



## **The Influence of Rewards In Increasing Student Learning Interest On Mathematics**

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### **Abstract**

Teaching was an art. This task was not only carried out by teachers, but also parents. The art of teaching had a goal so that learning achieved success. One of the arts in teaching was giving awards to students. Teaching success would be achieved if there was a change in student behavior, including moral behavior and academic achievement. This article aims to determine the influence of reward in increasing the learning interest of fifth grade students in Mathematics at MI NU Matholi'ul Huda Bakalan Krapyak Kudus. This research was a quantitative research. The research data used a reward scale and learning interest. Sampling used non-probability sampling technique. Determination of the sample using saturated sampling. The results showed that the correlation coefficient ( $r$ ) was 0.707 which indicated a strong category. Adjusted R Square value obtained a coefficient of determination of 0.499 or 49.9%. This result implied that rewards affect student learning interest by 49.9%, while the remaining 50.1% was the influence of other variables that had not been studied by researchers. The value of t-count with the value of t table. The calculated t value of the learning strategy variable in the form of giving rewards was 4.994 which was greater than t table (2.060) with a significance value of 0.000, the significance value was less than  $<0.05$ . This showed that rewards had a significant effect on students' learning interest. For future researchers, it will be better if it is developed and compared to the importance of giving soft rewards and hard rewards in increasing student achievement.

**Keywords:** Reward, Student Interest in Learning, Mathematics

### Abstrak

*Mengajar adalah seni. Tugas ini tidak hanya dilakukan oleh guru, tetapi juga orang tua. Seni mengajar memiliki tujuan agar pembelajaran mencapai keberhasilan. Salah satu seni dalam mengajar adalah memberikan penghargaan kepada siswa. Keberhasilan mengajar akan dapat tercapai bilamana terjadi perubahan tingkah laku pada siswa, diantaranya yaitu perilaku moral dan prestasi akademik. Artikel ini bertujuan mengetahui pengaruh reward dalam meningkatkan minat belajar siswa kelas V pada mata pelajaran Matematika di MI NU Matholi'ul Huda Bakalan Krapyak Kudus. Penelitian ini merupakan penelitian kuantitatif. Data penelitian menggunakan skala reward dan minat belajar. Pengambilan sampel menggunakan teknik non-probability sampling. Penentuan sampel menggunakan sampling jenuh. Hasil penelitian menunjukkan bahwa koefisien korelasi ( $r$ ) adalah sebesar 0,707 yang menunjukkan kategori yang kuat. Nilai Adjusted R Square diperoleh koefisien determinasi sebesar 0,499 atau 49,9%. Hasil ini mengandung arti bahwa reward berpengaruh terhadap minat belajar siswa sebesar 49,9%, sedangkan sisanya 50,1% merupakan pengaruh variabel lain yang belum diteliti oleh peneliti. Nilai  $t$  hitung dengan nilai  $t$  tabel. Nilai  $t$  hitung variabel strategi pembelajaran berupa pemberian reward adalah sebesar 4,994 lebih besar dari  $t$  tabel (2,060) dengan nilai signifikansi 0,000, nilai signifikansi tersebut lebih kecil dari  $<0,05$ . Hal ini menunjukkan bahwa reward berpengaruh signifikan terhadap minat belajar siswa. Bagi peneliti selanjutnya, akan lebih baik jika dikembangkan dan dibandingkan pentingnya pemberian soft reward dan hard reward dalam meningkatkan prestasi belajar siswa.*

**Kata Kunci:** Reward, Minat Belajar Siswa, Matematika

## INTRODUCTION

Education is an effort made consciously and intentionally to achieve the goals that have been planned. Education has the goal of improving the quality of human resources. Education is a vital effort to fill and strive to advance as a nation's sustainability. Sanjaya (Hanggara et al, 2016) stated that the problem in the world of education in Indonesia is the weakness of the education process. The weakness can be seen in the fact that children are less encouraged to develop thinking skills. Learning activities are dominated by memorizing information.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that learning defined as a process of interaction between students and teachers and the use of learning resources that takes place in



a learning environment. The learning process is characterized by the occurrence of educative interactions, namely, interactions that are aware of the purpose and that proceed systematically through the stages of design, implementation, and evaluation. In other words, learning is a process that facilitates students to learn well so as to produce an effective learning process as expected (Hanafy, 2014).

