

# The Influence of Giving Reward And Punishment on Student Learning Motivation

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**Abstract.** Motivation something Power mover in self-somebody in form activity real For do something goals, motivation study is very necessary in learning less students own motivation Study can impact bad at the learning process . Motivation determine succeed or the failure activity Study student , with reward and punishment for student can expected increase motivation Study student . Giving reward and punishment to students can guide student active , and can create a more optimal learning process . Less student own motivation Study can become must problem solved. Study This aim for analyze is reward can give influence increasing motivation Study student. Method : Study This use approach *literature review* was carried out based on study from various journals , proposals, books . Results: Based on study a number of reward and punishment literature has an effect on improvement motivation Study student.

**Keywords:** Motivation Learning; *Reward and Punishment*; Students

## INTRODUCTION

Education is something important thing in life human. Education and people of course No can separated Because education own role important in increase source Power people and effort realize ambition nation indonesian . Education is factor main in formation personal human . Education plays a big role in form Good bad personal humans ( in Melinda, and Susanto, 2018: 82). Every education taken expected will give A valuable life , and can make future somebody become more ok . Success implementation education especially determined by the teacher factor (Ibrahim, in Ernata , 2017: 782). educational institution have role important in enhancement source Power human ( in Ernata , 2017: 781). One objective education is For form man become more personal Good own favor noble character , and for educate nation that can used in framework success objective education is carry out the learning and teaching process , and in the learning process teach That needed education in matter This is formal education ( in Syahrul , 2017: 2). Achieved nope objective education is one of them is seen from motivation Study student . With high motivation , students have indication good knowledgeable . In the world of education Lots talent students who don't develop Because No obtain proper motivation , if a student get right motivation so achieved the original results No unexpected ( in Syahrul , 2017: 2). Process is organized in a manner interactive , inspiring , fun , and motivating student For participate active , as well give enough space for student For develop creativity ,

and independence in accordance with talents, interests , and development physique as well as psychological students ( in Lestari 2019: 13).

In the learning process teach needed motivation Because motivation is condition important smooth learning process teach . Motivation in Study can grow passion , and passion For learn . Students who have motivation high learning , will have Lots energy For do activity learn ( Sardiman , in Fitri , Neviyarni , and Ifdil , 2016: 85). Learning done between the teacher and the students in class . Moment learning , the teacher is on duty as manager class , and motivator. As manager class , means the teacher must can manage class as where the teacher gives learning For students at school , as a motivator the teacher must can push excitement and activity student moment study ( in Febianti , 2018: 93). For reach success and success student in learning , the role of the teacher as a motivator is needed as activator , driving force for students enthusiastic For learn , so results learning student can achieved with good (Iskandar, in Fitri , Neviyarni , and Ifdil , 2016: 85). As a teacher on duty give motivation in participants learn how how to learn No feels bored but feel happy , give motivation Study For participant educate Can make the learning process walk more smoothly ( in Ernata , 2017: 782).

Learning process is an interaction process or connection between teachers and students for reasons That needed something reinforcement for participants educate can increase motivation study , for one giving teacher rewards reward for students to students more motivated , and

improve activity learning , influencing factors motivation study one of them that is giving rewards. Rewards are method learning interactive between the teacher and the participants students who apply system gift present for participant active and true learners in answer question , the reward method is something form characteristic action build . ( in Kusyairy , and Sulkipli , 2018: 81). Objective giving rewards is for students try hard reach special results . There are rewards given to students , because results learn make student motivated For do or repeat return activity learn ever did , so get award back ( in Natalia, 2014: 3). Besides reward increases motivation Study Can done with giving punishment is interpreted as punishment or sanctions , punishment usually done when what when student violate regulations that have set , or No in accordance with the norms that are believed by the institution school .

Based on background back that has outlined so formula problem in study This is ; is giving reward and punishment can increase motivation Study high school students .

### Motivation Study

Motivation and study is mutual thing affect . Motivation and study really relate tightly in agency education . Motivation originate from the word motive which means existing strength in individual . Motive is Power mover in self somebody For do activity certain , for reach objective certain . Motivation that is is what exists in self individual For stage change Act more behavior Good in fulfil his needs . Motivation and study That really relate tightly in order a activities carried out produce good and right behavior . After know understanding of motives and motivations , as follows There is a number of opinion about understanding motivation .

Manullang ( in Harapan & Khair , 2019: 73) stated that motivation is something strength from in or outside self somebody For push Spirit For do something desires and goals specific want achieved . Like case We own A aspirational must achieved , and we must Spirit For reach ambition the . Whereas According to Mc. Donald ( in Sulfemi , 2018: 3) motivation that is change energy in self marked individual appearance feelings and with response to exists purpose . Moment We want reach ambition or chase objective us all along road That Certain There is related feelings with purpose , like case There is A thought negative so no continue something objective the .

