THE INFLUENCE OF REWARD AND PUNISHMENT ON THE LEARNING INTEREST OF 5TH GRADE STUDENTS IN TEGALTIRTO

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Article Info	Abstract
Article History: Accepted September 2023 Revised Agustus 2023 Approved Juni 2023	This research aims to (1) determine the influence of rewards and punishments on learning interest, (2) determine the influence of rewards on learning interest, and (3) determine the influence of punishments on learning interest. This research uses a quantitative approach through an ex post facto technique. The total 5th grade students of SD Negeri in Tegaltirto Kapanewon Berbah District of Sleman Regency constitute the research population of 116 students, and the research sample consists of 90 students. The research sample is determined through simple random sampling using the Slovin formula. The data collection method involves a psychological scale pilot-tested on 50 students. In this case, the research instrument was validated through expert judgment via content validity. Meanwhile, reliability was calculated using Cronbach's alpha formula, with an R-value of 0.7, and item discrimination was calculated using the product-moment correlation formula. The research findings indicate that (1) the provision of rewards and punishments affects learning interest with a contribution of 44.2%; (2) rewards influence students' learning interest with a contribution of 34.23%; (3) punishments influence students' learning interest with a contribution of 9.97%; and (4) the regression equation is $Y = 29.974 + 0.528X1 + 0.226X2$. **Keywords:** Reward; Punishment; Learning Interest.

A. Introduction

Education in school will always be tied to the learning activities that take place in the classroom between teachers and students. Learning activities are an integral part of the educational process. The process of learning activities carried out by students in the classroom is an essential factor that influences whether the educational goals are achieved. The learning process will be improved if students are actively engaged in learning. It can also be observed in students' enthusiasm and learning interest when participating in the teaching and learning process in the classroom.

Students learning interests can be differentiated between students with a high learning interest and those with a low one. This condition can be observed from the attitudes and behaviors exhibited by students during the learning process. A student has a high learning interest when learning the ongoing learning material quickly. Conversely, students with low learning interest can be identified when they appear bored with the learning process and need help understanding the ongoing learning material. Sugihartono, et al. (2015: 74) explain learning as a process where experiences and knowledge are acquired, manifested through behavioral differences and the ability to respond to something. These differences are permanent or lasting due to the interaction of individuals with their environment. Learning interest indeed only sometimes exists within students. The teacher's role becomes crucial in stimulating students' learning interests through essential efforts, including offering motivation and reinforcements during the learning process. It will motivate students, leading to the emergence of a learning interest within them, and the learning objectives will be achieved effectively.

Efforts to improve students' enthusiasm and learning interest can be carried out through rewards and punishments, which teachers can use to reinforce and stimulate student learning activities. The reward is defined as a token of appreciation or a prize. Rewards are educational tools teachers use to provide something enjoyable to students for their excellent behavior, either through recognition or praise. Rewards should not be given arbitrarily to students but should adhere to established guidelines. The giving of rewards can have positive

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effects. Rewards (prizes/gifts) are given when students can complete their tasks excellently, such as achieving high and satisfactory scores, actively participating in lessons, and displaying other positive behaviors during the learning process. It is a form of appreciation extended from teachers to students for their abilities and as a gesture of care and trust. Concrete examples of rewards in daily life include offering praise, giving tangible gifts, offering prayers, and creating achievement boards. The purpose of giving rewards is to reward students for their good behavior and to serve a function that can positively impact them. Implementing rewards is not easy because it requires timing, identifying the recipients, and determining the form of rewards to be given. Rewards should align with the intended objectives; for instance, students who are diligent and perform well can receive rewards, whether in the form of verbal praise or tangible items. Rewards can also be given to students who may need to improve academically but demonstrate outstanding achievements in other areas.

