The Influence of Giving Rewards in Increasing Students' Motivation and Learning Outcomes at SDN 256 Benteng Jati In Liliriaja Subdistrict In Soppeng

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Article History	Abstract
  	The study aims to analyze (1) the influence of implementing the reward method in the form of achievement star on english studies (Bahasa Inggris) learning motivation of the fifth grade students at SDN 256Benteng jati in Liliriaja subdistrict in Soppeng district, (2) the influence of implementing the reward method in the form of achievement star on English learning outcomes of fifth grade students at SDN 256 Benteng jati in Liliriaja subddistrict in Soppeng district, and (3) the influence of implementing the reward SDN 256 Benteng jati in Liliriaja subdistrict in Soppeng district. The type of research employed quasi-experimental. The population of the study was all students who study at SDN 256 Benteng jati in Liliriaja subdistrict in Soppeng district with 110 people. The research sample was grade V which consisted of two classes, namely class Va with 11 students and class Vb with 11 students. The data analysis techniques employed descriptive analysis and inferential analysis. The results of the study indicate that the implementation of the reward method has an effect on the English learning motivation of fifth-grade students at SD Negeri 256 Benteng Jati, Liliriaja District, Soppeng Regency, and also has an effect on their English learning outcomes. The use of the reward method provides a significant influence on both the motivation and the English learning outcomes of the fifth-grade students at SD Negeri 256 Benteng Jati, Liliriaja District, Soppeng Regency. *Keywords: Reward, Motivation, Learning Outcomes.*

Introduction

Education involves several elements that support the educational process. One of these elements is the educator or teacher. In contributing to the nation's intellectual life, the role of teachers is crucial in shaping quality and noble human resources. As educators, teachers also foster mental attitudes related to human aspects with diverse characteristics, meaning that there are differences between one student and another.

Educating, teaching, and guiding students are the professional duties of a teacher, which must be carried out professionally by adhering to the codes of conduct in the Indonesian teacher's code of ethics. Essentially, there is a set of tasks that teachers must perform related to their profession as educators, and these tasks are closely related to their professional competence. The essence of the teaching profession is that it requires special expertise and cannot be carried out by just anyone outside the field of education.

Amid the growing capabilities of teachers, new problems have increasingly emerged. Along with the developmeant of the times, teachers are required to be more creative in improving the quality of education in schools. However, in reality, during the teaching and learning process, teachers often encounter difficulties. For example, students feel sleepy or bored during lessons because there is nothing that motivates them to be enthusiastic about the learning process. This results in students being less active in the learning activities, especially in subjects they find difficult. Therefore, a solution is needed to address these problems. The behavioral issues of teachers seem to stem from a lack of understanding of the many available teaching methods. Teachers have not optimally engaged in personal approaches to students. Teachers play a very determining

role in the learning activities and outcomes of students. Therefore, a teacher must think about strategies, approaches, methods, or models that are more varied to overcome students' difficulties, such as boredom, lack of parental motivation, or an unsupportive environment. Teachers need to find strategies or initiatives to make students interested or more enthusiastic in the teaching and learning process.

As a teacher, it is not enough just to deliver the material effectively. The teacher must also be able to provide motivation because it can determine the success of students in the teaching and learning process. This highlights the importance of using appropriate methods in teaching so that students can engage in learning with joy and enthusiasm, and thus, achieve good learning outcomes. The learning objectives can then be realized. To motivate students and improve their learning outcomes, teachers can use the method of giving rewards as an incentive for students to achieve academic success and as a motivator in their studies.

Giving rewards in learning has implications, meaning students are recognized as unique individuals with certain abilities and characteristics that can be appreciated. Sardiman (2008: 94) states that;

"If there are students who succeed and complete tasks well, they should be given praise. This praise is a form of positive reinforcement and a good motivator. Therefore, for praise to be a motivator, it must be given appropriately. Appropriate praise will foster a pleasant atmosphere, increase learning enthusiasm, and simultaneously boost self-esteem."

The motivation theory put forward by Salvin suggests that learning motivation involves giving recognition to individuals or groups who are able to express ideas, statements, and opinions. Paying adequate attention to students with all their potential is a simple form of motivation, as many lack learning motivation due to the perceived absence of attention. As explained, principles related to attention and learning motivation include the importance of attention in learning activities. By giving rewards to students, it is expected that they will be motivated to work harder in the learning process in class.