Study according to Slameto ( in Djamarah 2015: 13) is something effort made somebody For obtain change Act new behavior in a manner whole , as results experience Alone in interaction with environment . A business desired learning is We become someone who is successful , I don't know That succeed in facet Act in demand or set think . If We try hard For Study Certain what are we want That will reached . Like case We moment There is test , us Study Certain get maximum results . Howard L explained that Study is a process of change Act changed behavior through practice or practice ( in Djamarah , 2015: 13).

Study is a process of change Act changed behavior through exercise , p This really Correct Because all change That need something training . A new baby No Can walk Then trained For walk over time baby the Can walk . this is example from productive learning A change . Whereas according to Cronbach study is something indicated activity For change Act in demand as results from experience ( in Djamarah , 2015: 13). Something experience it also matters in the process of change Act do , if We Already have experience We only continue A experience it and change experience the become positive thing for self . Something experience sometimes there is sad , but matter that's what makes motivation for live .

Based on explanation about understanding motivation and study the on so can put forward understanding motivation Study is whole Power mover psychic inside self someone who creates activity learn , vouch continuity activity learn , change something Act do and give direction to activity Study it is for the sake of achieving something purpose . According to Uno ( in Prasetyo and Rahmasari , 2016: 23) motivation Study is internal and external encouragement on students who are Study For stage change Act behavior , in general with a number of indicators and elements supporters . Someone who is do a process of change Act in demand need A very big motivation for the process that the person does produce good change . Whereas according to Sadirman ( in Daris , 2017: 71) motivation Study is business For provide condition certain , so individual want and want do something and when individual the No like , then will dodge feeling No Like the . There is motivation somebody individual For study is very influential in the learning process and results activity Study That alone . because that 's motivation Study in self student need strengthened in a manner Keep

going continuously ( in Mabruri , 2016: 3066).

Motivation Study is give award to able students express ideas or capable increase results learn it . Giving enough attention to student with all its potential is form simple motivation , because many do n't own motivation Study caused No felt exists attention ( in Sujiantari , 2016: 3). Motivation Study must owned student as Foundation in do activity learn . Motivation learning possessed by students will influence interest , readiness , persistence , tenacity , independence , results learning and achievement students ( in Lestari, 2019:13).

Aspect motivation study , according Worell and Stiwell ( in Dwiyanti and Ediati , 2018: 262) aspects motivation Study namely : responsibility answer , persevere , effort , bait return , time , and purpose . Not quite enough answer meruapan awareness intentional human nor No on purpose . Everyone has A not quite enough answer , but No everyone can operate not quite enough answer the . Someone's effort For do something things will too prove results from A change the . Motivation push emergence behavior and influence as well as change behavior and giving results through A practice and experience someone . So, function motivation That covers of : a) pushing emergence behavior or something deed , meaning motivation role main in the process of a process to produce something deed or Act good conduct ; b) motivation function as director , that is direct deed to achievement desired goal ; c) motivation function as mover , likened to He function as machine car . Big its small motivation will determine fast or slow something job . If the motivation big so will the more fast somebody get desired result , so otherwise .

Darsono ( in Emda , 2017: 177) stated that influencing factors motivation Study among others : ideals , a ambition will strengthen A motivation Study both intrinsic and extrinsic ; ability students , abilities student role important Because If somebody No have ability , a achievement will not enough maximum ; condition student in environment , conditions This covers condition physical and spiritual . A moderate Sick will bother activity especially For learn ; elements dynamic in study , covers like like tools supporters capable learning push motivation somebody For Keep going learn ; teacher 's efforts learn students , the teacher plays a very important role active For continuity students Because teacher 's efforts give material really influences , and how the teacher conveys

material , is it That Can accepted by students or no .

According to Slameto ( in Emda , 2017 : 177) influencing factors Study among others:

#### 1. individual factors

Like ripeness ; intelligence ; exercise ; motivation ; and factors personal .

these individual factors exist in yourself someone , and every individual own level different intelligences.

#### 2. Factor social

Like family ; Teacher; tools in learn ; and motivation social .

Factor social this one has influence big is family , because time family more Lots compared to with the others . For That parent must active and giving attention more For continuity his son so he can produce something good change.

### **Rewards**

Usman ( in Atmojo 2016: 23) reveals that gift *rewards* get in the form of words of praise , a thumbs up thumbs up , clap hand , or form interesting thing for participant educate . *Rewards* given when participant educate succeed carry out task with ok . According to Febianti (2018: 96) *rewards* is rewards , awards , rewards , or gift . Award or gifts given Because something has done with good and right . Rewards are given result as reward Because We Already do good , right and satisfying . According to Purwanto ( in Ernata 2017: 785) *rewards* is educational tool , then from That *rewards* No can changed its nature become wages . Wages is something that has mark as change make a loss from something work or something services . Whereas according to Djamarah ( in Utomo and Kartiko 2015: 435) *reward* is give something to others as award or remember memory or souvenir . Gift given to others can What just depends desire giver . Or can also be customized with achievements that have achieved someone .

