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The Correlations between Reward and Elementary School Students' Learning Motivation

Nurmawati Margolang*, Neni Hemita, Zariul Antosa
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau, Pekanbaru, Indonesia
*nurmawatimargolang@gmail.com

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Abstract

The purpose of this study was to find the correlation between reward and student's learning motivation. This research is quantitative research. The population in this study is fifth grade students in the seventh cluster of Taman District of Pekanbaru. The sampling technique used by the researchers is the simple random sampling. Researchers took a precision of 10% and the sample used was 115 students. Techniques of collecting data are in the form of questionnaires. Data were analysed using the product moment correlation technique. These results indicate that there is a positive and significant correlation between reward and students learning motivation. The significance value is 0,001 < 0,05. The correlation between reward and students' motivation is at the low level. The large donations or contributions between reward and student learning motivation is 10,2% from coefficient of determination.

Keywords: *Reward, learning motivation, correlations.*

1. INTRODUCTION

The National education system law No. 20 of 2003 states 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 skills needed by themselves, society, nation and state.

Sardiman (in Wahab, 2016) says learning is a complex process that occurs in everyone and lasts a lifetime since he is a baby until he goes to the grave later. One sign that someone has learned something is that there is a change in his behavior. This change in behavior concerns both changes in knowledge and skills and those involving values and attitudes.

Uno (2016) Learning and motivation are two things that influence each other. In learning activities, children need motivation and motivation arising from the stimulus given to psychological factors that exist within a person. This is very necessary to be able to improve the quality of learning. Motivation in learning makes the classroom atmosphere more active and will cause many positive things when learning takes place. Students will become more active, enthusiastic, and not bored while studying. The student's motivation can be raised by several factors. In the classroom, which can trigger student learning motivation,

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including the teacher. Teachers can improve student learning motivation in many ways so that the classroom atmosphere is active and that is expected to be created. This can be seen from the explanation there is a very prominent problem, namely the lack of student motivation in carrying out activities in the classroom.

There are many solutions to increase the enthusiasm of students who have decreased the spirit of learning, according to one solution for researchers are the best thing to do is the teacher giving students rewards or rewards. Reward is one of the educational tools. So, by itself the purpose of the reward is a tool to educate children so that children can feel happy because their deeds or work are rewarded. Rewards are considered important because rewards can stimulate student enthusiastic rewards are fun and exciting (Purwanto, 2014).

Rewards can be in the form of praise, rewards, stars, even in the form of goods or food that can please students. Reward makes students become more enthusiastic and motivated in learning, so the learning outcomes will automatically increase.

Rewards occupy important positions in theory and research on motivation. Based on personal experience and observations of other individuals, individuals develop beliefs about the consequences of actions. Awards motivate because individuals hope that by behaving in a certain way, they will be rewarded. (Schunk, Pintrich, & Meece, 2012).

Based on the results of previous studies conducted by Bahril and Arsana (2014) there is a relationship between reward and punishment with motivation to learn civic education to students. The results of the calculation of multiple correlations using product moment correlation. There is a correlation between giving gift and punishment and learning motivation Citizenship Education in students together. The relationship is said to be strong and the direction of the relationship is positive.

Based on previous research, this is the problem of researchers, so researchers want to find out more about the Relationship between Rewarding and Learning Motivation of Class V.

2. METHOD

The type of research is quantitative research with product moment correlation analysis. This research was conducted in Class V Elementary School in the Cluster seventh, namely Public Elementary School 164 and 110. The sampling technique used by researchers was using simple random sampling techniques (Riduwan & Akdon, 2015). The researcher took the precision of 10% of the population members totaling 270 students using the formula from Taro *Yamane* with the number of samples in this study were 115 students. The calculation of samle taken with Taro *Yamane* is calculated and the calculated fromp each school, then the results from the samle for each school are added to the total samle. There are two variables in the study, namely the independent variable (giving reward) and the dependent variable (learning motivation).

