El Midad : Jurnal Jurusan PGMI Vol. 15 No. 2 Desember 2023
p-ISSN 2087-8389 e-ISSN 2656-4289 p.188-199
website : http://journal.uinmataram.ac.id/index.php/elmidad email : elmidadpgmi@uinmataram.ac.id

THE EFFECT OF REWARD TO STUDENT MOTIVATION IN KARANGANOM ELEMENTARY SCHOOL

[1]Isna Rahmawati, [2]Putri Zudhah Ferryka, [3]Nela Rofisian [4]Sri Suwartini
Universitas Widya Dharma Klaten
, [1]isnarahma@unwidha.ac.id, [2]putrizudhah@unwidha.ac.id, [3]nelarofisian@unwidha.ac.id
[4]srititin@unwidha.ac.id

Abstract

This ex post facto quantitative research aims to determine the effect of giving rewards on the learning motivation of class II students at SDN 3 Karanganom, North Klaten. This study's variables are reward provision (independent variable) and student learning motivation (dependent variable). This study included 18 students. In this study, questionnaires and documentation were used to collect data. The data analysis technique used in this study is simple linear regression analysis. According to the study findings, there is an effect of reinforcing the learning motivation North Klaten, which is demonstrated. by the computation findings of t count > t table of 12.349 > 2.228 and a significant value of 0.000 0.05. The theory is accepted, and providing rewards can influence learning motivation by 97.4%.
Keywords: Rewards, Learning Motivation

INTRODUCTION

Elementary school is one of the educational institutions that is very fundamental in preparing quality human resources. Elementary school is the basis for education at the next level of education. Therefore, education in elementary schools should be carried out correctly. There are several ways to achieve quality education, one of which is by using effective and targeted learning methods because the achievement of educational goals depends on the learning process experienced by students. In this case, an active role is needed for a teacher in influencing students' cognitive, affective, and psychomotor abilities. Providing ongoing guidance, moral encouragement, and good learning facilities through appropriate learning methods and strategies to increase student learning motivation to achieve educational goals (Aljena: 2020).

Education in implementing learning is usually measured by the learning outcomes of students who have undergone a certain level of education. The lower the student learning outcomes, it means that education has not been successful in educating students, and it is said that high learning outcomes mean that the educational process is going well. High or low learning outcomes indicate the teacher's success in conveying subject matter in the learning process (Anggaraini, 2019).

Students must have the motivation to get good learning results. Motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he does not like it, he will try to eliminate or avoid that feeling of dislike. In the learning process, motivation is the overall driving force within students that gives rise to learning activities. Motivation directs learning activities so that the goals desired by the learning subject can be achieved (Sardiman, 2012).

The method that teachers can use to motivate students is by giving rewards. Reward means reward, gift, award, or reward. Rewards as an educational tool are given when a child does something good or has achieved a target. In the concept of education, rewards are a tool to increase students' motivation. This method can associate a person's actions and behaviour with feelings of happiness and pleasure and will usually make them do a good deed repeatedly. Respect is a very important element of discipline in a child's self-development and behaviour. A person will continue to strive to improve and maintain discipline if implementing that discipline results in achievements and productivity which then receive awards (Kompri, 2016).

Motivation is very important in the educational process because motivation is an absolute requirement for learning. Many children's talents do not develop because they do not get the right motivation. If someone gets the right motivation, an extraordinary combination of energy can result in previously unexpected results (Najib: 2019).

Students must have the motivation to get good learning results. Motivation and learning cannot be separated in education and influence each other. Low student learning motivation is a challenge for a teacher to revive student learning motivation to achieve national education goals. Teachers, as the main actors whose role is to control the course of the learning process in the classroom, are expected to be able to carry out their duties as well as possible and be able to improve student morale and motivate students. So in teaching, there must be enthusiasm, one of which is by implementing strategies, namely giving rewards, so that with this students have motivation, because motivation is a change in energy in a person's personality which is characterized by the emergence of affective and reactions to achieve goals (Zaenab:2019)

The role of rewards in the teaching process is essential, especially as an external factor in influencing and directing student behaviour. This is based on various logical considerations, including that this reward can increase students' learning motivation and influence positive behaviour in students' lives (Hamzah et al., 2012). Based on the description above, this research

aims to determine whether giving rewards influences the learning motivation of class II students at SDN 3 Karanganom, North Klaten.

LITERATURE REVIEW

Motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he does not like it, he will try to eliminate or avoid that feeling of dislike. In learning activities, motivation can be said to be the overall driving force within students, which gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved (Sardiman, 2012).