Meanwhile, punishment in teaching and learning activities is used on students when they make mistakes or disobey the rules established by the teacher. Giving punishment to students typically results in consequences that can have both positive and negative impacts. Punishments given by teachers may include threats or pressure to make students reconsider their actions and improve their behavior. However, applying punishment is only sometimes considered beneficial and can negatively affect students. However, the purpose and objective of administering punishment are to correct students' attitudes and behaviors that are not appropriate.

Based on the observations and initial interviews with teachers and students in Tegaltirto, information related to the existing issues at the school was obtained. Some of these issues include: Not all 5th grade students at Tegaltirto have high learning interest during the learning process; there is a lack of curiosity among students about the ongoing learning process; some students seem unprepared to start the upcoming learning activities; the reinforcement given to students does not have a positive impact and tends to diminish students' interest in learning further. However, these conditions should not be occurring. Therefore, this issue

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needs to be researched and discussed further regarding the influence of rewards and punishments on students' learning interests to obtain precise results.

B. Research Methodology

This research was conducted in the 5th grade of SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, using a quantitative approach and ex-post facto methodology. The researcher selected all 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, as the research population, with 116 students, while the research sample consisted of 90 students. The determination of the research sample was carried out through Simple Random Sampling using the Slovin formula. Random sampling was used by giving every member of the population an equal chance to be included in the sample. After data collection, the researcher randomly selected a certain number of samples. The data collection technique involved a psychological scale pilot-tested on 50 students. In this case, the research instrument was validated through expert judgment of content validity. Meanwhile, reliability was calculated using Cronbach's alpha formula, with an R-value of 0.7, and item discrimination was calculated using the product-moment correlation formula. In analyzing the data, this research used multiple regression, and the selection of prerequisite tests included a multicollinearity test, linearity test, and normality test.

C. Results and Discussion

The data for this research was collected from 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency. The data description is presented through various independent variables by giving rewards (X_1) and punishments (X_2), and the dependent variable is students' learning interest (Y).

The psychological scale was used in this research to collect data. Scores were obtained from each statement in each table, then subjected to calculation processes and tabulated using predefined mentioned formulas. The instruments used in this research were necessary for the hypotheses, which were initially validated and tested for reliability.

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Students learning interest (Y) in this research is assessed using a psychological scale of 21 statements, with scores ranging from 1 to 4 for each item. There are four indicators, and respondents' answers can be seen in the following table.

Table 1
The Percentage of Student Learning Interest Indicator Score

No	Indicator	Total Score	Percentage (Total Score/Maximum Total Score x 100%)
1	Feeling happy	1545	85,83%
2	Student Involvement	1546	85,88%
3	Attraction	1492	82,88%
4	Student Attention	1809	83,75%

The table shows that the learning interest of 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, varies in percentages. The percentage for each indicator of student learning interest is as follows: the indicator of feeling happy is 85.83%, the student engagement indicator is 85.88%, the interest indicator is 82.88%, and the student attention indicator is 83.75%.

The total of calculated interval classes is 8.25, rounded to 8 classes, with an interval length of 4. Below is the frequency distribution of students' learning interests presented in the form of a table as follows:

Table 2
The Frequency Distribution of Students' Learning Interest

No.	Interval Scores	Frequency	Frequency (%)	Cumulative Frequency (%)
1.	55 – 58	5	5,55	5,55
2.	59 – 62	9	10	15,55
3.	63 – 66	15	16,67	32,22
4.	67 – 70	11	12,22	44,44
5.	71 – 74	16	17,78	62,22
6.	75 – 78	17	18,89	81,11
7.	79 – 82	14	15,56	96,67
8.	83 – 86	3	3,33	100
	Total	90	100	100

The table shows that there are 5 students with a learning interest score between 55-58, 9 students with a learning interest score between 59-62, 15 students with a learning interest score between 63-66, 11 students with a learning

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interest score between 67-70, 16 students with a learning interest score between 71-74, 17 students with a learning interest score between 75-78, 14 students with a learning interest score between 79-82, and 3 students with a learning interest score between 82-85. This data then serves as the basis for classifying the students' learning interest tendencies.

