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The Effect Of Giving Rewards On Student Motivation In Islamic Religious Education Subjects

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Abstract

In the learning process educators often get into trouble when students feel sleepy, bored, lazy and lack enthusiasm so they are less active in the learning process. The reward method is an effort to foster student learning motivation. The research aims to examine the effect of giving rewards on students' learning motivation in the subject of Islamic Religious Education. The research design used was an experimental research design in two classes, namely class X MPK as the control class and class X PMS as the experimental class. Data collection by questionnaire, observation, and documentation. The data obtained were analyzed using parametric analysis, namely the Independent sample T-Test. The results of the research show that reward has an effect on students' learning motivation. Students who are given rewards in the learning process have an average value of learning motivation higher than the class that is not given reward treatment. The average student motivation after being given a reward is 76.47. While in the class I was not given an average reward of 47.07.

Keywords: Giving Rewards, Learning Motivation, Islamic Religious Education.

Abstract

Dalam proses pembelajaran pendidik sering mendapatkan kesulitan ketika siswa merasa mengantuk, bosan, malas dan kurang semangat sehingga kurang aktif dalam proses pembelajaran. Metode pemberian *reward* merupakan upaya untuk menumbuhkan motivasi belajar siswa. Penelitian bertujuan untuk menguji pengaruh pemberian *reward* terhadap motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam. Rancangan penelitian yang digunakan adalah desain penelitian eksperimen pada dua kelas yaitu kelas X MPK sebagai kelas kontrol dan kelas X PMS sebagai kelas eksperimen. Pengumpulan data dengan angket, observasi, dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan analisis parametrik yaitu dengan uji *Independent sample T-Test*. Hasil penelitian menunjukkan bahwa pemberian *reward* berpengaruh terhadap motivasi belajar siswa. Siswa yang diberikan *reward* dalam proses pembelajaran memiliki

nilai rata-rata motivasi belajar lebih tinggi dibandingkan dengan kelas yang tidak diberikan perlakuan *reward*. Rata-rata motivasi belajar siswa setelah diberikan *reward* adalah sebesar 76,47. Sedangkan pada kelas yang tidak diberikan *reward* rata-ratanya sebesar 47,07.

Kata Kunci: Pemberian Reward, Motivasi Belajar, Pendidikan Agama Islam.

Introduction

Education is a learning process carried out by individuals or groups that aims to develop students' mindsets and change an attitude or behavior that is not good for the better. According to the Ministry of National Education, the National Education System Law: RI Law No. 20 years. 2003 "On Education it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state". The success of a nation can be seen from the higher level of public education because it can boost one's productivity in preparing for the future.

In education, an educator is a person who is very influential in the learning process. Professional educators not only convey knowledge, but must guide, facilitate learning, and provide motivation to students

to achieve the desired learning goals, and must be fully responsible for all activities in the classroom.¹ Islamic Religious Education is learning that teaches the teachings of Islam which has the aim that students can believe in, understand, practice, and apply the values of Islamic religious teachings in their lives, as well as life guidelines for welfare and safety in this world and in the hereafter.² The role of Islamic Religious Education is very closely related to education in general which aims to improve the quality of education in the nation itself. So that we consciously can develop the potential of human resources.

The important role of Islamic religious education in improving the quality of education is inseparable from the role and performance of educators for students completely. If the value of Islamic Religious Education is low, it is possible that the cause of the low score is not the student himself but there are other factors that influence the student's low score. Therefore, to improve student achievement in Islamic Religious Education subjects, it is necessary to pay

attention to what factors influence their learning achievement.