Data collection techniques carried out in this study were using questionnaire. The questionnaire was

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develop indicators obtained from variable rewards and learning motivation. While questionnaires were used to obtain data on giving rewards and learning motivation to students in Class V. The contens in this questionnaire are factual statements that can see the level student motivation made based on the indicators. Before the questionnaire was distributed, was validated. In this study, questionnaire validation uses construct validity through consideration of the opinions of experts (expert judgment). The point is that the instrument was constructed in advance on aspects that will be measured based on certain theories and then consulted with experts. Furthermore, after the questionnaire of reward and motivation for learning was arranged and tested, we calculated the validity and reliability of the questionnaire instrument.

The relationship of reward with learning motivation is seen by using the product moment correlation formula. Before testing the hypothesis, the data normality test is done. After we know that the results of the data are normally distributed, we calculated the hypothesis. In the calculation of correlation researchers use a product moment correlation. This study includes interval data and its distribution is normally distributed.

Table 1 Interpretation of the Value Correlation Coefficient r

Interval	Coefficient of Relationship
0,00 - 0,119	Very low
0,20 - 0,399	Low
0,40 - 0,599	Enough
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

(Source: Ridwan & Akdon, 2015)

The coefficient of determination is denoted by r2. This value states the proportion of overall variation in the value of the dependent variable that can be explained or caused by a linear relationship with the independent variables. The coefficient of determination is expressed in the square of the value of the correlation coefficient r2 x 100% = n%, meaning that the value of the dependent variable can be explained by the independent variable by n%.

3. RESULT AND DISCUSSION

Data collection techniques used in this study was using questionnaires distributed to respondents based on samples, and then each questionnaire was given a score. The data that has been obtained is then carried out data analysis and hypothesis testing.

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Data Normality Test

Based on the results of calculations using SPSS 23, it can be seen that the questionnaire of giving students the reward and questionnaire of learning motivation through the Kolmogorov Smirnov. Normality test stated that the data were normally distributed, with the following testing criteria :

If the value is significant (p> 0.05), the residual value is normally distributed. If the value is significant (p <0.05), the residual value is not normally distributed.

Table 2 Test for Normality of Reward Data

One-Sample Kolmogrof-Smirnov Test		Unstandardized Residual
N		115
Normal Parameters	Mean	,0000000
	Std. Deviation	8,30792793
Most Extreme Differences	Absolute	,067
	Positive	,043
	Negative	-,067
Test Statistic		,067
Asymp. Sig. (2-tailed)		,200

Based on the normality test it is known that the significance value (p) in the Kolmogrov-Smirnof test is 0.20 (p> 0.05). Then it can be concluded that the residual value is normally distributed. The function of the normality test is to determine whether the data tested is normally distributed or not.

Linearity test

Linearity test is used to find out whether between the independent variable and the dependent variable has a linear relationship or not.

Table 3 Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Motivation of learn* Reward	Between Groups	(Combined)	2877,555	35	82,216	1,104	,351
		Linearity	892,191	1	892,191	11,981	,001
		Deviation from Linearity	1985,364	34	58,393	,784	,783
	Within Groups		5883,106	79	74,470		
	Total		8760,661	114			

Based on the results in table 3, it is known that the Sig.Deviation from linearity value is 0.783> 0.05, it can be concluded that there is a linear

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relationship between Reward and Student Learning Motivation. Deviation from linearity shows how far our model deviates from the linear model. Linearity is the relationship between input and output such as a straight line, Sum of Squares, namely the sum of total squares. Mean Square is the mean square, df is the degree of freedom, F is F count and sig. is the significant.

