

IMPROVING MOTIVATION, SOCIAL INTERACTIONS, AND SOCIAL STUDIES LEARNING ACHIEVEMENT THROUGH REWARD AND PUNISHMENT

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Key Words:

ABSTRACT

Learning motivation	<i>This research aimed to identify the improvement of students' learning motivation, social interaction and learning achievement in Social Studies through reward and punishment with 29 students as subjects in this study. Data were collected through questionnaires on students' learning motivation and learning social interaction, observation on learning process, Social Studies learning test result, and documentation. Data were analyzed by using descriptive qualitative method with percentage. Results show that reward and punishment were able to improve learning motivation with higher category; i.e. 12(41.38%) students increased to be 18(62.07%) students at cycle I and 24(82.76%) students with learning mastery category at cycle II. The applied reward and punishment can also improve students' learning social interaction of higher category, i.e. 16(55.17%) students increased to 20(68.97%) students at cycle I and 25(86.21%) students attained learning mastery at cycle II. Students' Social Studies learning achievement also has improved; 14(48.28%) students with learning mastery category at pre-cycle increased to be 22(75.86%) and 27(93.90%) students at cycles I and II, respectively.</i>
Social Interaction	
Learning	
achievement	
Reward	
Punishment	

INTRODUCTION

Intelligence is highly critical in determining to the individual's success or failure in life. The intelligence of a nation will be brought into reality when the society is intelligent, and intelligent society will be created when its members have strong will to learn and develop.

Intelligence is one of the internal factors determining the success of learners in learning, in addition to other internal factors, i.e. talent, skill, interest, motivation, physical and mental conditions. Internal factors involve conditions in the learning process coming from the internal side of the individual to create change in behavior. The success of learner is also affected by external factors,

i.e. the condition outside the learner affecting learning, such as how the social interaction of learner in their environment, in particular school environment. The external factors involve the environment of school, family, and society (the socio-cultural condition and community).

In a broad sense, learning can be interpreted as a psycho-physical activity leading to comprehensive personal development. In a narrow sense, learning means as an attempt to acquire science materials, which is part of the activities leading to the development a whole personality. It is relevant to the notion that learning is the addition of knowledge (Sardiman: 2007: 20-21). To improve students' ability, teacher are required to

use and select learning strategies, methods, and applications that are adopted or based on some existing learning theories by observing learner's characteristics and the nature of the course.

Characteristics of student means the whole behaviour and abilities that the student has as a result of his or her inborn nature and social environment, and hence they determine activity pattern in achieving its objectives (Sardiman, 2007: 120). Therefore, the determination of the learning objectives, of course, should be related to or adjusted to the condition or characteristics of the student. Three points that should be considered in discussing student characteristics, namely: (1) intellectual skill character, thinking skill, speaking skill related to psychomotor aspects; (2) characteristics related to social background and status; (3) characteristics related to personality differences such as attitude, feeling, interest. Characteristics that can affect student learning activities involve: (1) knowledge background and level; (2) learning style; (3) chronological age; (4) maturity level; (5) spectrum and scope of interest (6) socio-economic environment; (7) environmental and cultural barriers; (8) intelligence; (9) harmony and attitude; (10) learning achievement; (11) motivation etc., or the condition of student's initial skill (Sardiman, 2007: 120).

Based on the Social Studies teaching experience at SMP Negeri (State Junior High School) 2 Sedayu, various methods have been adopted. The reason is that various methods are more suitable to teach Social Studies course containing extensive instruction materials. Social Studies is a course with interaction and combination of instruction materials from Geography, Economics, History, and Sociology. Students often complain on its material, i.e. too extensive and complex material to learn and it is difficult for them to achieve good grade. In practice, those who are less ready frequently only depend on others

who have been ready yet or even they do cheating. No good motivation to be independent or to do serious learning. However, those considered as smarter will be serious to attend the lesson and even feel happy to do learning. For those with less motivation will be lazy to ask their teacher and have less social interaction in learning, or even tend to be busy and do talking with peers when their teacher provide explanation, and in fact, many of them get bad learning outcomes or are still under the KKM (Minimum Learning Mastery Criterion). In the test that the writer investigated before the cycle, it was revealed that their learning outcomes is still far from the expectation.

