



The Effect of Giving Rewards on Students' Learning Interest in the Subject Grade IV SDN 1205 in Silejeng Sihapas Barumun District Padang Lawas Regency, Padangsidempuan, Indonesia

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Abstract

This research is motivated by the application of learning methods that are less than optimal in increasing the active role of students during the teaching and learning process. One factor that plays an important role in learning is the provision of rewards, which can motivate students to be more enthusiastic in learning. Giving rewards creates a positive learning environment and encourages students to achieve more, and can increase their learning interest in a subject. Interest in learning itself is an encouragement in students, either consciously or unconsciously, which affects their involvement in learning activities. This study aims to determine the effect of giving rewards on students' interest in learning. This research uses a quantitative approach, which is research that processes numerical data to develop and apply a systematic analysis model. The research method used is experimental, with a true experimental design that allows control of external variables that can affect research results. Based on the results of the questionnaire data analysis regarding student interest in learning, the highest score was 40 and the lowest score was 32. The importance of implementing reward strategies in increasing students' intrinsic motivation towards the learning process at the elementary school level.

Keywords: Rewarding, Science Learning, Student Interest in Learning

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Introduction

Learning interest is a factor that needs to be considered when learning to observe children's learning styles (Dantas & Cunha, 2020). It should be noted that most learning outcomes do not deviate

from the student's learning goals by themselves. In this case, the teacher essentially acts as a guide to help students become better. Because the teacher is a leader figure, the teacher always tries to help the parents and guardians of their students (Hellín et al., 2023); (Hannon & O'Donnell, 2022); (Gorard et al., 2023). A guide is someone who is able to shape and shape the child's ego into a person who is useful for religion, country, and nation. Teachers should be persistent in educating capable moral people, who are expected to be able to build themselves and their nation. However, the fact is that what happened at SDN 1205 Silenjang, the learning process and students' learning interests were not optimal. This is proven based on a preliminary study conducted by researchers through observations and interviews in class IV of SDN 1205 Silenjang in September 2024. Learning activities seemed uninteresting and boring, the same thing was conveyed by students based on interviews that learning activities, especially in science subjects, were considered very boring, students' activities were only listening and taking notes what was conveyed by the teacher. In addition, based on the results of an interview conducted with Mrs. Asminar Hasibuan S.pd. I as the homeroom teacher of class IV SDN 1205 Silenjang on Thursday, September 19, 2024, stated that in the learning process, students' interest in learning was relatively low.

This is indicated by the presence of students who are lazy to do assignments on the grounds of not bringing assignment books or subject books. In addition, there are also students who do not do assignments with their own abilities and prefer to copy their friends. It can be concluded that not all students have an interest in learning in the learning process in the classroom, have a good interest in learning the learning process and lack of rewards in daily learning (Murayama et al., 2019). Interest in learning is very important for students. By increasing students' interest in learning, students will find it easier to understand learning materials, teachers can give rewards (Dubey et al., 2023). Examples include giving gifts, praise, applause, smiles, and adding grades. In this case, it will increase students' enthusiasm in learning. Because so far, teachers have not been found to give rewards to students who have a high enthusiasm for learning. One way to increase students' interest in learning in participating in Natural Science (IPA) learning is by giving appropriate and appropriate rewards to be applied to students (Hardiansyah & Wahdian, 2023); (Ramadanti & Fikroh, 2024). By giving gifts, they can be motivated to be active in participating in Natural Science learning. Furthermore, in the end, it is hoped that students will consciously be motivated from within themselves (intrinsic) to participate in the learning process in Natural Science subjects with enthusiasm and perseverance, so that they can master the material presented by the teacher.

To increase students' interest in learning in the subject of Natural Science in class IV SDN 1205 Silenjang, strategies must be developed to overcome various student concerns, such as frustration and anxiety when learning. There is only one method that can encourage students to do this, five learning methods that are softer and involve the use of rewards during the teaching process (Ramadanti & Fikroh, 2024); (Ratinho & Martins, 2023). The benefits that are desired to be obtained through the reward system above can increase students' learning motivation so that they are more active and focused when studying and doing assignments (Jääskä et al., 2022). Based on the background above, the researcher emphasizes how important it is to conduct research by improving the quality of learning through research by giving rewards to students so that they have motivation and have good learning outcomes and feel reluctant to do negative things by raising the research title "The Effect of Giving Rewards on Students' Learning Interest in Science Subjects in Class IV SDN 1205 Silenjang, Sihapas Barumun District, Padang Lawas Regency". This study aims to determine the effect of giving rewards on students' interest in learning.

