

GIVING REWARDS IN INCREASING LEARNING MOTIVATION IN ECONOMICS SUBJECTS OF CLASS XI PUBLIC HIGH SCHOOL 1 KRAMAT

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Abstract

This research is about giving rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat which aims to find out and analyze more deeply about giving rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat. The informant sources from this study were 2 economics teachers and 10 students of class XI public high school 1 Kramat. This research uses qualitative descriptive method of case study type with data collection techniques using observation, interviews and documentation. The results of the analysis found that the provision of rewards at public high school 1 Kramat was verbal such as praise or words, value addition and nonverbal in the form of applause from teachers. Constraints in giving rewards, constraints on the large number of students make it difficult for teachers to provide rewards in the form of material and solutions in overcoming obstacles, giving rewards, motivating students, the importance of learning, improving relationships with students, providing rewards with students. This research advice for teachers always provides direction and motivation to learn to students to be able to have learning motivation so that students feel confident, methods in learning so that they can arouse students so as not to seem monotonous. For students, students are expected to be more sensitive and willing to increase learning motivation both from outside and from within the students themselves.

Keywords: Reward giving, reward constraints and reward solutions.

1 INTRODUCTION

Problems that often arise in the education sector are still weak learning processes because students are less motivated to develop their thinking skills when learning. Learning that takes place in the classroom with the show is the lack of ability of students to ask questions. Hutagalung, (2020: 12) stated that the implementation of learning in class has different characters and its own uniqueness of each student. This diversity also changes the classroom environment, which is sometimes beneficial and sometimes not. Learning objectives can be achieved if the learning process runs effectively. Basukiyatno, (2017: 117) Education is the most important aspect of human life because it plays a role in shaping mindset and personality, as well as being the foundation for achieving success. According to Syahrul, (2017: 2) The learning process is a process of teacher and student interaction or reciprocity. Learning can be done collaboratively between teachers and students in the classroom, during learning the teacher acts as a class leader and motivator, the teacher must be able to manage the class, manage the course of the class as a place to deliver learning to students. Student learning motivation is closely related to learning motivation. Motivation is an absolute requirement for a person to continue learning. The reality is that there are still very few students who can motivate themselves to learn.

Motivation helps determine a person's success. Motivation plays a role related to building enthusiasm, excitement and desire to continue learning. The desire to learn that comes from the student himself is driven by the spirit based on the student's own consciousness, while the student's external learning motivation is usually driven by outside learning stimuli so that students are motivated to learn. Sardiman, (2020: 75) Learning motivation is the overall access to driving forces within students that cause learning activities and provide direction to learning activities so that learning goals can be achieved. Syahrul, (2017: 2), believes motivation is very important in the interactive teaching and learning process. Motivation is motivation from outside the student to continue his learning activities. Febianti, (2018: 94), Motivation plays a very large role in learning activities because motivation will improve the quality of student learning outcomes can be realized properly, students have strong and

clear motivation in learning to be active in successful learning. So according to the above opinion it can be concluded that student learning motivation is student interest, drive, attention, perseverance, independence and achievement. A student's learning motivation can come from within the student growing by the desire to achieve the best, based on the awareness growing from within the student. Learning motivation is an important aspect in the process of achieving learning objectives.

The use of rewards in the classroom is to motivate students to control or change bad behavior in the classroom into good behavior. Rewards can provide benefits for students, as they include the ability to increase their attention, stimulate and increase motivation. Rewards can influence student behavior by providing rewards, so that they can foster interest in learning and interaction between students and teachers, competition between students will increase enthusiasm for learning and students will show their enthusiasm for learning. Darmawati, (2017: 87) argues that rewards can change a better mindset, so that students assess their learning better. Assyifa et al, (2023: 171), argue that rewards are an educational tool that is easy to implement and very fun for students. Rosyid & Abdullah, (2018: 12) argue that rewards are educational tools given to children when they do good things or achieve certain goals or stages of development. Kompri, (2018:289) Reward is a reward, reward, reward, or reward. Rewards as an educational tool are given when a child does something good or has succeeded in reaching a certain stage of development or achieving a target. So it can be concluded that reward is one of the tools in the learning process that teachers use to encourage students as a booster, encouragement for them to continue to increase their learning motivation. Giving rewards is a positive thing in the world of teacher education, it can be said that students can be motivated to continue learning by one of the ways used is to continue to encourage students to learn.