Giving *rewards* is as form strengthening positive that can push student For more motivated in learn , and earn compete with Good in increase results learn . Rewards given can form praise , honor , reward and sign memories ( Indrakusuma in Rahayu , 2017: 4). *Rewards* given by the teacher to student with give present on matter positive activities carried out by students , with teacher reward means make student more enterprising Again in his efforts For work and do more Good again ( in Mabruri , 2016: 3066).

From statement on can be concluded that reward is For more develop and optimize

motivation , and with *rewards* that is also expected can build something positive relationship between teachers and students .

According to Sujiantari (2016:3) exists a number of The reward function is :

1. Own Educational value , which is useful for the learning process teach .
2. Giving *rewards* Can become motivation for student . Through rewards, son precisely will more motivated For do behavior expected by society .
3. For strengthen approved behavior in a manner social reward reinforces desire For repeat behavior the ,

According to Infallible ( in Utomo and Kartiko 2015: 436) factors that affect rewards are :

1. Intensity  
The more great reward given the more tall in demand For repeated . Likewise more big opportunity prevent appearance Act behavior .
2. Frequency  
The more often Act in demand get more rewards tall opportunity Act in demand the For repeated.
3. time intervals  
Effective time For reward is quick Possible after Act in demand the done
4. Consistency  
Rewards given in a manner No consistent make individual reluctant do Act he did.

### ***Punishment***

*Punishment* or punishment is the consequences you get consequence from do something is breaking regulations . Punishment is given in order to create order and expected behavior the No repeated back . Learning process will if student obey applicable regulations moment learning going on ( in Febianti , 2018:99). Whereas according to Sujiantari (2016: 3) *punishment* is given punishment with forcefully educator after student do violation or error . According to Sardiman ( in , Sujiantari , Sujiantari , 2016: 3) punishment is *reinforcement* that is negative , however If given in a manner precise and wise Can become tool For motivation . According to Ernata (2017:784) the punishment given No For reply feud to participant educate but For repair Act in demand participant less educated Good to more direction good and got give motivation Study participant educate .

According to Ahmadi ( in Febianti , 2018: 100) if seen from facet method giving

punishment, then the punishment is divided become four kind , namely :

1. Punishment t with cue

*Punishment* This given fellow Friend moment currently do activity . this showed with expression face , eyes , movement body . Like moment Friend angry to Friend others , he use expression sullen face .

2. *Punishment* with words

*Punishment* This given moment give advice to someone .

3. *Punishment* with deed

*Punishment* This usually given to student If a student do wrong , and a teacher gives task addition . this will make student No repeater the mistake again .

4. Body punishment

*Punishment* This usually done with method hurt the student's body Good with tool help or no . For example like pinch , hit or the other . But *punishment* This not enough effective If given to student.

### **METHOD**

On research This writer use method literature review, literature ie collect data or sources related to a topic certain can got from various source like journals , books , internet, and other libraries . This literature review done with look for journal related theme to be researched , that is influence giving rewards to motivation Study student . Based on results search on *Google Scholar* , researcher found 8,800 studies regarding reward and motivation learn , then researcher filter related journals with rewards and motivation study which amounted to 50 journals , next in study This writer using 25 journals as reference research .

### **RESULTS AND DISCUSSION**

According to research conducted by Arnea sustainable (2019) entitled “ Influence Giving Reward and Punishment Against Motivation Learning And Learning Outcomes Student Integrated Islamic Elementary School Iqra '2 Bengkulu City”, is research using study field with approach quantitative , after done study results study show effective reward to motivation Study student p-value 0.004 <0.05 means significant , while F count 16.811 > from F table 4.10 which means significant . Significant meaning effective reward to motivation Study by 21% the remaining 79% is explained by other

variables that are not enter in study the . Whereas testing *punishment* results study show that giving punishment effect to motivation learning  $< 0.05$  means significant , while F count  $14.570 >$  from F table 4.10 means significant . Significant meaning giving punishment effect to motivation learn .

On the journal second research conducted by Heru Khaerudin (2019) entitled " The Influence of Reward and Punishment on Motivation Study Students in Mathematics at Yasidik Middle School Parakansalak ", the method used in research the is method quantitative with technique analysis of linear regression test data . Testing influence Giving reward and punishment to motivation Study in a manner simultaneously effect on improvement motivation learn .

