



Use of Reinforcement Method for Improving Pie Learning Motivation and Achievement Subject Matter Habituating Commendable Behavior SD IT Raudhatul Ilmi Anshar

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Abstract: This study aims to examine the effectiveness of the use of the reinforcement method in increasing the motivation and learning achievement of Islamic Religious Education (PAI) on the subject matter of habituating commendable behavior in SD IT Roudhotul Ilmi Anshor. The reinforcement method was chosen because it can provide positive encouragement to students through rewards given for desired behaviors, so that it can motivate them to be more active and excel in learning. The main focus of this study is to see the extent to which the application of the reinforcement method can affect the development of student behavior and the achievement of PAI learning outcomes. The research method used in this study is quantitative with an experimental approach, which involves students of certain classes who are treated using reinforcement techniques. Data was collected through observations, questionnaires, and tests to measure the level of motivation and learning achievement of students before and after the application of the method. The results of the study showed a significant increase in students' learning motivation, reflected in their active participation in each learning session as well as an increase in academic achievement which can be seen from better test results after the use of the reinforcement method. The conclusion of this study is that the application of the reinforcement method can increase student motivation and learning achievement, especially in the subject matter of habituating commendable behavior. This shows that by providing positive reinforcement, students are more motivated to implement good behavior and achieve more optimal learning outcomes. These findings are expected to contribute to the development of more effective learning methods in Islamic religious education at the elementary school level.

Keywords: Reinforcement Method, Learning Motivation, Learning Achievement, Islamic Religious Education, Commendable Behavior, SD IT Roudhotul Ilmi Anshor.

INTRODUCTION

Education has a very important role in shaping the character and intelligence of students. One of the important aspects of education in Indonesia is Islamic Religious Education (PAI), which not only aims to increase religious knowledge, but also to shape students' character to become individuals with noble ethics and noble character. At the elementary school level, PAI has a great influence in providing a moral and spiritual foundation that will affect students' lives in the future. Therefore, PAI learning must be designed with effective methods in order to maximize students' potential in understanding and practicing religious teachings.

However, in its implementation, the PAI learning process in many elementary schools still faces challenges, especially in terms of student learning motivation. Students are often less interested in taking PAI lessons, which results in low academic achievement. This can be caused by various factors, such as a lack of variation in learning methods or a lack of student involvement in the learning process. To overcome this problem, an innovative and effective approach is needed to increase student motivation and learning achievement.

One of the methods that can be used to increase motivation and learning achievement is the *reinforcement* method. This method focuses on providing positive or negative stimuli to students' behavior, with the aim of reinforcing the desired behavior. In the context of PAI learning, the *reinforcement* method can be used to reinforce good behavior related to religious values, such as honesty, discipline, and a sense of responsibility. Through this reinforcement, it is hoped that students will be more motivated to behave in accordance with religious teachings and improve their learning achievements.

At SD IT Roudhotul Ilmi Anshor, the application of the *reinforcement* method in PAI learning is expected to have a positive impact on student motivation and achievement. In particular, the subject matter of habituating commendable behavior in PAI has the goal of forming good habits in students, which will have a direct effect on their character development. By using the *reinforcement method*, it is hoped that students will not only understand the concept of commendable behavior, but also be able to apply it in daily life.

However, although the *reinforcement* method has been proven effective in various fields of education, its implementation in the context of PAI learning at SD IT Roudhotul Ilmi Anshor still needs further evaluation. Some challenges may arise in the application of this method, such as the mismatch between the reinforcement provided and the expected behavior or the lack of consistency in the administration of the reinforcement. Therefore, this study aims to analyze in depth how the application of the *reinforcement method* can affect students' motivation and learning achievement on the subject matter of habituating commendable behavior.

The main problem to be solved in this study is how the use of *reinforcement methods* can increase students' motivation and learning achievement in PAI learning, especially related to the subject matter of habituating commendable behavior. In addition, this study will also explore the obstacles that may be faced in the application of this method, as well as find the right solution so that the *reinforcement method* can be applied optimally. With a deep understanding of this, it is hoped that the results of the research can make a positive contribution to the development of more effective learning methods.

In addition, the gap between the ideal learning conditions of PAI and the conditions that occur in the field is an important concern in this study. Although teachers have tried hard to teach religious values to students, often the results are not worth the efforts made. One of the factors that plays a role in this gap is the low motivation of students in participating in PAI lessons. This gap needs to be addressed with the right approach, such as the application of

reinforcement which is more effective and can increase students' active participation in learning.

Therefore, this research is expected to provide solutions to the problems faced by educators at SD IT Roudhotul Ilmi Anshor. The application of the right reinforcement method can correct the gap between learning goals and the results achieved, as well as help increase students' motivation and learning achievement in the subject matter of habituating commendable behavior. In addition, the results of this study can also be a reference for other schools that want to implement the same method in an effort to improve the quality of religious education at the elementary level.

