



## **Application of Positive Reinforcement Techniques to Increase Student Learning Motivation at SMA Negeri 18 Makassar**

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### **ABSTRACT**

This research is motivated by the problem of low student motivation where students behave indifferently to lessons, not confident when appointed to appear in front of their friends, so that students become lazy in participating in the teaching and learning process (PBM). This study aims to determine: (1) description of learning motivation of students in class XI IPA at SMA Negeri 18 Makassar. (2) the application of positive reinforcement techniques to increase the learning motivation of students in class XI IPA at SMA Negeri 18 Makassar. (3) the effect of positive reinforcement on learning motivation. The type of approach in this research uses an experiment with a quasi-experiment design pattern. The design form used in this research is pretest-posttest control group design. The number of samples in this study were 24 respondents who were divided into two, namely 12 respondents for the experimental group who had a high learning motivation scale score and 12 respondents for the control group who had a learning motivation scale in the fixed category or no change. The data analysis technique used is parametric statistics with the calculation of the independent sample t-test test. The results showed that the description of learning motivation of students in class XI IPA at SMA Negeri 18 Makassar was at a high level. The application of reinforcement techniques, namely rewards, is carried out in accordance with previously designed procedures, namely through six stages. Based on the results of research before and after treatment, the results of hypothesis test calculations were obtained with a sig value. (2-tailed) = 0.160 >  $\alpha = 0.05$  indicates H<sub>0</sub> is rejected, so it can be concluded that the application of positive reinforcement techniques can increase student learning motivation at SMA Negeri 18 Makassar.

## A. Introduction

The most important momentum in the history of the Indonesian nation will occur in 2045, because it has entered its 100th year of independence. The biggest challenge today is the crisis of human resources (HR), especially in the character crisis. Philosophically, education is a process of humanization and civilization. This is in line with the purpose of national education, which is to develop the potential of students to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on the ontological view, the educational process is always related to the nature of human existence, meaning that without human education it is nothing, and vice versa without education it is impossible for humans to maintain their survival. Therefore, the goal of education is to humanize humans. While at the epistemological level education emphasizes a system of activities for the formation of a scientific attitude, namely, an attitude imbued with the values of truth (Remigius A, 2018). Furthermore, the ethical aspect emphasizes the development of behavior and responsibility.

The three aspects mentioned above have a very close relationship in causality. This reflects the level of ontological maturity that will give birth to a golden generation that is always imbued with the value of honesty, while epistemological maturity is interpreted as the value of truth, and with ethical maturity will give birth to a generation imbued with the values of justice. Various empirical facts have proven that the level of progress achieved by a nation is determined by the quality of its human resources. One of the efforts to fulfill this commitment is through the national education program. As mandated in the body of Law No. 20/2003 in Chapter 1 on the national education system. Thus, the position of teachers is very important in education considering the duties and responsibilities of a teacher is to educate the life of the nation as well as being required to master a basic teaching skill is also expected to provide reinforcement to motivate students to increase their learning motivation (Aini et al., 2019).

The teaching and learning process encounters many obstacles, this is due to the low motivation of students to learn. According to Yamin (Nurcaya & Hadijah, 2019) there is a case that learning motivation is a psychic driving force from within a person to carry out learning activities and add skills and experiences so that these efforts make students more active in learning. The role of the teacher as a motivator in order to increase enthusiasm and develop student learning activities, this is in line with Sardiman's opinion (Nurcaya & Hadijah, 2020) that the teacher must be able to stimulate and provide reinforcement to dynamize the potential of students and foster activity, creativity, so that there are dynamics in the teaching and learning process (PBM). Currently, in every school, there are so many students who are unable to achieve learning achievement results as expected together. This is certainly influenced by many factors, one of which is very prominent, namely, the lack of student motivation in participating in lessons. Whether it is in all subjects or only in certain subjects.

The results of an initial survey conducted by researchers on students of SMA Negeri 18 Makassar and the results of interviews obtained from counseling teachers and homeroom teachers XI IPA 1 and 2, found students in classes XI IPA 1 and 2 who showed symptoms of low learning motivation such as behaving indifferent to lessons, playing around or joking with their friends, not confident when appointed by the teacher to appear in front of their friends, Low interest in learning, lack of enthusiasm, lack of attention and concentration on lessons, not doing assignments well, sometimes even not doing them at all, not having the initiative to ask even if they don't know, and learning outcomes that students get below the KKM standard, so students have to repeat several times to achieve a complete score. So that symptoms like this do not continue to develop, it is necessary to make efforts that are preventive and curative. One of the efforts that can be made to increase learning motivation is the behavioral approach.

