The Relationship of Giving Positive Reinforcement to Group Leadership of Class X Students at SMA Negeri 3 Malinau

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ABSTRACT

Giving reinforcement is an important thing in the teaching process, the task of the teacher as an educator is to increase learning motivation in students, one of which is by providing stimulation in the form of awards/praises so that students can be motivated, control or change bad behavior. The purpose of this study was to determine the relationship between giving positive reinforcement to the leadership of the class X student group at SMA Negeri 3 Malinau. This study uses descriptive quantitative research, the population is 153 from class X students and the research sample is 55 students. The data collection technique used is the Likert scale on the positive reinforcement scale and the student group leadership scale. The data analysis technique used is descriptive analysis technique and inferential analysis, product moment correlation test and simple linear regression test were carried out. The results of the study obtained that the leadership level of the student group was included in the high category, namely 47.3% with a total of 26 students. The results showed that there was no relationship between giving positive reinforcement to student group leadership.

Keywords: Student group leadership, giving positive reinforcement.

INTRODUCTION

Every human being is a leader and must be responsible for leadership. As a leader, before being able to lead other people, you must be able to lead first, to be a leader one must build leadership in oneself such as having a sense of responsibility, enthusiasm, strong will, having an honest nature, good communication, confident, and creative. If someone is able to lead himself well, he can also give good results to what he leads.

A leader is someone who has the ability to move and influence subordinates or members to work together in achieving the goals of the group (Akib & Darwis, 2015; Niswaty et al., 2019). The success or failure of an effort in a group to achieve goals will largely be determined by the ability of a leader who plays an important role in moving its members and each leader has a different leadership style from one another (Haeruddin et al., 2021; Kartono, 2011). According to Romlah (2013) Leadership is the ability or way of a person in carrying out his role as a leader where the role is defined as the power or ability to influence others and the role of group leaders varies depending on the structure of the group being led. To be able to become an effective leader, it is not merely chosen and determined but certain conditions are required that must be considered.

The attitude of leadership should be instilled early in the individual, the attitude of leadership is a personal attitude that is able to develop self-potential, be able to place oneself and be able to think openly and positively about oneself and the environment (Awaru, 2015;Djamaludin, 2012). This is certainly not formed by itself but is built and shaped by the surrounding environment such as the family environment, school, and playmates. School is a place where individuals can gain knowledge both in terms of knowledge and in developing personality, one of which is developing a leadership spirit.

Schools play an important role in developing student leadership attitudes. High School (SMA) is an important level of education in Indonesia, especially in internalizing character. The implementation of leadership development in senior high schools deserves to be studied in order to obtain an overview of the process of forming the nation's leader candidates. Directions High school education is not only to prepare students to continue at their favorite universities, but also to prepare their students to be able to enter the community and become independent when they graduate.

One of the programs in schools that can help students develop leadership attitudes is the Intra-School Student Organization (OSIS). OSIS is the only student organization in the school environment. OSIS consists of all students who are in the same school where the OSIS is located. OSIS is managed and managed by students who are elected to become OSIS administrators. To become OSIS administrators, students must carry out the duties and responsibilities in carrying out the vision and mission of the OSIS.

In addition to being an OSIS administrator, leadership attitudes can also be formed from small activities such as learning activities. Indirectly, these activities can provide students with provisions on how to become a leader and be responsible for being students who are entrusted with fostering or leading members well. The chairman has the highest position in a group and plays a role in regulating, directing and organizing group members to carry out group tasks to achieve the goals that have been set. Being a leader in a group means being a leader in a group, the group leader as a leader must have the ability to influence friends or group members, through communication either directly or indirectly with the intention of moving group members so that they are fully understanding, aware and willing to follow the leader's ideas in responding to or responding to an event. In addition, the leadership attitude of the group leader should also have a personality and behavior that can be used as an example for other friends.

But in reality there are still students who have not been able to become a leader. As happened in SMA Negeri 3, there are still many students who do not carry out their responsibilities, do not carry out their duties, do not have an honest nature, communicate poorly, lack enthusiasm and are unable to develop their potential. In this case the teacher also has a role in helping students develop leadership attitudes, as well as providing encouragement and motivating students to be enthusiastic about carrying out learning activities.

