



The Effect of Giving Rewards on Fifth-Grade Elementary Students' Mathematics Learning Outcomes

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Pengaruh Pemberian *Reward* Terhadap Hasil Belajar Matematika Siswa Kelas V Sekolah Dasar

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ABSTRACT

This paper determines the effect of giving rewards on the mathematics learning outcomes of fifth-grade students at SDN 097388 Partuhan Simalungun in the academic year 2021/2022. The research population was 62 students of 5a and 5b classes at SD Negeri 097388 Partuhan. The research method used an experimental method with a quantitative research type. The instruments used to collect data were in the form of multiple-choice questions and questionnaires. The research results indicate that student learning outcomes using the reward method are in the very good category with an average of 83.2. The researcher used the normality test with the results of $L_{count} 0.200 > L_{table} 0.05$. Based on these calculations, it can be seen that the significant value is normally distributed. In the correlation test, the coefficient value is 0.710, which means that $r_{count} > r_{table} 0.250$. Therefore, the method of giving rewards to the mathematics learning outcomes of fifth-grade elementary students at 097388 Partuhan is influential. The results of the t-test are $7.803 > 1.679$ so it is accepted. It indicates that there is a significant positive effect of giving rewards on the mathematics learning outcomes of fifth-grade students at SD Negeri 097388 Partuhan in the academic year 2021/2022.

Keywords: giving rewards, mathematics, students' learning outcomes, elementary school

Artikel ini mengetahui pengaruh pemberian reward terhadap hasil belajar matematika siswa kelas V SD negeri 097388 desa partuahan Kabupaten Simalungun tahun pembelajaran 2021/2022. Populasi penelitian adalah 62 siswa kelas 5a dan 5b SD negeri 097388 desa partuahan. Metode penelitian menggunakan adalah metode eksperimen dengan jenis penelitian kuantitatif. Instrumen yang digunakan untuk mengumpulkan data adalah berupa soal pilihan berganda dan angket. Hasil penelitian menunjukkan bahwa hasil belajar siswa menggunakan metode pemberian reward termasuk kategori baik sekali dengan rata-rata 83,2. Peneliti menggunakan uji normalitas dengan hasil atau $L_{hitung} 0,200 > L_{tabel} 0,05$. Berdasarkan perhitungan tersebut dapat diketahui bahwa nilai signifikansinya berdistribusi normal. Pada pengujian korelasi, nilai koefisien sebesar 0,710 artinya $r_{hitung} > r_{tabel} 0,250$. Maka metode pemberian reward terhadap hasil belajar matematika siswa kelas 5 SD negeri 097388 desa Partuahan sangat berpengaruh. Hasil pengujian uji t yaitu $7,803 > 1,679$ sehingga H_0 diterima. Hal ini menunjukkan bahwa adanya pengaruh positif yang signifikan dari pengaruh pemberian reward terhadap hasil belajar matematika siswa kelas 5 SD Negeri 097388 desa Partuahan tahun pembelajaran 2021/2022.

Kata Kunci: pemberian reward, matematika, hasil belajar siswa, sekolah dasar

CITATION

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INTRODUCTION

According to Firmansyah (2015) Education is one of the fields that has a big role in development in a country apart from economics, politics, security, and so on. The progress and decline of a nation is largely determined by the progress or decline of education. Therefore, education must be carried out as well as possible in order to obtain maximum results. Law of the Republic of Indonesia number 20 of 2003 concerning the national education system states that, national education aims to develop abilities and shape the character and civilization of the nation in order to make the nation's life more intelligent, aiming at developing the potential of students so that they become human beings who believe and are devoted to God Almighty. Almighty and be a democratic and responsible citizen.

In improving individual quality as a provision for each person's future and education cannot be separated from a teacher, students and curriculum. These three components are the main components in the world of education. The teacher's job is to educate, teach, direct, guide, train, assess and evaluate students. Becoming a teacher or often called an educator is not an easy job and is considered trivial because to become an educator you must have a sense of responsibility, patience and other special skills to guide and educate students. Teachers as members of society have an obligation to educate the nation's children so that they have guidelines for their lives in the future. As a teacher, you must also pay attention to students' learning needs first because in this day and age teachers must have a humorous nature, also provide interesting, fun learning, involve students so they are active in learning, teachers can also provide rewards for students so that students have reference for enthusiasm for learning, especially mathematics subjects.

According to Sipayung Dkk (2021) Mathematics is one of the subjects studied by all levels of education. Mathematics subjects are lessons that contain calculations that require students to think critically, logically, diligently, creatively and initiatively. Mathematics lessons are often feared or of little interest to students. Because students think that mathematics lessons are difficult because they are related to numbers and counting. Apart from that, one of the difficulties experienced by students in learning mathematics is solving problems using formulas and also most students avoid learning mathematics and lack motivation to learn which makes students inactive during learning, so this makes students' mathematics learning outcomes decrease or are less than optimal. In overcoming this problem, teachers must be able to create pleasant learning conditions to encourage students' interest in learning mathematics to the maximum and increase students' enthusiasm for learning. One of them is by giving rewards.

