https://journal.ypidathu.or.id/index.php/jete/
P - ISSN: 3025-0668
E - ISSN: 3025-0676

Giving Prizes (reward) and its Influence on Student Learning Motivation

Muh Faysal [1], Imam Tabroni [2], Li Jie [3] Cai Jixiong [4],

[1] Universitas Islam Bunga Bangsa Cirebon, Indonesia
[2] Sekolah Tinggi Agama Islam Negeri Dr. KH. EZ. Muttaqien Purwakarta, Indonesia
[3]University of Tokyo, Japan
[4]Universidad Central de Venezuela, Venezuela

ABSTRACT

Background. Prizes have a very big influence on increasing student learning motivation, because they can generate enthusiasm for student learning. With prizes students can be more motivated and earnest in learning which in the end can also bring better and more optimal results in achieving the learning goals themselves.

Purpose. Reward is one method of education. So, by itself the purpose of the reward is as a method for educating children so that children can feel happy because their actions or work are rewarded. Rewards are considered important because rewards can stimulate student enthusiasm for learning.

Method. Basically everyone likes to be praised, because of that they need awards which in the world of education can be known in the form of gifts. Prizes are a stimulus for positive things that can generate initiative, energy, self-competence, and can upload student learning motivation.

Results. The results of observations at SMP Aql Islamic School Purwakarta that learning still uses the lecture method. In addition, in the learning process, more learning activities are carried out by the teacher, while students are passive and only follow the teacher's orders. Students also still think that Nabawiyah sirah is a boring and scary lesson.

Conclusion. This can be seen from the observations that some students talk to themselves with friends, do not want to ask questions and are indifferent to the teacher and are not even enthusiastic about participating in the learning process. Because of that, to increase student learning motivation in the Nabawiyah sirah subject, which in the students' view is difficult to understand because it requires deep concentration, that's why finally the teacher creates innovation by giving gifts when learning takes place. Rewards are fun repressive educational tools, prizes are given to children who have shown good results in education.

KEYWORDS

Learning, Motivation, Providing

Citation: Faysal, M., Tabroni, I., Jie, L., & Jixiong, C., (2023). Giving Prizes (reward) and Its Influence on Student Learning Motivation. *Journal Emerging Technologies in Education*, *1*(2), 129–143.
https://doi.org/10.55849/jete.v1i2.464

Correspondence:

Muh Faysal,
faysalalfatih7128@gmail.com

Received: April 12, 2023

Accepted: April 15, 2023

Published: April 31, 2023

INTRODUCTION

A. Rewards

1. Definition of Rewards

Reward according to language, comes from English reward which means award or prize. (John M. Echol & Hasan shadily, 1996) Reward is a form of positive theory derived from the behavioristic (Lechien dkk., 2020), which

was proposed by Waston, Ivan (Moseley dkk., 2022), and friends with their S-R (Liu, Jiao, dkk., 2019). Reward is a form of positive treatment of the (Gulati dkk., 2021). Reward is a response to a behavior that can increase the likelihood of the behavior's (Felip dkk., 2021). (Mulyasa, 2007: 77). In the learning (Taquet dkk., 2021), rewards (reinforcement) can be done by giving (McKune dkk., 2020). Gifts are gifts (mementos, awards, honors), rewards, mementos, souvenirs. Kurt Lewin, who is famous for his median theory, expressed his opinion regarding gifts as follows: In situations that contain (Noble dkk., 2021), there is no need for the person to be put into the wall of supervision as described above (situations that contain punishment) because the attractive nature of the gift will already keep the person in the (Alom dkk., 2019). (Chan dkk., 2020), it is necessary to provide a Barier (B) to prevent the person from getting the reward directly without doing the task that should be (Paradis & Schliep, 2019, hlm. 5).The above statement means that the reward is related to the activity of carrying out the task (Liu, Faes, dkk., 2019), so there is always a tendency to look for a shorter path if (Yang dkk., 2019). The short way is to get the reward without doing the task (Tg). This must be prevented so that a student does not get a reward (Hd) through improper (Newsome dkk., 2021). (Karras dkk., 2019), supervision is still necessary even if it is not harsh or (Ma dkk., 2019). (Suryabrata, 1998: 283-285)

