


## Analysis Of Learning Management Providing Reinforcement On Student Learning Motivation In The Era Of Independent Learning

Sri Rahayu<sup>1</sup>, Widayati<sup>2</sup>, Ahmad Bachtiar Zen<sup>3</sup>, Neng A'siah<sup>4</sup>, Rostinah<sup>5</sup>

<sup>1</sup>Information systems study program, Institut Teknologi dan Bisnis Bina Sarana Global, Tangerang, Indonesia,

<sup>2</sup>SMP Negeri 89, Jakarta, Indonesia, <sup>3,4,5</sup>SMP Negeri 111, Jakarta, Indonesia

Article Info	ABSTRACT
<b>Keywords:</b> Learning, Management, Providing, Reinforcement, Student.	The aim of this research is to examine learning management and determine whether, in the age of independent learning in junior high school, providing reinforcement by teachers has a beneficial impact on students' willingness to learn. The issue with this study is low student motivation for learning. The research was conducted quantitatively using product moment correlation analysis, involving 71 students of SMPN 111 Jakarta as samples. The data collection method used a scale of giving reinforcement by teachers and a scale of student learning motivation. The results of data analysis with product moment correlation analysis show that there is a positive relationship between giving reinforcement by teachers and student learning motivation. The correlation coefficient value $r_{count} = 0.568$ which is greater than $r_{table} = 0.321$ , then it is concluded that there is a significant correlation between the provision of reinforcement by teachers to student learning motivation.
This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license 	<b>Corresponding Author:</b> Sri Rahayu Institut Teknologi dan Bisnis Bina Sarana Global Jl. Aria Santika No.43, Kota Tangerang 15113 <a href="mailto:sriahayu@global.ac.id">sriahayu@global.ac.id</a>

### INTRODUCTION

One component of life that cannot be separated from a person's growth and development process is education. Education is an action carried out by everyone. Through education, humans gain knowledge and skills to complete their potential as social creatures and creatures of God (Sriwardani & Mazdayani, 2020). This is in accordance with the national education goals set by the government, namely transforming Indonesian citizens into people who believe and are devoted to God Almighty. The world of education begins in the family and develops in schools, while government institutions provide education to students. The learning process is defined as communication, with three parts: the teacher delivering the material, students receiving the material, and the media or learning resources. Sometimes communication failures occur, which means that the material delivered by the teacher is not received or understood well by students, or that students misunderstand what the teacher conveys.

Success in learning can be achieved through active learning where every student participates and is involved in learning activities. Teachers play an important role in this matter as people who provide encouragement to students during the teaching and learning process.

An effective learning process can only be achieved if students have motivation within themselves. Without motivation, students will not participate in learning activities. Thus it can be said that the aim of education is to increase student potential, where the role of student motivation to learn is very important for student development. Helping students determine what is important in the learning process, encouraging goals to be achieved, and encouraging controlling elements of learning stimuli are some examples of learning motivation. All students have unique characteristics, which can be seen from their behavior during learning activities. These differences in characteristics also influence their motivation to learn.

Learning motivation is internal and external encouragement that comes from students who are learning to change their behavior, usually with supporting indicators (Uno, 2023). Learning motivation is also a psychic force that encourages a person to carry out learning activities and improve skills and experience. Therefore, it is very important to increase students' learning motivation and make them more active in learning. Many problems arise during the learning process, including students' lack of willingness and their desire to learn.

In an effort to create superior Indonesian Human Resources (HR), freedom to learn is one of the educational transformation efforts being carried out. Free implementation makes learning easier and educational institutions freer from bureaucracy. The Ministry of Education and Culture will change perspectives and practices that hinder educational progress, such as an emphasis on rigid arrangements, activities in schools as heavy tasks, and school management that focuses on internal problems in the era of independent learning. They will transform educational environments into places where people enjoy learning, collaboration across stakeholders, and active student participation. The basis for independent learning is that schools, teachers and students have the freedom to innovate and have the opportunity to learn independently and creatively.

