

The Influence of Rewards on Student Learning Outcomes in the SMK Negeri 4 Takalar

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ABSTRACT

Learning outcomes are changes that are obtained by students after going through the learning process in the form of changes in attitudes, knowledge, and skills. One of the factors that can affect learning outcomes is the provision of rewards. So, this research aims to find out the effect of giving rewards on learning outcomes for students majoring in Office Administration Automation at SMK Negeri 4 Takalar. Therefore, to achieve this goal the researchers used data collection techniques, namely by using questionnaires, interviews, and documentation. The number of samples is 51 respondents. The data analysis technique used is a descriptive analysis using percentages and inferential analysis techniques using data normality tests, product-moment correlation analysis, and simple linear regression statistics. The results of the study show that the awarding of students majoring in Office Administration Automation at SMK Negeri 4 Takalar is in a good category, and the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar are in the high category. based on the results of the product-moment correlation test analysis, there is a relationship between these variables. So that it is stated that there is a positive effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar.

Keywords: Result; learn; reward

INTRODUCTION

Education is very important in life because education plays a role in shaping the good and bad of human personality (Saleh et al., 2021)(Sirait et al., 2017) so that it becomes useful for the nation and the state (Arhas et al., 2022). Every citizen has the right to have the highest possible education, but until now the quality of national education, especially in Indonesia, has not been evenly distributed. This is what the government is constantly reviewing in order to achieve the goal of educating the nation's life as stated in the 1945 Constitution (Niswaty & Arhas, 2019).

Education, in essence, is a forum to provide direction, guidance, and training so that humans with all their potential (physical and spiritual) given by God can be developed as well as possible. This means that education aims to develop all the potentials possessed by all humans, starting from the cognitive stage, namely knowledge and understanding of religious teachings and general knowledge, then followed by the affective stage, namely the process of internalizing teachings, and religious values and knowledge. into humans, in the sense of living and believing in it.

Schools are the main key for students to achieve their goals, therefore, to realize these goals, maximum efforts are needed from educators and students, where when providing learning educators must be able to generate motivation and student learning outcomes. An educator in learning activities is able to make students always enthusiastic about learning so that the results

obtained can be maximized. For this reason, an educator must be able to choose and use the right method. By the Article 1 paragraph, 1 states: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education".

Educators must use strategies, methods, approaches, and media that can invite students to learn (Aras & Arhas, 2022)(Ikhsan et al., 2019). However, using learning methods and strategies is not enough to stimulate the activity of students, supporting factors are needed so that students are more enthusiastic about participating in the learning process. One of them is by giving rewards or awards.

According to Rosyid (2018), Reward is one way for teachers to appreciate students for an act that deserves to be praised. The reward is used as a form of positive reinforcement given by educators as a sign of affection, and appreciation for the abilities and achievements of students. Giving rewards can be in the form of smiles, compliments, applause, back applause, or even something that is able to please students.

The emergence of desire and relevance in learning is influenced by educators as external factors, namely educators, where the rewards given by educators aim to provide a stimulus so that students are motivated to learn and improve their learning outcomes. Learning outcomes are abilities that are obtained by students after participating in the learning process. One of the factors that can affect learning outcomes is external factors, namely the school environment, family environment, and community environment. Educators are one of these external factors, if educators are able to arouse students' enthusiasm for learning by using rewards appropriately, student learning outcomes will be satisfactory. To state that educators are successful in the teaching process, Every teacher has their own point of view. However, to equalize perceptions in the educational curriculum, learning can be said to be successful if the learning objectives are achieved.

Based on the results of observations made in January about the implementation of the learning carried out, it appears that students have enthusiasm in participating in learning, it can be seen in the absence of students, students are also slightly active when the teacher gives the material, where after the teacher gives the material there are several participants. students who ask questions and students are given motivation and constructive advice for students so as to improve student learning outcomes. Based on the description, it is seen that there are factors that influence this. The information that researchers got was that educators occasionally gave rewards in the form of motivational sentences, and praise, and gave numbers in the form of values such as giving added value if students did their job well. Rastuti (2011:101) shows that there is a significant effect of giving awards to students' learning achievement seen from the significant number of awards, 0.00 is much smaller than 0.05 and it is seen that the mean (average) increases from 72.80 to 78.20. This means that there is a significant effect on awarding the learning achievement of students.

The similarity between the research and this research is the independent variable, namely the provision of rewards, but there are also differences, namely in this study the emphasis is on student learning outcomes. So it is considered that the research-based on it is relevant. This means that there is an effect of giving rewards on the learning outcomes of students in the Office Administration Automation Department at SMK Negeri 4 Takalar.