According to behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response, and reinforcement factors are also very important in strengthening student responses. Reinforcement is a form of stimulation used to elicit a response.³ In an effort to achieve a learning goal, educators not only pay attention to changes in behavior and increase the knowledge possessed by students, but educators also provide reinforcement so that they can maintain or increase motivation and enthusiasm for learning in students.⁴

But in reality, in the learning process, educators often get difficulties, for example when students feel sleepy, bored, lazy, and lack enthusiasm so that students are less active in the learning process. So we need a solution to overcome this problem. It could be that students lack motivation. Educators must look for strategies or ways so that students can be interested, enthusiastic and more enthusiastic in the learning process. Because the thing that is quite influential in the learning process is motivation. Educators have an important role in motivating students' learning enthusiasm because learning motivation is an important factor in the learning process.⁵

Motivation is a power that exists within a person that can encourage someone to do something.⁶ Motivation in learning is internal and external encouragement to students in the learning process to develop mindsets and change their behavior for the better. Motivation has a function as a driving force for effort and student achievement. With the right motivation in the learning process and the efforts of students who are diligent, diligent in learning, and have strong motivation, it will produce good achievement results.⁷

One effort to foster motivation to learn is by giving *rewards*. Learning motivation in for reward (awards) have an important role in fostering student enthusiasm, and fostering a sense of comfort in learning. If students have strong motivation, they will be more enthusiastic about carrying out learning activities in class, but conversely, if a student is less motivated, it will reduce their level of intelligence and enthusiasm in learning activities. As well as educators must know how students' motivation to learn is to be able to maintain or increase the enthusiasm for learning in students.⁸

Reward

Reward is an appreciation given to someone as a form of motivation so that someone is more enthusiastic about doing

something. So that they feel happy and feel more appreciated for what they have done or they are doing. Reward is an easy way to do and very fun for students, in an educational process reward much is needed to increase the motivation and learning outcomes of students. Here are some opinions according to experts regarding understanding reward:

- a. According to Mulyasa reward is a gift given in response to good behavior and allows that behavior to be repeated in the future.⁹
- b. Suharsimi Arikunto explained that reward is something that everyone likes and likes and is given to anyone who can fulfill the expectations or conditions that have been previously set.¹⁰
- c. According to Ngalim Purwanto Reward is a tool or method used in education to educate students so that they feel happy and more enthusiastic about learning activities because if they can complete their tasks properly they will be given appreciation.¹¹

Method reward is a form of positive reinforcement theory derived from behavioristic theory. Learning in behavioristic theory is a change in behavior as a result of the interaction of stimulus and response.¹² In theory *operan condisioning* by

B.F. Skinner explained that a form of learning in which a response increases by being followed or given reinforcement¹³. Rewards can be given to students in various forms, including

Attention

Giving attention to students in the learning process is one of the most important and most effective awards, this attention is given to students in every learning process. Educators can pay attention to students such as giving glances, smiles, touches, or simple questions.¹⁴

Praise

Praise is a form of reward that everyone likes. because they feel proud that their work has received praise from others. This praise is a form of positive action and also a good motivation. This praise aims to support the achievement of learning objectives, which are given in accordance with the work of students without the impression of exaggeration.¹⁵

Gift

A gift is the giving of an item or service by someone to another person. This prize can be received by anyone, everyone is entitled and can receive prizes in certain ways. Educators can also give prizes to students who excel. Giving gifts does not have to be done at the time of class increase,

but prizes can also be given when carrying out teaching and learning activities.

Motivation To Learn

Intrinsic Motivation

Intrinsic motivation is motivation or encouragement that comes from within a person to do something. Examples of intrinsic motivation are: people who like to read books, without anyone encouraging them, they will look for their own books to read.¹⁶ Students will be motivated to learn because it comes from their own will, not because of another's will. If someone already has intrinsic motivation within him, then they will consciously carry out activities without requiring encouragement from other parties.

Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is motivation or encouragement that comes from outside, such as giving praise, gifts, rules, regulations, and so on.¹⁷ Extrinsic motivation does not mean unnecessary and bad motivation in education. This extrinsic motivation is used so that students want and are more enthusiastic about learning. Various methods or ways can be used so that students can be motivated to learn. Teachers who are successful in teaching are teachers who have succeeded in arousing

and increasing the enthusiasm and interest in learning of students, by utilizing extrinsic motivation in various forms and forms.

Method

The design used in this research is experimental research. Experimental research is a research method used to find a causal relationship between two factors that are deliberately caused by researchers by reducing or setting aside other disturbing factors. This experimental research is research conducted by giving certain treatments to several groups and with controls for comparison.¹⁸ In this study using the method *quasi experimental design*. Thus in this study there were two treatment class groups, namely the first was the experimental class which was treated using the giving reward, as well as the second class is the control class where this class was not treated with the method of administration reward.