Based on research conducted by Marliza Oktapian , Yu'la Rahmawati , and Ifham Choli (2019), entitled " Influence Giving Reward Against Motivation Study Students in Islamic Religious Education Subjects". Method used in study This is method survey , on research the use approach quantitative correlative . On research the reward can make student more enterprising in the learning process , and improve motivation Study students at SMP IT Ar-Ridho Jakarta.

According to research conducted by Sujiantari (2016) entitled " The Influence of Reward and Punishment on Motivation Study Student in IPS Learning ( Studies at SMP Negeri 1 Singaraja Class VIII Year Teachings of 2015/2016)", the method used in study the study causal . Result of study the show that reward has influence significant partial to motivation Study student in IPS learning at SMP Negeri 1 Singaraja class VIII year 2015/2016 teachings , while punishment is partial also has influence to motivation Study student in IPS learning at SMP Negeri 1 Singaraja class VIII year teaching 2015/2016.

According to research conducted by Ima Melinda and Ratnawati Susanto (2018) entitled " The Effect of Reward and Punishment on Motivation Study Students ", Research This is type study quantitative with use method survey . Based on results study from journal the there is positive and significant influence between giving reward and punishment to motivation Study student class VI at SDN Merak I, Tangerang Regency . Based on results research , the average reward and punishment obtained mark by 77% ( category good ).

On search journal this time research conducted by Alfattory Rheza Syahrul (2017)

entitled " Reward Punishment Against Motivation Study Integrated IPS Student Class VIII MTSN Punggasan ", type study This is study descriptive and associative . Based on results study there is influence positive and significant in a manner Partial between giving rewards to motivation Study eye student Integrated IPS lessons class VIII at MTsN Punggasan , while punishment influences positive and significant in a manner Partial between giving punishment to motivation Study eye student Integrated IPS lesson class VIII at MTsN Postponement .

According to research conducted by Yusvidha Ernata (2017) entitled " Analysis Motivation Study Participant educate Through Giving Rewards and Punishment at SDN Ngaringan 05 Kec.Gandusari Kab. Blitar ", Approach research used is quantitative . Based on results research in journals the show that giving rewards and punishments can give influence big to motivation Study students, teacher strategies in increase teacher motivation always make an effort motivating participant educate them more interested For following the learning process .

According to research conducted by Ahmad Bahril Faigy and I Made Arsana (2014) entitled " Relationship Giving Reward And Punishment With Motivation Learn Citizenship Education Student Class XI SMA Negeri 1 Ambuntan Regency Sumenep ", Approach research used in research This is quantitative . Based on results study journal the from results analysis product moment correlation ( $r_{YX1X2}$ ), obtained correlation between reward and punishment with motivation learn Citizenship Education student in a manner together of 0.601. K and based on results relationship data findings reward and punishment with motivation learning Citizenship Education in students , obtained results that There is connection of 0.601 between reward and punishment with motivation learn Citizenship Education in students in a manner together and relationship This can said strong Because are in the range of 0.60 – 0.799 things the showing reward and punishment being one means For increase response motivation Study student .

According to research conducted by Apriza Permata Sari ( 2019 ). On the journal the use method study quantitative with approach associative (ex-post facto). There is significant influence between Reward Method (X1) and Method Puishment (X2) in a manner together to Motivation Study Student (Y) SDIT Al-Qalam South Bengkulu. Reward and punishment will

influential to motivation student especially motivation in Study gift reward and punishment can push motivation student For study , which is next have implications for results learn .

Reward and punishment have influence to enhancement motivation Study students , reward and punishment as tool help education For get bait come back from student will feels If its application right . Too often provide rewards and punishments also not justified , because worry participant educate enterprising learn and do task when results it works get reward from the teacher. Rewards given form present Because with present the student the Can more increase Again method homeschooling and more notice to eye lesson . Present That is symbol so Can stimulate motivation learn student . While punishment is given if student bother friend , too late enter class and Relations Giving Reward and Punishment with Motivation Study if student No do task . Punishment given Can form reprimands , warnings , and punishments that do not lead to violence physical ( in Faidy and Arsana , 2014: 466)

## CONCLUSION

Based on study from a number of literature can pulled conclusion that gift *reward* is very influential on the increase motivation Study students , meanwhile gift *Punishment* is also very influential for increase motivation Study student . Giving *rewards* and *punishments* is one method For increase motivation student . A power educator expected capable motivating student remember exists strong relationship between gift *reward* and *punishment* with motivation learn . Giving A *rewards* and *punishments* That Alone must applied in a manner precise and efficient . It means gift A *rewards* and *punishments* must customized with condition somebody moment it . For gift *reward* and *punishment* better characteristic educate so that Can give motivation for someone deep condition currently decreased . Giving *rewards* and *punishments* that are educate This Can stimulate or bring up inner motivation self somebody so that person Alone will get up and try Again For fix and earn maximum results.

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