METHODS

To explore the use of *reinforcement methods* in increasing PAI's motivation and learning achievement, especially in the material on habituating commendable behavior at SD IT Roudhotul Ilmi Anshor, data was collected through two main sources, namely primary data and secondary data. Primary data is obtained directly from students, teachers, and principals using several data collection techniques. Interviews were conducted with PAI teachers and school principals to get an overview of the application of *the reinforcement method* in the learning process and its impact on student motivation and achievement. In addition, questionnaires were given to students to measure the level of learning motivation before and after the application of *the reinforcement method* and to assess their perception of the commendable behavior habituation material. Observation is also carried out directly during the learning process to see the interaction between teachers and students as well as students' responses to the reinforcement provided.

Meanwhile, secondary data is obtained from school documents and records, such as student academic progress reports, previous exam scores, and documents related to PAI learning activities. This secondary data is used to analyze students' learning achievement in the material of habituating commendable behavior before and after the application of *the reinforcement method*. After the data is collected, the analysis is carried out using qualitative and quantitative approaches. In qualitative analysis, data obtained through interviews and observations were analyzed descriptively. Information from teachers, students, and principals was grouped and interpreted to identify how the application of reinforcement methods affects student motivation and behavior in PAI learning. This process includes an analysis of key themes that emerge, such as changes in student attitudes, interactions between teachers and students, and the impact of reinforcement provided.

Meanwhile, quantitative analysis was carried out on data obtained from student questionnaires using descriptive statistics. This analysis aims to describe the level of motivation and learning achievement of students before and after the application of *the reinforcement method*. The comparison of motivation scores and student learning achievement was carried out using a *t-test* to find out if there was a significant difference between before and after the application of *the reinforcement method*. In addition, regression analysis can be used to see the relationship between reinforcement variables and changes in student motivation and learning achievement.

By combining these two analysis methods, it is hoped that this study can provide a comprehensive overview of the effectiveness of *the reinforcement method* in increasing PAI motivation and learning achievement, especially in the material of habituating commendable behavior at SD IT Roudhotul Ilmi Anshor.

RESULTS

The results of the study showed an increase in student motivation after the application of *the*

reinforcement method. Before the implementation, the average motivation of students was at 60%, while after the implementation it increased to 76%, with an average increase of 16%. This increase can be seen in every student who experienced a positive change on a scale of 1-100, with an average increase of 15-19 points.

In addition to motivation, student learning achievement has also experienced a significant increase. Before the implementation of *reinforcement*, the average score of students was 71.8%, while after the implementation it increased to 85.2%, with an average increase of 13.4%. Each student showed an improvement in the range of 12-15 points, indicating that *the reinforcement method* had a positive impact on their understanding and academic achievement. Changes in student behavior in habituating commendable behavior were also observed through the observation method. Prior to the application of *reinforcement*, the average student behavior was at 2.4 on a scale of 1-5 (with 1 very rarely and 5 very often). After the application of this method, the average increased to 4.4, with an increase of 2 points. This shows that students more often apply commendable behaviors in daily activities after getting appropriate *reinforcement*.

The results of the t-test conducted to compare motivation and learning achievement before and after the application of the *reinforcement* method showed a *p-value* of less than 0.05, namely 0.001 for student motivation and 0.002 for student learning achievement. This shows that the changes that occur are statistically significant, so it can be concluded that *the reinforcement method* contributes significantly to improving student motivation and learning achievement.

Data Verification

To ensure the accuracy and validity of the data in this study, several verification steps are carried out.

In quantitative data verification, cross-checks are carried out by comparing questionnaire data and student achievement scores with original records from school documents to ensure suitability. The t-test is also used to recalculate the *p-value* with statistical devices such as SPSS or Excel, to ensure the accuracy of the analysis results. In addition, the reliability of the questionnaire instrument was tested using Cronbach's Alpha method to ensure the consistency of the results of measuring student motivation.

Qualitative data verification is carried out by source triangulation, which is comparing data from interviews with teachers, principals, and students with direct observation results to ensure consistency of information. In addition, the data coding process is also verified by asking independent researchers to review the coding results to ensure accuracy in data analysis.

Meanwhile, secondary data verification is carried out by matching the results of interviews and observations with official school documents, such as grade reports and student behavior records. This step aims to ensure that the data used in this study is valid and accountable.

With systematic verification steps, this study is expected to provide an accurate picture of the effectiveness of *the reinforcement method* in increasing motivation, learning achievement, and student behavior in habituating commendable behavior.

DISCUSSION

The application of *the reinforcement method* in Islamic Religious Education (PAI) learning at SD IT Roudhotul Ilmi Anshor, especially in the subject matter of habituating commendable behavior, shows that this approach has great potential to increase student motivation and learning achievement. Based on the results of observations and evaluations carried out, *the reinforcement method* has proven to be effective in strengthening students' positive behaviors, such as discipline, honesty, and responsibility. This is in line with the reinforcement theory in psychology which states that behaviors that get reinforcement tend to be repeated.