In the world of learning, giving reinforcement is the responsibility of the teacher in teaching because the reinforcement given to students will raise enthusiasm in carrying out learning activities. The enthusiasm of students in capturing the knowledge provided by the teacher will increase so that the goals to be achieved by the teacher can be achieved properly. Giving reinforcement is a response given by the teacher to students such as the teacher smiling or saying nice, polite words to students. That statement will have a big impact on students.

According to Suwandi et al., (2014) the provision of reinforcement is seen as an effort to provide a stimulus to students to maintain or repeat positive behaviors. Students will feel satisfied and feel accepted for the results achieved, the provision of reinforcement is also used to increase students' attention and motivation during learning, develop students' thinking in a good direction, and control student behavior in a more productive direction. .

The provision of reinforcement in the learning process has an important meaning, so that the reality on the ground is that when students are given reinforcement by the teacher, it allows them to have high learning motivation and will be passionate about carrying out activities. In line with research results Khasanah et al., (2014) that positive reinforcement techniques can provide rewards or reinforcement as soon as the behavior appears is a powerful way to increase student learning motivation. Positive reinforcement in the form of gifts, praise or reinforcement can create a sense of pride in students. In the learning process, the teacher has a very important role in raising the motivation and enthusiasm of students to carry out responsibilities in improving leadership in students (Mustofa, 2012). One form of positive reinforcement given to students can be in the form of rewards such as objects or gifts, in the form of praise, and also in the form of warm behavior towards students. This can provide a stimulus or stimulation to students so that it is possible to repeat the behavior, and can motivate students to participate in learning activities.

Based on the results of observations and interviews conducted by researchers at SMA Negeri 3 Malinau, it was found that there were problems regarding the leadership attitudes of some students who were still low. This can be seen from some of the attitudes shown by students such as: not daring or afraid to be a leader/chairman in a group, showing attitudes that cannot be used as examples such as students not being serious when becoming group leaders, students being dishonest in doing the assigned tasks. given by the teacher, do not respect the results of other people's opinions and do not care about friends who do group assignments alone, do not attend when doing group assignments, are not open to each other in expressing their feelings and views.

METHOD

The approach used in this research is quantitative research with a descriptive approach. The research method is one type of research whose specifications are systematic, well-planned and clearly structured from the beginning to the making of the research design. According to Sugiyono (2013), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly collecting data using research instruments, data analysis is quantitative/statistical with the aim of testing hypotheses has been established. This study uses a descriptive approach with the aim of being descriptive with the aim of describing the object of research or the results of the study. The descriptive meaning according to Sugiyono (2016)is a method that functions to describe or provide an overview of the object under study through data or samples that have been collected as they are, without conducting analysis and making generally accepted conclusions.

The population in this study was all class X with a total of 5 classes, including 2 MIA classes, and 3 IIS classes. The total number of students is 153 students. Research sample according to Riduwan (2018) is part of the population, the research sample is part of the

population taken as a data source and can represent the entire population. In connection with a random sample research, if the subject is less than 100, it is better to take all, so that the research is a population study. Furthermore, if the subject is large, it can be taken between 10% - 15% or 20% - 25% or more. Sampling in this study uses the Probability Sampling technique, namely Simple Random Sampling, namelysampling of members of the population is done randomly without regard to the existing strata in the population.In this study, because the population is too large or more than 100, the sample is drawn using the 35.5% formula as stated by Riduwan (2009) the sample obtained in this study amounted to 55 students.

The data collection technique in this research is the Likert scale. Likert scale according toSugiyono (2016)Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Each item in the Likert scale has been equipped with answer choices, namely Very Often (SS), Often (S), Sometimes (KK), and Never (TP). The data analysis in this study was intended to analyze the results of the research scale on the leadership of the class X student group at SMA Negeri 3 Malinau. The analysis technique in this study uses descriptive techniques and inferential statistical analysis using product moment correlation analysis and simple linear regression analysis.