Based on the characteristics affecting the teaching and learning activities, i.e. socio-economic environment, the students of SMP Negeri 2 Sedayu are classified into lower middle class strata, when it is seen from their parents' livelihood. Mostly, they work as farmers, artisans, and miners at Progo River. Some others also work as civil servants/ police members. Field facts showed that their test score achieved before action indicated their score average of 70.41 with the highest and the lowest of 88 and 50, respectively. Those with score of > 75 (achieved KKM) were 14 (48.28%) students, and those under KKM were 15 (51.72%) students. The learning carried showed that most of them had not been achieved learning mastery yet, indicating the lower quality of Social Studies learning. Some indications were found for the lower motivation to attend Social Studies course and during the test some attempted to find answers from friends (cheating), lack of self-confidence, students' perception of difficulty in Social Studies learning due to less preparation. This affected lower learning outcomes; students had less social interaction in learning and this was indicated by their passiveness, less active question-answer session, or less motivation to express

opinion, less cooperation in discussion during teaching-learning activity. This also influenced lower learning outcomes.

Observing students' characteristics and their learning outcomes as expected, the writer carried out Social Studies learning by adopting reward and punishment method to maintain students' enthusiasm to do learning and hence, improve their learning motivation, social interaction in learning and achievement.

RESEARCH METHODS

Type, Subject, and Procedure

The research was conducted at SMP Negeri (Junior High School) 2 Sedayu, Bantul, Yogyakarta, Indonesia located at Bakal sub-village, Argodadi, Sedayu, Bantul, precisely at the east of Progo River, on the borders of Bantul District and Kulon Progo District. The research was conducted in the second semester of 2016/2017 school year. It was conducted in collaboration with one of senior teachers at SMP N 2 Sedayu, i.e. Sri Winarsih, during four months, from January to April 2017. Subjects involved 29 students at Grade VIII F of SMP N 2 Sedayu in the second semester of 2016/2017 school year. Objects were method adopted in the research, i.e. reward and punishment to improve learning motivation, social interaction and learning outcomes of Social Studies at Grade VIIIF students in SMP Negeri 2 Sedayu, Bantul.

This was a classroom action research conducted in reflective inquiry way. It means that this research started from the real daily learning problems that teacher and students encountered. Classroom action research concerns with how a group of teachers can organize the conditions of their learning practices, and learn from their own experiences. They can try out an idea of improvement in their learning practices, and observe the real effects of that effort (Wiriaatmadja, 2010: 13).

The research was carried out in 2 cycles of action based on Kemmis and McTaggart model with four actions. Its implementation followed stages with 2 cycles at minimum. Each cycle consisted of planning, actuating, observing and reflecting stages.

Data, Instrument, and Technique of Data Collection

This research used two research cycles (cycles I and II) with four stages of implementation. Data were collected by using:

1. Questionnaire to measure students' learning motivation and social interaction in learning based on theory and test content outline containing the indicators of learning motivation and social interaction in learning;
2. Observation on implemented learning actions; what to observe involved students' learning activities and teacher's activities assisted by collaborator;
3. Documentation was conducted by collecting data and recording available report, as well as taking pictures of the activities. The evaluation of the progress, development, or success of learners can also be completed through examination on the documents.
4. The test given were the test assigned at each end of the cycle (post test). It is to identify the improvement of students' learning comprehension and achievement on the instruction material taught through reward and punishment. The test was given in the form of written multiple-choice test, at each end of the cycle to identify the development of students' competences in the individual cycle undergone.