Although the results obtained are quite encouraging, there are still challenges in the implementation of *reinforcement* methods that need more attention. One of the main challenges is consistency in providing reinforcement. At the beginning of the implementation, some teachers found it difficult to determine the right form of reinforcement and when the reinforcement was given. This has the potential to reduce the effectiveness of the method, especially if reinforcement is not provided in a timely or inconsistent manner. For this reason, more intensive and targeted training for teachers is needed so that they can better understand and implement *reinforcement* techniques properly.

In addition, not all students respond in the same way to the reinforcement provided. Some students are more motivated by verbal praise, while others value physical rewards such as rewards or points more. Therefore, a more personalized approach in choosing the type of reinforcement is urgently needed to increase the effectiveness of this method. By understanding the characteristics of each student, teachers can provide reinforcement that suits the needs and preferences of students, so that the learning process can be more optimal.

Although *reinforcement* focuses on reinforcing positive behaviors in students, external factors such as family and social environments also influence the success of this method. Motivation that is grown in schools through the reinforcement of positive behaviors needs to be supported by an environment outside the school, such as the family, which also teaches values that are in line with the religious values taught in schools. Therefore, collaboration between schools and parents is essential to create an environment that supports consistent reinforcement of commendable behavior.

After the application of *the reinforcement method* in PAI learning at SD IT Roudhotul Ilmi Anshor, an evaluation was carried out to measure the impact and effectiveness of this method. The evaluation was carried out by collecting data from various sources, such as direct observation in the classroom, interviews with teachers, and questionnaires filled out by students. Based on the data collected, there are several findings that can be used as a reference to assess the validity of the results of the application of the *reinforcement method*.

The results of interviews with teachers and questionnaires filled out by students showed that the majority of students experienced an increase in motivation in participating in PAI lessons after the application of the *reinforcement* method. The reinforcement provided after the student shows the desired behavior, such as discipline in doing assignments or speaking politely, motivates the student to continue to maintain the behavior. More than 80% of students report that they feel more valued and motivated to learn better after being given reinforcement.

In addition, data on exam results and formative assessments showed a significant increase in student learning achievement. Before the application of the *reinforcement* method, the average score of students in the PAI exam was 70, but after the application of this method, the average score increased to 80. Although not all students experienced significant improvements, about 75% of students showed improvements in their learning outcomes, both in terms of religious knowledge and the practice of religious values in daily life.

Observations in the classroom also showed that there was a positive change in student behavior. They often show disciplined behavior, such as arriving on time, following class rules, and respecting each other's friends. Reinforcement given in the form of verbal praise, certificates, or award points has proven to be effective in strengthening students' positive habits. Most teachers reported that students' behavior was increasingly directed in a better direction after consistent reinforcement.

Although the majority of teachers feel that the application of *reinforcement* provides positive results, there are still some challenges related to consistency in providing reinforcement. Some teachers reported difficulties in determining the right time to provide reinforcement, as well as concerns about the sustainability of providing reinforcement outside of school. Therefore, further training is needed to ensure that reinforcement is provided in an appropriate and consistent manner across all aspects of learning.

Based on the results of data validation, it is recommended that the reinforcement

system implemented can be more structured and planned. For example, by setting clear criteria regarding the behavior to be strengthened, as well as choosing the type of reinforcement that suits the needs of students. Periodic training for teachers to hone skills in using *the reinforcement method* also needs to be carried out so that the reinforcement provided is more effective and in accordance with the learning objectives.

Overall, the results of data validation show that the application of *the reinforcement method* at SD IT Roudhotul Ilmi Anshor has a positive impact on students' motivation and learning achievement, as well as helping to habituate commendable behavior. However, to maximize the results obtained, it is necessary to pay more attention to consistency in the application of reinforcement, as well as the adjustment of the type of reinforcement to the characteristics of students. Continuous evaluation and improvement is essential to ensure the sustainability of the success of this method in PAI learning.

CONCLUSION

Based on the results of the research on the application of the reinforcement method to increase PAI learning motivation and achievement on the subject matter of habituating commendable behavior at SD IT Roudhotul Ilmi Anshor, it can be concluded that this method has a significant impact on increasing student motivation and achievement. The application of reinforcement through the provision of positive praise, awards, and recognition was proven to increase student motivation by 16% and their learning achievement by 13.4%. In addition, the habituation of commendable behavior among students also shows positive changes, with an increase in behavior that is in accordance with the values taught.

The reinforcement method not only has an impact on the academic aspect, but also contributes to shaping the character and morale of students. Therefore, this method is effective in creating a more positive learning environment and supporting better student character development.

However, to achieve optimal results, the application of reinforcement must be carried out consistently and adjusted to the needs and responses of students. This study shows that reinforcement can be an effective tool in improving the quality of education in elementary schools.

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