According to Skinner (Rahayu, 2018) that behavioral learning theory is the relationship between stimulus and response shown by individuals or subjects that occurs through interaction with the environment. This theory emphasizes that the behavior shown by a person is a result of the interaction between stimulus and response. The view of Laia, (2018) that behavioral is an approach technique in counseling given to students so that they are able to learn to change problematic behavior to be in accordance with applicable norms and rules. Newly developing individuals begin to realize that everyone must adjust in order to be accepted in social groups. Many techniques are owned by behavioral understanding in dealing with the problems faced, one of which is using reinforcement techniques. Positive reinforcement techniques for learner development cannot be separated from the role of student motivation to learn. According to (Uno, 2017) that learning motivation is an encouragement that is influenced by internal factors and external factors of students who are learning to make a series of behavioral changes. Another factor that can increase learning motivation is that teacher creativity is also very necessary to present learning that is fun, and able to make students motivated to learn according to Narwati (Nurcaya & Hadijah, 2020).

Positive reinforcement provides pleasant reinforcement after the desired behavior is displayed which aims to make the desired behavior tend to be repeated, increased and settled in the future and negative reinforcement, which is an event or something that makes the desired behavior less likely to be repeated (Komalasari, et al. 2016: 161). There are positive and negative impacts if this reinforcement technique is used in increasing student learning motivation. According to Shoimin (2016: 158), Reward is a form of positive reinforcement and punishment which is a form of negative reinforcement, which in the teaching process is quite important, especially as an external factor in influencing and directing student behavior. This is based on various logical considerations, including this reward can generate student learning motivation and can influence positive behavior in student life. Based on what has been described above, researchers use rewards which are a form of positive reinforcement in this study. Reward is everything that is given by the teacher in the form of appreciation that pleases the feelings given to students on the basis of the results that have been achieved in the learning process with the aim of motivating students, so that they can do commendable actions and try to improve them.

Giving rewards has a positive impact on the formation of students' personalities, namely as a trigger for motivation or encouragement to do good. However, in the learning process, this must always be supervised and directed by educators and parents so that students do not become misunderstood and their orientation remains controlled on their motivation to behave as expected. Based on the explanation above, it raises an increasingly clear discrepancy between ideal learning expectations and the weak motivation of students to learn. This is due to the teacher's ability to present learning and has a tendency to carry out the teaching and learning process (PBM) still adheres to a conventional system so that students tend to apathetically accept subjects in class. Therefore, researchers are interested in conducting research on "Application of Positive Reinforcement Techniques to Increase Student Learning Motivation at SMA Negeri 18 Makassar". As a solution in solving the main problem.

## **B. Literature Review (Optional)**

### **1. Learning Motivation**

Motivation is a change in energy in a person's personality characterized by the emergence of effective (feelings) and reactions to achieve goals (Harahap, et al, 2021). Meanwhile, according to (Setiadi, 2020) learning motivation is the tendency of students to carry out learning activities which are driven by a strong will to achieve the best possible learning achievements and results. Motivation is very necessary, because someone who does not have motivation in learning will not be able to carry out learning activities. Because motivation can be said to be the overall driving force within students that gives rise to learning activities, thus ensuring the continuity of learning activities and providing direction to learning activities (Munte & Samosir, n.d., 2019). Meanwhile, according to Makki & Aflahah (Hae, Tantu, & Widiastuti, 2021) learning motivation determines the level of achievement of children's learning outcomes.