Reward is something that is loved and favored by children who are given to anyone who can meet (Schmitt dkk., 2020), namely achieving the specified (American Diabetes Association Professional Practice Committee, 2022), or even being able to exceed (Al-Ayyoub dkk., 2019). The size of the reward given to the rightful person depends on many (Radoglou-Grammatikis dkk., 2020), mainly determined by the level of achievement (Newsome dkk., 2021). About how it (Wilson & Cook, 2020), a lot is determined by the type or form of achievement achieved and to whom the reward is (Chen dkk., 2021). (Suharsimi Arikunto, 1993: 160)

Reward is a gift or reply to someone as an award for doing activities in accordance with their (Aparicio, 2019), both in terms of quality and in terms of quantity and the reply can produce satisfaction or increase the possibility of doing better and reward is also one of the educational (American Diabetes Association, 2019). So by itself the purpose of the reward is as a tool to educate children so that children can feel happy because their actions or work are (Muthirayan dkk., 2020). (Eberhardt dkk., 2021), what is meant is that educators give rewards so that children are more active in their efforts to improve or increase their achievements than they have been able to (Aghakhani dkk., 2020). In other words, the child becomes hard in his willingness to work or do better. (Ngalim Purwanto, 1985: 231)

Reward is an educational tool that is easy to implement and very enjoyable for (J. Guo dkk., 2022). For this (Noble dkk., 2021), rewards in an educational process are needed in order to increase learning (Felip dkk., 2021). The purpose of educators giving rewards to students is so that students become even more active in their efforts to improve or increase the achievements they will (Noble dkk., 2021), in other (Boer dkk., 2020), students become more determined to learn (Felip dkk., 2021). So it can be concluded that reward is one of the ways that teachers use to give awards or prizes to students for doing a job (Newsome dkk., 2021). For example: a teacher gives praise "you are great" or "very right" to one of the students who can answer questions from the (Noble dkk., 2021). This includes positive reinforcement by giving praise so that students feel happy with their achievements and are motivated to study (Boer dkk., 2020) . The role of rewards in the teaching process is quite important, especially as an external factor in influencing and directing student behavior.

This is based on various logical (Taquet dkk., 2021), including rewards can usually lead to student learning motivation, and rewards also have a positive influence on student life. This is based on various logical considerations, including rewards can usually lead to student learning motivation, and rewards also have a positive influence on student life. Humans always have ideals, hopes, and desires. This is what rewards utilize. So with this method, someone doing good deeds or achieving a certain achievement is given an attractive reward in return. Thus by doing an action or achieving an achievement. (Mahfudh Shlahuddin, et al, 1987: 81).

2. Purpose of Reward

The goal that must be achieved in giving rewards is to further develop motivation that is instrinsic from extrinsic motivation, in the sense that students do an action, then the action arises from the student's own awareness. And with the reward, it is also expected to build a positive relationship between teachers and students, because the reward is part of the manifestation of a teacher's love and affection for students. In giving a response increases because it is followed by a supportive stimulus (rewarding). As in the example where the teacher's positive comments improved the students' writing behavior. Reinforcement is a consequence that increases the probability of a behavior occurring. (John W. Santrok, 2008: 273)

Rewards can be given to all students, to some students, or to individual students. However, it is important to remember when teachers should give rewards to all students, to some students or to individual students. So, the purpose of the reward is so that students can do the tasks given by the teacher based on the students' willingness and awareness. As explained above, rewards, in addition to being an educational tool and stimulus in learning, can also be a driver or motivation for students to learn more actively. (Syaiful Bahri Djamarah, 2005: 150)

3. Types of Rewards

Reward is a positive assessment of student learning. Rewards given to students take various forms, broadly speaking, rewards can be divided into four types, namely: "(Amir daien indra kusuma, 1973: 159).

a. Praise

Praise is a statement of praise derived from the word praise a sense of recognition and sincere appreciation of the goodness (excellence) of something. Praise can be in the form of words such as: good, good, very good and so on, but it can also be words that are suggestive, for example: "Well next time it will be even better", "I hope you are now more diligent in studying" and so on. In addition to words, praise can also take the form of gestures or signs. For example, by showing the thumb (thumbs up), by patting the child's shoulder, by clapping and so on.