Data Analysis Technique

The data were analyzed by using descriptive quantitative technique with

percentage, i.e. method to present data as is where is, by computing the percentage of individual data category, to draw conclusion from the data (computed by using MS Excel). The success of the action in the individual cycle was identified from the assessment and measurement conducted at each cycle on the variables, i.e. learning motivation, social interaction in learning, and student's achievement. The data from the measurement results were then compared to the success criteria.

RESULT AND DISCUSSION

Description

Pre Cycle

At pre-cycle, the students were observed and investigated in terms of their learning. They were given questionnaires to identify their learning motivation and social interaction in learning, while their learning achievement was identified from their test before the cycle. After that, reflection was performed by the researcher and collaborator. Then, the researcher presented solutions based on the existing factual problems using reward and punishment method, i.e. additional and reduced scores as reward and punishment, respectively, in addition to other educational punishment during the learning process.

Cycle I

The result of reflection at pre-cycle was used as the basis to carry out learning by giving rewards and punishment in improving learning motivation, social interaction in learning, and student's achievement. In cycle 1, learning was conducted based on discussion method, with groups that were randomly divided.

Cycle II

The result of reflection from observation that the researcher and collaborator

conducted at cycle I was utilized as the guidance and basis for conducting learning by giving reward and punishment to improve learning motivation, social interaction in learning, and student's achievement, that were agreed by the researcher and collaborator with additional treatment, i.e. by giving additional and reduced scores as reward and punishment, respectively, in addition to other educational punishment type during the learning process. At cycle II, learning using the discussion similar to NHT (adopted from Numbered Head Together) method was conducted by firstly electing group leader among those considered as clever and then randomly selecting the group members to create groups consisting of evenly distributed level of skill.

Discussion

1. Improving learning motivation through reward and punishment

The result showed that Social Studies learning using reward and punishment method was able to improve students' learning motivation at grade VIII of SMP N 2 Sedayu Bantul in 2016/2017 school year. It was indicated that 41.38% students with high motivation at pre-cycle increased to be 62.07% and 82.76% students (high and very high learning motivation) at the end of cycle II, respectively.

Tabel 1. The Percentage of Students' Motivation Improvement at Pre-cycle, Cycle I, and Cycle II

No	Motivation Learning	Percentage		
		Pre Cycle	Cycle I	Cycle II
1.	Very High	0	0	3.45
2.	High	41.38	62.07	79.31
3.	Moderat	24.1	34.4	17.2

	e	4	8	5
4.	Low	34.48	3.45	0
5.	Very Low	0	0	0

2. Improving social interaction through reward and punishment

Result showed that Social Studies learning using reward and punishment method was able to improve the students' social interaction at Grade VIII F of SMP N 2 Sedayu Bantul in the 2016/2017 school year. It was indicated that 55.17% students with high social interaction of at pre-cycle, increased to be 65.52% and 86.21% (high learning social interaction and very high) at the end of cycles I and II, respectively.

Table 2. Percentage of Student Learning Social Interaction Improvement at Pre-cycle, Cycle I, and Cycle II

No	Motivation on Learning Criteria	Percentage		
		Pre Cycle	Cycle I	Cycle II
1.	Very High	0	3.45	6.90
2.	High	55.17	65.52	79.31
3.	Medium	31.03	24.24	13.79
4.	Low	13.79	6.90	0
5.	Very Low	0	0	0

3. Improving learning achievement through reward and punishment

Result showed that Social Studies learning using reward and punishment method was able to improve the students' learning achievement at Grade VIII F of SMP N 2 Sedayu Bantul in the 2016/2017 school year. It was indicated that students'

score average of 70.41 or 14 (48.28%) students achieving KKM ≥ 75 at pre-cycle, increased to be 84.31 or 22 (75.86%) students and 84.31 or 27 (93.90%) students achieving KKM at the cycles I and II, respectively.