Effective learning will result in quality education. When viewed in terms of the results of education, the quality of education in Indonesia is still relatively low. One of the reasons is because Indonesia is an archipelagic country. This situation makes it difficult for equitable development. Uneven development makes the quality of education in each region different. Education in urban areas is of better quality than in rural or remote areas (Friantini & Winata, 2021)..

The process of learning activities is an attempt to make students learn, so the situation is a learning event. What is meant by “learning events” is an attempt to change behavior. The learning activities will always take place in a single class activity. Class activities need to be created and developed as a vehicle for effective learning to take place. This must be supported by the ability of the teacher to manage the class (Sunhaji, 2014). With active learning activities, students are expected to be responsible for their own understanding. The most important thing is learning to develop awareness in individual students about learning strategies and effective thinking processes. Active learning is learning that provides opportunities for students to actively build their own concepts and meanings through various activities (Raihan, 2019).

Effective learning will occur when there is support from the students themselves. One of the students’ strengths in learning activities is their interest. The interests possessed by students will encourage attention and participation in learning activities. Interest is an attitude. Student interest in learning means an attitude that is owned by students cognitively, psychometrically, and emotionally. Students’ three functions are focused on something that is confronted with strong feelings in order to achieve better results. Growing interest in someone will help the child perform activities more diligently, concentrate, avoid boredom, and remember things (Sirait, 2016).

Reward is a form of gratitude for the doer of good, whoever they may be. The award itself can take many forms and can be material or non-material. The principle of giving awards to students is to raise the spirits of students in the *Madrasa* (Islamic



school) environment who have succeeded in doing good. Because instinctively, anyone who has done good always wants to be rewarded, and this is part of human psychology as a creature (Setiawan, 2014).

Reward, or what is known as praise, has many purposes in learning. The most important thing is that a reward is a gift to strengthen the behavior of students who have done something good and right. When students achieve less than optimal learning, when one student achieves maximum achievement, he is rewarded, and his friends are encouraged to imitate him. According to Santrock (1998), a reward is a consequence that increases the likelihood of something occurring. Rewards will strengthen behavior in students and have a positive impact. Conversely, if it weakens negative behavior, the teacher will eliminate negative behaviors and things that are not done well and do not provide positive things for the education they provide (Aziz, 2016).

Giving rewards to students by teachers or parents has a positive impact on changing behavior or achieving academic success. Changes in the form of behavior carried out by students include an interest in learning. Changes in behavior indicate that students are interested in learning. These changes serve as indicators of students' interest in learning, such as having a liking for learning, having an interest in learning, being aware of learning without prompting, increasing participation in learning, and paying more attention to learning (Septiani *et al.*, 2020).

From this review, it can be concluded that rewarding students is one of the best ways to increase their interest in learning. Students who have an interest in student learning will have better concentration. These students will pay more attention to the subjects they are interested in. Such conditions will also trigger student achievement in carrying out learning activities. Thus, rewarding learning activities are indeed important for teachers or parents to do, but giving rewards is also not good if done excessively.

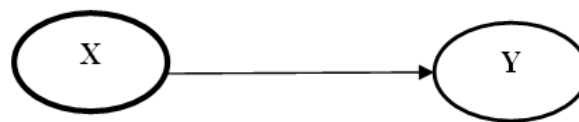
## METHODS

This was a quantitative research result. The research was conducted at MI NU Matholi'ul Huda, Bakalan, Krapyak, Kaliwungu, Kudus. The population were the fifth grade students who took mathematics in class V, totaling 27 students because



what would be studied was the effect of rewards that had been applied to fifth grade students in mathematics. The sampling technique used by the researchers was non-probability sampling, which was a sampling technique that did not provide equal opportunities for each member of the population to be selected as samples (Sugiyono, 2011). This sampling technique, the researchers used saturated sampling, meaning that all members of the population were used as samples. All students or members who took mathematics lessons in the fifth grade of MI NU Matholi'ul Huda Bakalan Krapyak were included in the sample.