Based on observations made by researchers at SD Negeri 097388 Partuahan Village, Dolok Masagal District, Simalungun Regency. Researchers found that students at this school were still not serious about taking mathematics lessons, especially multiplication fraction material. Students' responses were poor when the learning took place and students paid less attention or were less focused when the teacher taught, causing student learning outcomes to be low and inadequate. able to achieve good grades as expected.

**Table 1. Student Daily Values for Mathematics Subjects Fraction Material
Even Semester of the 2020/2021 Academic Year**

No	School year	KKN	The number of students	The number of students	
				Not Completed	Complete
1	2020/2021	65	30	18 (60%)	12 (40%)

(Source: Data from SDN 097388 Partuahan Village)

So the researcher took the initiative to give rewards to students because judging from the problem, the teacher's lack of initiative in giving rewards to students resulted in less than optimal interest in learning and students' responses, especially in mathematics learning outcomes. Learning outcomes are a value or ability that students have achieved which can be observed from knowledge, attitudes and skills (psychomotor). It is known that the learning outcomes of class V students at SDN 097388 Partuahan Village, Dolok Masagal District, Simalungun Regency in mathematics are less than optimal.

THEORETICAL STUDY

In overcoming the lack of student learning outcomes, learning as a teacher must be able to create pleasant learning conditions to encourage students' interest in learning mathematics to the maximum and to increase students' enthusiasm for learning. One of them is by giving rewards. According to Rosyid & Abdullah (2018) *Rewards* is one way for teachers to appreciate students in learning. Rewards also have a positive response aimed at ensuring that someone's good behavior will be repeated and increased. This is one way for teachers to educate students to feel happy in learning and to make students feel cared for or supported so that students are motivated to learn and feel appreciated because they are given a reward. Providing rewards to students definitely has the aim of developing positive student behavior so that students remain enthusiastic about showing and displaying positive behavior in their lives. The purpose of giving gifts is to encourage children so that they can strive to be better in the future

Form of reward according to Soejono Kompri (2015:303) namely: a) conditions, for example nods, faces, smiles from educators and so on. b) words, for example you are diligent ok, keep going and so on. c) actions, for example students are allowed to arrange tables and cupboards. d) objects, awards in the form of objects, for example pictures, pencils, notebooks, reading books, religious books, playing equipment and so on. So this reward is given to improve students' mathematics learning outcomes. Mathematics learning is an activity of learning science using reasoning and having a structured plan involving thoughts and activities in developing problem-solving abilities and conveying information or ideas according to Wandini in (Wiryanto, 2020).

At the start of the information at the beginning of the research, observations were made that, the teacher's lack of initiative in giving rewards to students resulted in students' interest in learning and responses, especially in mathematics learning outcomes, being less than optimal. According to Sinaga Dkk. (2020: 346) Learning outcomes are specific statements expressed in behavior and appearance which are realized in written form to describe the expected learning outcomes. It is known that the learning results of class V students at SDN 097388 Partuahan Village in mathematics subjects are not optimal enough and there are several students who indicate that their learning results have not reached minimum completeness. The KKM score in mathematics is 65 which shows an increase in the mean (average) from 57.4 less to 83.2 in the very good category. In this case, the researcher paid attention to class V students of SD Negeri 097388 Partuahan Village, Simalungun Regency. Providing rewards is one of the ways teachers use the learning process to improve student learning outcomes in mathematics subjects regarding fractions.

RESEARCH METHODS

This research is using experimental method. In experimental research, treatment can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. (Sugiyono, 2015: 72) by going directly to the school to obtain the data needed to determine the effect of giving rewards on mathematics learning outcomes for all class V students consisting of 62

students. To collect data, what needs to be done is to give 30 mathematics questions as a pre-test and post-test and then distribute questionnaires to students designated as samples at SD Negeri 097388 Partuahan Village, Simalungun Regency, Academic Year 2021/2022.