Methodology

This research is a research using quantitative research methods. Quantitative research is a research that has many forms, including surveys, experiments, correlations, and regressions. This research uses an experimental research method which can be interpreted as an experimental method in this research, researchers use two classes or true experimental is a research that can control all

external variables that affect the course of the experiment, the main characteristic is that the samples used in the experimental and control groups are taken in two groups from a certain population. And which is used to research a certain population or sample, the sampling technique is generally carried out randomly, data collection and using research instruments, data analysis is quantitative/statistical with the aim of testing the hypothesis that has been set. The collected data will be analyzed quantitatively using a statistical program. The steps of data analysis include:

1. Data Description: Presenting descriptive data regarding sample characteristics and student learning interest scores on the pre-test and post-test for both groups.
2. Normality and Homogeneity Test: Conducting data normality and homogeneity tests to determine the appropriate type of inferential statistical test.
3. Hypothesis Testing: Testing the research hypothesis using an independent t-test or Mann-Whitney test to compare the average difference in learning interest between the experimental group and the control group. In addition, the average difference in learning interest before and after treatment in each group will also be analyzed using a paired t-test or Wilcoxon Signed-Rank Test.
4. Interpretation of Results: Analyzing and interpreting the results of statistical tests to answer the formulation of research problems and draw conclusions.

Results

This section will discuss the results of the research and analysis of the thesis "The Effect of Giving Rewards on Students' Interest in Learning in Science Subjects in Grade IV of SDN 1205 Silenjang."

General Description of Research Object

This research was carried out starting on November 26, 2024. With details, namely on November 26, 2024, visiting the school to ask for permission to conduct research and submitting a research permit letter to the school. Then continue the research by distributing the questionnaires that have been prepared, namely a questionnaire on the reward learning method and a questionnaire on student learning interests. Previously, the questionnaire had to be validated to one of the related lecturers, in this case I chose Mr. Himsar M, Pd and class VI students to find out whether the questions I used were worthy of being used as instruments in the research. From the results of the questionnaire validation calculation, it turned out that out of 10 reward method questionnaire questions, 9 questions were valid and 1 was invalid. For the student learning interest questionnaire, it turned out that out of 10 questions, there were 9 valid questions and 1 was invalid. After the calculation is known, the reliability calculation is then carried out. It is known that the question instrument is declared reliable.

Data Description

Validity Trial

The instrument trial was carried out before the instrument was used in data collection. The instrument used in this study was a questionnaire. The trial was carried out on 30 people who were carried out at SD Negeri 1205 Silenjang. To find Validity and Reliability. From the results of the calculations carried out by the researcher, it can be concluded that out of 10 questions for each variable X and Y, for variable X there are 10 valid items, only 9 items, namely numbers 1, 2, 3, 4, 5, 6, 7, 8, 9. While for variable Y also consists of 10 valid items, only 9 items, namely numbers 1, 2, 3, 4, 5, 6, 7, 9, 10. (The calculation can be seen in the attachment) for more details, see the following table: Based on the normality and homogeneity tests, it shows that the data obtained is normally distributed. Then the hypothesis test is carried out using the t-test formula and looking at the average difference in giving rewards with learning interest in science learning. The following are the results of the t-test analysis calculation using SPSS 26, namely:

Table 1. Results of the t-test Calculation

Characteristics	Process Skills	Information
t count	3,663	H_1 accepted ($t_{count}>t_{rabel}$)
t table	2,0484	
Taraf signifikan 0,05		

From Table 1 above, it is known that the results of the t-test calculation using SPSS 26 from student interest show that H_1 is accepted based on the t-count formula, the results of the t count are 3.663 and the t table is 2.0484. So, it can be concluded that H_0 is rejected, which means that the hypothesis in this study is accepted, and there is a difference in the results of the questionnaire on the effect of giving rewards on students' interest in learning science in grade IV

Discussion

This research was conducted at SD Negeri 1205 in the 2023/2024 school year. This study used a sample of 30 students in grade IV, this study used two variables, namely the effect of giving rewards in science learning and students' interest in learning in grade IV. Giving rewards is a form of strategy in learning that is developed from the positive reinforcement method. In addition to being fun, this method can also build good relationships between teachers and students as they strive to achieve learning goals in a positive and supportive school environment. Giving rewards not only functions as a form of appreciation for students' efforts, but can also foster interest in learning and encourage students to be more active in the learning process (Amerstorfer & Freiin Von Münster-Kistner, 2021). At the first meeting, the researcher entered grade IV by implementing the learning process using reward giving accompanied by a learning implementation plan (RPP). The learning process carried out is the first Orientation and Interest, in this process a teacher explains the problem to be discussed along with its background, then invites students to be active and brave in giving their responses. So at this stage, when a teacher raises a problem on the topic of theory, students begin to open their minds to respond to the problem according to the capacity of insight possessed by each student (Sun et al., 2023). Giving rewards in this process aims to provide appreciation for student participation, so that they are more motivated to contribute actively to learning (Darling-Hammond et al., 2020).