Students lacked focus, as some were often daydreaming or preferred to play with their seatmates rather than paying attention to the lesson. From the problems above, it can be concluded that students lack motivation in the learning process, which is evidenced by their learning outcomes, as the average score of fifth-grade students in the 2024/2025 academic year was relatively low.

From the issues mentioned above, it is clear that teaching methods greatly influence learning. Therefore, it is essential to find new, appropriate teaching methods that can engage students and lead them toward better and more enthusiastic learning. The researcher examines this issue through the use of the reward method. In the learning process, especially in English lessons, this method is highly suitable for fostering students' motivation and improving learning outcomes, considering the advantages of giving rewards, such as being an enjoyable educational tool, a driving force or motivation for students to learn, and creating self-confidence in students. Learning becomes enjoyable, motivation comes from within, and students experience a sense of freedom.

RESEARCH METHODS

A. Approach and Type of Research

The research on the implementation of reward giving in the learning process is a type of *quasi-experimental research*. The experimental design used is the *Pretest-Posttest Non-Equivalent Control Group Design*, where two groups are involved to determine the effect of reward giving on motivation and learning outcomes in English studies.

In this research, the sample consists of two groups:
1. Experimental group: This group is given *treatment* in the form of a reward-based method.
2. Control group: This group uses a direct instruction method, where the teacher acts as an information deliverer.

After the treatment, the learning outcomes are measured through a *posttest*, which is the score of the students' English studies learning outcomes after the treatment. The learning outcomes of the experimental group are then compared with those of the control group, which uses the direct instruction model. The purpose of this comparison is to see the extent of the impact of the reward-based method on learning outcomes compared to the more conventional teaching model.

This research employs a *quantitative research* approach, as the data collected are in the form of numbers, and the analysis is conducted using statistical techniques, as explained by Sugiyono (2013:7).

Table 3.1 Research Design Model

Kelompok	Pretest	Perlakuan	Postest
V a	O1	X1	O2
V b	O3	-	O4

Explanation:
- Va : Learning using the reward method
- Vb : Learning using direct or usual learning methods
- X1 : Reward method
- O1 & O3 : Pretest for experimental and control groups
- O2 & O4 : Posttest for experimental and control groups

B. Population and Sample

1. Population

The population consists of all subjects relevant to the research problem. In this study, the population includes all fifth-grade students of SD Negeri 256 Benteng Jati, located in Kecamatan Liliriaja, Kabupaten Soppeng.

The selection of this school was based on the fact that no prior research had been conducted on the use of reward methods for increasing student motivation and learning outcomes. Moreover, after conducting an observation, the researcher identified problems related to student motivation and learning outcomes, as seen from the available learning data.

2. Sample

The sample is a subset of individuals from the entire population. The sampling process used Multistage random sampling, which involves several stages to simplify the determination of the sample size. The sampling technique employed random sampling to select the experimental and control classes. Class V was chosen purposively for the study.

The sample consists of two classes: Class Va and Class Vb. Class Va, which serves as the experimental group, has 11 students, while Class Vb, the control group, has 11 students. The number of samples from each part was calculated using the formula:

N = {class population / total population} x determined sample size

The selection of these classes was based on the consideration that the students had relatively homogeneous abilities, as indicated by their previous learning outcomes. Another consideration was the cognitive development stage of fifth-grade students, aged 7-11 years, which, according to Piaget's theory, is a period when children begin to think logically about concrete events or situations that can be observed.

F. Data Collection Techniques and Procedures

1. Data Collection Techniques

Data collection techniques refer to the methods used by researchers to gather the necessary data to answer the research questions. The data collection techniques in this study are as follows:

a) Tests

A test is one of the data collection techniques used in this research. A test is a series of questions designed to measure the extent of an individual's ability based on a given stimulus. In this study, data on student learning outcomes were collected through two tests: a pre-test conducted before the treatment and a post-test conducted after the treatment. The test used is an objective test in the form of multiple-choice questions. The same set of questions was administered in both the pre-test and post-test to avoid differences in the quality of the instrument and to ensure that any observed changes in students' knowledge and understanding were due to the treatment.

The purpose of the test was to determine the effect of rewards on student learning outcomes. Scoring was conducted using the Guttman scale, which provides a clear and consistent framework for assigning scores based on students' responses.

Table 3.2 Alternative Answers to Sugiyono's Research Instrument (2012)

Alternative Answer	Score
Correct	1
Wrong	0

b) Questionnaire

The data on students' learning motivation was collected through the distribution of questionnaires, conducted both before and after the implementation of reward-based learning and direct instruction. The questionnaires were filled out twice, once during the pre-test and once during the post-test. The pre-test questionnaire was administered before the learning material was delivered to assess the initial motivation of the students. The post-test was conducted after the rewards were given to measure the level of student motivation after the intervention.