The researcher has categorized students' levels of learning interest into several groups based on the conversion guidelines to transform raw scores into standardized scores on a five-point absolute norm scale, following the guidelines provided by Arifin (2012: 236) as shown below.

Table 3
The Criteria of Variable Level Mastery According to Arifin

Level of Mastery	Kriteria
90% - 100%	Very Good
80% - 89%	Good
70% - 79%	Average
60% - 69%	Low
< 59%	Very Low

According to the criteria presented by Arifin (2012:236), the categories for the levels of learning interest level among 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency include as follows:

Table 4
The Criteria of Students' Learning Interest Level

Percentage Interval	Criteria	Frequency	Relative Frequency (%)
90 – 100	Very Good	0	0
80 – 89	Good	11	12,22
70 – 79	Average	41	45,56
60 – 69	Low	32	35,55
< 59	Very Low	6	6,67
Jumlah		90	100

From the table, it can be seen that out of 90 5th grade students at SD Negeri in Tegaltirto Kapanewon, Sleman Regency, 11 students (rounded to 12%) have a good learning interest, 41 students (rounded to 46%) have a fair learning interest, 32 students (rounded to 35%) have a low learning interest, and 6 students (rounded to 7%) have very low learning interest.

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Giving rewards (X_1) in this research was assessed using a psychological scale of 18 statements, with scores ranging from 1 to 4 for each item. There are five indicators, and the respondents' answers are found in the following table.

Table 6
The Percentage Score of Reward Indicators

No	Indicators	Total Score	Percentage (Total Score/Maximum Total Score x 100%)
1	The teacher always smiles when a student can answer the teachers' questions.	937	86,75%
2	Recognition from the teacher for a student's achievement.	931	86,20%
3	Praise when a student can perform tasks well.	1120	77,77%
4	The teacher pats the student's shoulder during the learning process.	812	75,18%
5	The teacher gives a tangible gift to the student	1396	77,55%

The table shows that the indicators of giving rewards to 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, have varied percentages. The percentage for each indicator of giving rewards is as follows: the indicator of "the teacher always smiles when a student can answer the teachers' questions" is 86.75%; the indicator of "recognition from the teacher for a student's achievement" is 86.20%; the indicator of "praise when a student performs tasks well" is 77.77%; the indicator of "The teacher pats the student's shoulder during the learning process" is 75.18%; the indicator "the teacher gives a tangible gift to the student" is 77.55%.

The number of calculated interval classes is 8.6, rounded to 8, with an interval length of 5. The frequency distribution of family religious culture is presented in the following table:

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Table 7
The Frequency Distribution of Giving Reward

No	Score Interval	Frequency	Frequency (%)	Cumulative Frequency (%)
1	34 – 38	1	1,11	1,11
2	39 – 43	0	0	1,11
3	44 – 48	13	14,44	15,55
4	49 – 53	11	12,22	27,77
5	54 – 58	23	25,56	53,33
6	59 – 63	19	21,11	74,44
7	64 – 68	16	17,78	92,22
8	69 – 73	7	7,78	100
	Total	90	100	100

The table shows that there is 1 student with a score of 34-38, no students with a score of 39-43, 13 students with a score of 44-48, 11 students with a score of 49-53, 23 students with a score of 54-58, 19 students with a score of 59-63, 16 students with a score of 64-68, and 7 students with a score of 69-73. This data then serves as the basis to categorize students' tendencies in giving rewards.

According to the criteria provided by Arifin (2012:236), the categories for the levels of giving rewards by 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency are as follows.

Table 8
The Criteria of Giving Reward

Percentage Interval	Criteria	Frequency	Relative Frekquency (%)
70 – 79	Average	4	4,44
60 – 69	Low	36	40
< 59	Very Low	50	55,56
Total		90	100

The table shows that out of 90 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, there are 4 students (rounded to 4%) with average category of giving rewards, 40 students (40%) with low category of giving reward, and 50 students (rounded to 56%) with very poor category of giving reward.