Based on pre-research in the field of research, researchers made observations and interviews with teachers of economics subjects at public high school 1 Kramat. It is still found that in the learning process there is a lack of motivation to learn grade XI students in economics subjects, some students still do not pay attention to the teacher when delivering learning material, students only listen to explanations from the teacher and record the material explained, when the teacher gives questions to students many students try to find answers in the LKS book because students lack confidence in their own answers. In economic learning is less effective in giving rewards. The lack of teacher rewards to students is a factor that causes a lack of student motivation in carrying out learning activities because students feel economics lessons are difficult lessons, besides that during the afternoon hours students feel sleepy, chatting with friends makes motivation for economic learning reduced, learning methods using lecture methods. This method of lecture learning makes teachers more active and students passive, in this learning, the effectiveness of students in following the learning process is less than optimal and students often passively listen to and record teacher explanations.

From the explanation above, researchers are interested in being able to research on giving rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat. The existence of rewards in classroom learning will increase student enthusiasm and motivation to continue learning. The goal to be achieved in this study is to want to know and analyze more deeply about giving rewards in increasing learning motivation in economics subjects of students in grade public high school 1 Kramat.

2 METHODOLOGY

This research uses a qualitative approach with a case study type. This research took place at public high school 1 Kramat. Research conducted by researchers aims to be able to describe a picture of giving rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat.

The subjects in this study are in accordance with research needs, namely 2 economics teachers and 10 students of class XI public high school 1 Kramat. The procedures in this study are the pre-field stage, the field work stage, the data analysis stage and the report writing stage. The data source in this study used primary data sources and secondary data sources. The form of data in the form of words and actions and written sources. Data collection techniques in this study are observation, interviews, documentation and triangulation. Data collection is used to find out and analyze the provision of rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat. Then analyzed by collecting data, reducing data, presenting data and drawing conclusions in the form of descriptive narratives.

3 RESULTS

3.1 Giving rewards in increasing learning motivation in economics subjects

Success in the teaching and learning process is influenced by several factors, including how to reward students will be more enthusiastic in following the lesson, with different methods such as fun rewards, it will make students feel challenged to get rewards by way of question and answer is also one of the teacher's activities in giving rewards.

The provision of rewards in class XI social studies at public high school 1 Kramat has a fairly good impact on students. Giving rewards is one way that is liked and favored by students in the hope that teachers are able to achieve learning goals, students who are rewarded will feel happy and motivated to repeat their actions that have been done because they feel what has been done is something right. Respondents said that with rewards students are more eager to learn because with rewards they feel motivated, besides that economics is a difficult lesson if the reward in learning will make students motivated. Rewards in learning students feel happy, and more enthusiastic in following economics lessons. Giving rewards in economic learning carried out by teachers is done by applause, adding values or points, and words or praise, if students are willing to answer or are able to give suggestions and opinions their values will increase or applause. Praise or words are also given directly to students who are willing to answer questions from the teacher. The provision of rewards by economics teachers is applied when the lesson has begun to be uncomfortable because someone is sleepy and with the reward students will feel cared for and will arouse the enthusiasm of students.

This is in accordance with the opinion of Magdalena et al., (2020: 118) it is stated that there are two types of rewards given by teachers, namely verbal rewards and nonverbal rewards. Verbal rewards in the form of praise or words. Praise can be used as a motivational tool for students, teachers can use praise to please students by rewarding students to feel cared for. Nonverbal rewards in the form of body movements such as applause from teachers to students. Applause marks the teacher's appreciation to make students become excited, feel confident because with this students feel cared for.

It can be concluded that the provision of rewards made by teachers to grade XI students of public high school 1 Kramat is carried out by giving rewards in verbal and nonverbal forms. Verbal rewards in the form of praise or words for student achievements. Praise can be used to direct to support learning objectives besides praise is also one of the easiest forms of reward because it is only in the form of words. Nonverbal reward in the form of applause for the teacher's appreciation to his students.

3.2 Obstacles in giving rewards in increasing learning motivation

Reward as a positive thing, giving rewards to students will increase learning motivation, when applying rewards to achieve a learning goal it will be difficult what if student learning motivation is less or there is even no learning motivation in learning.

Student learning motivation in class XI economics subjects of public high school 1 Kramat, which is an obstacle to learning motivation, is not only economics but all subjects must have motivation. Learning motivation is almost 90% that there must be learning motivation if there is no learning motivation children tend to cellphone toys, daytime hours that make students feel sleepy, hungry, and there are those who chat with deskmates so that student motivation is less in paying attention to economics lessons, then do not care about the lessons delivered, learning motivation must be in students to be willing and able to follow the lessons well.