Table 1. Research Design

Class X Marketing (PMS)	1		2
Office Class X (MPK)	3		4

Information:

O1: Experimental class before treatment (pre-test)

O2: Experimental class after being given treatment (post test)

O3: Control class before being given treatment (pre-test)

O4: Control class after being given treatment (post test)

X: Giving treatment

a. Population

The population according to Sugiyono is all the subjects in the study.¹⁹ The population used by the researchers was class X at SMK Darul Hikmah Sumbermanjing Wetan, which consisted of 30 students.

b. Sample

The sample is part of the number and characteristics possessed by the population. In this study the samples were taken using the technique *Non Probability sampling*. In *Non Probability sampling* saturated sample technique was used. Saturated sample is all of the population used as a sample. This is done if the population is relatively small, less than 30 people. The sample in this study was class X PMS (Marketing) as the experimental class with a total of 15 students and class X MPK (Office Management) as the control class with a total of 15 students.

c. Research Instruments

The research instrument is a written guide regarding several questions prepared to obtain information from respondents. The instrument used is the distribution of questionnaires or questionnaires, observation, and documentation. The questionnaire used is a questionnaire in the form of multiple choice (Likert scale) which asks respondents to choose one of the predetermined answers. This questionnaire method aims to obtain data related to giving *return* on student learning motivation in Islamic Religious Education subjects at Darul Hikmah Vocational School.

d. Data collection

The data collection technique in this study was to use a questionnaire or questionnaire as the main data (primary), observation, and documentation as supporting data (secondary).

Data Analysis

1. Validity test

The validity test is used to measure the results of the questionnaires that have been compiled whether the questionnaires used have high validity or not. The correlation figures obtained are compared with the correlation table numbers r , if $r_{count} > r_{table}$ then the item is valid and vice versa when $r_{count} < r_{table}$ then the item is invalid. The validity test in this study uses the

formula proposed by Pearson, known as the correlation formula product moment as follows:

$$r^{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

2. Reliability Test

Reliability refers to an instrument that can be trusted enough to be used as a data collection tool because the instrument is very good. Instruments that can be trusted, which are reliable will produce data that can be trusted too. The phrase which states that the instrument must be reliable actually implies that the instrument is good enough and able to reveal data that can be trusted.²⁰

In this research to test the reliability using the Alpha Cronbach formula, namely:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

The reliability coefficient index criterion where the lowest limit used in stating the question items used is feasible or reliable, namely 0.6.

3. Normality test

This normality test aims to determine whether the data in the research that has been collected is normally distributed or not. The significance value of 5% is as follows:

- If the significant value (sig) < 0.05, the data distribution is not normal.
- If the significant value (sig) ≥ 0.05 then the data distribution is normal.²¹

4. Homogeneity Test

Homogeneity test was carried out to find out whether there were similarities in the variance between the experimental class and the control class. For the homogeneity test using Levene Statistic with the help of SPSS, with a significance value of 5%. The assumptions are as follows:

- If the significant value is < 0.05, the data comes from a population that has an inhomogeneous variance
- If the significant value is ≥ 0.05, the data comes from a population that has a homogeneous variance.²²

5. Hypothesis testing

Test the hypothesis with the help of SPSS with an independent sample T-test. Independent sample T-test was used to test the significance of the difference in the mean of the 2 groups. This test is also used to test the effect of the independent variable on the dependent variable. This test is used to determine the effect of giving rewards on student learning motivation. The hypothesis in this study is as follows:

1. Ha: There is a significant effect of giving rewards on student learning motivation at Darul Hikmah Vocational School
2. Ho: There is no significant effect of giving rewards on student learning motivation at Darul Hikmah Vocational School. If the calculated t value is greater than t-table, or the significance value is <0.05 then Ha is accepted and Ho is rejected, and vice versa.
- d. *Post-test* the learning motivation of the experimental class and the control class obtained the average learning motivation in the experimental class after being given the application reward in it by 76.47% and in the control class by 47.07%.
 1. Validity test

