

## **The Influence of Teacher's Reinforcement for Students Motivation**

**Risma Niswaty, Siti Rusbiati, Jamaluddin, Rudi Salam**

Universitas Negeri Makassar, Jl. A.P. Pettarani Kampus UNM Gunungsari, Makassar, Indonesia

Corresponding e-mail: [risma.niswaty@gmail.com](mailto:risma.niswaty@gmail.com)

**Abstract:** This study aims to determine the provision of teacher reinforcement, student learning motivation and the influence of teacher reinforcement to student learning motivation. This research is an associative quantitative research that is to know the influence between variable X to variable Y. Location of research conducted at class X competence of expertise of Office Administration at VOCATIONAL SCHOOL YPLP PGRI 1 Makassar. The population in this research are 66 people, and the sample is 55 people like the respondent with the sampling technique that is Proportional Stratified Random Sampling. Data collection techniques used in this study are observation, questionnaires, and documentation. Data analysis techniques used were descriptive statistical analysis using percentage, mean and standard deviation and for inferential statistical analysis using data normality test, product moment correlation analysis, and simple linear regression analysis. The results of the research indicate that the reinforcement of teachers in VOCATIONAL SCHOOL YPLP PGRI Makassar is in a good category, regarding indicators: 1) verbal strengthening, 2) gestural reinforcement, 3) reinforcement activities, 4 reinforcement approach, 5) reinforcement touch, and 6) Sign reinforcement. For the motivation of studying class X students, the competence of the administrative skills of the Office Administration in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar is categorized as high in terms of 1) the desire and the desire to succeed, 2) the encouragement and the need to learn, 3) the expectation and aspiration in The future, and 4) the existence of awards in learning, 5) the existence of interesting activities in learning, and 6) the existence of a conducive environment. Based on the analysis of product moment correlation test stated there is a significant influence between the provision of teacher empowerment to students' learning motivation X class of administrative skill competence of 23.1 percent with a moderate level of influence. From the results of simple regression analysis showed that there is a significant and positive influence between the reinforcement of teachers to the motivation of students in class X competence of administrative skills in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar.

**Keywords:** Teacher, reinforcement, Student Motivation.

### **1 INTRODUCTION**

The development of the world more rapidly with various advances in technology and information available. The progress is due to the influence of globalization and transformation in various aspects of life (Haedar Akib, n.d., 2005; Karwati & Priansa, 2013). Behind these advances, today's increasingly fierce competition and undeniable requires individuals who have the desire to

move forward, creative and innovative to compete globally. Creating individuals who have these qualities, of course, education is the very big role and influence in the formation of individual characters.

Education is an important aspect of human life and will continue throughout human life through formal, informal and non-formal education (Amanda, Salam, & Saggaf, 2017; Salam & Rosdiana, 2016; Salam, Zunaira, & Niswaty, 2016). Improving the quality of

education would be the objectives of National education. Therefore, various government efforts to improve the quality of education today has been done for the achievement of these goals. It takes a good process and cooperation between the components of education to produce the expected graduates. One of the components that play an important role is teachers (Haidar Akib, 2003; Dharma & Akib, 2009; Jumriah, Akib, & Darwis, 2016; Karwati & Priansa, 2013; Saggaf, Salam, Kahar, & Akib, 2014).

Every teacher learning process is required to be able to create interesting and fun learning for learning can be achieved. Of course, the achievement of learning objectives becomes an absolute thing that must be achieved by teachers in every learning process. One of the factors that influence the achievement of the learning objectives is student learning motivation.

Motivation is an impulse that exists within each that raises the desire to do something. Motivation can arise either because of the drive from within the individual (intrinsic) or from outside the individual (extrinsic). Learning motivation is related to students' desire to learn well. Therefore, it is very important for each student's self-motivated and enthusiastic learning spirit. With high learning motivation, students' attention and activeness in following the learning process in the classroom will increase.

According to Karwati & Priansa (2013) "Successful teachers are teachers who have the ability to foster the spirit and motivation to learn students." Therefore, it is the teacher's duty to motivate his students. Because with the encouragement of the students will increase the motivation of learning so that the expected learning objectives can be achieved. One that teachers can do with reinforcement.