The forms of learning motivation are divided into two, namely Intrinsic and extrinsic motivation. Intrinsic motivation is in line with the emergence from within to achieve something to satisfy oneself and without being influenced by external rewards. Meanwhile, extrinsic motivation refers to various behaviors related to a person or infrastructure and not because of oneself to achieve a goal. In general, intrinsic motivation refers to activities carried out by students in the form of pleasure and satisfaction that comes from themselves. Students with intrinsic motivation try to develop themselves to achieve learning goals and achievements. According to Williams (Handayani, 2017) intrinsic motivation to learn is a meaningfulness to get grades and achieve academic achievement regardless of the material or task. Meanwhile, according to Wong (Susila, 2019) extrinsic motivation refers to something that comes from outside and is separate from one's own behavior. Factors that affect students' extrinsic motivation include: family expectations, teacher expectations, money, and friends (hope to be accepted in a group). While extrinsic motivation tends to be a proof of student competence, intrinsic motivation encourages students to develop their competence. If examined, the ultimate goal of motivation is to encourage students to achieve and improve better learning outcomes both intrinsic and extrinsic motivation.

As for the factors that influence learning motivation according to Sardiman (Setiadi, 2020), there are two factors that influence student learning motivation, namely, 1) intrinsic factors and 2) extrinsic factors. Intrinsic factors are energy that becomes active without requiring external stimulation, because each individual already has the urge to do something. Meanwhile, extrinsic factors are energy that can be active to get stimulation from outside, such as what teachers do to increase student learning motivation. Kompri (2016: 232) factors that influence motivation in learning include, 1) ideals will strengthen student learning motivation both intrinsic and extrinsic, 2) a child's desire needs to be accompanied by the ability and proficiency in achieving it, 3) student conditions which include physical and spiritual conditions. A student who is sick will interfere with attention in learning, 4) the student's environment can be in the form of the natural environment, living environment, peer association and community life. So that indicators of learning motivation can be classified (Uno, 2014: 23): a) the existence of perseverance and students' desire to succeed, b) the existence of students' motivation and need to learn, c) the existence of hopes and ideals for the future, d) the existence of rewards in learning, e) the existence of interesting conditions in learning activities, f) the existence of a conducive learning environment.

Based on the explanation of student learning motivation above, the learning motivation indicators developed as benchmarks to determine the level of student learning motivation are as follows: 1) Habits in learning. The sub-indicators contained in this indicator include: before participating in learning, in participating in learning and after participating in learning, 2) Readiness in learning. The sub-indicators contained in this indicator include preparation before learning and preparation for tomorrow's learning, 3) Attention in learning. The sub-indicators contained in this indicator include enthusiasm in participating in learning and enthusiasm in learning, 4) Achievement in learning. The sub-indicators contained in this indicator include the desire to excel and the achievement of learning aspects, 5) Perseverance in learning. The sub-indicators contained in this indicator include attendance at school, following the teaching and learning process in class and studying at home, 6) Tenacious in facing difficulties. The sub-indicators contained in this indicator include attitude towards difficulties and efforts to overcome difficulties, 7) Independent in learning. The sub-indicators contained in this indicator include completing assignments / homework and using opportunities outside of class hours.

### **2. Reinforcement Technique**

Reinforcement itself is any form of response that is verbal or nonverbal as a form of feedback given to student behavior (Malik, 2018). This is in line with Winataputra's view (Kurniawan, 2018) which states that reinforcement is a response given to behavior or actions that are considered good, which can make the repetition or increase of behavior/actions that are considered good. Therefore, an instructional skill must be mastered by the teacher in providing reinforcement in the teaching

and learning process (PBM). As according to Maftuhah, (2020) the steps for implementing positive reinforcement are as follows: a) Collecting information about problems through ABC analysis, b) Selecting the target behavior to be improved, c) Establishing baseline initial behavior data, d) Determining meaningful reinforcement, e) Establishing a schedule for providing reinforcement, f) Application of positive reinforcement. According to Dwiyanti, (2018) ABC analysis is a behavior change model consisting of Antecedent-Behavior-Consequence which is suitable for changing behavior in student learning motivation. Antecedent is something that comes first before behavior or behavior occurs. Antecedent can be said to be a trigger for a behavior or it can be said why people behave that way. Consequence is something that follows behavior or in other words the result of the behavior performed (Darman, 2020).