Motivation comes from within a person's personality, which is usually called intrinsic motivation, and motivation from outside a person's person is usually called extrinsic motivation. Intrinsic motivation is motivation that arises from within a person. This motivation usually arises because of a person's hopes, goals, and desires for something, so he has the enthusiasm to achieve it. Extrinsic motivation is expected to be obtained from outside a person. This motivation is usually in the form of material value, for example, rewards in the form of money or other incentives obtained for an effort made (Yuliana, 2018).

Rewards have two main goals, namely to increase intrinsic and extrinsic motivation. Intrinsic motivation is the desire to learn that comes from within oneself. In contrast, extrinsic motivation is the desire to learn that arises from encouragement from outside, such as praise, insults, blame, gifts, and so on. (Sardiman, 2012).

If you look at it, it turns out that it is not easy to give rewards, when it is done, who the goal is and what form it takes is not an easy matter. as a reference in giving rewards. There are several conditions that teachers must pay attention to, namely: the need for teachers to really know students; the rewards given by the teacher do not lead to feelings of envy between one student and another; do not promise to give rewards before the child shows achievement; should be frugal in giving rewards; Do not use rewards as wages for children to carry out their duties (Jaya: 2022).

There are several things that teachers must pay attention to when giving awards to children. These include: awards should be adjusted to the circumstances and nature of the aspects that demonstrate the excellence of the achievement; rewards must be given immediately

after the desired behaviour is carried out; awards must be given according to the condition of the person receiving them; the rewards that children should receive should be given; rewards must be truly related to the achievements achieved by the child; awards must be replaced (variable); rewards should be easy to achieve; awards must be personal; social rewards must be given immediately; Do not give rewards before students do something. When submitting it, it should be accompanied by a detailed explanation of the reasons and reasons why the person concerned received the award (Jaya: 2022).

According to Moh Uzer Usman (2000), there are two forms of giving rewards: verbal and non-verbal. Verbal rewards consist of words (good, yes right, right, perfect, etc.) and sentences (your work is very good, I am happy with the results of your work). Non-verbal rewards consist of rewards in the form of facial and body movements (smiles, pointing fingers, clapping hands, etc.); reward by approaching (the teacher approaches the student to show attention, this can be done by the teacher standing next to the student, walking towards the student, etc.); rewards in the form of symbols or objects (these rewards can be in the form of letters of service or certificates. While those in the form of objects can be picture cards, school equipment, pins and so on); fun activities (teachers can use activities or assignments that students enjoy); reward by giving respect. Rewards in the form of respect are divided into two, namely in the form of a coronation (the child who receives the honour is announced and appears in front of his friends) and respect in the form of giving the power to do something; as well as rewards by giving partial attention. Given to students who give less-than-perfect answers (Moh et al., 2000).

METHODOLOGY

The type of research used in this research is ex post facto quantitative research, namely in the form of causal relationship research. A casual Relationship is a cause-and-effect relationship, where in this research there are independent variables (variables that influence) and dependent variables (variables that are influenced). Ex post facto research is research that relates to variables that have already occurred and does not require treatment of the variables studied. The variables in this research are reward and learning motivation. This research was carried out in class II of SDN 3 Karanagnom North Klaten. The population and sample in this research were all class II students at SDN 3 Karanagnom North Klaten, totalling 18 students. This research was carried out in the odd semester of the 2022/2023 academic year.

This research was carried out in class II of SDN 3 Karanagnom North Klaten. The population and sample in this research were all class II students at SDN 3 Karanagnom North Klaten, totalling 18 students. This research was carried out in the odd semester of the 2022/2023 academic year. Data collection techniques in this research are questionnaires and documentation. The data analysis technique in this research is using simple linear regression analysis. A simple linear regression test determines the level of influence between the independent variable (X), namely reward, and the dependent variable Y, namely student learning motivation. Simple linear regression test calculations using the SPSS for Windows version 25 application program.

Test data analysis requirements using the normality test. The normality test is a test that must first be tested before carrying out data analysis. Normality test using Kolmogorov-Smirnov. If the normality test takes a value of more than 0.05, it is declared normal. However, if the value is less than 0.05, it is declared not normally distributed. In calculating the normality test, use the help of the SPSS for Windows version 25 program. Hypothesis testing uses a simple linear regression and coefficient of determination tests. The simple linear regression test determines the level of influence between variables. The independent variable in this research is reinforcement, and the dependent variable is student learning motivation. Calculation of the coefficient of determination test using the SPSS for Windows version 25 application program.