Based on the above opinion, the provision of reinforcement can affect student learning motivation. Therefore, the provision of empowerment becomes an absolute thing in every learning process that takes place. According to Sa'ud (2008) "Reinforcement is a response to a behavior that may increase the likelihood of recurrence of such behavior." Positive responses that teachers give to the behavior of students psychologically will affect

the behavior of students who receive it. Tasks done or questions answered by students well can be appreciated by teachers and activities that can generate student motivation will have the effect of fun, feel appreciated and paid attention to the efforts they have done so that positive student behavior can be improved and repeat that behavior. So, it is important for teachers in every learning process can provide reinforcements that can stimulate and improve students' learning motivation in class.

Based on the results of preliminary observations conducted by researchers at VOCATIONAL SCHOOL YPLP PGRI 1 Makassar in November 2015 showed that the motivation of student learning is still very low and less eager to follow the learning process. This is seen from the learning process that many students are busy with their own activities such as playing mobile phones and making their own conversations with friends beside him, out of the classroom and no initiative to learn independently when the teacher can not attend to the class. In addition, in the learning process took place some students are still passive in following the learning activities. Researchers suspect that teachers rarely provide reinforcement in the learning process so that student learning motivation is very low.

## 2 METHOD

This research uses associative research that seeks to know the relationship/influence between variables that want to be studied. In doing the measurement of the variable then selected the research instrument using Likert scale (Bowling, 2014; Saldanha & O'Brien, 2014). Population and also become sample of research that is class X competence skill Administration Office at VOCATIONAL SCHOOL YPLP PGRI 1 Makassar counted 66 person. The techniques used by researchers in collecting data, namely: 1) observation techniques, 2) questionnaire techniques, and 3) documentation techniques. The data analysis techniques used in this study was descriptive statistical techniques and inferential statistical techniques (Onwuegbuzie & Leech, 2006).

### 3 RESULTS AND DISCUSSION

#### 3.1 Giving of Reinforcement

The teacher must develop his/her professional attitude in managing learning by improving his/her teaching skills. This is to occur a fun learning process that will generate interest and spirit of students to learn. One of the teaching skills that teachers have to master is reinforcement.

According to Hapsari & Widhianningrum (2016) "Reinforcement is a response to a behavior that increases the likelihood of recurrence." In the learning process, provision of reinforcement is a form of positive response of teachers to the behavior of students so that student behavior can be repeated again at a later time. Therefore, teachers should be able to apply in every learning process.

Positive student behavior should be appreciated by teachers, such as answering questions, obtaining academic or non-academic achievement, getting good grades, and other positive behavior levels. Giving strengthening can be done by both teachers with verbal and nonverbal reinforcement in accordance with the characteristics of students in the classroom. The use of appropriate reinforcement by teachers can improve student learning outcomes.

According to Liberna (2015) "A student learns more whenever each step is given a reinforcement." Strengthening will encourage students to learn well. Reinforcement will encourage students to repeat their actions on other occasions. The award will encourage students to be enlarged, students will feel appreciated and cared for by teachers so that students feel proud of what they have done. Of course this will affect the students who accept the reinforcement so that as expected behavior can be repeated at another time. Therefore, with the various descriptions above it can be concluded that strengthening will be very useful for the learning process if the teacher can apply it. Although merely giving praise or

appreciation, but the way it has an impact that affects the psychological students.

The results showed that the reinforcement of teachers in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar is in good category. It is based on the following indicators: (1) Verbal reinforcement (2) Gestural reinforcement, (3) reinforcement of activities, (4) reinforcement of touch, (5) Reinforcement approaching, and (6) reinforcement of signs.

Based on the results of observation shows that the reinforcement to students is good enough, which is seen in the learning process some teachers have applied various types of reinforcement either when students are in discussion, doing the task, or when the teacher explains a material. Although these reinforcements are not fully provided but teachers at VOCATIONAL SCHOOL YPLP PGRI 1 Makassar have been working to create interesting and enjoyable learning for students with a reinforcement.

#### 3.2 Motivation to learn

Motivation to learn is an energy that arise in students that resulted in him want to do learning activities well. Motivation to learn is a psychic driving force from within a person to be able to perform learning activities and add skills, also experience (Yamin, 2012).