The stages carried out in this research were as follows:

1. Research planning stage
 - a. Conducting observations at the research site, namely SD Negeri 097388 Partuahan Village, Dolok Masagal District, Simalungun Regency, precisely in class V.
 - b. The researcher asked permission from the principal of SD Negeri 097388 Partuahan Village, Dolok Masagal District, Simalungun Regency to conduct research at the school.
 - c. Validate questionnaires with experts.
2. Research implementation stage

This stage relates to the activities that the researcher will carry out in the class that wants to be researched:

 - a. The researcher prepared teaching tools, namely lesson plans, textbooks, a list of student names and a list of grades.
 - b. To start the learning, the researcher opened the lesson with an opening activity as in the RPP
 - c. Class V was given a pretest, namely the same questions as material about fractions to determine students' abilities before the material was taught.
 - d. Next, the researcher continued learning with core activities using the reward method.
 - e. Next, class V was given a posttest on fraction material, with the aim of finding out improvements in student learning outcomes.
 - f. After knowing the results of the pretest and posttest, the researcher and students ended the lesson with a closing activity
 - g. Analyze data by assessing student learning outcomes from the tests that have been given.
3. Making research reports

At this stage, the researcher makes a report to obtain the results of the research that has been carried out. The researcher uses the report in the form of a thesis. This report was created to find out whether this research was carried out well or not.

RESULTS AND DISCUSSION

This research was conducted to see the influence of giving rewards on the mathematics learning outcomes of class V students at SD Negeri 097388 Partuahan Village, Simalungun Regency, Learning Year 2021/2022. Given 30 multiple choice questions to class V for research purposes. The Minimum Requirements Criteria (KKM) is 65. From the data on the pre-test results before the reward treatment, it can be seen from the frequency distribution table in table 1 below.

Table 1. Frequency Distribution of Pre-test Scores

Class	Class Intervals	Frequency	Percent	Category
1	40-45	14	23%	Fail
2	46-51	8	13%	Fail
3	52-57	11	18%	Not enough
4	58-63	8	13%	Not enough
5	64-69	8	13%	Enough
6	70-75	10	16%	Good

7	76-81	3	5%	Very well
Amount	3558	62	100%	
Average		57.4		

Based on the data above, it can be seen that the highest student pretest score was 80 and the lowest score was 40, namely: 14 respondents got a score around 40-45 amounting to 23%, 8 respondents obtained a score around 46-51 amounting to 13%, 11 respondents obtained a score around 52-57 amounting to 18%, 8 respondents got a score around 58-63 by 13%, 8 respondents got a score around 64-69 by 13%, 10 respondents got a score around 70-75 by 16%, 3 respondents got a score around 76-81 by 5%. It can be seen in the table above that there are pretest scores. The average pre-test score is 57.4 in the poor category. And it has not reached the Minimum Completeness Criteria (KKM), namely 65, which can be seen from table 2 on the following assessment criteria:

Table 2. Research criteria in the post-test

Research criteria	Information
80-100	Very well
70-79	Good
60-69	Enough
50-59	Not enough
0-49	fail

From the post-test result data given the reward method treatment, it can be seen from the frequency distribution table in table 3 below.

Table 3. Frequency Distribution of Post-test Scores

Class	Class Intervals	Frequency	Percent	Category
1	63-67	8	13%	Enough
2	68-72	1	2%	Enough
3	73-77	12	19%	Good
4	78-82	2	3%	Good
5	83-87	14	23%	Very well
6	88-92	11	18%	Very well
7	93-97	14	23%	Very well
Amount	5160	62	100%	
Average		83.2		

Based on the data above, it can be seen that the highest student pretest score was 97 and the lowest score was 63, namely: 8 respondents got a score around 63-67 by 13%, 1 respondent got a score around 68-72 by 2%, 12 respondents got a score around 73-77 by 19%, 2 respondents got a score around 78-82 by 3%, 14 respondents got a score around 83-87 by 23%, 11 respondents got a score around 88-92 by 18%, 14 respondents got a score around 93-97 by 23%. It can be concluded that the student's post-test score with a score of 83.2 has reached and passed the Minimum Completeness Criteria (KKM), namely 65. It can be concluded that the student's post-test score with a score of 83.2 is in the very good category and has reached and passed the Minimum Completeness Criteria (KKM) which is 65 can be seen from table 2 above.

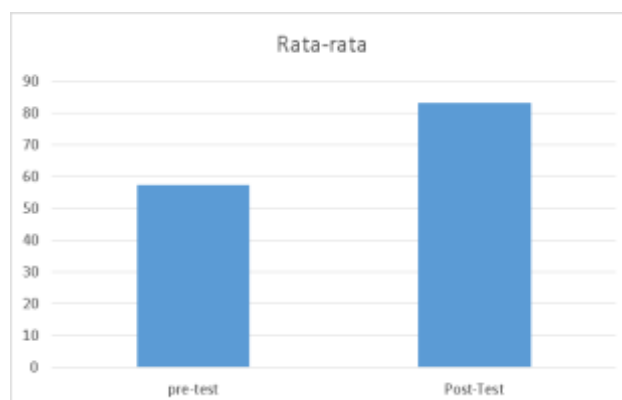


Figure 1. PreTest and PostTest Average Score Diagram

From the diagram in Figure 1, it can be seen that there is an increase in student learning from the pre-test scores 57.4 is less than the KKM score of 65 and the post-test score increased to 83.2. Next, a normality test was carried out to find out whether the research had a normal distribution or not with the help of SPSS 22.0 for normality testing via the Kolmogorov-Smirnov (KS) test. A significant value of $0.200 > 0.0$ was obtained, so it could be concluded that the data had a normal distribution.