Good resources can support the implementation of learning in the era of independent learning so that it can achieve educational goals and increase students' motivation to learn. The role of the teacher as a motivator is very important to increase student enthusiasm and develop their learning activities. The teacher is the person responsible for this. Teachers are one of the determining factors for the quality of educational outcomes and influence the level of student motivation to learn. Therefore, teachers must improve the quality and creativity in carrying out their duties so that students have high motivation to learn. Teachers must also have basic teaching skills to create an effective learning atmosphere and learning process. One of them is the skill of providing reinforcement, which is used by teachers to encourage their students to actively reach their potential. Teachers must be able to stimulate and provide encouragement and support to grow students' potential and encourage creativity and self-reliance (activity) (Sardiman, 2019).

One thing that can increase the desire to learn is providing reinforcement to students so that they are motivated to learn again. Reinforcement is a response given by the teacher to student behavior during the learning process. This response can take the form of a reward or punishment, and will psychologically impact the student's behavior. The purpose of reinforcement skills is to increase student learning motivation, and to create dynamics in the teaching and learning process. Reinforcement can also be defined as any form of response,

both verbal and non-verbal, which is part of modifying teacher behavior towards student behavior. The purpose of this modification is to provide information or feedback to the recipient (student) for their actions or actions of encouragement or correction. Reinforcement is also a response to a behavior that encourages that behavior to be repeated. To encourage students to behave positively, teachers must provide consistent reinforcement during the learning process.

Providing reinforcement during the learning process may seem like an easy thing, but it is difficult to do if the teacher concerned does not understand its meaning because appropriate reinforcement can increase students' desire to learn about certain material. There are times when teachers do not provide enough time to interact with their students. Students will feel bored and unmotivated to learn because the teacher does not provide the reinforcement they need. To provide appropriate reinforcement, educators must continue to provide positive reinforcement and build programs that encourage children to behave in accordance with learning goals (Skinner, et al., 2011).

Reinforcement given by teachers to students in the learning process often takes the form of verbal and nonverbal reinforcement. Verbal reinforcement can include words such as "good," "very good," "correct," or "exactly," and so on. Nonverbal reinforcement can include reinforcement with gestures, such as a smile, nod, thumbs up, or clap. Teachers provide this positive reinforcement so that students are more active and creative in the teaching and learning process. They hope students will do the same again in the future. For example, when a student dares to voice his opinion in front of the class, the teacher asks other students to applaud the student. This will make students feel that their ideas are appreciated, and this can motivate other students to create new ideas and dare to voice their opinions in front of the class. Thus, providing reinforcement is considered a strong factor that influences student learning motivation. Teacher praise makes students more confident, which increases their desire to learn, although sometimes when the teacher provides support to one of the students, there are some students who are not motivated to learn. However, if reinforcement is not provided, students will not be motivated and will not participate in learning activities. As a result, the teacher will dominate the class more.

Several previous studies have shown that strengthening factors contribute effectively in increasing students' learning motivation, however, not many have examined these factors in a context where students' learning motivation has decreased in the era of free learning after the Covid 19 pandemic. This can be seen from the various attitudes of students during learning, such as students' interest and attention to lessons which is still low, not enthusiastic about doing the tasks given or lacking responsibility for learning tasks, not responding enough to the stimulus given by the teacher, and not always feeling happy and satisfied with the task-tasks they complete.

This happens because students do not have significant experience and are not involved in interactions when studying online during the Covid 19 pandemic, this makes online learning seem more boring. Many students also have difficulty communicating their concepts or ideas, because students feel embarrassed, unsure, and afraid to convey concepts or ideas, students are unable to show their feelings, students cannot express their desires, and they are afraid

to try or start new things. . Students tend to obey or follow teacher orders. Students cannot develop their creativity because they become dependent.

Based on searches carried out by researchers, there have been many studies that discuss relationship between student learning motivation and student learning outcomes. Kurniawati et al, have done this research entitled "The relationship between learning motivation and learning outcomes in Islamic religious education in elementary school Negeri 1 Lalung. The results of this study show that there is a positive and significant relationship between learning motivation with learning outcomes .

Related to the above, one of the interesting things to study and the aim of this research is to analyze the relationship between providing reinforcement and student learning motivation in the era of independent learning in junior high schools based on several problems identified. The hypothesis made in this research is that there is a relationship between providing reinforcement and student learning motivation in class VIII SMPN 111 Jakarta in the 2023/2024 academic year. Is it possible to provide encouragement or reinforcement in learning in the era of independent learning where students' learning motivation has decreased after the Covid 19 pandemic to provide enthusiasm and increase learning motivation for students, where currently many still receive grades below the KKTP and the level of student activity in asking questions and completing assignments is still low.