b. Respect

Rewards in the form of this honor can take two forms as well. first in the form of a kind of coronation. That is, the child who is honored is announced and displayed in front of his or her peers. It can also be in front of classmates, school friends, or maybe even in front of friends and parents. For example, at the farewell dinner held at the end of the year, students who have become class stars are displayed. The crowning and performance of student stars for a city or region is usually done in public. For example, during the proclamation of independence

day ceremonies. The second type of honor is the granting of power to do something. For example, to a child who successfully solves a difficult problem, told to do it on the blackboard for his friends to follow. (Amir Daien Indrakusuma, 1973: 159)

c. Gifts

What is meant by a gift here is a reward in the form of giving goods. Rewards in the form of giving goods are also called material rewards, namely gifts in the form of goods can consist of school supplies, such as pencils, rulers, books and so on.

d. Giving numbers

Generally, every student wants to know the results of his work, namely in the form of numbers given by the teacher. Students who get good numbers, will encourage their learning motivation to be greater, on the other hand students who get less numbers may cause frustration or can also be an incentive to learn better.

B. Motivation to Learn Sirah Nabawiyah

1. Learning Motivation

In general, motivation is a limited supply of energy that must be channeled in a balanced way between oneself and the outside world. Everything around us, including our thoughts and feelings compete to influence our motivation. (Raymond J. Wlodkowski, Judid Hasan, 2004: 11). Motivation is a psychological condition that encourages someone to do something. So, motivation to learn is a psychological condition that encourages someone to learn. Research findings that learning outcomes generally improve if motivation to learn increases. Therefore, increasing students' motivation to learn plays an important role in achieving optimal learning outcomes. Motivation is a drive that exists within the individual, but the emergence of strong or weak motivation can be caused by external stimuli.

Motivation cannot be seen with the naked eye but can be realized through actions taken in the form of stimulation, encouragement and power generation for the emergence of certain behaviors. Meanwhile, motivation is the drive contained in a person to try to make changes in behavior that are better in meeting their needs. Motivation is an expression that a person does which is realized by happy actions in doing something. In learning, student motivation can be seen when students take part in learning, namely by seeing what they do, for example, readiness in preparing themselves with a sparkling face, always cheerful and enthusiastic in participating in the learning process. Learning motivation is an internal and external drive in students who are learning to make changes in behavior, in general there are several indicators or elements that support. Where the internal drive within the student himself is the desire to succeed in learning and the need for ideals, while the external comes from outside the student, namely the existence of awards, a conducive learning environment and interesting learning activities.Kaller defines motivation as the intensity and direction of a behavior and is related to the choices a person makes to do or avoid a task and shows the level of effort he makes. Given that effort is a direct indicator of learning motivation, learning motivation is operationally determined by the following indicators: (Abu Ahmadi & Joko tri Prasetya, 2005: 109-110).

a. Students' level of attention to learning
b. The level of relevance of learning to students' needs

c. The level of students' confidence in their ability to do learning tasks
d. The level of student satisfaction with the learning process that has been carried out

Motivation is a drive that arises by stimuli from within and from outside so that someone wants to make certain changes in behavior / activities better than the previous situation. With the following objectives:

a. encourages humans to carry out an activity based on the fulfillment of needs. In this case, motivation is the driving force of every need that will be met
b. determine the direction of the goal to be achieved
c. determine the actions that must be done Or it can also be concluded that motivation is an internal and external drive in a person to make changes in behavior.

2. The function of rewards in increasing learning motivation

Motivation is needed, the more appropriate the motivation given, the more successful the lesson will be. So motivation can always determine the intensity of learning for students. If motivation can be given or applied in the teaching and learning process, then learning outcomes will be optimal. The stronger the motivation we provide, the more intensive the learning effort for students. In connection with the above, motivation has a very important function in learning. According to Sardiman AM, there are three functions of motivation in learning, namely:

a. Encourages humans to do, so as a driver or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
b. Determines the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the goal.
c. Selecting actions, namely determining what actions must be done that are harmonious to achieve goals, by setting aside actions that are not beneficial to these goals.
d. Helping students to be willing and able to determine and choose a path or behavior that supports the achievement of learning goals and life goals which are long-term. Motivation is closely related to a goal, an ideal. The more valuable the goal is to the person concerned, the stronger the motivation. So motivation is very useful for one's actions. (Alex sobur, 2003: 295-296)