The obstacles faced by economics teachers in class XI public high school 1 Kramat in providing rewards in the form of material that will be given to students because of the large number of students. This large number of students is an obstacle for economics teachers, especially in giving rewards, besides that teachers seem to have difficulty when they have to observe many students in the process of giving rewards, student strengths or the potential shown by each student. There are quite a lot of students in each class, which is around 33-36 students, which is one of the obstacles, even though the implementation of giving rewards in this form of teachers must know each student, rewards in the form of material must also be voluntary, not coercive.

The positive impact of giving rewards is an impact that can provide encouragement for students to maintain their achievements and will appear more confident and motivated to continue learning, especially in learning economics, giving rewards is very useful for students, especially in providing good stimulation making students who receive rewards will be more enthusiastic and motivated in learning economics and will repeat it or will even try to get it return. While the negative impact is a change in student attitudes to be arrogant and will make students who do not get rewards will feel envious. Giving rewards in the form of material and objects will make it difficult for economics teachers so that

economics teachers tend to give verbal and nonverbal rewards.

These results are in accordance with the opinion of Pettasolong, (2017: 45) which states that in giving gifts have guidelines, namely: 1). Gifts must be voluntary. 2). The reward should be tailored to circumstances that show motivational benefits. 3). The reward should be tailored to the student's enjoyment. 4). It is necessary to put forward reasons in detail about the recipient of the gift for the student. Teachers should not reward students too often because it will only lose its meaning as a reward. The teacher must observe and get to know every characteristic of each student. The provision of rewards in the form of material sometimes has a negative and positive impact on students.

It can be concluded that what is an obstacle in giving rewards to economics subjects of grade XI students of public high school 1 Kramat rewards in the form of material that makes teachers difficult because of the large number of students, besides that in giving rewards in the form of material, teachers must really know their students very well so as not to make other students jealous. Learning motivation during the daytime hours of student learning motivation decreases because students feel sleepy so that it becomes an obstacle

3.3 Solutions in overcoming obstacles in giving rewards in increasing motivation

Learning motivation is dorongan, interest, attention, independence Student learning motivation can come from within students grown by the desire to achieve the best based on awareness growing from within the students themselves. Learning motivation is an important aspect in the process of achieving learning objectives. The motivation to learn class XI students of public high school 1 Kramat in economics subjects is still small because economics is a difficult subject, students' difficulties when learning to calculate formulas that are too difficult. Motivation is needed in learning in order to make learning as expected and can run well. Reward methods are easy and economics teachers do reward giving with praise or words, value addition and body gestures such as applause.

Giving rewards certainly has obstacles such as disadvantages and advantages of rewards, in addition to obstacles, there must be solutions that are carried out in overcoming the obstacles of giving rewards in economics subjects of grade XI students of public high school 1 Kramat, giving rewards in the form of material sometimes makes it difficult and requires a lot of money. The solution in overcoming problems by always giving rewards but not reducing the meaning of the reward itself, in giving rewards can be added with thumbs up from the teacher, facial expressions, smiles from the teacher, and words of praise that make students more enthusiastic in following economics lessons. Giving rewards in giving must know their students so as not to cause jealousy.

This is in accordance with the opinion of Nurul et al., (2022: 5-6) states that: 1). To provide rewards, it is necessary for teachers to know their students. 2). The reward given to students should not cause jealousy or envy for other students. 3). Giving rewards must be economical. 4). Don't promise rewards to learners. 5). Teachers must be careful in giving rewards.

It can be concluded that the solution carried out in overcoming the obstacle of giving rewards in increasing learning motivation in economics subjects teachers must really know their students so as not to make other students jealous in giving rewards, there are conditions so as not to make jealousy. Giving other verbal and nonverbal rewards such as giving thumbs up, praise or words of encouragement to students so that students are motivated in economics lessons, student learning motivation must be increased not because of rewards but learning because they want to gain knowledge, knowledge and insight into economics lessons. Always provide motivation that motivation in learning is very important.

4 CONSLUSIONS

Based on the results of the study, several conclusions were drawn as follows:

1. The provision of rewards in economics subjects of grade XI students of public high school 1 Kramat is carried out verbally and nonverbally. Verbal rewards in the form of praise or words. Nonverbal rewards in the form of applause for the teacher's appreciation to his students.
2. The obstacle of giving rewards in increasing learning motivation in economics subjects of grade XI students of public high school 1 Kramat in the form of material is constrained by a large number of students, the learning motivation of grade XI students is still small.
3. Solutions carried out in overcoming obstacles include motivating students the importance of learning, improving relationships with students, providing rewards with students.

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