The purpose of the questionnaire was to determine the students' motivation in learning. The student motivation questionnaire was designed as a multiple-choice test where students were required to check their responses. The questions included both positive and negative statements. This questionnaire was adapted from Keller's (2010:277) ARCS model, which stands for Attention, Relevance, Confidence, and Satisfaction, a set of motivational principles applicable to the learning process. These indicators were used to gather data on the students' motivation. The questionnaires were administered before

and after the rewards were given, specifically during the pre-test and post-test stages.

c) Documentation

Documentation served as supporting data in this research. It included student lists (both male and female), test answer sheets, student data, and the lesson plans for the English studies learning process for grade V students at SD Negeri 256 Benteng Jati, Kecamatan Donri-Donri, Kabupaten Soppeng.

2. Data Collection Procedure

The learning process took place over three sessions. The first session was dedicated to the pre-test, while the second sessions were designated as the treatment sessions. The third session was reserved for the post-test. Each session lasted for 2 x 35 minutes, aligning with the allocated time for English studies lessons at the school.

3. Instrument Analysis

The instrument analysis in this study was empirical analysis.

Empirical analysis was conducted by the instruments were pilot tested outside of the sample population. Empirical analysis was conducted by calculating the validity and reliability of the instruments using quantitative methods based on the pilot test results.

G. Data Analysis Technique

Data analysis is a critical step in research. The goal of data analysis is to refine and organize findings into a structured and meaningful format. Quantitative data analysis in this study was carried out using statistical methods to process the numeric data collected in the field. The following data analysis techniques were used:

1. Descriptive Statistical Analysis

Descriptive statistics were used to analyze the data by describing or depicting the collected data without drawing conclusions that apply broadly. Descriptive statistical analysis in this study was used to describe the motivation and learning outcomes during the learning process when rewards were applied. The analysis included calculating the mean, median, mode, standard deviation, minimum value, maximum value, and variance.

a) Motivation Data Analysis

The analysis of student motivation was performed by calculating individual motivation scores and percentages, both before and after the learning process. The motivation score was calculated by dividing the total score obtained by the student by the maximum possible score and multiplying by 100, as shown in the following formula:

$$\text{Motivational value} = \frac{\text{student achievement score}}{\text{Maximum score}} \times 100$$

To simplify the analysis, the following categories are made: 1) very high, 2) high, 3) sufficient, 4) low, 5) very low. The criteria are described in the table:

Table 3.3 Guidelines for Categorizing Student Learning Motivation

Value	Category
158-184	Very High
130-157	High
102-129	Fair
74-101	Low
46-73	Very Low

b) Learning Outcomes Analysis

The analysis of students' learning outcomes was carried out through the evaluation of their learning results. The evaluation followed the assessment of the students' learning outcomes, which was measured using a learning outcomes test. The scores from these tests represented the data for the students' learning results.

The students' learning outcome scores were calculated by dividing the score obtained by the student by the maximum possible score, then multiplying by 100. This method provided a percentage that reflected each student's performance. The formula is as follows:

$$\text{Motivational value} = \frac{\text{student achievement score}}{\text{Maximum score}} \times 100$$

Learning outcome tests are used by grouping students' abilities on a five-point scale based on the National Education Standards Agency (BSNP) standard categorization technique set by the Ministry of National Education (2008), as shown in the following table.

Table 3.4 Guidelines for Categorizing Student Learning Outcomes

Value	Category
85 – 100	Very High
65 – 84	High
55 – 64	Fair
35 – 54	Low
0 – 34	Very Low

Sumber : Depdiknas (2008).