The use of the ABC behavior model is an effective way to understand why behavior occurs and is an effective way to increase expected behavior because in this behavior model there are consequences that are used to motivate the frequency of expected behavior to increase and this ABC behavior model is useful for designing interventions that can improve behavior, individuals, groups, and organizations. In this case, the behavior that is expected to increase in frequency is safe behavior (Geller, 2018). Various reinforcement techniques according to Skinner in Khairani (2013: 9) reinforcement techniques consist of two major types, namely positive reinforcement and negative reinforcement as follows: 1) Positive reinforcement (positive reinforcement). Positive reinforcement is reinforcement based on the principle that the frequency of responses increases because it is followed by a stimulus that supports (rewarding). Forms of positive reinforcement are in the form of gifts (candy, gifts, food and so on), 2) Negative reinforcement. Negative reinforcement is reinforcement based on the principle that the frequency of responses increases because it is followed by the removal of a detrimental stimulus (unpleasant). Forms of negative reinforcement include: delaying giving awards, giving additional tasks or showing displeased behavior (shaking your head, frowning, disappointed face, and so on).

Reinforcement can be concluded that there is a substantial difference between Positive reinforcement and Negative reinforcement where negative responses are given by the teacher when students show deviant behavior or behavior that is not desired by the teacher, for example the teacher shakes his head, delays giving rewards. Positive reinforcement is the teacher's response to students who show positive behavior, for example the teacher gives praise in front of his friends, pats the shoulder as a sign of pride, and gives rewards in the form of gifts. Therefore, the application of positive reinforcement according to Djamarah (Kurniawan, 2018) things that must be considered in providing reinforcement the teacher must be sure that students will appreciate and realize the response given by the teacher. The principles of giving reinforcement according to Winataputra (Kurniawan, 2018) are as follows: a) Warmth and enthusiasm. Warmth and enthusiasm can be shown in various ways, for example with a radiant face / face accompanied by a smile, a cheerful voice full of attention, or an attitude that gives the impression that the reinforcement given is indeed sincere, b) Meaningfulness. The reinforcement given by the teacher must be meaningful to students, namely making students feel that their performance or actions deserve reinforcement, so that students are encouraged to improve their performance. because the model made by the student is really interesting so that the student deserves praise, c) Avoiding the use of negative responses. Negative responses such as harsh words, slurs, punishments, or ridicule from teachers are powerful weapons to destroy a conducive classroom climate as well as students' own personalities.

The purpose of Positive reinforcement is not just to improve behavior but in its application learning has certain objectives as has been attributed by Djamarah (Kurniawan, 2018) as follows: 1) Increase student attention and help students learn when reinforcement is used selectively, 2) Motivate students 3) Used to control or change disruptive student behavior, and improve productive ways of learning, 4) Develop students' confidence to self-regulate in learning experiences, 5) Direct towards the development of divergent thinking (different) and free initiative taking, 6) Make it easier for students to learn, 7) Control and modify student behavior. Control and modify student behavior and encourage positive behavior, 8) Foster student confidence, and 9) Maintain a conducive classroom climate. Thus, the teacher's teaching and learning activities must be able to motivate students to always be enthusiastic and active in learning. To achieve this goal, the teaching and learning process (PBM) can be interpreted as a form of developing quality human resources as outlined by the goals of national education, namely educating the nation's life and developing Indonesian human beings as a whole.

### **C. Research Methods**

The approach used in this research is quantitative research that directly tests the effect of a variable on another variable or tests the hypothesis about the difference in student learning motivation between the experimental group and the control group before and after being given the reinforcement technique treatment. The form of experimental design in this research is Quasi-experimental design, in the form of Non-equivalent Control group design. The main feature of this design is that the placement of experimental groups and control groups is not randomly selected (Sugiyono, 2016: 116), this study compares the level of student learning motivation between those given the reinforcement technique treatment and students who are not given the treatment. This research approach also directly tests the impact of influence on a variable to test the hypothesis about differences in student learning motivation between the experimental group given treatment (treatment) and the control group not given special treatment (treatment).

The time in this study was the even semester of the 2022/2023 school year which lasted for approximately 1 month in accordance with the stages given. The place of this research was carried out at SMA Negeri 18 Makassar, Biringkanaya District, Makassar City. Variables and operational definitions examine two variables, namely "reinforcement techniques" as independent variables or variables that affect or cause, and "learning motivation" as dependent variables or variables that are affected. Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and draw conclusions (Sugiyono, 2016: 117). The population in this study were students of class XI IPA 1 and XI IPA 2 SMA Negeri 18 Makassar in the academic year 2022 / 2023 totaling 72 students. The sample is part of the

population that is the source of data in the study, where the population is part of the number of characteristics possessed by the population. The sampling technique was carried out by purposive sampling, which is a sampling technique with certain considerations (Sugiyono, 2016). So the samples in the study were students in class XI IPA 1 as the control class and XI IPA 2 as the experimental class of SMA Negeri 18 Makassar who were identified as having low learning motivation as many as 24 students.

