

The Effects of Verbal Reward and Punishment on Gross Motor Learning Activities for Children 4-5 Years Old

Moh. Anas Syamsudin
State Univesity of Yogyakarta
 Yogyakarta, Indonesia
 anasbakrie2018@gmail.com

Harun Rasyid
State Univesity of Yogyakarta
 Yogyakarta, Indonesia
 harun_pgpauduny@yahoo.com

Abstract—The purpose of this research is to know the effects of verbal reward and punishments on gross motor learning for children 4-5 years old. This research led by teacher’s familiarity for using a verbal reward and punishments inside the learning process. This research using a qualitative method. Data collected by interview and observation. The result of this research is to offer the knowledges related with rapprochement that could be held for the teachers in order to increasing the gross motor to the young learners, by applying verbal reward and punishment in learning process in order to control the attitude of the early childhood. Furthermore, this research also required to identifying what makes the gross motor learning process running well in order to increasing a young learner’s gross motor optimally.

Keywords—*verbal reward and punishments, early childhood, gross motor learning*

I. INTRODUCTION

The gross motor activity for early childhood will earn a lot of benefits for their growth. One of the benefits were related to the early childhood health. The rate of gross motor activities relating with a many kinds of benefits including increasement of a metabolic cardio [1]. In this modern era, a lot of early childhood way less implemented a gross motoric activities. Kinds of electronic media such as television and handpone also make the early childhood way more lazy to move. The prove is found that the early childhood were prefer to spent their day in front of screen instead of doing a gross motor activities, a 2 years old at least spent 90 minutes per day for gadgets [2]. The World Health Organization recommend at least an hour per day for doing a physical activities for moving [3], According to Sport NZ and NASPE, it will be more effective to the early childhood if they at least spent an hour for doing physical activities per day. It concluded that, the early childhood should not sit and spent their time in front of screen for hour except for sleeping [4],[5].

Gross motor learning activities for early childhood must held on school in order to increase the growth and enhancement of early childhood optimally. In the other countries gross motor curriculum already held in order to increase the early childhood’s health and growth. The intervention related basic curriculum of physical gross motor learning activities held on New Zealand and these intervention could increase the teacher’s knowledges in gross motor learning activities [6]. The same situation also happened on California. The research aimed to pushing the obesity rates with basic curriculum of physical gross motor activities (SPARK) on early childhood education [7]. In the learning

activities of early childhood, the teachers used to implementing a reward and punishments thing to make the early childhood attracted and obey the teacher’s instructions. In this matters, what’s the impact of reward and punishment related with gross motor learning activities.

A. Reward and Punishment

Reward and Punishment unconsciously held a lot in any kinds of learning activity. The core of Reward and punishment methods aimed to strengthen a good attitude and make it permanent, also reducing bad attitude and event vanish it in every person. This method depends on environmental consistency and reinforcement [8].

Reinforcement is something that occurs when reinforcing stimulus following a behaviour that makes it more likely that the behaviour will frequently occur again in the future. On the other hand, if reinforcement is stop being given, the frequency of the behaviour will slowly decline and never shown again. Reinforcement often called an intensifier of behaviour. Reward will giving a positive impact to learning process [9]. All the more, reward and punishment will giving a positive impact in motoric learning if it applied in the right time. [10]. Punishment is integral part from education that have to applied from time to time even with right anticipation. It means that, punishment could be given to the early childhood in order to reducing the negative behaviour, but it needs to give in a proper way. [11].

B. Verbal Reward and Punishment

Reward and Punishment have a many kinds of type. One of the type of reward and punishment is Verbal. A verbal reward and punishment is a part of reinforcement itself, consisting a words that came from the teachers or parents to the children. There’s a huge experimental support inside the verbal reward and punishment that having a significant effects in the learning condition, that is when the early childhood couldn’t motivated to distinguish between repeatable and preventive feedback [12]. There’re another prove that verbal reward that applied for lower grade young learners, it has more positive impacts than nonverbal rewards. [13].

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

There're a lot of research related the impact of reward and punishment with an early childhood learning process. However, only few of them focused on motoric learning process. Research related with impacts of reward and punishment in motoric learning process based on Joseph, *et al.*, [14] showed that there're no significant changes with reward and punishment that given in motoric learning process. This research using experimental research models. The research said that reward and punishment that had been given based on points. So the teachers will increase or reduce the early childhood points. Meanwhile, based on that learnt about reward and punishment in motoric learning process showed that reward and punishment in motoric learning process will giving the positive impacts if applied in the proper time [9]. This research using meta analytics models, where the researchers gathered any kinds of research related with reward and punishment learning process especially in motoric. The different arguments led this research. the same research discussing about reward and punishments effects in motoric learning process. The difference of this research was from the method and variable.