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Giving punishment(X_2) in this research is assessed through a psychological scale of 18 statements, with scores ranging from 1 to 4 for each item. There are four indicators, and the respondents' answers will be found in the following table.

Table 9
The Percentage Score of Giving Punishment Indicator

No	Indicators	Total Score	Percentage (Total Score/Maximum Total Score x 100%)
1	Efforts to minimize errors	1249	63,38%
2	The harsher punishment for the same offence	777	53,95%
3	Giving punishment with an explanation	1031	71,59%
4	Giving immediate punishment after deviations are proven	1145	63,61%

The table shows that the provision of punishment by fifth-grade students at SD Negeri in the Gugus Tegaltirto Kapanewon Berbah, Sleman Regency, varied in percentages. The percentage for each indicator is as follows: the indicator of efforts to minimize errors is 63.38%; the indicator of the harsher punishment for the same offence is 53.95%; the indicator of giving punishment with the explanation is 71.59%; and the indicator of giving immediate punishment after deviations are proven is 63.61%.

The number of calculated interval classes is 8.8, rounded to 9, with an interval length of 5. The frequency distribution of giving punishment is shown in the following table:

Table 10
The Frequency Distribution of Giving Punishment

No.	Score Interval	Frequency	Frequency (%)	Cumulative Frequency (%)
1	29 – 33	2	2,22	2,22
2	34 – 38	14	15,56	17,78
3	39 – 43	21	23,33	41,11
4	44 – 48	16	17,78	58,89
5	49 – 53	22	24,45	83,34
6	54 – 58	9	10	93,34
7	59 – 63	4	4,44	97,78
8	64 – 68	1	1,11	98,89
9	69 – 73	1	1,11	100
	Total	90	100	100

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From the table, it can be seen that there are 2 students with a score of 29-33, 14 students with a score of 34-38, 21 students with a score of 39-43, 16 students with a score of 44-48, 22 students with a score of 49-53, 9 students with a score of 54-58, 4 students with a score of 59-63, 1 student with a score of 64-68, and 1 student with a score of 69-73. This data then serves as the basis to classify students' tendencies in giving punishment.

According to the criteria provided by Arifin (2012:236), the categories for giving punishment level by 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, are as follows.

Table 11
The Criteria of Giving Punishment Level

Percentage Interval	Criteria	Frequency	Relative Frequency (%)
60 – 69	Low	4	4,44
< 59	Very Low	86	95,56
Total		90	100

The table above shows that out of 90 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency, there are 4 students (rounded to 4%) with poor category in their giving punishment, and 86 students (rounded to 96%) with very poor category of very poor in their giving punishment.

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D. Conclusion

Based on the results and discussions related to the data analysis, as explained, the conclusions obtained are as follows: (1)The provision of rewards and punishments has an influence on the learning interest of 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency. It is evidenced by the fact that providing rewards (X_1) and punishments (X_2) simultaneously significantly affects students' learning interest (Y) to the extent of 44.2%, with a significance level of 0.000. (2)The provision of rewards influences the learning interest of 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency. It is demonstrated by the effective contribution of rewards by 34.23%. The calculated t-value is 6.662, and its significance level is 0.000. (3)

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The provision of punishment influences the learning interest of fifth-grade students at SD Negeri in the Gugus Tegaltirto Kapanewon Berbah, Sleman Regency. This is evidenced by the effective contribution of punishment of 9.97%. The calculated t-value is 2.927, with a significance level of 0.004. (4) The provision of rewards and punishments to the learning interest of 5th grade students at SD Negeri in Tegaltirto Kapanewon Berbah, Sleman Regency results in a regression equation:

$$Y = 29,974 + 0,528X1 + 0,226X2$$

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