Motivation to learn can arise by a variety of factors either originating factors in itself (intrinsic) or factors that come from outside (extrinsic). Students who have a strong learning motivation will have a passion and a high learning passion so that in the end s/he will be able to have higher learning achievement.

Student learning motivation is much needed. The learning process will run well if students have high learning motivation as proposed by Dimiyati (2006) that:

For students the importance of motivation to learn is: a) awaken the position at the beginning of learning, process, and learning outcomes; B) inform about the power of learning effort, compared to peers; C) directing learning activities; D) encouraging learning; E) awaken about the existence of study and continuous journey.

A strong motivation in students to learn will be very meaningful in supporting the creation of student activeness in following every learning process. Conversely, if the motivation that comes from very low will cause the learning process to be not in accordance with the expected. So, it takes a high learning motivation from within students to be willing to follow the learning process well.

Based on the results of research that has been done shows that the motivation of students in class X competence of administrative skill of office in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar is in high category. It is based on the following indicators: (1) the desire to succeed, (2) the encouragement and the need for learning, (3) the hope and aspirations of the future, (4) the appreciation of learning, (5) The existence of interesting activities in learning, (6) the existence of a conducive environment.

Based on the results of observation shows that the motivation of the class X students of the competency of the administrative skills of the Office of VOCATIONAL SCHOOL YPLP PGRI 1 Makassar is quite high. This can be seen from their enthusiasm in following the learning process, either when paying attention to the teacher in explaining the subject matter or while doing group work or discussion. But when teachers are not in class, their learning motivation decreases and this is seen from the frequent students out of class and playing mobile phones.

### **3.1 The Influence of Teacher's Reinforcement Guru for Student's Learning Motivation**

Giving reinforcement has a lot of influence in learning. One of them can influence student's learning motivation. Based on the results of data analysis that has been done before that there is a significant influence between the provision of reinforcement (teacher reinforcement) to the motivation of students in class X competence skill of Office Administration at VOCATIONAL SCHOOL YPLP PGRI 1 Makassar. The correlation between the reinforcement and the motivation to learn is obtained by moderate category.

Based on the hypothesis that "there is influence of teacher reinforcement to student learning motivation of class X competence of Office Administration skill in VOCATIONAL

SCHOOL YPLP PGRI 1 Makassar" has been accepted. This is based on the results of the analysis that has been done by the researcher showed that there is a significant influence between the giving of the reinforcement to the student's learning motivation. This is in accordance with that proposed by Majid (2008) that:

The use of reinforcement in the classroom can achieve or have a positive attitude effect on the learning process of students and stimulate to increase students' attention to the lesson, stimulate and improve learning motivation and improve learning activities as well as foster the behavior of students who are productive.

In addition, some experts argue that one of the objectives of the provision of reinforcement is to generate and maintain student learning motivation in class. Based on that, so the students' motivation will be high if students are given strengthening, and conversely student motivation will be low if students are not given reinforcement. Therefore, teachers who act as motivators to improve students' learning motivation in the classroom should be able to apply various components of reinforcement well for the smooth and achievement of predetermined learning objectives.

## **4 CONCLUSIONS**

Reinforcement teacher in VOCATIONAL SCHOOL PGRI 1 Makassar YPLP are in good category. It is based on indicators such as verbal reinforcement, gestural reinforcement, activity reinforcement, approaching reinforcement, touch reinforcement, and sign reinforcement.

Student's motivation to learn of the class X of the competence of Administration Office expertise in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar is in high category. It is based on indicator that there is desire to succeed, existence of impulse and requirement learn, existence hope and aspiration in future, existence of appreciation in learning, existence of interesting activity in study, and existence of conducive environment.

There is a positive and significant influence of teacher reinforcement on student's motivation in class X of Office Administration skill competence in VOCATIONAL SCHOOL YPLP PGRI 1 Makassar with medium influence level, it is in accordance with result of data analysis which have been done.

## 5 ACKNOWLEDGEMENTS

Thanks to VOCATIONAL SCHOOL YPLP PGRI 1 Makassar and 1st International Conference on Education, Science, Art and Technology (ICESAT) so that this article can be contained and can be utilized by the public.

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