In this research, the writer used qualitative research and observation plus interview as the data collecting method. Meanwhile, variable on the research is a kind of verbal reward and punishments in gross motoric learning activities.

III. MATERIAL & METHODOLOGY

This section presents the data used and the proposed methodology.

A. Data

This research using interview and observation as a data collecting method. The Interview held with the Teachers. The interview happened in order to know what kind of gross motor activities and also function of verbal reward and punishment that mostly used by the Teachers in learning activity. Observation held in order to gathering the data related with the function of verbal reward and punishment inside of gross motor learning activities. The questions of interview activities as follows :

- What kind of activities that used in gross motor learning activities?
- How often the teachers using verbal reward and punishments to the children?
- What kind of verbal reward and punishments that mostly be spoken?

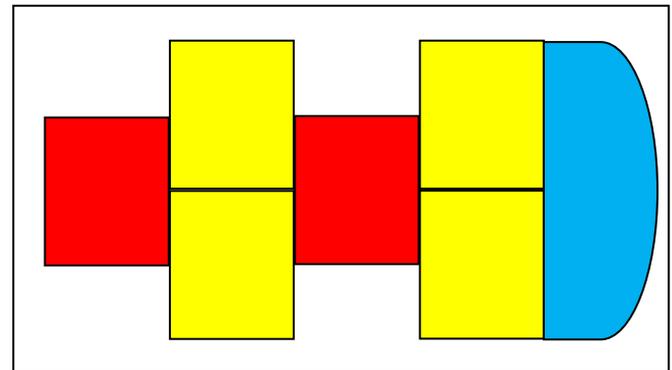
B. Method

This research using qualitative models. Data has been reserved based on the result of the observation and interview done before. Interview was held in a day with two interviewees, they were all the Teachers. While the observation held on two days. The obstacles of observation process was the time wasn't accordance with the raw motoric learning activities schedule. To overcome this problem, The writer asked the teachers to re arranged the schedule of learning activities in two days. In the process of gross motor learning activities, the Teachers asked for making a two kinds of different games. Based on the discussion with the teachers, the teachers agreed to make a traditional game (*Engklek*) and

modern game like shooting a balls to the goal as the type of games. Both of the games above has a different characteristics.

C. Table and Figure

This is the following traditional game that held by the Teachers in raw motoric learning activities as shown in Figures 1 and 2 below:



- One foot stand on first one box
- Two legs on Two boxes
- Two legs step on one box

Fig1. Engklek Game Preview

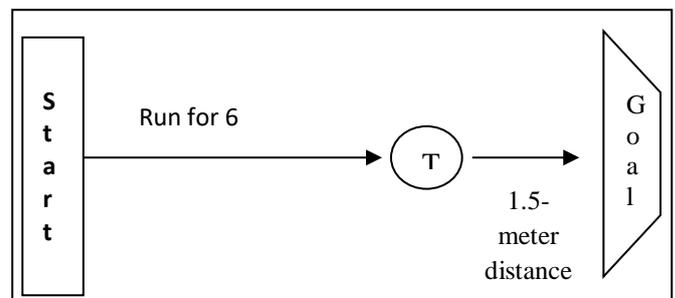


Fig 2. Running and kicking the ball into the goal game.

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

This research had been done for 3 days. One day was the interview with the teachers and the two days was the observation. The interview was about gross motor learning activity and the use of verbal punishment in the learning process. The researcher was interviewing 2 teachers.

What activities are usually used in gross motoric learning activity?

The teacher said that there is always a gross motor learning activity every week. However, it is done on a certain occasion. It depends on the time allocation. The teacher also said that they do gymnastic every Wednesday. Additionally, they have 3 games which involve gross motor activity to play every week. The games can be the traditional or the modern ones.

Furthermore, the teacher said that the students are invited to walk around the school together.

How often do the teachers give verbal reward and punishment to the students?

The teachers said that they always give verbal reward and punishment to students in the learning activities intentionally or unintentionally. It is done to make the students become more discipline and willing to follow the teachers' directions.

What are the examples of reward and verbal punishment that the teachers often give to the students?

The teacher said that the verbal reward and punishment given to the students are various. It depends on what the students do as an action. Besides, the teacher said that they often give verbal reward and punishment to the students spontaneously. Even so, they have SOP at the school which contains some words used by all of the teachers to the students as verbal reward and punishment.

D. The first observation

Day 1 observation started at 8 a.m. There were 15 students observed. Those students consisted of 9 boys and 6 girls. There were 4 year old kids and the rest was the 5 year olds. On the first day, gross motor learning activity was a traditional game called *Engklek*. Before playing the game, the teacher showed how to play it.