Table 3. Percentage of Students' Achievement Improvement based on KKM Score at Pre-cycle, Cycle I, and Cycle II

Value	Pre Cycle		Cycle I		Cycle II	
	Student	%	Student	%	Student	%
< 75	15	51.72	7	24.14	2	16.10
≥ 75	14	48.28	22	75.86	27	93.90
Total	29	100	29	100	20	100

The overall result is seen on the following table and illustrated in following figure:

Table 4. Percentage of Students' Achievement Improvement based on KKM Score at Pre-cycle, Cycle I, and Cycle II

No	Description	Pre-Cycle (%)	Cycle 1 (%)	Cycle II (%)
1.	Percentage of learning motivation	41.38	62.07	82.76
2.	Percentage of social interaction	55.17	68.97	86.21
3.	Percentage of learning achievement	42.28	75.86	93.10

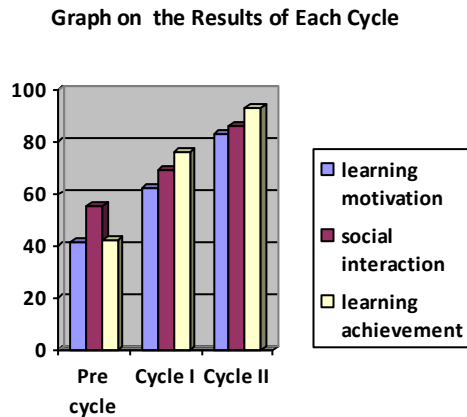


Figure 1: Graph on the Results of Each Cycle

CONCLUSION AND SUGGESTION

Conclusion

Based on the data description and analysis on the improvement of students' learning motivation, social interaction, and achievement in Social Studies learning at class VIII F of SMP Negeri 2 Sedayu Bantul through reward and punishment in 2016/2017 school year, the following conclusions are made:

1. The applied learning through reward and punishment method at grade VIII F of SMP Negeri 2 Sedayu is able to improve students' learning motivation to achieve the expected competences. This was indicated by the increasing final result percentages of students with high category learning motivation of 41.38% at pre-cycle increased to be 62.07% and 82.76%, at cycles I and II, respectively, following the reward and punishment method-based learning that the teacher conducted.
2. The implemented learning through reward and punishment method at grade VIII F of SMP Negeri 2 Sedayu is able to improve students' social interaction to achieve the expected competences. This was indicated by the increasing final result percentages of students with high category social interaction of 55.17% at pre-cycle increased to be 68.97% and

86.21%, at cycles I and II, respectively, following the reward and punishment method-based learning that the teacher carried out.

3. The applied learning through reward and punishment method at grade VIII F of SMP Negeri 2 Sedayu is able to improve students' learning achievement to attain the expected competences. This was indicated by the increasing final result percentages of students with learning mastery of \geq KKM (75) of 42.28% at pre-cycle increased to be 75.86% and 93.10%, at cycles I and II, respectively, following the reward and punishment method-based learning that the teacher performed.

Suggestion

Based on the researcher's observation and research in this classroom action research at class VIII F of SMP Negeri 2 Sedayu in the second semester researchers, following suggestions are proposed:

1. For Teacher
 - a. In the learning activities, teacher are required to be more creative in applying popular learning models to prevent learners from getting bored in attending teaching and learning process.
 - b. The ability of learners can be improved by teachers through various learning strategies, methods, and learning applications that are adopted or based on the available learning theories based on the characteristics of learners and the nature of the course.
 - c. In Social Studies learning teacher may adopt various learning models due to its extensive and complex instruction materials consisting of Geography, Economics, History and Sociology to prevent students from boring and they will be more interested in learning Social Studies.

2. For School
 - a. Reward and punishment model-based learning model can be applied since this kind of learning may increase the learners' learning spirit/motivation and they may improve their social interaction with peers and improve their learning achievement based on the characteristics and conditions of instruction materials.
 - b. Reward and punishment model-based learning model can be implemented since reward can be one of the instrument to improve learners' motivation and maintain their enthusiasm to complete their learning tasks, as well as punishment that jay reduce the failure that learners do.

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