RESULT AND DISCUSSION

In this study, researchers used reward variables and student learning motivation. Reward and learning motivation were measured using a questionnaire from 18 class II students at SDN 3 Karanagnom North Klaten. The questionnaire will use a Likert scale model. The variables studied were measured to describe the influence of rewards on the learning motivation of class II students at SDN 3 Karanagnom North Klaten. The following is a descriptive statistical description of student rewards and learning motivation:

Data on the influence of rewards was obtained from questionnaires filled out by students. In this research, a 25-item questionnaire was used. The highest answer score can be achieved is 100, and the lowest is 69. From the results of the data calculations that have been carried out, the mean value is 84.5; the Standard deviation is 15.31992; the Mode is equal to 0; and the Median of 88.5.

The influence of rewards is measured by the teacher's role in providing rewards (reinforcement) by giving praise, support, comments, facial expressions, approaching students, fun activities, symbols such as autographs, or giving gifts to students. From this aspect, the results of the questionnaires filled out by students are scored. After scoring, the results can be classified into 3 categories: high, medium, and low. The following are details of the results for the reward category:

Table 1. Reward Category

No.	category	Frec.	Interval	Percentage
1.	High	15	X >= 69	83%
2.	medium	3	69 <= X < 100	17%
3.	low	0	X < 100	0%
Total		18	Total	100%

The table above explains that the influence of rewards for class II students at SDN 3 Karanagnom North Klaten is in the high category with a frequency of 15 respondents (83%), in the medium category with a frequency of 3 respondents (17%), and in the low category with a frequency of 0 respondents (0%). Thus, it can be concluded that the influence of rewards for class II students at SDN 3 Karanagnom North Klaten is in the high category.

Learning motivation data was obtained from questionnaires filled out by students. In this research, a 20-item questionnaire was used. The highest answer score that can be achieved is 79, and the lowest is 52. From the results of the data calculations that have been carried out, the Mean value is 65.66667, the Standard deviation is 13.4561, the Mode is 56, and the median is 66.

Student learning motivation is measured by their desire to succeed in learning, encouragement, future aspirations, appreciation for learning, interest in learning, and conducive learning environment. From this aspect, the results of the questionnaires filled out by students are scored. After scoring, the results can be classified into 3 categories: high, medium, and low. The following are details of the results for the reward categories:

Table 2. Learning Motivation Category

No.	Category	Frek.	Interval	Percentage
1.	High	3	Y >= 52	17%
2.	Medium	12	52 <= Y < 79	67%
3.	Low	3	Y < 79	16%
Total		18	Total	100%

The table above explains that the learning motivation of class II students at SDN 3 Karanagnom North Klaten is in the high category with a frequency of 3 respondents (17%), in the medium category with a frequency of 12 respondents (67%), and in the low category with a frequency of 3 respondents (16%). It was concluded that the influence of rewards on students at SDN 3 Karanganom was in the medium category. To determine the reliability of the questionnaire, a test can be carried out using Crouncbach's Alpha. The basis for decision-making for an instrument can be reliable, namely if the Alpha is greater than 0.60. The following are the reliability results for each variable:

Table 3. Reward Reliability Test Results and Student Learning Motivation

Variable	Alpha Cronbach	note
Reward	0,971	Reliable
Student motivation	0,955	Reliable

Source: SPSS data analysis

The reliability test table on the instrument above shows that the alpha value for the reward variable (X) is 0.971, and for the student learning motivation variable (Y) is 0.955. Because the alpha value is more than 0.60, it can be said that the instrument used meets the reliable criteria. The research instrument was declared suitable for use to collect research data.

Before carrying out data analysis, it is necessary to test the data analysis requirements, which include normality testing and linearity testing. The following are the test results for data analysis requirements. Normality test. The normality test determines whether research data has a normal contribution. The normality test used is the Kolmogorov-Smirnov normality test. The basis for making decisions on the normality test is 0.05; if the significance value exceeds 0.05, the data has a normal distribution. If the significance value is less than 0.05, then the data does not have a normal distribution. The following are the results of the Kolmogorov-Smirnov normality test.

Table 4. Normality Test

		Unstandardized Residual
N		18
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,41130698
Most Extreme	Absolute	,151

Differences	Positive	,112
	Negative	-,151
Kolmogorov-Smirnov Z		,369
Asymp. Sig. (2-tailed)		,999

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the Asymp.sig value for the reward variable (X) is 0, and for the student learning motivation variable (Y) is 0.999. With this, it can be concluded that the data that has been tested is normally distributed.