The instrument is said to be valid if $r\text{-count} > r\text{-table}$. From the data obtained, r-count is greater than r-table, so the instrument used is valid.
 2. Reliability Test

Based on the results of the questionnaire reliability test reward a value of 0.703 was obtained and in the learning motivation questionnaire a value of 0.932 or > 0.6 was obtained, so the instrument was reliable.
 3. Normality test

From the normality test results obtained:

 - Significant value pre-test *reward* experimental class of 0.176 and post-test 0.103.
 - Significant value-test *reward* control class of 0.299 and post-test 0.539.
 - Significant value pre-test *reward* control class of 0.299 and post-test 0.539.

Results and Discussion

Description of Research Results

- a. *Pre-test reward* experimental class and control class obtained an average application of the award reward in the experimental class by 36.14% and in the control class by 34%.
- b. *Post-test reward* experimental class and control class obtained an average application of the award reward in the experimental class after being given the application therein was 75.06% while in the control class, it was 34%.
- c. *Pre-test* the learning motivation of the experimental class and the control class obtained an average learning motivation of 45.47% in the experimental class and 48.80% in the control class.

- Significant value pre-test experimental class learning motivation of 0.103 and post-test is 0.69.
- Significant value pre-test control class learning motivation of 0.63 and post-test is 0.140.

From the data obtained, the significance value is more than 0.05, so the data obtained is normal.

4. Homogeneity Test

Based on the homogeneity test results obtained a significance value of > 0.05 , it can be concluded that the data obtained is homogeneous. The following data is obtained:

- In the homogeneity pre-test *reward* obtained a significant value of $0.793 > 0.05$
- In the homogeneity pre-test motivation to learn obtained a significant value of $0.782 > 0.05$
- In the homogeneity post-test *reward* obtained a significant value of $0.337 > 0.05$
- In the homogeneity test post-test motivation to learn obtained a significant value of $0.215 > 0.05$

5. Hypothesis testing

From the hypothesis test obtained a significant value of $0.000 < 0.05$, it can be stated that H_a is accepted, that is, there is a significant effect of giving rewards on student learning motivation at Darul Hikmah Vocational School and H_0 is rejected.

Application of Giving Reward On PAI Subjects at SMK Darul Hikmah

Based on observations made by researchers, Application of Giving *Reward* In the PAI Subjects at SMK Darul Hikmah in the learning process, teachers still rarely give rewards to students. This is in line with the data obtained from the distribution of questionnaires distributed by researchers to the experimental and control classes. Application of gifts reward in the Islamic Religious Education subject at Darul Hikmah Vocational School in the experimental class and control class the results were obtained, namely application reward in the experimental class with an average of 18.07 or 36.14%, and in the control class with an average of 17.73 or 34%. From these data it can be seen that the application of giving reward conducted by Islamic Religious Education subject teachers at Darul Hikmah Vocational School is below 50% which can be concluded that giving reward in the learning process is still rarely or less applied.

Student Learning Motivation in PAI Learning at Darul Hikmah Vocational School

From the results of research conducted by researchers on Student Learning Motivation in PAI Learning at Darul Hikmah Vocational School, the results obtained were in the experimental class with an average of 45.47, a minimum score of 35 and a maximum score of 66. And in the control class, the results were obtained with an average of 48, 80 minimum scores of 38, and a maximum score of 67. It can be seen from the data obtained that student motivation is below 50% which can be concluded that student motivation in Islamic Religious Education subjects lacks motivation in learning. Students lacking motivation to learn could be due to a lack of encouragement or stimulation in the learning process so that students lack motivation or enthusiasm in the learning process.

Influence of Giving Reward Against Student Learning Motivation in PAI Subjects at Darul Hikmah Vocational School.

In this study, researchers conducted experimental research with two treatment classes, namely the experimental class and the control class. In the experimental class, it provides application rewards in the

learning process. Giving rewards in this learning process can attract more students' attention so that students can be more excited and enthusiastic about participating in the learning process in class. Many kinds of rewards that can be given to students so they do not feel bored in class. And students can play an active role in learning. So that it can help achieve learning goals properly. Reward that given to students in this learning process is to give praise, additional value, and prizes such as snacks and pens if students can answer questions given by the teacher in the learning process or during quizzes or tests.