METHODS

The approach used in this research is a quantitative approach. According to Sugiyono (2019:16) states: Quantitative research methods can be defined as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using instruments, research, and statistical data analysis, with the aim of testing the established hypotheses. The type of research used is descriptive which can describe thoroughly the effect of giving rewards on the learning outcomes of students in the Office Automation Administration Department at SMK Negeri 4 Takalar.

To measure the variables in this study, the researcher used a questionnaire as the main instrument, which was then distributed to the respondents according to the variable indicators. The population in this study was 102 students majoring in office management automation, with a sample of 50% with an error rate of 5%.

Collecting data in this study using a questionnaire, as the main instrument of interviews and documentation to support the validity of the data. The analytical technique used in this research is the descriptive analysis technique and inferential analysis technique to examine research variables.

RESULTS AND DISCUSSION

Rewards

The data presented in this study are data obtained from the results of the questionnaire answer scores that have been given to 51 respondents who are the research population. The variable of reward (X) in this study was measured based on 4 indicators, namely giving praise, giving awards, giving honors, and giving gifts.

For more details, below are the results of the research described based on the indicators that have been set previously.

Table 1.
Results of Overall Data Analysis of Reward Giving Variables (X)

No	Indicator	n	N	%	Category
1	Giving praise	1689	2295	73.59	Good
2	Awards	529	765	69.15	Good
3	Paying homage	846	1275	66.35	Good
4	Gift-giving	815	1530	53.26	Not good
Amount		3879	5865	66.13	Good

Source: 2021 Questionnaire Results

Based on the data processing that has been carried out in the table, it shows that giving praise is in the good category with the highest score of 73.59 percent. The percentage results show that students of SMK Negeri 4 Takalar majoring in Office Governance Automation often get praise rewards in the form of words and gestures. The results of this study were supported and strengthened by the results of interviews with the homeroom teacher of class XI as well as an

English teacher majoring in Office Administration Automation, Mrs. Fitriani S.Pd. on July 15, 2021, which states that: Educators give praise to students, give them thumbs up, applaud and occasionally throw praise sentences so that the students smile.

The award is in the good category with a percentage value 69.15 percent. These results indicate that educators at SMK Negeri 4 Takalar provide full support to students who excel in school. The results of this study were supported and strengthened by the results of interviews with students majoring in office management automation on behalf of Nirmayanti class XI on October 2, 2021, which stated, "If students participate in school activities such as extracurricular activities, educators always accompany students until these activities are done"

The awarding of respect is in a good category position with a percentage value of 66.35 percent, the percentage value is in the second-lowest position. This is because giving respect in the form of power and coronation is difficult to do in the current Covid-19 situation and conditions. The results of this study are supported and strengthened by the results of interviews with the homeroom teacher of class XII and also a productive teacher at the Office Administration Automation Department, Mrs. Rismawati S.Pd. on July 15, 2021, which states that: if students get good grades the teacher will announce it in front of their friends. Then, if students have gotten high scores, the teacher provides a policy in the form of an opportunity not to take part in the mid-semester test process. However, when learning online, educators have difficulty doing this so it is rarely done.

Prize giving is in a bad position with a percentage of 53.26 percent. These results indicate that the reward for giving gifts has the lowest percentage, which is different from other rewards that fall into the good category. This happens because giving gifts can have a negative effect on students. The results of this study were supported and strengthened by the results of an interview with the homeroom teacher of class X, Mrs. Sitti Kurniah, S.Pd, on July 15, 2021, which stated that: for giving gifts back to their respective homeroom teachers, private mothers only gave gifts in the form of grades. in addition to receiving student report cards, gifts are given such as notebooks, pens, bags, and others. but because of the current pandemic, educators rarely give gifts.

Learning outcomes

The data presented in this study is data on the value of report cards of students' learning outcomes majoring in Office Administration Automation at SMK Negeri 4 Takalar.

Table 2.
Analysis of Student Learning Outcomes

Variable	N	N	%	Category
Learning outcomes	4338,68	5,100	85.0721	Enough

Source: 2021 Report Report Results

Based on the results of the analysis of the percentage of variable learning outcomes for students majoring in automation of Office Governance at SMK Negeri 4 Takalar. It is in the fairly good category with a presentation rate of 85.0721 percent. This shows that students of the Office Administration Automation Department have high enthusiasm for learning. In this case, it cannot be separated from the role of educators in improving student learning outcomes.

This statement was confirmed by the results of interviews with the principal of SMK Negeri 4 Takalar, Mr. Sahabuddin, MM On July 22, 2021, which stated that: educators majoring in office management automation always carry out learning activities optimally even though at the beginning of online schools educators had difficulty adjusting to circumstances.

The student report cards already cover three points, namely the cognitive, affective, and psychomotor shutters. The cognitive shutter is an assessment of knowledge that is measured by educators through the results of written tests, oral tests, and assignments. The effective shutter is an assessment of students in the form of attitudes where the assessment process is through the value of student attitudes, whether it is carried out by subject educators, homeroom teachers, or counseling guidance (B/K) is carried out during the learning process. The psychomotor shutter is knowledge about the skills of students. The value of the skills of students majoring in office management automation at SMK Negeri 4 Takalar is obtained from the results of practice.