Learning achievement is also measured based on the minimum mastery criteria (KKM) standard score of 75 set by the school. The improvement in English studies learning outcomes between before (pre-test) and after (post-test) can be calculated using the normalized gain (g) factor formula by Hake, as cited in Savinainen & Scott (2002), which is:

$$N\text{-}g = \frac{S\,post - S\,Pre}{S\,max - S\,Pre}$$

Description:
- **S pre** = Pre-test score
- **S post** = Post-test score
- **S max** = Maximum score

  The gain score is then categorized into three levels, namely:
1. **High category** = N-g > 0.7 or percentage for high category = N-g > 75
2. **Medium category** = $0.3 \leq N\text{-}g \leq 0.7$ or percentage for medium category = $30 \leq N\text{-}g \leq 75$
3. **Low category** = N-g < 0.3 or percentage for low category = N-g < 3

2. Inferential Statistical Analysis

The technique used to determine the extent to which the researcher can draw conclusions from the data obtained from a limited group of subjects, in this case, the sample representing the population, is inferential statistics. In other words, it is used to test the hypothesis by applying the t-test. Prior to this, normality and homogeneity of variance tests will be conducted.

a. Normality test

The normality test of students' learning outcomes is intended to determine whether the data under study come from a normally distributed population. This test was conducted using the Kolmogorov-Smirnov test for both the control class and the experimental class. The data processed in this study are post-test data using SPSS version 31 with a significance level of $\alpha = 5\%$ or 0.05, based on the following criteria:

- If **p > 0.05**, the data are considered to be normally distributed.

- If **p < 0.05**, the data are considered not to be normally distributed.

b. Homogeneity Test

This test aims to determine whether the selected samples have equal variances. In other words, the researcher conducts this test to find out whether the variance of the scores measured in the two research samples is the same or different. This test is carried out to compare the two groups being examined. The homogeneity test uses the Liliefors test with a significance level of 0.05, based on the following criteria:

- If the significance value > 0.05, the data are considered homogeneous.
- If the significance value < 0.05, the data are considered not homogeneous (heterogeneous).

c. Hypothesis Testing

After conducting the normality and homogeneity tests, the next step is hypothesis testing. The hypothesis test is performed to determine the effect of implementing the reward method on students' motivation and learning outcomes. The calculation is carried out using the t-test with a significance level of 0.05 or 5%. The Independent Samples t-test is used, with the following criteria:

- H_0 is accepted and H_1 is rejected if t-calculated < t-table.
- H_0 is rejected and H_1 is accepted if t-calculated > t-table.

There are two ways to determine the hypothesis testing result:
1. By comparing the t-calculated value with the t-table value.
2. By comparing the p-value with the significance level ($\alpha = 0.05$).

   If **p-value / 2 < 0.05**, then H_0 is rejected and H_1 is accepted, which means there is an effect. Conversely, if **p-value / 2 > 0.05**, then H_0 is accepted and H_1 is rejected, which means there is no effect.

RESULTS AND DISCUSSION

2. English Studies Learning Motivation Data of Students at SD Negeri 256 Benteng Jati Using the Reward Method

The assessment of students' learning motivation, conducted before and after the treatment, was measured using a motivation questionnaire. The questionnaire consisted of **46 statement items**, to which students were asked to respond, and each response was assigned a score. The results of the questionnaire were then tabulated in Microsoft Excel and subsequently analyzed.

The statistical results related to the pre-test and post-test scores of students taught using the implementation of the reward method can be seen in the following table:

Statistik Deskriptif	Statistik Value	
	Pre test	**Post test**
Sampel Number(N)	11	11
Mean	116,27	153,73
Median	118,00	152,00
Mode	113 [a]	151 [a]
Std. Deviation	9,253	7,086
Variance	85,618	50,218
Range	34	24
Minimum	100	143
Maximum	134	167

Based on the data in Table above, it can be seen that the average initial motivation score (pre-test) of students before the implementation of the reward method was **116.27**. The scores ranged from the lowest score of **100** to the highest score of **134**, with a score range of **34**. After the implementation of the reward method, the average final motivation score (post-test) increased to **153.73**. The scores ranged from the lowest score of **143** to the highest score of **167**, with a score range of **24**. This indicates that there was a significant increase in scores before and after the treatment was applied.

If the pre-test and post-test scores are grouped into the categories of **very high, high, moderate, low, and very low**, the frequency distribution can be obtained as shown in the following table:

Frequency and Percentage Distribution of Students' Pre-Test and Post-Test Questionnaire Scores

Range Score	CategoryFor Motivation	Class Eksperiment			
		Pre Test		Post Test	
		Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
158-184	Very High	-	-	2	18,2
130-157	High	1	9,1	9	81,9
102-129	Moderate	9	81,9	-	-
74-101	Low	1	9,1	-	-
46-73	Very Low	-	-	-	-
Total		11	100	11	100

Table above shows that the distribution of students' learning motivation scores before the application of the reward method was mostly in the **low**, **moderate**, and **high** categories. Of the total 11 students, **1 student (9.1%)** obtained a questionnaire score within the **low** category interval, **9 students (81.9%)** scored within the **moderate** category interval, and only **1 student (9.1%)** scored within the **high** category interval.