3. Sirah of the Prophet Muhammad

Muhammad was the son of Abdullah ibn Abdul Muttalib and Aminah bint Wahb Az-Zuhriyyah Al-Qurashiyyah. His lineage is Muhammad ibn Abdullah ibn Abdul Muttalib ibn Hashim ibn Abd Manaf ibn Qushay ibn Kilab ibn Murrah ibn Ka'b ibn Lu'ay ibn Ghalib ibn Fihr (Quraysh) ibn Malik ibn Nadhr ibn Kinanah ibn Khuzaimah ibn Mudrikah ibn Ilyas ibn Mudhar ibn Nizar ibn Ma'ad ibn 'Adnan. This lineage up to 'Adnan is agreed upon by the scholars, if anyone mentions a lineage beyond that, then it is not valid. The Prophet Muhammad's lineage goes back to Prophet Ismail ibn Ibrahim, the father of the Arab Al-Musta'ribah (a term for Arabs whose lineage goes back to Prophet Ismail ibn Ibrahim a.s).

a. The beginning of being sent as a Messenger

The Prophet Muhammad received revelation at the age of forty, namely on the 17th of Ramadan, 13 years before the hijrah to Medina or coinciding in July 610 AD. At that time, the Prophet Muhammad often did uzlah, which is to be alone or isolate himself by

worshiping in order to stay away from the turmoil of the world and clear the soul. The worship he did was like the teachings brought by Prophet Abraham a.s. Usually the Prophet Muhammad did uzlah in the Cave of Hira' for ten days to one month and would return home when the provisions he brought had run out. Until one day the angel Gabriel came to him to deliver the first revelation.

When he came to him, the angel Gabriel said "read!". But Muhammad replied "I can't read". This was because he was an ummi, which is illiterate because he had never learned to read and write before. Then the angel Gabriel held him and covered him with the blanket he used to sleep on. Jibril then ordered him to read again and the Prophet Muhammad SAW also answered with the same answer, it repeated up to three times. When it came to the third repetition, Jibril then uttered the first revelation, Q.S. Al-Alaq verses 1-5.

Prophet Muhammad told Khadijah what he experienced, and she believed him. To strengthen the evidence that Muhammad was indeed the messenger of Allah, Khadijah told the events experienced by her husband to her Christian cousin named Waraqah ibn Naufal. Waraqah confirmed that what the Prophet Muhammad met was Namus (Jibril) who had also visited Prophet Moses.

After the revelation of the first revelation, there was a grace period in which the Prophet did not receive another revelation for forty days. The next revelation came down when the Prophet Muhammad was walking, Jibril appeared from the sky in the form as he met in the cave of Hira'. Then the next revelation was Q.S. Al-Mudaththir verses 1-7. After that, the Prophet Muhammad PBUH began to preach.

b. Sirah of the Prophet Muhammad during his time in Medina

While in Medina, the content of the Prophet Muhammad's sirah is his policies as a leader and role model for his people. Which of these policies include the following:

1. Initial Steps as a Foundation for Life in Medina

When he arrived in Medina, the Prophet Muhammad (SAW) fraternized between Muslims from among the Muhajirin and Muslims from among the Ansar. The Muhajirin were Muslims who migrated from Mecca to Medina. While the Ansar were the people who provided help when they arrived in Medina. This is a form of equality among Muslims that they are not distinguished between those who enter Islam first and those who are later. This brotherhood has a foundation of mutual help and with the aim of upholding something that is right, not merely because of bigotry.

There are hypocrites among the Muslims who embraced Islam out of necessity. In front of the Muslims they take sides, but behind the Muslims they demonize. The Messenger of Allah tolerated them and recognized them as Muslims. But he never trusted them and left important matters in Medina to them.

The Prophet Muhammad also established an agreement with the Jews of Medina. The contents of the agreement are:

a) Truce between the Muslims and the Jews of Medina. They should not interfere with each other or fight each other, but should provide security for each other as citizens of Medina.
b) The Jews of Medina should not help any enemy of the Muslims.
c) If there was an enemy attacking the Muslims in Medina, the Jews of Medina were willing to help the Muslims.

d) The Prophet let the Jews of Medina remain in the religion they professed and vice versa, the Jews of Medina let the Prophet and Muslims of Islam..