The Effect of Rewards on Student Learning Outcomes

One of the conditions that must be met before performing a simple linear regression test is the normality test. The normality test was conducted to determine the normality of the data regarding the provision of rewards (X) and learning outcomes (Y) that had been collected at the time of conducting the research. This study uses the One-Sample Kolmogorov-Smirnov Test using SPSS.20 with the test criteria comparing the probability value with a significance level of 0.05. For more details, here are the results of the One-Sample Kolmogorov-Smirnov Test:

Table 3.
One-Sample Kolmogorov-Smirnov Test

		One-Sample Kolmogorov-Smirnov Test
		Unstandardized Residual
N		51
Normal Parameters, b	mean	0E-7
	Std. Deviation	3.11481548
Most Extreme Differences	Absolute	,078
	Positive	,078
	negative	-,064
Kolmogorov-Smirnov Z		,554
asyp. Sig. (2-tailed)		,919

a. Test distribution is Normal.

b. Calculated from data.

Source: Results of Statistical Analysis Through the SPSS Program.20

Based on the table, it is known that the significance value or probability obtained is 0,919 which means greater than 0.05. So according to the basis for returning the decision on the normality test of the data in chapter III, it can be concluded that the data is normally distributed because the probability value is $0.919 > 0.05$ or the probability value is 0.919 greater than 0.05.

After carrying out the normality test, the product-moment correlation test was then used to determine the level of correlation between the two variables, namely the variable giving rewards and learning outcomes for students in the Office Administration Automation Department

at SMK Negeri 4 Takalar. The test was carried out using the SPSS.20 program, the results of which can be seen in the following table.

Table 4.
Product Moment Correlation Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,408a	,167	,150	3,146

Source: Results of Statistical Analysis Through the SPSS Program.20

Based on the results of the calculation of the product-moment correlation obtained r_{count} of 0.408. This is then consulted with the guidelines for interpreting the r value contained in chapter III, the value of 0.408 is in the interval 0.40-0.599 which indicates a moderate level of relationship.

To test whether the correlation result of the calculation is significant or not, then the value of r_{count} is compared with r_{table} with a significance level of 5% with test criteria if $r_{count} > r_{table}$ with $dk = n-2$, then H_0 is rejected or H_1 is accepted. It is known that the respondents in this study were $51 - 2 = 49$ people so that the r_{table} value obtained was 0.281.

So from the results of the product-moment correlation test, it can be stated that there is a significant relationship between reward giving and the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar seen from the r_{count} 0.408 $>$ r_{table} 0.281 or then H_0 is rejected or H_1 is accepted. The magnitude of the effect can be seen in the value of the coefficient of determination where $r^2 = 0.167$ or 16.7 percent is obtained, which means that the effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar is 16.7 percent while the rest is 83.3 percent. determined by other factors not examined in this study.

After knowing the relationship between variable X and variable Y, then simple linear regression analysis was carried out to test the hypothesis in this study which reads "it is suspected that there is an influence between reward (X) on learning outcomes (Y). Simple linear regression analysis was used with the help of the SPSS 20 program. The results of the data analysis can be seen in the following table.

Table 5. Summary of Simple Linear Regression Analysis Results

Variable	\square	f_{count}	Sig.	Sig.
constant	79.065	9.789	0.003	0.000
Rewards	0.079			0.003

Source: Results of Statistical Analysis Through the SPSS Program.20

Based on the table, it is known that the calculation of the simple linear regression equation is obtained by the regression equation = 79.065 and = 0.079 so the resulting regression equation is:

$$Y' = 79.065 + 0.079X$$

With a constant of 79.065, it means that the consistent value of the learning outcomes variable is 79.065. While the X regression coefficient of 0.079 means that for every addition to

the reward value, the participation value increases by 0.079. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

From the results of the analysis of the F test through SPSS 20 obtained Fcount was by 9.789 and Ftable (0.05:1:50) of 4.04 which means Fcount larger than Ftable. Due to Fcount > Ftable then H₀ is rejected and H₁ is accepted. So it can be said that the hypothesis that reads "it is suspected that there is an effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar" can be accepted.

Discussion

Rewards

Based on the results of the research that has been done, it shows that giving rewards to students majoring in office management automation at SMK Negeri 4 Takalar is in the good category with a percentage value of 66.12 percent. This is because educators in the office administration automation department use rewards as a form of appreciating the success of students and as a means of increasing student motivation in learning. This statement is supported by the opinion Haping (2017:79) stated that reward is one of the educational tools in the learning process that is used by educators for students as a booster, encouragement, and motivation so that students can improve their learning achievement. Then the statement is strengthened by the behavioristic learning theory which states that Karwono & Heniso that learning can be effective, the teacher should give the right reward to improve the behavior that is expected to emerge from students.