There were two variables in this research. The independent variable was reward as a variable (X), and the dependent variable in this study was interest in learning as a variable (Y).



**Figure 1: Variable Identification**

Operationally, a reward is an encouragement given to students so that they are happy and enthusiastic to learn anytime, anywhere, both at home and at school. Awards are one of the educational tools used to educate children so that they can feel happy because their actions earn them an award (Purwanto, 2009). Students will be happy if they get a good reward. Reward aspects include: 1) prizes; 2) verbal sentences; and 3) non-verbal sentences (Wulandari & Hidayat, 2014).

Students' interest in learning refers to their proclivity to pursue aspects of learning. Interest is not brought to us at birth but acquired later. Interest in something is learned and affects subsequent learning and the acceptance of new interests, therefore, interest in something is the result of learning and supports further learning. Although interest in something is not essential to being able to learn it, Children's needs for learning can arise from interest caused by attention, pleasure, and so on. Because a lack of interest in learning can result in a lack of

interest in a particular field, it can even lead to a rejection of the teacher. A strong interest will lead to serious, persistent effort and not be easily discouraged in the face of challenges. If a student has a desire to learn, he will quickly be able to understand and remember it. Aspects of interest in learning include: 1) feelings of pleasure; 2) attention in learning; 3) interesting learning materials and teacher attitudes; and 4) the benefits and functions of subjects (Kompri, 2015)..

The data collection technique used in this research was a Likert scale. A Likert scale was used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The answers to each instrument item using the Likert scale had a gradation from very positive to very negative and given a score for positive as follows: always (score 4); often (score 3); sometimes (score 2); never (score 1). The scores for the negative were as follows: always (score 1); often (score 2); sometimes (score 3); never (score 4). The research instrument used a Likert scale in the form of a statement of answers given to respondents by marking (√) on the available statements (Sugiyono, 2011).

The analysis of the data used in this study was a preliminary test of measuring instruments, namely validity and reliability tests. Furthermore, the researchers conducted a pre-requisite analysis, namely normality and linearity tests. Test analysis used simple regression analysis.

## RESULTS AND DISCUSSION

Before the researchers conducted research on data collection, they made measuring instruments. Before being used for research data collection, the instrument was first tested for validity and reliability. The analysis yielded the following results:

**Table 1. Reward Variable Validity Test Results**

No. Items	Correlation coefficient	r Table	Description
Q1	0,467	0,381	Valid
Q2	0,395	0,381	Valid
Q3	0,401	0,381	Valid
Q4	0,726	0,381	Valid
Q5	0,765	0,381	Valid



Q6	0,765	0,381	Valid
Q7	0,804	0,381	Valid
Q8	0,728	0,381	Valid
Q9	0,709	0,381	Valid
Q10	0,754	0,381	Valid
Q11	0,628	0,381	Valid
Q12	0,797	0,381	Valid
Q13	0,546	0,381	Valid
Q14	0,604	0,381	Valid
Q15	0,708	0,381	Valid

Based on the data above, it can be concluded that all correlation coefficient values are greater than r table 0.381, which means that all questions are considered valid. The validity test of the learning interest variable is presented in Table 2 as follows:

**Table 2. The Results of the Validity Test of Learning Interest Variables**

No. Items	Correlation coefficient	r Table	Description
Q1	0,408	0,381	Valid
Q2	0,680	0,381	Valid
Q3	0,423	0,381	Valid
Q4	0,456	0,381	Valid
Q5	0,498	0,381	Valid
Q6	0,649	0,381	Valid
Q7	0,543	0,381	Valid
Q8	0,498	0,381	Valid
Q9	0,463	0,381	Valid
Q10	0,454	0,381	Valid
Q11	0,390	0,381	Valid
Q12	0,405	0,381	Valid
Q13	0,603	0,381	Valid
Q14	0,631	0,381	Valid
Q15	0,478	0,381	Valid

According to the test results, all correlation coefficient values are greater than r table 0.381, indicating that all questions are valid. Furthermore, the measuring instrument is tested for reliability. A measuring instrument is reliable if a person's answer to reality is consistent or stable from time to time. To perform the reliability



test, the SPSS program can be used using the Cronbach Alpha statistical test. The criterion is that the instrument is reliable if the value obtained in the testing process with the Cronbach Alpha statistical test is  $> 0.60$  and conversely, if Cronbach's Alpha have a smaller coefficient ( $< 0.60$ ), it is said to be unreliable.

