately shakes his head while listening to student answers.

Another indicator of the "Reinforcement" approach is not to blame students for their behavior or answers. Table 9 shows that lecturers have never (100 per cent) blamed students directly on behavior or answers.

Table 9. Lecturer doesn't blame to students if their answer wrong.

Items	F	%
Always	0	0
Often	0	0
Moderate	0	0
Seldom	0	0
Never	46	100
Total	46	100

Data source: questionnaire.

Even if there are students who make mistakes, lecturers do criticism in other ways. The actions made by lecturers actually make students more confident.

The hardest thing a person can do is "smile" at an unexpected situation. A lecturer who is able to "smile" to listen to an incorrect or false student response is an extraordinary gesture. The following table 10 shows that the professor actually "smiles" (100 percent) in the face of such a thing.

Table 10. Lecturer smile" at an unexpected situation.

Items	F	%
Always	46	100
Often	0	0
Moderate	0	0
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

The act of "smiling" in an unfavorable situation is a great attitude. A lecturer who is capable of doing so certainly has a mental maturity and a long educational vision. When the lecturer of Political Sociology asked why he smiled.

The interesting thing about a good attitude in the classroom is the greatness of receiving anything, but higher than that is to give the best rewards. The context is the act of "giving praise" to wrong or incorrect answers.

Table 11 below shows students 'impression of smiling lecturers' actions when their answers are wrong, and all respondents state that the lecturer is smiling (100 percent).

Table 11 Lecturer gives praise to students if their answer wrong.

Items	F	%
Always	46	100
Often	0	0
Moderate	0	0
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

The data above implies that attitudes are very urgent in interacting with humans. There is also another action that lecturers generally do is "not responding to incorrect or incorrect answers". Table 12 shows that respondents acknowledge that lecturers never responded, meaning they responded to inappropriate answers (89.13 percent) and sometimes did not respond 10.87 percent.

Table 12 Lecturer responded to inappropriate answers.

Items	F	%
Always	0	0
Often	41	89.13
Moderate	5	10.87
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

Based on the table above, not responding to a student's answer, even if it is a mistake, is also a slightly wrong attitude. Whatever the student answers, it still requires clarity from the lecturer, especially in the lecturer science class remains the main thing compared to the students' knowledge.

Based on the above conditions, the lecturer should request a more correct repent from the students if their initial answer is less precise. By this, students feel appreciated and their spirits rise.

Table 13 shows the responses of student respondents to such lecturers' attitudes. Apparently, all respondents (100 percent) stated that the lecturer requested the correct answer from the students.

Table 13 Lecturer requested the correct answer from the students.

Items	F	%
Always	46	100
Often	0	0
Moderate	0	0
Seldom	0	0
Never	0	0
Total	46	100

Data source: questionnaire.

The attitude of students who feel re-asked the right answer after knowing the wrong answer gives almost the same response. Fitri (21 Years) a student claimed to feel very appreciated and his spirit rose.

Analyzing the research data above, the researcher sees that the "Reinforcement" approach is a very human approach. Status is not taken into account in this approach but relationships are situational.

Various researches on the same approach did but their nature is explanatory and correlational. Research conducted by Mrs. Hasrati in 2009 at SD Pabbangiang Gowa District found a significant influence on the application of Reinforcement approach to improve students learning motivation. The research conducted by Hamdana in 2005 about the relationship of Reinforcement approach with student achievement also found strong correlation to students of SMP Negeri 1 Sinjai Selatan.

This study also descriptively describes the details of the causes so that this approach is

very influential on the motivation that will ultimately improve student achievement students and students.

The core of the Reinforcement approach is the inspiration of both the student and the public. Reinforcement contains both verbal and kinesics behaviour that is stimulus for humans who accompanied interact. Moreover, the basic human character is thirst for praise and appreciation so Reinforcement approach is very appropriate to encourage students.

However, in essence the approach that is part of the educational and teaching strategy always has a purpose. In it, the goal can interpret as an attempt to provide the expected result formulation of the student / subject of learning, after completing / gaining the learning experience. Meanwhile, the formulation and level of achievement of teaching objectives is a practical guide on the extent to which educational interaction must bring to achieve the ultimate goal. The goal is something expected of the subject of learning, thus giving direction to where the teaching-learning activity should carry and carry out.

The classroom teaching system has placed the lecturer in a very important place, because the lecturer who initiates and terminates every teaching learning interaction he or she creates. Various roles of lecturers needed in the implementation. Implementation of a good teaching and learning interaction can be a clue about a lecturer's knowledge in accumulating and applying all teacher's knowledge. That is why, as it emphasized in advance that in carrying out the interaction of teaching and learning, there needs to be some teaching skill.

One aspect of the skill in question is interest or interest in the way the lecturers attract or bring the attention of the students on the subject matter. Someone who enters a sudden new situation often arises psychological shock or pressure because the old situation still overshadows her thoughts or feelings. For that new situation required involving the components of educational interactions in the form of objectives, materials, methods, facilities, evaluation, lecturers and students.

Regarding the method aspect, one of the most important parts is the lecturer's style of interacting and responding to student behavior. This aspect fundamentally directly related to non-verbal cues of movements of limbs to give an idea of something in order to clarify the

purpose or explanation / description expressed by the lecturer.

In response students, lecturers should appreciate them through spoken words or expressed faces. Cynicism must throw away while interacting with students.

If a negative student behavior encountered, the lecturer needs to be introspective, the lecturer must quickly take corrective steps to the learning situation that is disturbed. No reprimands given to disturbing students, or given questions / duties to cultivate attention. Lecturers also cannot hold a grudge against the students because it is not in accordance with the code of ethics of educators. Attitudes to revenge can actually undermine the dignity and good image of the lecturer.

4 CONCLUSIONS

Based on the results of processing and data analysis, it can be drawn conclusion as follows which is the answer of the formulation of this research problem: "The application of reinforcement approach (lecturer) in the course of the subject of Political Sociology on the students of Civics FKIP UPRI Makassar Program has been running with effective".

Furthermore, the authors propose a number of suggestions, namely to more effectively Reinforcement approach in the classroom lecturers need to multiply understand the purpose of Education as the last results of a long learning process. Thus, the Reinforcement approach function is not as a goal but rather as a strategy to help students be inspired and do more to go through the education process.

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