RESULTS OF RESEARCH AND DISCUSSION

This research was conducted at SMA Negeri 3 Malinau which is located inJalan Aji Pentes RT.09 Malinau Seberang with 153 students as the research subjects of class X. This study took a sample of 55 students with the determination of the sample using simple random sampling technique as the subject of research carried out through a quantitative descriptive approach. This is because this study aims to see the relationship between two variables, the researchers compiled the results of descriptive analysis, inferential analysis, Pearson product moment (PPM) correlation analysis, and simple linear regression analysis which aimed to describe the relationship between reinforcement and student leadership.

Based on the research that has been done on class X students at SMAN 3 Malinau with a total of 55 students, the data obtained through a student group leadership questionnaire that has been filled out by students who are distributed and then given a score on each item. Following are the results of a descriptive analysis of student group leadership.

**Table 1. Description of student leadership data at SMA Negeri 3 Malinau**

	N	Range	Minimum	Maximum	Sum	mean	Std. Deviation	Variance
Leadership	55	53	52	105	4254	77.35	11,608	134,749
Valid N (list wise)	55							

Based on table 1, the descriptive statistics obtained from 55 respondents obtained a minimum score of 52, a maximum score of 105, so that the difference between the largest data and the smallest data contained in the data group is 53. The total score is 4254, with an average of 77.35 standard deviations. /standard deviation of 11,608 and variance of 134,749 where the

standard deviation and variance indicate the diversity of the data. Data that has a standard deviation and a variance of zero indicates that the data is identical (because each value is equal to the average) and does not have data diversity.Based on table 1, leadership can be categorized from low, moderate, high, and very high. The results are as follows:

Table 2. Category of Student Leadership

		Frequency	Percent	Cumulative Percent
Valid	Low	8	14.5	14.5
	Enough	17	30.9	45.5
	Tall	26	47.3	92.7
	Very high	4	7.3	100.0
	Total	55	100.0	
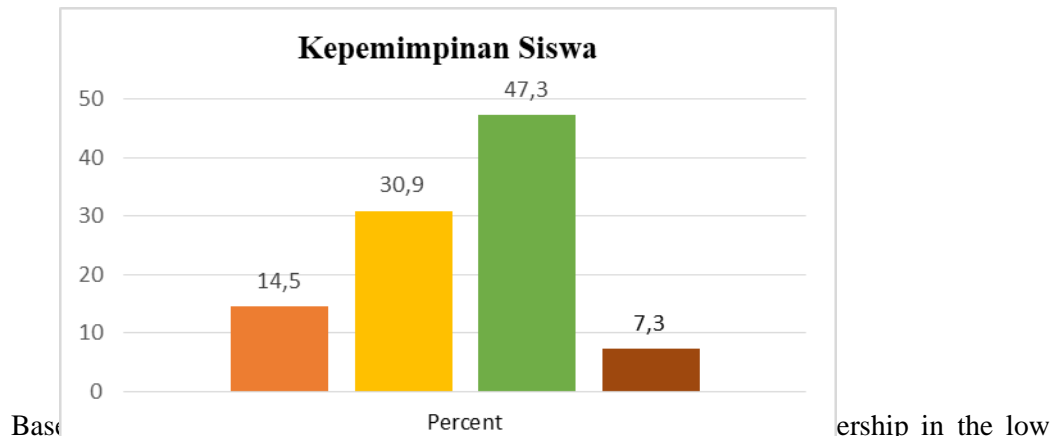
Based on the table above, leadership in the low category there are 8 students with a percentage of 14.5%, in the sufficient category there are 17 students with a percentage of 30.9%, in the high category there are 26 students with a percentage of 47.3% and in the very high category there are 4 students with a percentage of 7.3%. So it can be concluded that student leadership is included in the high category.

Table 3. Residual normality test giving reinforcement to student leadership

		Unstandardized Residual
N		55
Normal Parameters, b	mean	.0000000
	Std. Deviation	11.39001531
Most Extreme Differences	Absolute	.125
	Positive	.064
	negative	-.125
Kolmogorov-Smirnov Z		.928
asymp. Sig. (2-tailed)		.356

a. Test distribution is Normal.

b. Calculated from data.