## METHODS

Correlational research by examining the relationship between two or more variables is used in this research. The correlation coefficient is a measure used to show how big the relationship is (Arikunto, 2014). The focus of this research is to find out how providing reinforcement during learning has an impact on students' learning motivation.

The population is the entire subject or object of interest to be studied, while the sample is a portion of the population that has the same types and characteristics as the population. Overall, the research subjects are the population (Arikunto, 2014). This research was conducted at SMPN 111 in Jakarta during the 2023/2024 academic year involving all students in class VIII, totaling 324 students. The sample in this study consisted of some of these students, totaling 71 students from nine classes. As a sampling guideline, subjects must be taken as a whole if there are less than 100 subjects, so that this research can be considered population research. However, if there are more than 100 subjects, then between 10–15 percent or 20–25 percent more can be taken. This research took a sample of 22 percent of 324 students, or 71.2, rounded up to 71 samples. The sampling was carried out by drawing lots from 9 classes, 8 students from 8 classes were taken from each class and 7 students were taken from 1 class as samples.

The reinforcement given by the teacher is the independent variable in this research. This reinforcement is given verbally and non-verbally, and indicators of providing verbal and non-verbal reinforcement include: (1) elements of reinforcement; (2) model or method of providing reinforcement; and (3) the principle of providing reinforcement (Winataputra in Sumiar, et al. 2017). Meanwhile, the dependent variable in this research is student learning motivation and

the indicators include: (1) choice; (2) belief in success; (3) tenacity in trying (Fathurrahman, 2018).

## RESULTS AND DISCUSSION

The data used in this research is used for data description purposes, this research uses questionnaire scores providing reinforcement and learning motivation which are distributed to respondents. This questionnaire score is described in a frequency distribution table and is used to evaluate the level of correlation or relationship between reinforcement variables and student learning motivation.

### Descriptive Analysis

Based on the table above, it can be seen that the number of respondents aged less than 25 years was 57 respondents or 57.0% of all respondents, while those aged over 25 years were 43 respondents or 43.0% of all respondents. From these data it can be concluded that the majority Respondents who provided answers in this study were less than 25 years old.

#### a. Giving Reinforcement (X)

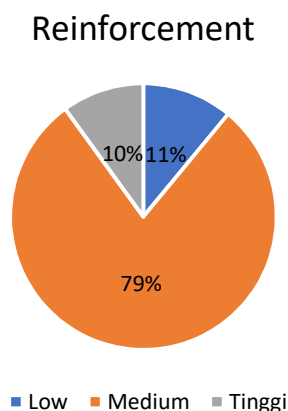
The following are the results of calculating the minimum value, maximum value, mean value (average), and standard deviation of the reinforcement variable:

**Tabel 3.** Descriptive Data on Provision of Reinforcement

Maximum Value	174
Minimum Value	106
Mean	152,521
Standar Deviation	10,679

Source : Primary data is processed, 2024

Next, research was conducted on the frequency distribution of reinforcement. The results showed that there were 8 students in the low reinforcement category with a percentage of 11.27%, 56 students in the medium reinforcement category with a percentage of 78.87%, and 7 students in the high reinforcement category with a percentage of 9.86%. All these results show a clear distribution of reinforcement delivery, as shown in the following pie chart:



**Figure 1.** Chart Reinforcement

b. Learning Motivation (Y)

The following are the results of calculating the minimum value, maximum value, mean value (average), and standard deviation of the learning motivation variable:

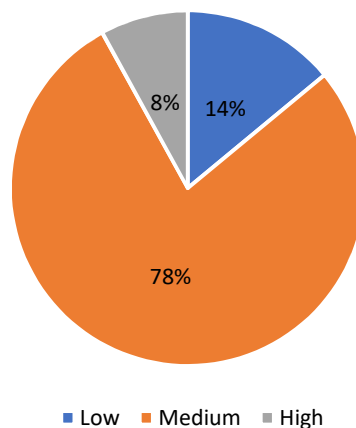
**Tabel 4.** Descriptive Data on Learning Motivation