2. Sharia War as Defense and Security

The command to fight is not to do damage to the earth, but because the Muslims have a lot of hostility. This war is aimed at making the Muslims safe. The war order is also not arbitrary, but based on several principles, including the following:

a) Basically, war is obligatory against the polytheists of Quraysh, so they are referred to as kafir harbi (disbelievers who must be fought). This is because the polytheists of Quraysh were the first to antagonize the Muslims. Fighting the polytheists of Quraysh was obligatory until Allah won the city of Mecca (fathu makkah) over the Muslims or a temporary truce occurred.

b) If the Jews of Medina betrayed the treaty or sided with the polytheists, then they must be fought so that the Muslims can live in safety. This can be done by expulsion or war.

c) If any of the Arab tribes were hostile to the Muslims or helped the polytheists of Quraysh, then they must be fought until they were willing to embrace Islam.

d) Anyone who starts hostilities with the Muslims from among the People of the Book such as the Christians, then they must be fought until they are willing to embrace Islam or pay the jizyah to displace them.

e) Anyone who converts to Islam, his blood and property are protected except for the right reason, and Islam erases their past mistakes..

From the above principles, it can be seen that wars cannot just happen because of the will of lust alone. Rather, it is because the opposing party has initiated hostilities first. There is no war that takes place without prior hostility from the opposing party.

3. Establishing Relationships with Other Rulers

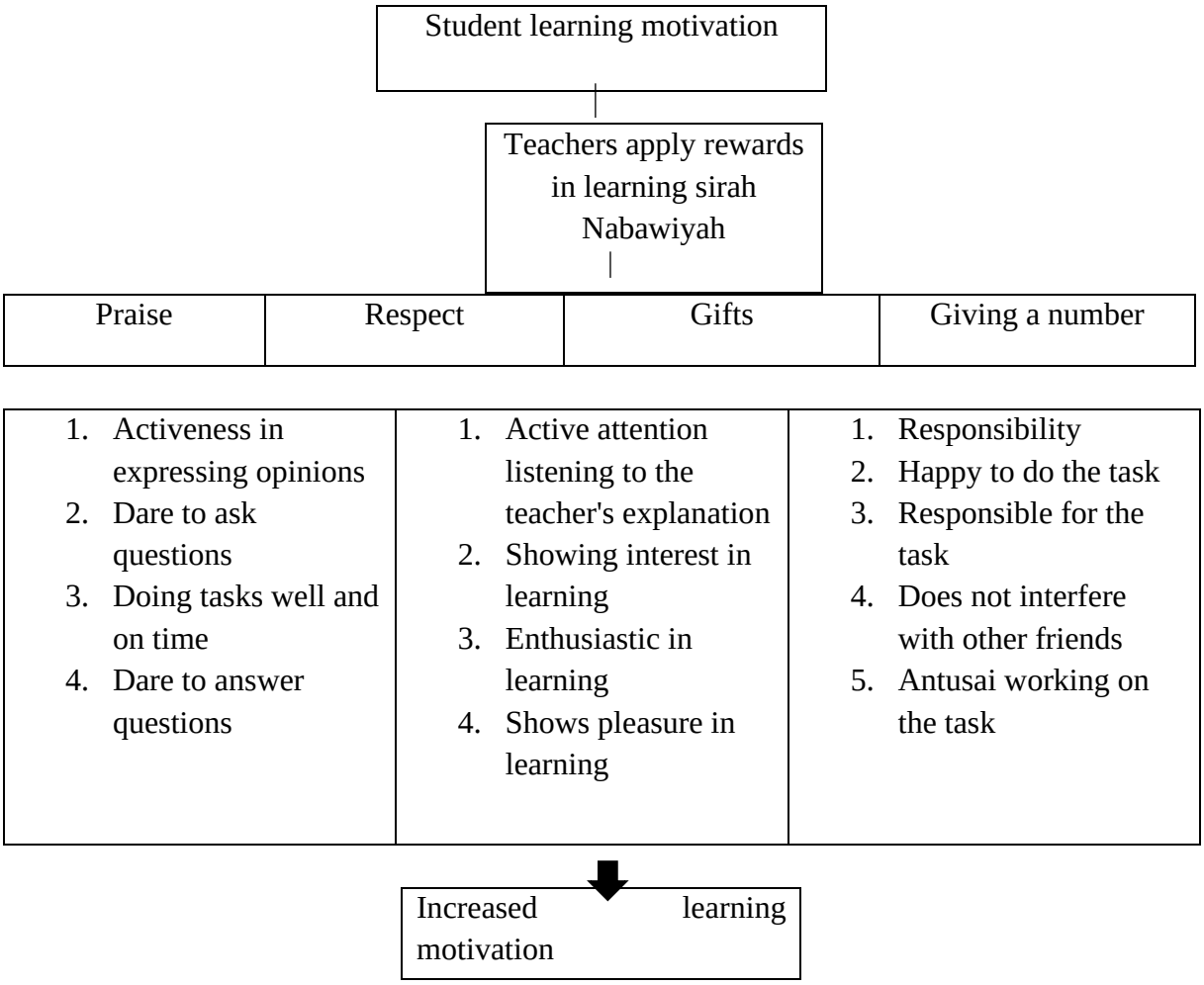
The Prophet established relations with the rulers of the world at that time by sending letters. Among them was King Najasyi, the ruler of Habashah where the Muslims had emigrated and were well received there. His relationship with King Najasyi can be said to be very good, even though he did not accept the Prophet's invitation to Islam, King Najasyi provided security for the Muslims living there. He even helped the long-distance marriage of the Prophet Muhammad with one of the Muslim women who migrated there, Umm Habibah. Another ruler who established good relations with him was Muqauqis, the ruler of Egypt. At that time Egypt was part of the Roman Empire. When the Prophet sent a letter to Muqauqis, he replied to the letter and sent many gifts to the Prophet Muhammad. One of the gifts was Mariyah AlQibtiah, a prominent woman from Egypt who became Muqauqis' gift to Prophet Muhammad SAW, and gave birth to his son named Ibrahim.