**Table 3 Reward Instrument Reliability Test Realibility Statistics**

Cronbach's Alpha	N of Items
902	15

**Table 4. Learning Interest Instrument Reliability Test Realibility Statistics**

Cronbach's Alpha	N of Items
790	15

Based on the results of the analysis, it shows that the value of Cronbach's alpha is the reward variable with a result of (0.902) and the interest in learning variable is 0.790. This shows that all variables are declared reliable because the value of Cronbach's alpha is greater than 0.60.

The next test is the test for normality. The test aims to determine whether the dependent variable and the independent variable both have a normal distribution or not. A good regression model has a normal or close to normal data distribution. The data normality test can determine whether the distribution of a data set follows or approaches the normal distribution, namely the distribution of data in the form of a bell.

**Table 5. Normality Test Results**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<i>Reward</i>	0.144	27	0.159	0.962	27	0.413
<i>Minat</i>	0.115	27	.200*	0.962	27	0.406

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

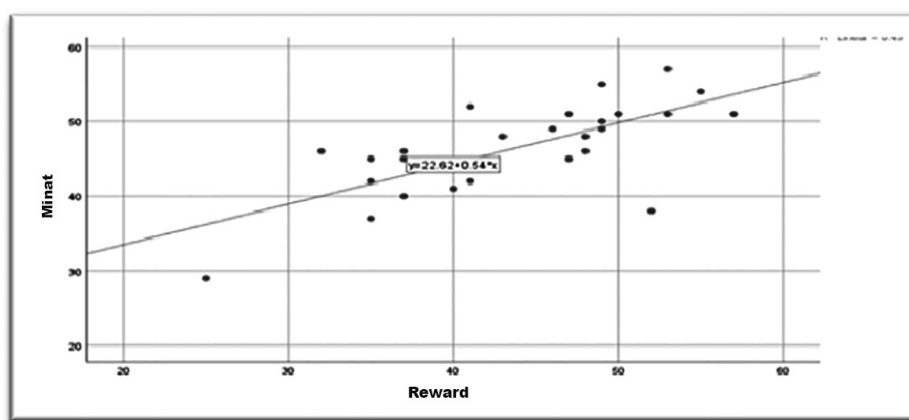
(Data source: SPSS output)





Based on the above results for the reward variable, it shows that the Kolmogorov-Smirnov significant figure (SIG) is  $0.159 > 0.05$ , the data distribution for the reward learning strategy is normal. The Kolmogorov-Smirnov significant figure (SIG) is  $0.200 > 0.05$ , therefore the data distribution for interest in learning is also normal.

The next step was to test the linearity of the data after the researcher tested the normality of the data. A data linearity test was a test to determine whether the relationship between the dependent variable and the independent variable was linear (a straight line) within a certain range of independent variables. In this case, the researchers used the linearity test of the data using a scatter plot (scatter diagram) by adding an additional regression line. The scatter plot only displayed the relationship between two variables, the data test was carried out in pairs for every two observations. The criteria were as follows: If the graph pointed to the top right, then the data was included in the linear category; if the graph did not point to the top right, then the data was included in the non-linear category.



(Data source: SPSS output)

**Figure: 2 Linearity Test Results**

Looking at the graph above, it can be concluded that the linear regression graph provides a linear distribution pattern. The arrow in the graph above points to the top right. This shows that the two variables reward (X) and interest in learning (Y) are included in the category of linear data, so the data meets the assumption of linearity.

The Next, the researcher conducted a simple regression analysis test to determine the relationship between variables, or the contribution of the independent variable to the dependent variable. On the other hand, the researcher also wants to know the significance of the independent variable as a predictor of the dependent variable.