Based on the results of the analysis of the data obtained pre-test and post-test showed an increase in student motivation in the experimental class. Judging from the data that has been obtained at the time pre-test the average student motivation score was 45.47 with the lowest score being 35 and the highest score being 66. The average increased after being given the application treatment reward in the experimental class (*post-test*) that is, the average is 76.47 with the lowest score being 54 and the highest score being 93.

The results of this study are in line with previous research, namely an increase in student learning motivation by giving rewards. In Muhammad Jafar Irsal's research, entitled The Effect of Giving

Rewards on the Learning Motivation of Grade VIII Students in Islamic Religious Education at SMP Negeri 1 Balocci, Pangkep Regency, it shows that there is an influence of giving rewards on student learning motivation that is equal to 53.2%.²³ In the research by Ima Malinda, and Ratnawati Susanto, entitled The Effect of Reward and Punishment on Learning Motivation of Grade IV Students at SDN Merak I Tangerang, the results of the research that has been conducted show that there is a significant influence between reward and learning motivation, namely 81.2%.²⁴ And in Berry Bramantyo's research with the title influence reward on student learning outcomes in Akidah Akhlak lessons at MI Darul Huda Pojok Ngantru Kab. Tulunggang also has significant results, namely a Sig (2-tailed) value of 0.00. Because the significance value obtained is less than 0.05, H₀ is rejected and H_a is accepted. So there is a significant effect of giving rewards on student motivation in the learning process.²⁵

The results obtained are also in accordance with the behavioristic theory. In behavioristic theory, it is explained that learning is a change in behavior which is the result of the interaction between stimulus and response.²⁶ In the learning process the reward becomes an important factor in this theory because it can strengthen the

response made. Skinner distinguished two kinds of responses, namely:²⁷

1. Answer the answer is a response caused by a certain stimulus.
2. Operant response is an emerging and developing response that follows a specific stimulus. So the stimulus given is to follow and reinforce certain behaviors that have been done.

The control class is not given any application, this is because the control class is used as the controlling class. So that in the learning process, the researcher only conveys learning material without providing application reward inside it. The researcher conveys the material as the teacher conveys the material. From the results of the data analysis test and post-test, What has been done shows that in the control class, there is no increase in student motivation in the learning process. Judging from the data that has been obtained at the time pre-test the average control class student motivation score was 48.80. The lowest score is 38 and the highest score is 67. Once done post-test there was no increase in student motivation but there was a decrease from the control class with an average of 47.07. The lowest score is 34 and the highest score is 67.

The results of the analysis that has been carried out with independent *sample T-test*. The level of student learning motivation

in the experimental class shows that there is an increase compared to the control class. The hypothesis test states that H_a is accepted and H_o is rejected. With a significance value of $0.000 < 0.05$. So it can be concluded that there is a significant influence of giving rewards on student learning motivation.

Conclusion

Based on the results of research that have been done by researchers about the effect of giving rewards towards the learning motivation of students in the Islamic Religious Education subject at Darul Hikmah Vocational School, the researcher can conclude the research in this thesis, namely as follows:

1. Application of gifts reward in the PAI learning process at Darul Hikmah Vocational School it is still rarely done based on data obtained from the research, namely the average giving reward in the experimental class with an average of 18.07 or 36.14%, and in the control class with an average of 17.73 or 34%.
2. Student motivation in PAI subjects at Darul Hikmah Vocational School, namely in the experimental class with an average of 45.47 and in the control class obtained results with an average of 48.80. From the data obtained, student

learning motivation is still below 50% which can be concluded that these students still lack motivation in the PAI learning process.

3. Based on the data obtained, *reward* has an influence on student learning motivation. The average value of students' learning motivation in the experimental class after being given treatment was 76.47 while the average value of students' learning motivation in the control class was 47.07. It can also be seen from the significance value of the hypothesis test that the significance value is $0.000 < 0.05$. Because the significance result is less than 0.05, H_a is accepted and H_o is rejected.

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