4. Fathu Makkah as the Key to the Spread of Islam Across Arabia

Fathu Makkah is said to be the key to the spread of Islam throughout the Arab nation because the Quraysh tribe is the center of the other tribes of the Arab nation. Other Arab tribes could not be conquered if they did not conquer Quraysh first. Likewise, the Arabs would not be willing to submit if the inhabitants of Mecca did not submit first. Therefore, the Prophet conquered the city of Mecca first. After

the conquest of Mecca, many messengers came to the Prophet from various Arab tribes, either with the aim of proposing a peace treaty or converting to Islam.

Eventually, after the Battle of Hunain in the same year, many Arabs converted to Islam. The power of the Arab polytheists was divided so that only small groups remained who did not have the strength to attack Muslims. This showed that Islam had encompassed the entire Arab (Henley dkk., 2020), so the war against the Arabs was (Alcock dkk., 2019).



Based on the framework (Zhao dkk., 2020), it is found that: The application of rewards in learning Sirah Nabawiyah has an effect on increasing student learning (Kim & Hall, 2019).

RESEARCH METHODOLOGY

Methods Classroom action research is one type of action research that is practical because this research concerns activities practiced by teachers every day. The direction and purpose of action research conducted by teachers is clear, namely for the benefit of students to obtain satisfactory learning (Pettersen dkk., 2021).

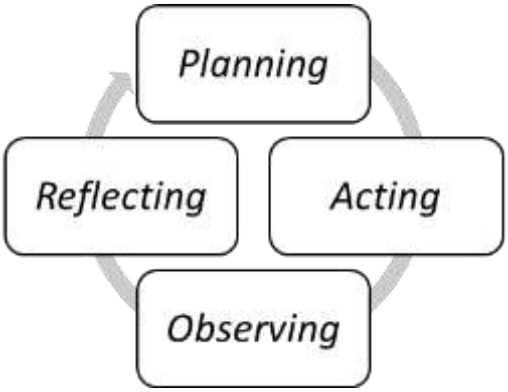
The approach used in this research is Classroom Action Research (PTK), which is action research in the field of education carried out in the classroom area with the aim of improving and improving the quality of learning.

Understanding these three words, namely, (1) Research, (2) Action, (3) Class, it can be concluded that "classroom action research is a reflection on activities in the form of a study" (Suharsimi Arikunto, 2006: 3).

In this study, researchers took place in class IX of Aql Islamic School Purwakarta Cijantung Junior High School, Sukajaya (Ali dkk., 2021), Sukatani District, Purwakarta Regency, West Java. The time for this study was for 3 weeks on February 11 to February 25, 2023, in the first semester of the 2022/2023 academic year.

This class action research is planned as many as 2 cycles, each cycle is carried out 2 times a meeting. The procedure or steps in conducting this classroom action research (PTK) uses a learning model developed by Suharsimi Arikunto with four stages, namely: (1) planning, (2) implementation (acting), (3) observation (observing) and (4) reflection (reflecting).

The cycle of this research procedure can be visualized as follows:



The subjects in this study were ninth grade students of Aql Islamic School Purwakarta Cijantung, Sukajaya Village, Sukatani District, Purwakarta Regency, West Java, 2022/2023, with a total of 8 students. The data sources in this study consisted of several sources, namely students, to obtain data on learning outcomes and student activities in the learning process; Teachers, to see the level of success of the implementation of the utilization of reward learning models in learning activities to increase student learning motivation.

