



# The Effect of Reward and Punishment on Learning Motivation in Physical Education Learning

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## ABSTRACT

One of the learning barriers that occur in students is low learning outcomes and lack of student motivation to learn. Someone will change his behavior if he feels happy or not happy. One element of reinforcement (strengthening) is to provide rewards and punishments. In this study the aim was to determine learning motivation that was influenced by reward and punishment. Reward in this study is in the form of values, while punishment is in the form of assignments methods. The research method used is experimental research (Pretest-Posttest Control Group Design). The sample technique used is Cluster Random Sampling. The samples taken were 32 students of class VIII A and 32 students of class VIII B of SMP NEGERI 1 Jombang. Based on the results of data analysis using the SPSS data program, it can be seen that tcount with equal variances assumed (assuming both variances are the same or using the pooled variances test) is 2.341 with a probability of 0.023. Because the probability is <0.05, H0 is rejected, which means that the two sample means are different. In the sense that the average post-test of the experimental group is higher than the average value of the post-test of the control group. Thus that there is an influence of reward and punishment on learning motivation in learning physical education. In order to get better learning motivation, especially in giving reward and punishment, this learning method should be applied in learning physical education according to the abilities and conditions of students. Giving reward and punishment is used as a reference to increase student motivation. Limitation and recommendation: In this study is still limited to the provision of reward and punishment. In future research, it is better to examine the types or forms of reward and punishment that are effective on student learning motivation.

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## INTRODUCTION

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good and bad of the human person. Almost everyone is subject to education and carries out education. Because education is never separate from human life. Education is basically a conscious effort towards maturity. Education is basically a conscious effort to regenerate the potential of students' human resources by learning classroom management and facilitating their learning activities. Along with the development of the era, requires every country to improve the quality of education. However, in the process towards equity and improvement in national education, students experience obstacles in the learning process. One of the learning barriers that occur in students is low learning outcomes and lack of student motivation to learn. This is what causes delays in student learning activities in the learning process which has an impact on decreasing the achievement of learning outcomes. Motivation is important for student success, because motivation can be a driving force for someone to adopt a positive learning attitude (Prasetiyo & Susanto, 2021) . According to Puspitasari, et.al (2022) motivation to learn is an impulse that drives oneself and comes from within or outside students so that it will create a will, desire, desire, and enthusiasm for learning in learning activities carried out to achieve goals.

As for indicators of learning motivation, according to Esterina, Marhayani, & Mertika (2022) , the characteristics of students' learning inspiration consist of being steadfast in facing assignments, never giving up in the face of difficulties, and having a desire to succeed so as to increase student learning achievement. . The teacher's role in arousing and increasing student motivation is very important, considering that student success in learning depends on the teacher in managing the class. So the teacher must find the right solution for his students to arouse the enthusiasm and motivation of students during the learning process. Learning outcomes will be optimal if there is motivation (Nurrohmatulloh & Mulyawati, 2022) . The more precise the motivation given, the more successful the lesson will be. So it can be said that motivation will always determine the intensity of learning effort for students so that student learning outcomes will increase. At school there are often children who are lazy, unpleasant, like truant, and so on. In this case, it means that the teacher was not successful in providing the right motivation to encourage him to work with all his energy and mind. Many children's talents do not develop because the right motivation is not obtained, if a person gets the right motivation, then an extraordinary combination of energy will get unexpected results (Suyuti, R, N, 2016) .

The act of motivating will be more successful if the goal is clear and realized by the person being motivated, and in accordance with the needs of the person being motivated. Therefore, the proper placement of rewards and punishments can be a separate motivation for students in developing students' motivation in carrying out learning activities. Learning physical education, will be more interesting when the teacher presents an appreciation by giving rewards and punishments during learning. Basically giving rewards and punishments to students can make it easier for teachers to increase student learning motivation and achieve a learning goal.

Research previously conducted by Asmawati (2020) said that the provision of Reward and Punishment greatly influences students' learning motivation. According to Rizkinta (2021) , said that the rewards and punishment here has a very significant effect. The same thing was said by Sipayung & Tanjung (2020) saying that the provision of rewards and punishment in the classroom greatly influences the enthusiasm for learning of students. Therefore, from previous research it can be concluded that the provision of reward and punishment greatly influences the teaching and learning process in the classroom so that it fosters students' enthusiasm for learning. According to Sulistyawati & Tesmanto (2021) Giving rewards and punishments during teaching and learning activities in the classroom aims to increase students' motivation and enthusiasm for learning. However, in giving rewards and punishments the teacher must be careful, for example in giving rewards the teacher must be good at managing the form of rewards and when giving rewards, so that students want the reward more but the knowledge they get. Likewise with giving punishment here the teacher must provide educational punishment, in the sense of educational punishment, for example when students are wrong or violate the teacher gives punishment in the form of additional lessons or assignments, so that punishment here is not just physical punishment but educational punishment. This research is important because there are still many teachers who have not given rewards and punishments to students during the teaching and learning process. Rewards that can be given by teachers are not only in the form of goods but can be by giving applause, giving additional value. In addition, giving Punishment can be done by giving an educational warning so that students are afraid and will not repeat their actions again. With the provision of reward and punishment, it is hoped that they can have a role as they should, namely being able to provide high enthusiasm and discipline so that during teaching and learning activities and can provide high learning motivation so that student achievement will be good.