Hypothesis testing

Testing the hypothesis in this study uses the Product Moment correlation formula with a significance level of 0.05. The results of the analysis of the correlation between each variable can be seen from table four below:

Table 4 Results of Correlation Analysis between Variables (X) and (Y)

Correlations		Reward	Motivation of learn
Reward	Pearson Correlation	1	,319**
	Sig. (2-tailed)		,001
	N	115	115
Motivation of learn	Pearson Correlation	,319**	1
	Sig. (2-tailed)	,001	
	N	115	115

Based on the results of the correlation test in table 4, it is known that the significance value is 0.001 <0.05, it can be concluded that there is a correlation between Reward and Student Learning Motivation and the Pearson-Correlation value is 0.319 which means positive. The reward is positively related to student learning motivation, but it is weakly correlated.

4. DISCUSSION

The results of the research giving rewards have a positive and significant relationship with student motivation. And the calculation of the correlation test it is known that the significance value is 0.001 <0.05 with the Pearson-Correlation value of 0.319. So that the reward is positively related to student learning motivation, but it is weakly correlated. This case (H1) is accepted, or there is a positive and significant relationship between giving rewards and learning motivation of grade V elementary school with a contribution of 10.2% so that reward is part of the factors that can motivate learning students. Schunk et al., (2012) also argues that rewarding students who are on par with their skilled performance increases motivation, self-effectiveness and achievement. The results of the research obtained are also in line with previous research conducted by Syahrul (2017) which said that giving rewards by the teacher had a positive and significant effect on the learning motivation, of class VIII students of Punggasan MTsN.

Reward is a matter that needs to be considered in learning. From the results

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of the study, it is said that giving rewards has a positive and significant relationship. This means that the more frequent rewards are given the higher the student learning motivation.

This is in accordance with the opinion (Purwanto, 2014) rewards or rewards given to children will make children more active in their efforts to improve and enhance learning motivation. The rewards given by the teacher vary in form. Such as stationery gifts for students who are active and greatest in learning in class. But, the rewards often given by teachers in learning are in the form of verbal and non-verbal praise and numerical values. This is as expressed by the fifth-grade teacher of Pekanbaru Elementary School 110.

Giving rewards is so important to be applied to students so that students are increasingly motivated in improving their learning. This is in line with the narrative of a fifth-grade elementary school teacher in Pekanbaru.

Purwanto, (2014) say that the opinions of students on reward as education experts vary; there are also students who do not like using reward at all. But there are also experts who agree or assume that the reward is very important given to motivate students. As a teacher, you must realize that children are still weak in will and do not have conscience like adults. Their feeling of obligation is not perfect, for that the reward is very necessary and useful for the formation of willingness to create student learning motivation.

According to Thorndike (in Sardiman, 2014) is said that the stimulus and response relationship will get closer, if accompanied by feelings of pleasure or satisfaction, and vice versa less tightly or even disappear if accompanied by feelings of displeasure. Therefore there is an effort to encourage, praise and reward activities that are very necessary in learning activities. It means that learning activities are influenced by student satisfaction and dissatisfaction. Here means that giving rewards produces feelings of pleasure in students so that it can be seen in giving rewards contributing to student learning motivation of 10.2%.

5. CONCLUSION

Based on the results and discussion, the researchers conclude, there is a positive and significant relationship between giving rewards and learning motivation to grade V elementary school, which means H1 is accepted, this is seen as a Significance value of 0.001 <0.05, and the Pearson Correlation value are 0.319 which means positive with a weak correlation level. The amount of the contribution or contribution between giving rewards and learning motivation of fifth grade elementary school students is 10.2%. This means that giving rewards is a part of the factors that can increase student learning motivation.

The researcher hope that the results of this study can contribute to further research, especially Elementary School education, the researchers put forward the following suggestions: The teacher as a good example for students, should always encourage, and motivate students in the right way, give rewards to foster student learning motivation should be supported by new innovations in learning to achieve the

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expected achievements; Students should practice and study hard, and develop their potential so that they can achieve maximum learning achievement and are always motivated in the teaching and learning process; There needs to be collaboration between teachers, parents, principals, and school residents involved to motivate student learning in improving their learning achievement; The researchers who will continue this research are expected to be able to develop research on the factors that influence other student learning motivation.

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