**Table 6. Correlation Coefficient Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.499	.479	4.417

The table above shows the value of the correlation coefficient ( $r$ ) is 0.707. It means a strong category. There is a strong influence between rewards and student interest in learning at MI NU Matholi'ul Huda Bakalan Krpyak Kaliwungu Kudus. The value of Adjusted R Square above is obtained by the coefficient of determination of 0.499, or 49.9%. This means that the reward has an effect on student interest in learning by 49.9% while the remaining 50.1% is the influence of other variables that have not been studied by researchers. The researcher used a simple regression analysis to determine the impact of the independent variable on the dependent variable. On the other hand, the researchers also wanted to know the regression line.

**Table 7. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.616	4.832		4.680	.000
	Reward	.544	.109	.707	4.994	.000

a. Dependent Variable: Minat

The above statistical analysis of the t-test results is intended to determine whether the independent variable (X) reward has a significant influence on the dependent variable (Y) interest in learning. The results of the analysis show that



the reward learning strategy variable has an effect on students' interest in learning. The test rules states that the independent variable is considered to have a significant effect if the value of  $t_{\text{count}} > t_{\text{table}}$  with a significant value of less than 0.05 (Priyatno, 2010). This can be seen by comparing the value of  $t_{\text{count}}$  with the value of  $t_{\text{table}}$ . The  $t_{\text{count}}$  value of the reward learning strategy variable is 4.994, which is greater than the  $t_{\text{table}}$  value of 2.060 with a significance value of 0.000. The significance value is less than  $<0.05$ . Based on these calculations, it can be stated that the hypothesis, which states that there is a significant effect between the use of reward learning strategies and students' interest in learning, is accepted.

The results of the statistical analysis above can also be seen on the linear regression equation line. The linear regression equation above can be interpreted as follows: a) The equation has a constant value of 22,616 which states that if there is no reward learning strategy or the independent variable is considered constant, then the score on the learning interest variable is 22,616; b) The reward learning strategy regression coefficient is 0.544, which means that every 100% increase in reward learning strategy increases interest in learning by 54.4%.

The effectiveness of giving rewards to students in increasing learning can be seen in changes in students' behavior. These changes in behavior can be seen in learning activities every day at school or at home. These changes serve as a benchmark that students have an increased interest in learning. Indicators or benchmarks of interest in learning are seen in individual students, such as a liking for learning, an interest in learning, awareness of learning without prompting, increased participation in learning, and giving proper attention in deeper learning. The results of the research analysis above show that rewards are a tool to increase student interest in learning. The research also proves that rewards are able to provide students with an interest in learning mathematics at MI NU Matholi'ul Huda Bakalan Krapyak Kudus. According to (Rusdiana, 2018), a reward is an award, also known as a gift, given to students who have students. This achievement is not owned by other students.

In educational activities, rewards are a tool to motivate students. This means that by giving rewards, it is expected that students' achievement or interest in learning will increase. Through healthy competition, rewards also increase students' competitiveness among friends. However, educators should also not easily give



excessive material rewards. The reason is because the gift can trigger the mindset of students to expect too much from materialistic rewards (Firdaus, 2020).

According to the study's findings, students were given rewards because of their accomplishments in both academic and non-academic activities. The award did not have to be in the form of material. Rewards could be given in the form of appreciation. Other forms of giving could also be done by mentioning names, giving thumbs up, making body movements, having their names written on the blackboard, giving daily scores, receiving applause, or smiling. This form of appreciation did not require a fee. The results of this research, it could be understood that reward was a situation or verbal statement that could produce satisfaction. On the other hand, by giving rewards, students were expected to be able to work again. Even the next work would be done optimally and better. It was hoped that the rewards given to students would encourage and motivate them to learn more and learn harder (Raihan, 2019).