Table 4. Normality test
One-Sample Kolmogorov-Smirnov Test

		Mark
N		62
Normal Parameters, b	Mean	108.7097
	Std. Deviation	5.14188
Most Extreme Differences	Absolute	,098
	Positive	,098
	Negative	-.078
Statistical Tests		,098
Asymp. Sig. (2-tailed)		,200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Next, to see if the data has a correlation, the researcher carries out a correlation test. Using SPSS 22.0. From table 5 below it can be seen that the correlation coefficient value is 0.710, which means $r_{count} (0.710) > r_{table} (0.250)$. From the results of calculating the correlation coefficient data, it shows that $r_{count} > r_{table}$, it can be concluded that the alternative hypothesis (H_a) is accepted because there is a significant positive relationship between giving rewards (X) and learning outcomes (Y) of class V students at SDN 097388 Partuahan Village.

Table 5. Correlation Coefficient Test

Correlations			
		Questionnaire	Learning outcomes
Questionnaire	Pearson Correlation	1	,710**
	Sig. (2-tailed)		,000
	N	62	62
Learning outcomes	Pearson Correlation	,710**	1
	Sig. (2-tailed)	,000	
	N	62	62

****.** Correlation is significant at the 0.01 level (2-tailed).

Then to see the influence of each independent variable on the dependent variable. Using SPSS 22.0. The t-test is said to be significant if a value of $p < 0.05$ is obtained. And the hypothesis is accepted (H_a) if $t_{count} > t_{table}$ and rejected (H_o) if $t_{count} < t_{table}$. The results of the t test can be seen in the following table:

Table 6. t-test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
1	(Constant)	-74,575	20,245		-3,684
	Questionnaire	1,452	,186	,710	7,803

a. Dependent Variable: Learning Outcomes

Thus, this research hypothesis can be concluded that "there is an influence of giving rewards on the mathematics learning outcomes of class V students at state elementary school 097388 Partuahan Village for the 2021/2022 academic year" which can be seen based on the significant value obtained, namely $0.000 < 0.05$. Based on the results of the t test calculations in the table, there is a calculated t of 7,803 and t table is 1.669 so $t_{count} > t_{table}$ is $7.803 > 1.669$

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion in this chapter regarding the effect of giving rewards on the mathematics learning outcomes of class V students at SDN 097388 Partuahan Village, Dolok Masagal District, Simalungun Regency for the 2021/2022 Academic Year, it can be concluded as follows:

1. By implementing rewards in learning, students are more enthusiastic and active when studying. Rewards can improve the mathematics learning outcomes of fifth grade students, which can be seen from the student learning outcomes contained in the post-test scores.
2. The results of students' mathematics learning in the material on multiplication of ordinary fractions with multiplication of mixed fractions for class V at SDN 097388 Partuahan Village, Dolok Masagal subdistrict, Simalungun Regency for the 2021/2022 academic year, namely the average score on the pretest was 57.4 and was categorized as poor. After being given treatment using the reward method in class, student learning outcomes became better because the average post test score was 83.2 and categorized as very good. From this data we can see that using the reward method when learning takes place influences students to improve learning outcomes.

3. At the end of the lesson, the researcher gave a questionnaire about the influence of rewards on learning outcomes to students and filled it out according to the steps stated in the questionnaire. The average student questionnaire score obtained was 108.7 and in the form of a score of 90.59.
4. Based on the test results, normality is known that the level of significance used by researchers is a significance level of 5% or 0.05. Based on the Kolmogorov Smirnow test, it was found to be significant at 0.200, so it can be concluded that $0.200 > 0.05$ means the class V data is normally distributed. From the correlation test results of 0.710, it can be interpreted that $r_{count} > r_{table}$, namely $0.710 > 0.250$. Based on calculations from the research results, it shows that there is an influence of giving rewards on the learning outcomes of class V students in the subject matter of ordinary fractions and mixed fractions at SD Negeri 097388 Partuahan Village with $t_{count} > t_{table}$ where $0.7803 > 1669$. At the significant level $\alpha = 0.05$. Thus H_a is accepted and H_o is rejected.
5. This research was conducted by researchers by applying the use of rewards to improve student learning outcomes in the material on multiplication of ordinary and mixed fractions in class V of SD Negeri 097388 Partuahan Village for the 2021/2022 Academic Year.

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