In the activity, there were 7 students who followed the rules of the game. Those students consisted of 4 girls and 3 boys, while the 8 students could not obey the rules of the game. 2 girls said that they were too shy to play and 6 boys chose to sit or even disturbed the other students who were playing the game. So we can conclude that there were 46.67% students who could follow the gross motor learning activity by obeying the rules of the game, whereas, 53.33% students could not follow the gross motor learning activity and disobeyed the rules of the game.

After playing the game, the teacher asked the students to gather for the evaluation. In this evaluation, the teacher gave verbal reward and punishment to the students. The students who followed the rules while playing the game got verbal reward in the form of compliment and motivation. At the same time, the students who did not follow the rules while playing the game got verbal punishment in the form of reflection.

After introducing the giving of verbal reward and punishment to the students, the teacher invited the students to play *Engklek* for the second time. In this round, the teacher gave verbal reward and punishment to the students directly while they were playing it. In the second round, the result showed that there were 11 students who did the gross motor activity well. Those students consisted of 4 girls and 7 boys. At the same time there are 2 girls and 2 boys who did not want to play. From the result we can conclude that there were 73.33% students who participated in gross motor activity and followed the rules of the game. Besides, there were 26.67% students who did not want to participate in gross motor activity and ignored the rules of the game.

E. The second observation

The second gross motor activity used was running and kicking the ball into the goal game. The object of this observation was the same students as the first observation.

There were 15 students who were directed to the game field by the teacher. Before playing the game, the teacher showed how to play the game to the students. At this point, the teacher gave reward and verbal punishment to the students right away after the students do an action.

The result of the observation on day 2 was very good. We got almost all of the students engaged in the activity. Mainly boys were interested in this game. They were seemed very excited for their turn. They fancied playing more than once. There were 14 students joined this game. Those students consisted of 9 boys and 5 girls.

In this second observation, the boys looked so enthusiastic to play the game. Furthermore, some of them did not follow the order to run before kicking the ball. They seemed too excited and kicke the ball straight away. In dealing with that situation, the teacher gave verbal punishment to the students immediately. There was a girl who cried and did not want join the activity because she was too shy. The data from the second observation showed that 93.33% students were following the game and 6.67% were not.

B. Statement of results

There are plenty of words used by the teachers as verbal reward and punishment to the students. Based on the interview, here is the list of words as a verbal reward and punishment which mostly used by the teachers in the learning activity as given in Table I.

TABLE I. LIST OF WORDS WHICH MOSTLY USED BY THE TEACHERS AS VERBAL REWARD AND PUNISHMENT

No	Verbal Reinsforcement	
	Reward	Punishment
1	Good	Less smart
2	Smart	Bad job
3	Clever	Not to good
4	Good job	Not exemplary
5	Exemplary	Less diciplined

C. Explanatory text

The list of words as a verbal reward and punishment which mostly used by the teachers above was obtained from an interview. Based on the table, there are 5 words as a verbal reinforcement and 5 words as verbal punishment. Generally, the words for verbal punishment are the antonym of the words for the verbal reinforcement. The teacher said that there are a lot of words used by the teachers as reinforcement and verbal punishment to the students. But those words on the table were mostly used by the teachers in the learning activity.

D. Discussion

Based on the observation of giving verbal reward and punishment in gross motor learning for young learners, the researcher found that gender affected the application of gross motor learning which deals with rules. Girls tended to follow the rules compared to the boys.

Game variety and the media would also affect the students' interest in participating themselves in gross motor learning. Once in a while, game variety and the media would also make the students overly enthusiastic and that would make the teacher overwhelmed. In this case, verbal reward and punishment could be the best solution.

The teacher must give motivation to the students consistently, because psychological condition of each student is different. Some of them were too afraid, shy, self-distrustful etc. Based on the result of the research, there were some students who were too shy thus they did not engage in the gross motor learning even though the teacher had given reinforcement to them. Nevertheless, giving verbal punishment to the students who have those characters is not recommended.

Giving verbal reward and punishment should be right after the students do an action. Because that will make the students follow the teacher's direction constantly.

V. CONCLUSION

Although this research was limited of time, coverage, and long term transformation of giving verbal reward and punishment in gross motor learning activity, but this research offers a concept of an approach that can be applied by the teacher to increase the students' gross motor ability. Even though the result of this research showed that giving verbal reward and punishment could control the students while joining gross motor learning activity, however it still needs another deep research observing the effect of giving verbal reward and punishment to the students in gross motor activity. An advanced research is needed to discover what can attract the students' interests in gross motor learning activity. So it could run well.

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