Hypothesis test

To find out the effect of rewards on the learning motivation of class II students at SDN 3 Karanagnom North Klaten, research was conducted by distributing questionnaires. After the data was collected, the data was analyzed using a simple linear regression test and coefficient of determination. Hypothesis testing was carried out using a simple regression test to test the effect of rewards on student learning motivation. The hypothesis proposed, namely Ha, states that there is an influence between rewards and the learning motivation of class II students at SDN 3 Karanagnom North Klaten. Meanwhile, Ho said rewards did not influence the learning motivation of class II students at SDN 3 Karanagnom North Klaten. The basis for decision-making for a simple linear regression test is by comparing the significance value with probability. If the significance value is <0.05, Ho is rejected, and Ha is accepted, but if the significance value is >0.05, Ho is accepted, and Ha is rejected. Apart from comparing the significance values, you can also compare the calculated t values with the t table. If the calculated t value > t table, then there is an influence between rewards and student learning motivation. However, if t count < t table, there is no influence between rewards and student learning motivation. The following are the results of simple linear regression testing:

Table 5. Simple Regression Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-1,624	6,740		-,241	,821
	reward	,972	,079	,987	12,349	,000

Dependent Variable: motivasi_bljr

Based on the results of the table above, the significance value is 0.000 < 0.05, then Ho is rejected, and Ha is accepted; it can be concluded that there is an influence between the reward variable on the learning motivation of class II students in SDN 3 Karanagnom North Klaten. The same conclusion can also be seen from the calculated t value greater than the t table, namely 12.349 > 2.228, so there is an influence between the reward variable and the learning motivation of class II students at SDN 3 Karanagnom North Klaten.

To find out how much the dependent variable changes if the value of the independent variable changes, it can be determined using the regression equation. Based on the table above, the constant value of unstandardized (a) is -1.624, and the regression coefficient value (b) is 0.972. From the form of the regression equation, predict the regression of how far students' learning motivation (Y) will change if the reward variable (X) is changed or manipulated, namely Y = a+bx. So, the value can be entered into the equation to become Y = -1.624+0.972X, which means that every additional reward value can increase student learning motivation by 0.972 at a constant of -1.624 if it is said that rewards positively affect the learning motivation of class II students at SDN 3 Karanagnom, North Klaten. It can be concluded that rewards positively affect the learning motivation of class II students at SDN 3 Karanagnom North Klaten.

Based on the results of this research, it is stated that rewards influence the learning motivation of class II students at SDN 3 Karanagnom North Klaten. This is shown by the significance value in the simple linear regression test, which is 0.000 < 0.005, and the calculated t value is greater than the t table, namely 12.349 > 2.228, so Ho is rejected, and Ha is accepted. It can be seen from the regression equation Y = -1.624+0.972X that there is a positive influence between rewards and student learning motivation. The results of the coefficient of determination show a value of 97.2%, so there is a contribution from rewards to student learning motivation.

The results of this research show that the influence of rewards on the learning motivation of class II students at SDN 3 Karanagnom North Klaten is in the high category with a percentage of 83% with 15 respondents, the medium category with a percentage of 17% with 3 respondents and the low category with a percentage of 0% with 0 respondents. Thus, it can be concluded that the effect of giving rewards to class II students at SDN 3 Karanagnom North Klaten is included in the high category. Meanwhile, learning motivation was in the high category, with 17% of as many as 3 respondents; the medium category, with 67% of as many as 12

respondents, and the low category, with 16% of as many as 3 respondents. So, it can be concluded that the learning motivation of class II students at SDN 3 Karanagnom North Klaten is included in the medium category.

Based on the table above, the constant value of unstandardized (a) is -1.624, and the regression coefficient value (b) is 0.972. From the form of the regression equation, predict the regression of how far students' learning motivation (Y) will change if the reward variable (X) is changed or manipulated, namely Y = a+bx. So, the value can be entered into the equation to become Y = -1.624+0.972X, which means that every additional reward value can increase student learning motivation by 0.972 at a constant of -1.624 if it is said that rewards positively affect the learning motivation of class II students at SDN 3 Karanagnom North Klaten. It can be concluded that rewards positively affect the learning motivation of class II students at SDN 3 Karanagnom North Klaten. This is to the theory (Sardiman, 2012) that rewards are a form and way to foster motivation in school activities.

CONCLUSION

The research results show that rewards influence the learning motivation of class II students at SDN 3 Karanagnom North Klaten for the 2022/2023 academic year. This can be proven by the significance value of the simple linear regression test, which is smaller than the significance level, namely 0.000 < 0.05, and the calculated t value is greater than the t table, namely 12.349 > 2.228. The coefficient of determination is 0.974, which means that the reward variable can explain 97.4% of student learning motivation variables. In comparison, 2.6% is influenced by other variables not included in this study.