## **MATERIALS AND METHODS**

This type of research is an experiment with a re-experimental design ( Pretest–Posttest Control Group Design ), which is a form of experiment carried out by randomizing two groups (the control group and the experimental group). The method of taking samples in this study is by using Cluster Random Sampling . In this study, the sample used was class VIIIB with a total of 32 students as the experimental class ( reward and punishment ) and students in class VIIIA with a total of 32 students as the control class. The learning motivation instrument used is an instrument developed by researchers. The data analysis technique used is the independent t- test samples and calculated with SPSS 23.

## **RESULTS AND DISCUSSION**

### ***Research result***

Based on the calculation of data that has been confirmed through several stages of testing and meets the requirements of the hypothesis test, hypothesis testing can be carried out next. The prerequisite tests performed are:

## a. Normality Test

The calculation of this test uses the help of the SPSS program. The criteria used to determine whether the sample comes from a normal distributed population or not is if the calculation result is greater than 0.05 (95% confidence value) then it can be stated that the data has a normal distribution. The following table describes the normality test results and the decisions taken. The test results below use the kolmogrov-smirnov test.

**Table 1.** Normality Test

No	Test	Group	Sig.(2.tailed)	Guidelines	Conclusion
1	Pre-Test	Control	0.933	$0.933 > 0.05$	Normal
		Experiment	0.488	$0.488 > 0.05$	Normal
2	Post-Test	Control	0.978	$0.978 > 0.05$	Normal
		Experiment	0.926	$0.926 > 0.05$	Normal

## b. Homogeneity Test

Aims to find out whether the sample comes from the same (homogeneous) or no (heterogeneous) variance. The guidelines used to determine whether the sample taken have the same variance are that if the calculation result is greater than 0.05 (95% confidence value) then the data can be inferred homogeneous. Here is a table of the results of the calculation and conclusions of the homogeneity of the two classes.

**Table 2.** Test Homogeneity Pre-Test And Post-Test

No	Test	Group	Homogeneity Test Results	Guidelines	Conclusion
1	Pre-Test	Control	0.497	$0.497 > 0.05$	Homogeneous
2	Post-Test	Experiment	0.087	$0.087 > 0.05$	Homogeneous

For testing hypotheses about the learning motivation of learners in this study can be used t-test analysis. The calculation of the t-test analysis in this study used the help of the SPSS program. T-test using independent sample test. The calculation results are then compared with a value of 0.05(confidence level 95%). With the criterion if the calculated T value is less than 0.05 then  $H_0$  is accepted, but if T count is greater than 0.05 then  $H_0$  is rejected.

**Table 3.** Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	9.933	.003	2.341	62	.022	6.40625	2.73619
Equal variances not assumed			2.341	48.366	.023	6.40625	2.73619

In the table above, the value of t count  $2,341 > t$  table, 0.05 means that it has a significant effect between Reward and Punishment to Physical Education Learning Motivation

## **Discussion**

From the results of the research conducted, it shows that giving rewards and punishments can increase student motivation in learning, the higher the enthusiasm or willingness of students in learning, the learning outcomes obtained increase and vice versa if the enthusiasm or willingness of students decreases, student learning outcomes are not good. Reward and punishment are reinforcements that can improve students' positive behavior. Sardiman (2011) also stated that reward and punishment are something that can foster motivation in learning activities in schools.

The conditions that arise in the classroom are the main requirements for effective learning (Afianti, et,al 2020). Teachers have a very important role in efforts to foster student learning motivation. This is in accordance with the opinion of Khairunnisa & Jiwandono (2020) who said that there are several factors that affect the success of the learning process, including teachers, students, curriculum and the environment. The role of a teacher in classroom management is very important, especially in creating a conducive learning atmosphere to increase student learning motivation.

## **CONCLUSION**

Based on data analysis and research results, it can be concluded that there is a significant influence between reward and punishment on Physical Education Learning Motivation. This is shown through the results of calculating a significant test with a calculated value of  $2.341 > t \text{ table } 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is an influence between reward and punishment on Physical Education learning motivation.

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