Maximum Value	169
Minimum Value	116
Mean	139,140
Standar Deviation	9,611

Source : Primary data is processed, 2024

Next, research on the frequency distribution of learning motivation was carried out. The results show that there are 10 students in the low learning motivation category with a percentage of 14.09%, 55 students in the medium learning motivation category with a percentage of 77.46%, and 6 students in the high learning motivation category with a percentage of 8.45%. All these results show a clear distribution of learning motivation, as shown in the following pie chart:

Learning Motivation



**Figure 2.** Chart Learning Motivation

**Normality Test**

The normality test is carried out to determine whether the population data is normally distributed. In this study, one-sample Kolmogorof-Smirnov was used to test data normality. The test criteria indicate that data is considered normal if the significance is more than 0.05, and vice versa if the significance is less than 0.05. The calculation results of the reinforcement normality test and learning motivation are as follows:

**Tabel 4.** Normality Test Results

Variable	Sig	$\alpha$	Conclusion
Reinforcement	0.648	0,05	Normal
Learning Motivation	0.447	0,05	Normal

Source : Primary data is processed, 2024



Based on table 6 above, a significance value of more than 0.05 is obtained for the reinforcement and learning motivation variables, so that both variables are considered to have a normal distribution.

### Linearity Test

In this study, the linearity test was carried out at a significance level of 5%. This test was processed using the SPSS version 20 program. The basis for making decisions about the linearity test is that there is a linear relationship between variables X and Y if the significance value of the linear deviation is more than 0.05. On the other hand, if the significance value for linear deviation is less than 0.05, then there is no linear relationship. The results of the linearity test can be seen in table 5 below:

**Tabel 5.** Normality Test Results

Variable	Sig	$\alpha$	Conclusion
Reinforcement of learning motivation	0,156	0,05	Linear

Source : Primary data is processed, 2024

Based on table 5 above, a sig value of 0.156 is obtained with a significance level of  $\alpha = 0.05$  (the sig value is greater than alpha 0.05), so it can be concluded that the data has a linear pattern.

### Hypothesis Test

After normality and linearity tests were carried out on the reinforcement and learning motivation variables, it can be concluded that both variables meet the normality and linearity tests. Next, the data was analyzed to find out whether there was a relationship or correlation between the reinforcement variables and learning motivation. In this research, the hypothesis was tested using the Pearson Product Moment correlation method. The alternative hypothesis ( $H_a$ ) from the Pearson Product Moment correlation test is that there is a relationship between reinforcement and student learning motivation at SMPN 111 Jakarta in the 2023/2024 academic year. Table 8 below shows the results of data analysis produced using the SPSS version 20 program with the following information:

**Tabel 6.** Pearson Product Moment Correlation Test Results

Correlation	rcount	rtable
Reinforcement of learning motivation	0,568	0,321

Source : Primary data is processed, 2024

Analysis of the product moment correlation test in table 8 above shows that the calculated r value is 0.568. Next, in order to find out whether there is a significant relationship or not, that is by comparing the table r value with the calculated r. If the calculated r value is greater than r table then  $H_a$  is accepted and it can be concluded that there is a significant relationship between the two research variables. On the other hand, if the calculated r value is smaller than the table r, it can be concluded that there is no significant relationship between the two research variables. The results of this research show that with a significance level of 5%, a sample size of 71, and an r table of 0.321, where the calculated r is greater than the r table, it can be concluded that there is a positive and significant correlation between providing reinforcement and the learning motivation of class VIII students at SMPN 111 Jakarta in the

2023/2024 academic year. The variable of student learning motivation will increase along with the increase in the variable of providing reinforcement.

Important factors in the learning process are maturity, adjustment/adaptation, memorizing, understanding, thinking, and practice (Purwanto in Sumiar, 2017). Changes in behavior, training, or experience, and relatively constant change are signs of learning. Therefore, motivation is the result of a learning process that can produce many new or unique things with value that can improve human life.