The data normality test was conducted to determine whether the distribution of the data in the study was normally or not normally distributed. The data obtained were in the form of filling out a positive reinforcement questionnaire and filling out a student leadership questionnaire, then the data obtained was tested for normality. The Kolmogorov Smirnov residual normality test for providing reinforcement to student group leadership is as follows:

Based on table 3, it can be seen that the Kolmogorov Smirnov residual normality test giving positive reinforcement to student group leadership shows a significance value of 0.356. So that the significance value > 0.05, this indicates that the data on giving positive reinforcement to the leadership of the student group is normally distributed.

Based on table 4, the student leadership value is obtained with a significance of 0.426. So the significance value > 0.05, this indicates that the student group leadership data is homogeneous.

Table. 4. Test the Homogeneity of Student Group Leadership

Levene Statistics	df1	df2	Sig.
.981	4	50	.426

According to Ghozali (2011) this test is used to see whether the specifications of the model used are correct or not. To test the data, statistical tests were used using the help of SPSS 21. The results of the statistical test of positive reinforcement and student leadership are shown in the following table:

Table 5. Linearity Test for Giving Reinforcement and Student Leadership

			Sum of Squares	df	Mean Square	F	Sig.
Leadership Reinforcement	*	Between Groups	(Combined)	4322,353	29	149,047	1.261	.280
			linearity	270,884	1	270,884	2.292	.143
			Deviation from Linearity	4051,469	28	144,695	1.225	.306
		Within Groups		2954,083	25	118.163		
		Total		7276,436	54			

Based on table 5, it can be seen the value of Deviation from Linearity Sig. is 0.306 greater than 0.05. So it can be concluded that there is a significant linear relationship between the positive reinforcement variable (X) and the student group leadership variable (Y).

Relationship analysis (correlation) is a form of data analysis in research that aims to determine the strength or direction of the relationship between two or more variables, and the magnitude of the relationship caused by one variable (independent variable) to another variable (dependent variable). The results of the Pearson product moment correlation analysis in this study will be shown in table 6 below.

Table. 6 Correlation Analysis

		Reinforcement	Student Leadership
Reinforcement	Pearson Correlation	1	.193
	Sig. (2-tailed)		.158
	N	55	55
Student Leadership	Pearson Correlation	.193	1
	Sig. (2-tailed)	.158	
	N	55	55

Based on table 6, the Pearson Correlation (R) value is obtained. of 0.193, then the correlation coefficient of giving positive reinforcement to leadership is included in the very low category. Based on the results obtained that the direction of the relationship between the provision of positive reinforcement and student group leadership is at a very low level, which means that there is no relationship between the variable giving positive reinforcement to the student group leadership variable.

The simple linear regression method is intended to determine how big the level of relationship between the independent variable (independent) and the dependent variable (dependent). The results of the regression test for positive reinforcement with student leadership are shown in the following table.

Table 7. Simple Linear Regression Test Giving Reinforcement and Student Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.060	10,790		5.752	.000
	Reinforcement	.179	.125	.193	1.432	.158

a. Dependent Variable: Student Leadership

Based on table 7 data, it can be seen that the simple linear regression equation is $Y = +X +$, where $Y = 62.060 + 0.179 X +$ can be translated as follows: a constant of 62.060 means that the consistent value of the student group leadership variable is 63.060 and regression coefficient of 0.179 which states that for every 1% addition of the value of giving positive reinforcement, the value of student group leadership increases by 0.179. Because the value of the regression coefficient is positive, it can be said that giving positive reinforcement to student group leadership is a positive correlation, meaning that both variables experience changes in the same direction, namely the more often positive reinforcement is given, the student group leadership will increase by 0.179.

The Coefficient of Determination aims to find out how much contribution (contribution) is given by variable X to changes in variable Y, the coefficient of determination is located in the Summaryb table in the following table:

Table 8. Coefficient of determinants of reinforcement with leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193a	.037	.019	11.49697

a. Predictors: (Constant), Reinforcement

In table 8 data, it can be seen that the correlation/relationship (R) value is 0.193, which means that the relationship between the independent variable (Giving Positive Reinforcement) to the dependent variable (student leadership) is 0.193, based on the guidelines for interpreting the coefficient of value determination. correlation/relationship (R) is included in the very low level of relationship. The value of the contribution given by the variable giving positive reinforcement to student group leadership can be calculated:

$KP = (r)^2 vx\ 100\%$
$= (0.193)^2 x\ 100\% = 37\%$

So that the contribution given by the variable giving positive reinforcement to the leadership of the student group is 37%.