The data collection methods that will be used in this study are: 1) Observation is a data collection method used in this study by directly seeing and paying attention to the students under study to obtain data regarding the description of low learning motivation at the research location, 2) Questionnaire is a data collection technique that is done by giving several written statements to respondents / research subjects. In this study, the questionnaire method was used to ensure that the data obtained in the field was truly valid and reliable, and 3) Documentation is one of the techniques that can be used in collecting research data. Documentation itself is a record or work of someone about something that has passed. Documentation can be in the form of written text, artifacts, images or photos. Documentation is used to obtain data such as student identity and strengthen evidence of research implementation. Measurement of student learning motivation is carried out using a scale given in the pre test and post test, namely a scale about learning motivation to experimental subjects as many as 12 students, both before the reinforcement technique treatment and after. The research instrument in the form of a scale given to respondents of 12 students consisting of several alternative answers, namely:

STS	: Very unsuitable
TS	: Unsuitable
S	: Retrieved
SS	: Completely suitable

Furthermore, respondents were asked to provide answers in the column STS, TS, SS and S which is a choice of answers that have been prepared. This is intended to determine the level of student learning motivation in participating in lessons before the implementation of positive reinforcement techniques using rewards. Furthermore, at the end of the experimental activity, a post test will be given to determine the effect or influence of the results of the technique. STS, TS, SS and S which is a choice of answers that have been prepared. This is intended to determine the level of student learning motivation in participating in lessons before the implementation of reinforcement techniques with rewards. Furthermore, at the end of the experimental activity, a post test will be given to determine the effect or influence of the results of the reinforcement technique, with guidelines for the score/interval level of learning motivation on the scale results as follows:

Weight

Positive answer:

STS	: Very unsuitable, Weight 1
TS	: Unsuitable, Weight 2
S	: Retrieved, Weight 3
SS	: Completely suitable, Weight 4

Negative answer:

STS	: Very unsuitable, Weight 4
TS	: Unsuitable, Weight 3
S	: Retrieved, Weight 2
SS	: Completely suitable, Weight 1

1. Learning motivation level score This is done by knowing the highest ideal score of 232 ( $58 \times 4 = 232$ ) then reduced by the lowest ideal score, namely 58 ( $58 \times 1 = 58$ ) which is then divided by 4 with the following intervals:

- If between 190 – 232 very high motivation level
- If between 146 – 189 high motivation level
- If between 102 – 145 low motivation level
- If between 58 – 101 very low motivation level

The research data analysis technique is intended to analyze the scale results data related to student learning motivation, the data analysis techniques used are descriptive analysis and analysis *t-test*. Descriptive statistical analysis is intended to describe the level of student learning motivation at SMA Negeri 18 Makassar before and after the reinforcement technique is applied. (*reinforcement*), by using frequency distribution tables and percentages with the formula:

$$P = \frac{f}{N} \times 100 \% \quad (\text{Tiro, 2004: 242})$$

Description :

P	: Percentage
F	: Frequency sought percentage
N	: Number of subjects (sample)

## 2. Inferential Statistical Analysis

Inferential statistical analysis aims to test the hypothesis that has been proposed. The hypothesis that has been formulated will be tested using parametric statistics using the t-test. The use of statistics implies that the data for each variable to be analyzed must be normally distributed. Therefore, data normality testing is carried out.

a. Data Normality Test

To test the normality of the data is done on the *One sample Kolmogorov-smirnov*. Previously, the following hypothesis was proposed:

Ho : data is normally distributed

H1 : data is not normally distributed

The criteria used are Ho is accepted sig > 0.05.

b. Data Homogeneity Test

To test the homogeneity of the data *Uji Homogeneity Of Variance*. Homogeneity testing previously proposed the following hypothesis:

H0: Homogeneous variant data

H1: Data is not homogeneous variant

Testing *Homogeneity Of Variance* using the app *IBM SPSS Statistic 25 for*. The criteria used are reject H0 when the value of F Count  $\leq$  F table. Determination F table that has been set, namely 5% or 0,05 (Irianto, 2014).