Basically, many factors, both internal and external, can influence students' desire to learn. Cahyani (2020) states that internal factors consist of the teacher's goals and aspirations, the teacher's ability to teach, student abilities, and student skills. However, external factors that influence learning motivation include the learning environment, residence, and non-social environment. Creating an ideal learning environment, encouraging students to learn, increasing student attention, and finding appropriate ways or behavior to achieve goals. learning are all examples of the function of learning motivation (Warti, 2016). Reinforcement can greatly influence students' motivation, which has an impact on their learning outcomes (Vandriyanti, Suntoro, & Nurmalisa, 2013; Naufalin, 2014; Guntoro, 2017). Reinforcement is any form of response, both verbal and nonverbal, which is a modification of teacher behavior towards student behavior with the aim of providing information or feedback to students and as a reward for improving expected behavior (Albertus, 2010). Providing reinforcement means providing stimulation or reward for student actions related to learning activities. This allows students to stay motivated to continue increasing their learning motivation.

Knowledge and support from the environment, including the school environment, are also needed to increase student learning motivation. With this understanding and support, teachers can increase students' positive behavior (learning motivation). Positive reinforcement is a consequence given to increase or strengthen positive behavior. Thus, to improve someone's behavior and increase that behavior, rewards or positive reinforcement are needed. Positive reinforcement is a stimulus that increases the possibility of a response, so that providing reinforcement to students can increase their learning motivation (Baharuddin, 2020). Teachers are responsible for providing reinforcement to students to achieve results by giving instructions, guidance, and listening to students. When the journey becomes more difficult and student enthusiasm decreases, teachers must be present to offer students a way out (Kompri, 2015). In an effort to increase enthusiasm and develop student learning activities, the role of the teacher as a motivator is very important. Teachers must be able to stimulate and provide encouragement to dynamize student potential, foster self-reliance (activity) and creativity (creativity), so that dynamics occur in the teaching-learning process (Sardiman, 2019).

Teacher reinforcement can influence student learning motivation. For example, if a student dares to voice his opinion in front of the class, the teacher can ask other students to give applause as appreciation for the student. This can encourage other students to put forward new ideas and dare to convey them in front of the class. When teachers provide verbal and non-verbal reinforcement to their students, they will feel appreciated and cared



for. This will encourage students to be more active in developing the concepts and ideas they have. Providing reinforcement, both verbal and nonverbal, must be given to appreciate students' learning creativity. When students are given the freedom to do what they want, they will be more creative because they can express all their ideas and desires. For example, if students are given the freedom to create lesson notes, or lesson notebooks, as they wish, then they will feel freer to express themselves and be more motivated to learn. According to Andriani and Rasto (2019), Dewi et al. (2019), Nugroho and Warni (2019), and Zamsir et al. (2015), motivation is very important to encourage students to study well.

Based on the foregoing, it is clear that giving reinforcement by teachers to students, both verbally and non-verbally, such as praise, smiles, nods, or gifts as appreciation or recognition can grow students' self-confidence and encourage them to do things they like. Good. Students can feel proud of their achievements and become more motivated to behave well again, such as actively participating in learning in each subject, as well as increasing their learning motivation.

## CONCLUSION

Based on the results of the analysis and research data, it can be concluded that students at SMPN 111 Jakarta for the 2023/2024 academic year received reinforcement from teachers, both verbal and non-verbal. The results of the correlation calculation show that the value of  $r_{count} = 0.568$  is greater than  $r_{table} = 0.321$ . The correlation coefficient value obtained is in the medium or quite high category, in accordance with Guilford's guidelines (Sugiyono, 2019). There is a significant correlation between the provision of reinforcement by teachers and student learning motivation. The direction of the relationship shows positive signs, which means that the more reinforcement the teacher gives to students, the more their motivation to learn increases. The provision of verbal and non-verbal reinforcement given to class VIII students for the 2023/2024 academic year is good because students feel more enthusiastic and motivated to learn after they are given awards or praise by the teacher. The teacher shows attention and provides comments or responses to students. This can make students feel cared for, which allows for better relationships and communication between teachers and students. As a result, students are more enthusiastic and motivated to learn. Preferably a strengthening, motivating influence learning and student learning outcomes are researched empirically, using research techniques used can use experimental research techniques, surveys and class actions, to increase broader understanding again.