Meanwhile, after the application of the reward method, most students were in the **high** and **very high** categories. Of the total 11 students, **9 students (81.9%)** obtained a questionnaire score within the **high** category interval, and **2**

students (18.2%) scored within the **very high** category interval.

In general, these data indicate that there was an increase in students' English learning motivation after the implementation of the reward method.

The data on the distribution and frequency of students' scores before and after being taught using the reward method is further supported by data on the increase in students' learning motivation scores calculated using the Normalized Gain formula. This improvement can be seen in the table below.

Data on the Gain Score of English Studies Learning Motivation in the Implementation of the Reward Method

Interval Value	Frequency	Percentage	Category
$0 \leq$ N-g$<0,3$	0	0	Low
$0,3 \leq$ N-g$<0,7$	10	90,9	Medium
$0,7 \leq$ N-g$<1,0$	1	9,1	High

Table shows the increase in students' English studies learning motivation scores using Normalized Gain before and after being taught with the reward method. The results indicate that students' motivation scores fall into the **medium category**, with a relatively high percentage.

3. Data on Students' English Learning Motivation at SD Negeri 226 Galunglangie without the Application of the Reward Method

The assessment of students' learning motivation in the control class was measured using the same motivation questionnaire; however, no reward method was applied. The questionnaire consisted of 46 statement items, and students were asked to provide responses to each item. Every response was assigned a specific score based on the predetermined scoring criteria. The results of the questionnaire were then tabulated using Microsoft Excel and subsequently analyzed.

The statistical results related to the pre-test and post-test scores of students taught using the reward method can be seen in the following table:

Descriptive Statistical Data on English Learning Motivation of Students Who Were Not Given Rewards

Descriptive Statistics	Statistics Value	
	Pre test	**Post test**
Sampel Number (N)	11	11
Mean	115,64	130,00
Median	115,00	128,00
Mode	113 [a]	128
Std. Deviation	3,668	6,293
Variance	13,455	36,600
Range	14	18
Minimum	110	121
Maximum	124	139

Based on the data in Table, it can be observed that the average initial motivation score (pre-test) of students was **115.64**. The scores ranged from a minimum of **110** to a maximum of **124**, with a score range of **14**. Meanwhile, the average final motivation score (post-test) was **130.00**, with scores ranging from a minimum of **121** to a maximum of **139**, resulting in a score range of **18**. This indicates that there was an improvement in motivation scores after the treatment was applied compared to before.

If the pre-test and post-test scores are classified into categories of **very high, high, moderate, low, and very low**, the frequency distribution can be presented in the following table:

Frequency Distribution and Percentage of Pre-Test and Post-Test Scores Based on Student Questionnaire

Range Score	StudentMotivaton Categoy	Class Control		Post Test	
		Pre Test			
		Frecuency	Persentage (%)	Frekuency	Persentage (%)
158-184	Sangat Tinggi	-	-	-	-
130-157	Tinggi	-	-	5	45,5
102-129	Cukup	11	100	6	54,6
74-101	Rendah	-	-	-	-
46-73	Sangat Rendah	-	-	-	-
Total		11	100	11	100

Table above shows that the distribution of students' motivation scores in the control class before and after being taught using the direct instruction method was mostly centered in the "moderate" category before the treatment, from a total of 11 students. After the treatment, the percentage of students' motivation increased, with the distribution shifting toward the "moderate" and "high" categories.

Unlike the previous condition where all students were in the "moderate" category before the treatment, after the treatment, the students' scores were no longer all in the same category. Instead, 5 students experienced an improvement. This data indicates that there was an increase in students' English learning motivation after the treatment.

The data on the distribution and frequency of students' scores before and after the treatment is supported by the data on the increase in students' learning motivation values using the Normalized Gain formula. The improvement can be seen in the table below.

Gain Score Data of English Learning Motivation for Students Who Were Not Given Rewards

Interval Nilai	Frecueny	Persentae	Category
$0 \leq N\text{-}g < 0,3$	7	63,64	Low
$0,3 \leq N\text{-}g < 0,7$	4	36,36	Mid
$0,7 \leq N\text{-}g < 1,0$	0	0	High

Table shows the increase in students' English learning motivation scores based on the Normalized Gain Score before and after being taught using the direct instruction model. The results indicate that most students achieved English learning motivation scores within the low and medium categories**.**

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