Another explanation about the giving of a form of reward is explained by Armstrong (2018). Awards is also known as rewards. There are two kinds of rewards, namely intrinsic and extrinsic rewards. Rewards in the form of intrinsic value, are usually given in the form of non-financial rewards. Examples of giving rewards in the form of non-financial mentions of names, attention, smiles, study assistance, praise, and appreciation include writing names in public media that are widely read by people. Another form of reward is extrinsic reward. Extrinsic awards are given in the form of financial rewards. The forms of awards, such as money, goods, or scholarships, are given to students who can achieve both academic and non-academic achievements (Irwan., Hully., & Ulfa, 2021).

In addition to awards or interests that motivate students to learn, students' own interests in learning can motivate them to learn. Students' interest in learning is very important. Students who are interested in learning about a particular subject will engage in more activities and pay more attention than students who are uninterested. Students' interest can be seen from the frequency of their attention and participation in the lessons they are interested in. Students' attention and participation in activities increase when they are motivated by needs and desires. With the interests possessed by students, it will encourage achievement in learning (Syardiansah, 2016).



The results of the research showed that the correlation coefficient ( $r$ ) was 0.707. These results indicated that the categories achieved were strong. Adjusted R-squared value with a coefficient of determination is 0.499, or 49.9%. This value indicated that rewards had a 49.9% influence on student learning interest while the remaining 50.1% was the influence of other variables that had not been examined by researchers. The t-count value of the reward learning strategy variable was 4.994 greater than t-table (2.060) with a significance value of 0.000; the significance value was smaller than 0.05.

When examined in depth in this study, the use of rewards was still in the form of soft rewards given by teachers or parents to students. This had had a positive and significant effect. Thus, the study that had not been done was to develop and compare the giving of soft rewards and hard rewards to students. There is a difference in the level of effectiveness between giving soft rewards and hard rewards in increasing student interest in learning.

The research results of this study were supported by the results of other studies. The results showed that students' interest in learning was a source of energy for carrying out learning activities. Interest in learning is also the basic capital students need to achieve better learning outcomes. The learning interests possessed by students do not depend on the abilities they have. Interest in learning depends on the selection and goals of students in carrying out learning activities. The interest in learning that students have will increase their focus and attention on the subjects they are studying (Archu, 2019).

There is a research conducted by (Septiani *et al.*, 2020) at SMA 2 Jember on the analysis of student interest in learning using the Problem Based Model (PBM) using the STEM approach on vector material in Class X Mathematics and Natural Sciences. The research is included in the survey category of quantitative research. The measuring instrument used in the survey is a questionnaire. The measuring tool for learning interest has indicators of feelings of pleasure, attention, interest, and student participation in learning activities. The results of the study as a percentage indicate that students who have an interest in learning feel happy to the tune of 72.3%. This percentage falls into the middle category of student interest. The percentage at the middle level is 77.5%, and the percentage at the high level is 80%. The percentage of 75.2% is in the middle category of interest in learning. The results



of the 53.1% percentage fall into the category of low interest in learning and low learning participation.

Another theory will be more complete if students' interest and motivation in learning are highly supportive of academic success. Explained that interest in learning and motivation to learn are psychological capital owned by students, who have been proven to contribute a lot to academic achievement. Students who have two psychological capitals will usually have the characteristics of high academic achievement, good study habits, and good reading comprehension (Ricardo & Meilani, 2017).

Based on the description above, it can be concluded that the characteristic of someone who has an interest in learning about the subject is that the person has a higher frequency of concentration of attention on the subject of interest. The child also feels happier when carrying out learning activities. Even higher if the child is given a reward, the interest in learning will be higher. High interest in learning that is encouraged by giving rewards can also trigger other friends to imitate it.

## **CONCLUSION**

The goals of learning activities carried out by teachers or parents were that students will have better behavior and achieve academic or non-academic achievements. Giving rewards in learning activities, as demonstrated above, had proven that giving something to students has a positive and significant effect on students' learning interest. The level of learning participation, attention, feeling happy and like to learn, attention to subjects, and increased academic achievement all indicated increased student interest in learning.

Giving rewards for learning activities was indeed important for students to receive from their parents or teachers. However, giving rewards was also not good if given excessively, because it would create dependency and reduce independence. Thus, when giving rewards to students when they had increased interest in learning, it was necessary under certain conditions to reduce these gifts. The goal was for students to have good endurance in learning.



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