The next stage is identification, where the teacher explains the material to be studied, then forms groups consisting of 5-6 people. The teacher also explains the rules for implementing rewards in learning and sets the goals to be achieved. Students are given worksheets to discuss with their groups, with the hope that they can complete the task collaboratively. In this process, rewards are given as a form of appreciation for the activeness and contribution of students, both in discussing, expressing opinions, and in completing tasks well. The teacher encourages each student to dare to express their opinions without fear, so that they are more confident in participating. Giving rewards plays an important role in increasing interest in learning, because students feel appreciated for their efforts and contributions to learning. This identification stage not only trains students to dare to express their ideas and opinions, but also fosters self-confidence, cooperation, and responsibility towards themselves and their groups. With rewards, students become more motivated to learn, more active in discussions, and more enthusiastic in participating in the learning process. The next stage is classification, where after students have completed the worksheets that have been discussed with their groups, the teacher asks each group to take turns coming to the front of the class. Each group is asked to read the results of the discussion they have worked on, then stick the results on the board. At this stage, each group member is given the opportunity to read the answers from the worksheet, so that all students actively participate. Thus, no student only relies on the intelligence and courage of their friends, but they are all encouraged to contribute to learning (Rahayu & Dong, 2023).

The next stage is verification, where each group observes and reviews the results of the discussions that have been presented by other groups. In this process, students can broaden their horizons and gain new understanding from various perspectives presented. In addition, this stage also helps students who have difficulty expressing their ideas or opinions, so that they can still learn from their friends' thoughts. The final stage is the conclusion or agreement, where students are guided to analyze and evaluate the various ideas that have been collected. At this stage, they sort out ideas that are considered relevant and set aside those that are less appropriate. After finding the most appropriate main idea, representatives from each group, both leaders and members, convey the conclusions of the discussion results. In closing, the teacher summarizes and conveys the most appropriate final conclusion based on the discussion that has been carried out together (Tong et al., 2022); (Marougkas et al., 2023). Research conducted by Dista Fariza shows that in the learning process with the provision of rewards there are stages that are applied to students, namely orientation and motivation, identification, classification, verification, and conclusion. These stages are designed to increase students' interest in learning by giving awards for their participation and achievements in learning. At the second meeting, learning continued with material on changes in the form of objects, where students were still given rewards as a form of appreciation for their involvement in the learning process (Urhahne & Wijnia, 2023); (Getie, 2020).

The provision of this reward aims to maintain motivation and increase their enthusiasm in understanding the material. Furthermore, at the third meeting, the learning process still applies the same approach, namely by providing rewards to encourage students' interest in learning (Do et al., 2023). However, at this meeting an evaluation was also conducted through a post-test to measure the effectiveness of giving rewards in increasing students' interest and understanding of the material that had been studied (Irsawinda Nadhifa et al., 2024). Based on the results of the student learning interest questionnaire in science learning for grade IV, data was obtained that the highest student score was 40, while the lowest score was 32. From the results of statistical calculations, the mean (average) value was 37, median 36.53, mode 33, and standard deviation 2.636. The number of students participating in this study was 30 people. From the results of the research and data processing, it can be seen that the learning interest of students who are in the score range of more than or equal to 39.1, where the high category is 3 students or 26.67%. The score range of more than one or equal to 34.36 less than 39.1 is included in the medium category, which is 16 students or 53.33% and the score range of less than 34.4 is included in the low category, which is 6 students or 20%. Based on the calculation results above. So it can be concluded that "there is an influence of the reward learning method on the interest in learning science of grade IV students of SDN 1205 Silenjeng, Sihapas Baarumun District, Padang Lawas Regency".

Conclusion

Giving rewards creates a positive learning environment and encourages students to achieve more, and can increase their learning interest in a subject. Interest in learning itself is an encouragement in students, either consciously or unconsciously, which affects their involvement in learning activities. This study aims to determine the effect of giving rewards on students' interest in learning. The importance of implementing reward strategies in increasing students' intrinsic motivation towards the learning process at the elementary school level. The research sample was limited to fourth grade students at one public elementary school in Silejeng Sihapas Barumun District, so generalizing the findings to a wider student population needs to be done with caution. Examine the effects of different types of rewards (e.g., verbal rewards, material rewards, special opportunity rewards, social rewards) on students' learning interest to identify the most effective types of rewards.

Conflicts of Interest

The authors declare no conflict of interest.

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