## REFERENCE

1. Andriani, R., dan Rasto. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran* 4(1) : 80–86. <https://doi.org/10.17509/jpm.v4i1.14958>
2. Arikunto, S. (2014). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
3. Azwar, S. 2014. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta : Pustaka Pelajar.

4. Baharuddin. (2020). Pendidikan dan Psikologi Perkembangan, Edisi Kedua. Yogyakarta : Ar-Ruzz Media.
5. Cahyani, A., lin, D, L., & Sari, P, D, L. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi COVID-19. Jurnal Pendidikan Islam, 3(1), 123-140. Dari <https://doi.org/10.37542/iq.v3i01.57>
6. Dewi, M. A., Budiyono, dan Kurniawan, H. (2019). Hubungan Kecerdasan Interpersonal dan Motivasi Belajar terhadap Hasil Belajar Matematika. PRISMA, Prosiding Seminar Nasional Matematika. Semarang: 228–233. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/28916/12645>
7. Ghozali, Imam. (2018). Aplikasi Analisis Multivariate dengan Program IBM SPSS 25. Badan Penerbit Universitas Diponegoro. Semarang
8. Guntoro, Tri Setyo. (2017). Pengaruh Penguatan (Reinforcement) Terhadap Hasil Belajar Atletik Mahasiswa Olahraga. Jurnal Pendidikan Progresif. Vol 7, No 2. <http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/14835/10807>
9. Kompri. (2015). Motivasi Pembelajaran Persfektif Guru dan Siswa. Bandung: Remaja Rosdakarya
10. Naufalin, L.R. (2014). Pengaruh pemberian penguatan dan fasilitas belajar di sekolah terhadap prestasi belajar. JPFEUNSOED. Jurnal & Proceeding. <http://jp.feb.unsoed.ac.id/index.php/sca-1/article/view/696>
11. Nugroho, R. dan Warmi, A. (2022). Pengaruh Motivasi belajar Terhadap Hasil Belajar Matematika Siswa Di SMPN 2 Tirtamulya. EduMatSains: Jurnal Pendidikan, Matematika dan Sains. 6 (2) 2022, DOI: <https://doi.org/10.33541/edumatsains.v6i2.3627>
12. Sardiman, A. M. (2019). Interaksi dan motivasi belajar mengajar. Jakarta: Raja Grafindo Persada.
13. Sriwardani, F., & Mazdayani, M. (2020). Pengaruh Pemberian Penguatan Terhadap Hasil Belajar Siswa Mata Pelajaran IPS Pada Siswa Sekolah Dasar Di Kabupaten Pesisir Barat. *JPGMI (Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Multazam)*, 6(2), 79-92.
14. Sugiyono. (2019). Metode Penelitian Kuantitatif. Bandung: Alfabeta.
15. Sulaiman. (2014). Pengaruh Pemberian Penguatan Oleh Guru Terhadap Motivasi Belajar Siswa: Kelas IV SD Nunggul Lampeuneurut Aceh Besar. Aceh: Jurnal Pesona Dasar. Vol. 2, No. 3:85-93
16. Sumiar, W., Yusmansyah, Y., & Andriyanto, R. E. (2017). Hubungan Antara Penguatan Positif Oleh Guru Dengan Kreativitas Belajar Siswa. *ALIBKIN (Jurnal Bimbingan Konseling)*, 5(5).
17. Uno, H. B. (2023). *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
18. Vandriyanti, H., Suntoro, I., & Nurmalisa, Y. (2013). Pengaruh pemberian penguatan oleh guru terhadap hasil belajar PKN siswa kelas VIII SMP N 1 Jati Agung. Jurnal Kultur Demokrasi. Vol.2 No.4 (2013) <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/1919>

19. Warti, E. (2016). Pengaruh Motivasi Belajar Siswa terhadap Hasil Belajar Matematika Siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur. Mosharafa: Jurnal Pendidikan Matematika 5(2) : 177–185. <https://doi.org/10.31980/mosharafa.v5i2.273>
20. Zamsir, Masi, L., dan Fajrin, P. (2015). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa SMPN 1 Lawa. Jurnal Pendidikan Matematika 6(2) : 170–181. <https://doi.org/10.32938/slk.v1i1.440>