The percentage results are reviewed based on four indicators, namely giving praise, giving gifts, giving awards, and giving power. Of the four indicators, each percentage figure obtained is different. This is because educators at SMK Negeri 4 Takalar really consider what kind of reward should be given to students. the statement is corroborated by the statement Karwono & Heni, (2017: 67) educators must be able to determine which reward (reinforcement) works best for each student. What distinguishes each individual in using certain rewards (reinforcers).

Learning outcomes

Based on the results of data analysis, the learning outcomes are in the high category with a percentage value of 85.07 percent. This shows that students majoring in Office Administration Automation at SMK Negeri 4 Takalar have a high enthusiasm for learning. The percentage results are obtained from the report cards of students majoring in office management automation as a form of student learning outcomes in terms of skills, knowledge, and attitudes. This is supported by the statement Sani (2019:38) which states that learning outcomes are changes in behavior or competencies (attitudes, knowledge, and skills) obtained by students after going through learning activities. Then confirmed by opinion Haping (2017) The benchmark for the success of students is usually in the form of the value they get, the value is obtained after students carry out the learning

process within a certain period of time and then the final test, Then from the results of the test the teacher determines the learning outcomes of students. The learning outcomes of students at SMK Negeri 4 Takalar majoring in office management automation occupy a high category with a percentage value of 85.07 percent. This is because the educators of SMK Negeri 4 Takalar always provide encouragement, motivation, and enthusiasm to students.

The Effect of Rewards on Learning Outcomes

Based on the results of the data analysis of this study, it shows that there is a positive effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar. This is because educators in the automation department of office governance use the provision of rewards as a means that can encourage students' learning motivation so as to increase student learning outcomes. This is supported by the statement of BF Skinner (Sani, 2019:8) in behavioristic theory argues that if the emergence of behavior is followed by something pleasant (reward), then the behavior tends to be repeated. In this case, the educator provides a stimulus in the form of a reward to students and then responds with more motivation in learning so that learning outcomes can be better than before. This is supported by the opinion Sani (2019:38) who states that in general, 70% of learning outcomes are influenced by the ability of students (internal factors) and 30% are influenced by the environment (external factors). Educators are included in external factors, so they have a 30% chance to improve student learning outcomes. So one way that can be done by educators is by giving rewards, the purpose of giving rewards is to motivate students, after students are motivated to learn, it allows their learning outcomes to be better. This statement is supported by the opinion Reski (2018) revealed that motivation is a factor that causes learning that can facilitate learning activities so that it is highly motivated which allows for high learning outcomes as well. This opinion is in line with the results of research conducted by Warti (2018) about the effect of student learning motivation on students' mathematics learning outcomes at SD Angkasa 10 Halim Perdana Kusuma, East Jakarta with the results of the research that there is a positive influence between learning motivation and mathematics learning outcomes.

The results of this study are supported by several previous studies including research conducted by Haping with the title of the effect of giving rewards on social studies learning outcomes for fifth-grade students of Tamalanrea State Elementary School Makassar which states that giving rewards has a significant positive effect on student learning outcomes. Besides that, another researcher conducted by Amelia Septiani Surbakti with the title The Effect of Rewards on Student Learning Outcomes in Mathematics Class IV Elementary School at SD Negeri 101740 Tanjung Selamat stated that the provision of rewards had a significant positive effect on student learning outcomes.

Therefore, it can be said that giving rewards has a positive impact on students when used at the right time. This statement is in line with the opinion of Santrock (Karwono & Heni Mularsih 2017: 66) state that educators must provide reinforcement in a timely manner and as soon as possible after students display certain expected behaviors. Giving rewards does not have to be given to students who are smart but also to students who are less intelligent, even if necessary, rewards are given to all students because by giving rewards students will be motivated and enthusiastic to learn, so that students get better learning outcomes. good.

As for the magnitude of the effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar is 16.7 percent with a moderate level of influence. The results of the hypothesis in this study are that there is an effect of giving rewards on the learning outcomes of students majoring in Office Governance Automation. This means that the hypothesis that says "the effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar is accepted.

CONCLUSION

Based on the results of the analysis and discussion of the results of this study about the effect of giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar. Based on the results of the analysis of several indicators of giving rewards, they are in the good category with a percentage value of 66, 13 percent. Results of analysis Learning outcomes (Y) are in the good category with a percentage value of 85.0721 percent. There is a significant influence between the provision of rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar. So that the proposed hypothesis, namely "it is suspected that there is an effect of giving rewards on the learning outcomes of students majoring in Office Automation and Governance at SMK Negeri 4 Takalar" is declared accepted.

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