## D. Results

Based on the results of research using quasi experimental design conducted on students regarding student learning motivation before and after using positive reinforcement techniques at SMA Negeri 18 Makassar, the following will be analyzed using descriptive analysis to determine the description of the level of student learning motivation before (pretest) and after (posttest) given treatment and parametric statistical analysis (independent sample t-test) to test the research hypothesis about the difference in student learning motivation before and after being given treatment in the form of rewards with positive reinforcement techniques.

**Tabel 1. Hasil Uji Independent Sample Test  
Group Statistics**

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
LEARNING MOTIVATION	CONTROL CLASS	12	172,00	9,525	2,750
	EXPERIMENTAL CLASS	12	177,25	8,114	2,342

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
LEARNING MOTIVATION	Equal variances assumed	,775	,388	-1,453	22	,160	-5,250	3,612	-12,741	2,241	
	Equal variances not assumed			-1,453	21,458	,161	-5,250	3,612	-12,752	2,252	

The output above shows the acquisition of the Sig. (2-tailed) of 0.160 > 0.05, it can be concluded that there is an average difference in the level of learning motivation of students who are given positive reinforcement technique services with students who are not given positive reinforcement techniques. The average difference can be seen in the table above which shows the mean posttest of the experimental class of 177.25 where this figure is higher than the mean posttest of the control class of 172.00. Descriptive statistical analysis is intended to obtain an overview of student learning motivation at SMA Negeri 18 Makassar. The level of student learning motivation was obtained through distributing questionnaires in class XI IPA 1 and class XI IPA 2. These results will be described as follows:

**Tabel 2. Descriptive Statistical Test Results****Deskriptive Statistic**

		Pretest Control Class	Posttest Control Class	Pretest Experiment Class	Posttest Experiment Class
N	Valid	12	12	12	12
	Missing	0	0	0	0
Mean		172,17	172,00	163,33	177,25
Std. Deviation		10,735	9,525	8,392	8,114
Minimum		156	155	148	163
Maximum		189	189	175	190

Based on the results of descriptive analysis processed through IBM SPSS Statistic 25, the minimum experimental pretest was 148 and the maximum value was 175. The experimental posttest obtained a minimum value of 163 and a maximum value of 190. The control group pretest obtained a minimum value of 156 and a maximum value of 189. The control group posttest obtained a minimum value of 155 and a maximum value of 189. Descriptive statistics show the average value of the experimental group pretest of 163.33 and the experimental group posttest of 177.25 where it shows that the average value of the experimental group before being given treatment is lower, namely 163.33 compared to afterwards, namely 177.25. While the control group pretest obtained an average value of 172.17 and the control group posttest amounted to 172.00. From this average value, it can be seen that the average value of the experimental group increased after giving the treatment while the control group did not experience.

**E. Discussion**

1. An overview of the learning motivation of students in class XI IPA 1 and XI IPA 2 at SMA Negeri 18 Makassar.

Based on the results of descriptive tests, it shows that the level of student learning motivation before being given positive reinforcement techniques is in the low category. Low learning motivation can be caused by external factors and internal factors from the students themselves. If students' learning motivation is low, then students will undergo learning activities with no enthusiasm and lack of interest in their learning activities, so they will achieve low learning outcomes. Therefore, learning motivation in students needs to be strengthened continuously, (Dimiyati & Mudjiono, 2015: 239). At the end of this study or after the treatment of positive reinforcement techniques, it shows that there is a difference in the level of student learning motivation between before and after. Student behavior before the application of positive reinforcement techniques students experience indifferent behavior to lessons, playing around or joking with their friends, not confident when appointed by the teacher to appear in front of their friends, low interest in learning, and lack of enthusiasm so that this matter has an impact on learning outcomes that do not reach the KKM standard value. Student behavior after the provision of treatment or positive reinforcement techniques students feel excited in following the learning process (PBM), in this case students experience an increase in learning motivation so that it can be assumed that there is a real and positive influence from the application of positive reinforcement activities.