Discussion

The provision of reinforcement is generally given to assist the learning process, to provide stimulation to students in the form of awards/praises so that students can be motivated, control and change negative behavior. This is in line with the opinion expressed by Oktava et al., (2020) that with the use of reinforcement techniques (reinforcement) which is a consequence that increases (punishment) / is rejected, the individual will avoid or stop his behavior, reinforcement technique is a way of changing behavior that is given through reinforcements which are defined as a consequence that strengthens behavior. In this study, reinforcement was given to determine the relationship between giving positive reinforcement to the leadership of class X students at SMA Negeri 3 Malinau by using a Likert scale, namely the scale of giving positive reinforcement and student group leadership.

Based on the results of the descriptive analysis that the leadership of the student group at SMA Negeri 3 is in the high category, there are 26 students with a percentage of 47.3%. To find out whether or not there is a relationship between giving positive reinforcement to group leadership, this study used Pearson product moment correlation analysis and simple linear regression analysis. Before performing a simple linear regression analysis, a prerequisite test was first carried out, namely the normality test, a significance value of $0.356 > 0.05$ was obtained which indicates that the data on giving positive reinforcement to the leadership of the student group was normally distributed, the homogeneity test obtained a significance value of $0.246 > 0.05$ which means shows that the student leadership data is homogeneous,

The results of this study indicate that there is no significant relationship between the provision of positive reinforcement to the leadership of the class X group of students at SMA Negeri 3 Malinau, it can be seen from the results of the Pearson product moment correlation analysis that a significant value is $0.193 > 0.05$ which indicates that the correlation coefficient of giving positive reinforcement to student group leadership is included in the very low category and the results of a simple linear regression test obtained a significance value of $0.158 > 0.05$ which indicates that there is no relationship between the variable giving positive reinforcement to the student group leadership variable, and the correlation value/ relationship (R) is obtained at 0,193 So that the contribution given by the variable giving positive reinforcement to the leadership of the student group is 37%.

Increased group leadership in students can be influenced by other factors such as student attitudes, student intelligence, student learning readiness and learning method factors that can affect student leadership. In the current learning conducted at SMA Negeri 3 online or online, more students are given individual assignments so that students have to complete the tasks given by the teacher on their own, this makes students more independent, and there is a sense of self-care. themselves so that there is a sense of responsibility in students to complete the tasks given. Agustian (2003) said that everyone is a leader, when he becomes class president, then he is a leader. Regardless of the size of the number of people in the group, even if there is only one follower, he is still said to be a leader. Even man alone must lead himself to direct his life.

In addition, the learning method that is currently being carried out online is also one of the factors that causes the provision of positive reinforcement to have no significant relationship to student group leadership, because teachers cannot provide positive reinforcement effectively to students. So it can be concluded that other factors such as student attitudes, student

intelligence, student learning readiness and factors of learning methods that are currently being carried out online or online can affect the provision of positive reinforcement and student group leadership.

CONCLUSION

Based on the results of research and discussion on the relationship between giving positive reinforcement to the leadership of the student group, it can be concluded that the leadership level of the class X group of students at SMA Negeri 3 Malinau is included in the high category with a percentage of 47.3% and a total of 26 students. Based on the results of the Pearson product moment correlation analysis, a significant value was obtained of 0.193 > 0.05 which indicates that the correlation coefficient of giving positive reinforcement to the leadership of the student group is in the very low category and the results of the simple linear regression test obtained a significance value of 0.158 > 0.05. which shows that there is no relationship between the variable giving positive reinforcement to the student group leadership variable,

Increased group leadership in students can be influenced by other factors such as student attitudes, student intelligence, student learning readiness and learning method factors. The current learning system, which is carried out online at SMA Negeri 3 Malinau, makes students more responsible, motivated, independent, and cares about themselves in completing the tasks given by the teacher. In addition, the learning method that is currently being carried out online is also one of the factors that causes the provision of positive reinforcement to have no significant relationship to student group leadership, because teachers cannot provide positive reinforcement effectively to students.

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