REFERENCE

Aljena, Sarita Cyntia. (2020). Pengaruh Reward terhadap Motivasi Belajar Siswa: *Jurnal Pendidikan Dasar Borneo (Judikdas Borneo)* 01(02), http://jurnal.borneo.ac.id/index.php/judikdas/article/view/1452/975

Anggraini, Silvia. (2019). Analisis Dampak Pemberian *Reward And Punishment* Bagi Siswa SD Negeri Kaliwiru Semarang: *Mimbar PGSD Undiksha 7(3).*

Asmurti, Unde, A. A., & Rahamma, T. (2017). Effect of *Smartphone* Use in School Environments on Student Learning Achievements. *Jurnal Komunikasi KAREBA*, *6*(2)

Herawati, Netti. (2018) *Memaksimalkan Peran Pendidik Membangun Karakter Anak Usia Dini Sebagai Wujudan Investasi Bangsa: Prosiding Seminar Nasional,* Tuban: Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Ronggolawe Tuban.

Jaya, Herdi Wisman. (2022) Pengaruh Pemberian *Reward* terhadap Motivasi Belajar Siswa pada Mata Pelajaran PPKn di SMP Efata Serpong: *Formosa Journal of Science and Technology (FJST) Vol. 1, No. 6,* https://journal.formosapublisher.org/index.php/fjst/10.55927/fjst.v1i6.1519

Kompri. (2016). Motivasi Pembelajaran Perspektif Guru dan Siswa. Bandung: PT Remaja Rosdakarya.

Najib, Anjabun. (2019) Pengaruh Pemberian Reward Terhadap Peningkatan Motivasi Belajar Siswa Dalam Mata Pelajaran Fiqh Di MI Miftahul Ulum 02 Semarang: *Prosiding KONFERENSI ILMIAH MAHASISWA UNISSULA (KIMU) 2 Universitas Islam Sultan Agung*, https://jurnal.unissula.ac.id/index.php/kimuhum/article/view/8161

Rahayu, P. (2017). Pengaruh Strategi Pemberian Reward dan Punishment dalam Meningkatkan Hasil Belajar Siswa UPTD SMP Negeri 1 Prambon pada Materi Garis dan Sudut. Simki-Techsain Vol. 01 No. 02 Hal. 1-8. Tersedia Pada: http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2017/1125a3222ac8ac77986a77578a0b2ec5.pdf.

Rizqiyah, H. (2021). Perubahan Perilaku melalui Reward and Punishment di Program Sekolah: The Indonesian Journal of Social Studies, 4 (2), https://journal.unesa.ac.id/index.php/jpips/article/view/17094/7830

Salmah. (2023). PengaruhReward TerhadapMotivasi Belajar Siswa Madrasah: Jurnal Alwahliyah Vol 1 No 2, https://jurnal.stai-alwashliyahbarabai.ac.id/index.php/jsh/article/view/45/30

Sardiman. 2012. Interaksi dan Motivasi Belajar Mengajar. Jakarta: Rajawali Pers.

Sudirman. (2023) Pengaruh Pemberian Reward terhadap Motivasi Belajarsiswa Kelas V SDN 198 Cinennung Kecamatan Cina Kabupaten Bone: Bestari: Jurnal Pendidikan dan Kebudayaan Volume 4 Nomor 1, https://jurnalstkipmelawi.ac.id/index.php/JBPK/article/view/985/pdf

Uno, H. B. (2012). *Teori Motivasi dan Pengukurannya.* Jakarta: PT Bumi Aksara.

Usman, M. U. (2000). *Menjadi Guru Profesional.* Badung: PT. Remaja Rosdakarya.

Wahida (2023) Pengaruh Pemberian Reward Terhadap Motivasi Belajar Siswa Kelas IV Sekolah Dasar: *Pinisi Journal Of Science & Technology http://eprints.unm.ac.id/33031/*

Yuliana, Asnah. (2018). Teori Abraham Maslow dalam Pengambilan Kebijakan di Perpustakaan*: Jurnal Perpustakaan LIBRARIA* Vol 6, No 2, https://journal.iainkudus.ac.id/index.php/Libraria/article/view/3845

Zaenab, Siti. (2019). Pengaruh Pemberian Reward terhadap Motivasi Belajar Siswa pada Pembelajaran IPS di SMPI Nurul Yaqin Bujur Timur Batu Marmar Pamekasan: Entita: Jurnal Ilmu Pengetahuan Sosial dan Ilmu Vol 1 No. 1, http://ejournal.iainmadura.ac.id/index.php/entita/article/view/2960/1649