According to Alfin (2022) the results of observations at SMK Bina Banua Banjarmasin related to the provision of reinforcement (reinforcement) in increasing the learning motivation of students in the subject of Islamic Education class XI Graphic Design, students in class XI Graphic Design are motivated to learn when learning PAI. From the results of this study, it is evident that there is an increase in the average score of the learning motivation level in the experimental group as described in table 3.5 (p. 38). This is due to the influence of the treatment of positive reinforcement techniques with rewards. Positive reinforcement techniques (rewards) are one of the techniques and external factors that influence and direct student behavior.

2. An overview of the application of positive reinforcement techniques to increase student learning motivation in class XI IPA 1 and XI IPA 2 at SMA Negeri 18 Makassar.

The results showed that there was a significant difference in the level of student learning motivation between students who were given the treatment of positive reinforcement techniques compared to students who were not given the treatment of positive reinforcement techniques. According to Sardiman (Nurcaya, 2020), teachers must be able to stimulate and provide reinforcement to dynamize student potential, grow self-help (activity) and creativity (creativity), so that there are dynamics in the teaching and learning process (PBM).

Previous research conducted at SDN 24 Pakkanna, Tanasitolo District, Wajo Regency by Nurfadillah (2019) stated that one of the most effective ways to build student learning motivation is by applying reinforcement techniques. Students are more enthusiastic about receiving lessons when they start by giving reinforcement first. Student learning motivation sometimes experiences high-down pressure so giving reinforcement plays an important role in the teaching and learning

process. Based on the acquisition of researchers that the level of student learning motivation after being given the treatment of positive reinforcement techniques has increased where there is a significant difference between the average value on the pretest and posttest. The results of the overall data analysis show that the hypothesis stating that there is no difference in the level of student motivation before and after the treatment of positive reinforcement techniques is not proven, on the contrary, the results of this study indicate that the hypothesis stating that there is a difference in the level of student motivation before and after treatment is proven.

3. Giving positive reinforcement (reward) contains positively charged reinforcements both verbal and non-verbal.

Therefore, with educational praise, giving gifts in the form of additional grades, praying and patting the shoulders and encouragement given, students feel motivated to form the desired behavior and maintain the expected behavior. Pengaruh penguatan positif terhadap motivasi belajar siswa. Through positive reinforcement techniques with reward treatment is effective in increasing student learning motivation. According to Faidy and Arsana (2014) on "The relationship between reward and punishment with civics learning motivation of class XI SMA 1 Ambunten Sumenep Regency". The results showed that there was a strong relationship between rewarding and motivation to learn civic education. In line with Nurfadillah's (2019) view on "The effect of giving reinforcement on student pai learning motivation at SDN 24 Pakkanna kec. Tanasitolo kab. Wajo" states that teachers at SDN 24 Pakkanna have succeeded in increasing student learning motivation, as evidenced by the results achieved by students increasing and also able to compete with students from other schools. The probability of the null hypothesis ( $H_0$ ) is rejected, which means that there is a significant difference between before and after the treatment of positive reinforcement techniques, the level of student learning motivation after being given the treatment of reinforcement techniques is higher than before being given the treatment. The success of the treatment of reinforcement techniques with rewards in increasing student learning motivation can be a reason to be used as an alternative to be applied in learning.

## F. Conclusion

Based on the results of research on the application of positive reinforcement techniques to increase student learning motivation at SMA Negeri 18 Makassar, it can be concluded as follows:

1. The description of student learning motivation at SMA Negeri 18 Makassar is at a low level, with the results of an initial survey conducted by researchers there are symptoms of low learning motivation such as indifferent behavior towards lessons. After research on the symptoms that always appear in the learning process, and after students are given positive reinforcement techniques, there is an increase in student learning motivation by providing treatment, namely rewards so that they can influence and direct student behavior for the better.
2. The description of the application of positive reinforcement techniques to increase student learning motivation at SMA Negeri 18 Makassar is carried out in accordance with previously designed procedures, namely by going through several stages, so that through these stages students experience a significant increase in learning motivation by providing treatment consistently.
3. The effect of positive reinforcement on student learning motivation before and after the positive reinforcement technique is applied there is a significant difference between the two. Student learning motivation is lower when not given treatment compared to the level of student learning motivation after being given treatment, namely higher rewards, the success of this technique treatment can be a reason to be used as an effective alternative applied to students. So that in the hypothesis test it can be seen that there is a significant effect on sig-2 (tailed).

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