Type of Data: Quantitative data, extracted through learning outcome tests conducted orally at the end of each cycle; Qualitative Data, in the form of: Observation results of student activities; Observation results of teacher presentation activities on the stages of learning in the classroom.

How to Obtain Data: Quantitative data on student learning outcomes were obtained through oral tests, namely telling the example of the prophet through the story heard from the teacher at each meeting / at the end of each cycle. Qualitative data obtained through observation: used to collect data on student activities and teacher activities in the learning process.

Data collection tools in this PTK include tests, observations and interviews. Test: using question instruments. Observation: using observation sheets to measure the level of student and teacher activity in the teaching and learning process. Interview: The instrument that can be used is usually an interview guide whose question items are made in accordance with the data needed in the field.

The data analysis technique used in this research is the interactive analysis model of Miles and Huberman (1992: 20) which has three activity models, namely: (1) data reduction; (2) data presentation; (3) conclusion drawing or verification which forms a process or cycle together in relation. The research procedure applied was two cycles.

RESULT AND DISCUSSION

1. Cycle I

a. Planning Stage

In this stage, initial observations were made to identify problems and analyze the root of the problem, then determine the solution action. The next activity is for the researcher to create a learning scenario, namely by preparing a lesson plan, preparing a syllabus, preparing materials that will be used in the learning process, and making the first cycle test questions to measure students' ability to master the Nabawiyah sirah material. Researchers made teacher performance observation sheets, student response sheets to the use of the reward method, and prepared questions for interviews with observer teachers.

b. Action Stage

Cycle I research was conducted in the first week. One lesson plan was prepared and the researcher implemented PAI learning by using the lecture method with a previously prepared lesson plan. The material taught was sirah Nabawiyah.

c. Observation Stage

At this stage, the teacher observer observed the lesson plan and the continuity of the PAI learning process using the lecture method through the PAI teacher observation sheet. The next activity was to give a cycle I test to determine student learning outcomes and give a student response questionnaire after the learning was completed.

d. Reflection Stage

In this stage, an evaluation of the stages that have been passed is (Newsome dkk., 2021). Analyzing and reflecting on the planning and process of PAI learning by using the lecture method, learning outcomes, and student responses to find out the changes that occurred during the action by using the lecture method in PAI learning.

In this (Gulati dkk., 2021), it was analyzed using the assessment (Gulati dkk., 2021). The results of the analysis were used as the basis in the implementation of cycle II, namely to find out which things needed (Liu, Faes, dkk., 2019).

2. 2. Cycle II

a. Planning Stage

In this stage, observations were made to identify problems, analyze the root of the problem based on the results of the first cycle reflection and then determine concrete steps to solve these problems. The next activity is for researchers to create learning scenarios, namely by compiling lesson plans, preparing syllabi, and making cycle II test questions to measure students' ability to master the Nabawiyah sirah material. Researchers made teacher performance observation sheets, student response (F. Guo dkk., 2019), and prepared a list of questions for interviews with observers.

b. Action Stage

Cycle II research was conducted once a (Lechien dkk., 2020). One lesson plan was prepared and the researcher implemented PAI learning by using the reward method with a previously prepared lesson (Liu, Faes, dkk., 2019). In cycle II, the author further improved the learning process by applying the reward method to motivate students in learning. The material taught is about sirah Nabawiyah.

c. Observation Stage

At this stage, the teacher observer observed the planning and continuity of the PAI learning process using the reward method through the observation sheet of the PAI teacher. The next activity was to give a cycle I test to determine student learning outcomes and give a questionnaire of student responses after the learning was (McKune dkk., 2020).

d. Reflection Stage

e. Analyzing and reflecting on the planning and learning process of PAI using the reward method, learning outcomes, teacher performance, and student responses to determine the changes that occurred during cycle II actions.
f. In this reflection, it is also analyzed using the assessment score. The results of the analysis are used to determine the next step, whether there is still a need for more action or not.

Table 1. Student Learning Test Results (Cycle 1)

KKM	Frequency	%	Description
≥ 70	4	50	Completed
≤ 70	4	50	Not Completed
Total	8	100	
Individual learning completeness indicator if the score reaches ≥ 70			
Classical completeness indicator = 75%			

From the results of student learning tests after learning PAI material on the sirah of the Prophet Muhammad PBUH. applied by the teacher with the lecture method as in table 1, it is known that in cycle I based on the indicators made, student learning outcomes have not been in accordance with the specified targets. The research subjects, namely 8 students who have passed or completed only 50% or only students. If viewed in terms of the 75% classification, the value of student completeness in achieving this learning outcome is in the range ≥ 70.

The next process is the observation of student learning motivation which is observed through assessment based on observation sheet 2, namely according to table 2.

Table 2. Percentage of Student Learning Motivation (Cycle 1)

No	Aspects Observed	%
1	Students' interest and attention to the lesson	45
2	Students' enthusiasm in responding to questions from the teacher	60
3	Students' responsibility in doing their learning tasks	60
4	The reaction shown by students to the stimulus given by the teacher	45
5	A sense of pleasure and satisfaction in doing the assigned tasks	50
Average		52

Table 2 shows that in the learning material of the Prophet Muhammad PBUH material taught by applying the lecture method as an effort to increase student learning motivation has not been completed and has not reached the indicator as expected. The average percentage of students who have scores that reach the indicator is only 52%. In this first cycle it can be concluded that the use of the lecture method, student motivation has not increased in accordance with the expected results. In accordance with the results of this study, it is known that there are several things obtained in cycle I.

After the researcher found the results of the data at this observation stage, the researcher provided reflections to students such as reinforcing material and motivation. Meanwhile, from the observation activities in cycle II, the following data were obtained.

Table 3. Student Learning Outcomes (Cycle II)

KKM	Frequency	%	Description
≥ 70	8	50	Completed
≤ 70	0	50	Not Completed
Total	8	100	
Individual learning completeness indicator if the score reaches ≥ 70			
Classical completeness indicator = 75%			

In accordance with the results of tests conducted by researchers to measure student learning outcomes on the material of the Prophet Muhammad PBUH. by using the reward method, namely the results of table 3, it was found that in cycle II, student learning outcomes had increased and had reached the target as expected. All students have reached the expected value, namely 8 students with a value of 100%. As explained above, the calculative value is 75% of the total students with a score of more than 70.

In the learning process that occurs in the classroom, researchers have made observations with the observation sheet as shown in the table below.

Table 4. Presentation of Student Learning Motivation (Cycle II)

No	Aspects Observed	%
1	Students' interest and attention to the lesson	80
2	Students' enthusiasm in responding to questions from the teacher	80
3	Students' responsibility in doing their learning tasks	70
4	The reaction shown by students to the stimulus given by the teacher	80
5	A sense of pleasure and satisfaction in doing the tasks assigned	90
Average		80

In accordance with the table, it can be concluded that the students of class IX AQL Islamic School Purwakarta in the learning process in the PAI subject matter of the Prophet Muhammad PBUH. has been completed in exceeding the predetermined success indicators. 80% have successfully met the criteria for achieving indicators. These results were obtained from observations carried out by researchers in cycle II with the results of student achievement so that student motivation also increased.

Based on the research that has been carried out in cycle I and cycle II, it can be reflected on what has been carried out during the class action research. From the data obtained, it can be described as follows:

a. During the learning process in the classroom the teacher still carries out learning by applying the lecture method in teaching where this method is based on the results of cycle I student learning motivation is lacking and learning outcomes are not in accordance with what is expected.
b. Based on the data from the observation sheet found by researchers in student learning activities in the classroom, both the level of response and activeness, motivation and percentage of students increased after a change in learning methods where cycle I still used the lecture method then in cycle II a change in method was made using the reward method, it was proven that the level of student learning motivation had increased according to what was expected.
c. Deficiencies in cycle I were improved, so that there were no deficiencies in cycle II.

The results of student evaluations have increased from cycle I to cycle II, and have achieved learning completeness in cycle II in accordance with what is expected, namely an increase in student learning outcomes.

CONCLUSION

This research shows that the provision of rewards has a major influence on several aspects of education. One of them is on the motivation and improvement of student learning outcomes. In the subject of this research, namely class IX students of SMP AQL Islamic School Purwakarta, it is known from the results of observations made in cycle I where the lecture method was still used, the average student presentation was only 52%, while in cycle II the average presentation of the increase in student learning motivation was 80% after applying this reward method. These results show that student motivation and learning outcomes can be increased through learning strategies in the form of giving rewards to students.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.

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