

THE EFFECT OF REINFORCEMENT ON STUDENTS' LEARNING ACHIEVEMENT IN THE FIELD OF ISLAMIC STUDIES AT SMP NEGERI 34 MAKASSAR

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Abstract

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This article discusses the Effect of Reinforcement on Students' Learning Achievement in the Field of Islamic Studies at SMP Negeri 34 Makassar". The main issues that will be discussed in this thesis are: 1) How is the application of reinforcement in the field of PAI studies at SMP Negeri 34 Makassar. 2) How is the learning achievement of students in the field of PAI studies at SMP Negeri 34 Makassar. 3) Are there any a significant effect of providing reinforcement on student learning achievement in the field of Islamic studies at SMP Negeri 34 Makassar. The purpose of this study was to determine whether the provision of reinforcement has an influence on the learning achievement of students in the field of Islamic studies at SMP Negeri 34 Makassar. The type of research is quantitative, the data is in the form of numbers and uses statistical analysis. The population in this study were students of class VIII SMP Negeri 34 Makassar, amounting to 259 people. While the sample is class VIIC, VIIE, and VIII, namely 92 people with a sampling technique using purposive random sampling. Based on the results of the analysis obtained, namely in the regression equation, it is known that if the value of X is increased, then the value of Y will also increase or in other words that X is directly proportional to Y. It means that the higher the reinforcement that students have, the learning outcomes will also increase. more increasing. Furthermore, it is also obtained Fcount Ftable or 106.91 3.10 then Ha is accepted and H0 is rejected. This means that there is a significant influence between the provision of reinforcement on the learning achievement of class VIII students of SMP Negeri 34 Makassar

Keywords: Reinforcement; Students' Learning Achievement; Islamic Studies

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INTRODUCTION

Learning is basically a process of educative interaction between educators, students, and learning resources in a learning environment. The purpose of the educative interaction includes three aspects, namely cognitive, affective, and psychomotor aspects. To achieve the objectives well, a teacher's maximum role is needed, both in delivering material, using methods, managing classes, and so on.

Reinforcement is strengthening a reaction by adding an increase in the strength of the habit. The technique of providing reinforcement in learning activities can be done verbally and non-verbally. Verbal reinforcement is an appreciation that is expressed

verbally, while non-verbal reinforcement is expressed by expressions, body movements, giving something, and so on. In the context of classroom management, positive reinforcement and negative reinforcement are known. (Sri Rejeki, 2021) Positive reinforcement aims to maintain and maintain positive behavior, while negative reinforcement is behavior reinforcement by stopping or removing unpleasant stimuli. The benefits of reinforcement for students are to increase attention in learning, generate and maintain behavior, foster self-confidence, and maintain a conducive learning climate. (Hamid Darmadi, 2010: 2-3)

Giving reinforcement in learning activities can be done verbally and non-verbally. The use of reinforcement in learning activities can increase students' learning motivation, foster positive behavior, foster self-confidence, and maintain a conducive learning climate. However, whether the provision of reinforcement has an influence on student achievement in Islamic Religious Education subjects at SMP Negeri 34 Makassar, therefore the researchers chose this title to be studied.

The purpose of this study is to find out: 1). The application of reinforcement in the field of PAI studies at SMP Negeri 34 Makassar, 2) the learning achievement of students in the field of PAI studies at SMP Negeri 34 Makassar 3) The significant effect of providing reinforcement on student learning achievement in the field of PAI studies at SMP Negeri 34 Makassar.

1. Reinforcement

Rewards have an influence in everyday human life, namely encouraging someone to improve behavior and increase their activities or business. This appreciation or reinforcement is very important for teachers to give to students, because not all the material presented by the teacher is liked by students, therefore there is a need for supporting factors to accelerate and excite students to understand the material. One of the supporting factors is reinforcement. According to E. Mulyasa: Reinforcement is a response to a behavior that can increase the likelihood of the behavior repeating itself. Meanwhile, according to Ngalim Purwanto: Reinforcement is a stimulus to strengthen the response that has been carried out by the organism. (Ngalim Purwanto. 2004:96)

Reinforcement is all forms of response, whether verbal or nonverbal, which is part of the modification of the teacher's behavior towards the behavior of students, which aims to provide information or feedback for the recipient (student) for his actions as an act of encouragement or correction. Reinforcement also means a response to a behavior that can increase the likelihood of the behavior repeating itself. These actions are intended to reward or encourage students so that they are more active in participating in teaching and learning interactions. (Moh. Uzer Usman, 2009: 80).

The provision of reinforcement in its application must be wise and systematic based on appropriate methods and principles. This will help achieve several goals in the teaching and learning process, namely: a. Increasing students' attention to lessons, b. Stimulating and increasing student learning motivation, c. Increasing learning activities and fostering productive student behavior. (Muhammad Yahdi, 2013: 141)

2. Learning Achievement

Learning is a person's behavior that occurs as a result of training or experience that has been passed, so learning will bring changes to individuals both physically and

psychologically, these changes will appear not only related to aspects of knowledge, but also related to conversation, skills and attitudes. (Dimayanti, 2011:12)

Based on some of the definitions above, it can be interpreted that student learning achievement is the result achieved or obtained by students in the form of knowledge, skills and attitudes thanks to the experience and training that has been passed by the individual. Poerwanto provides an understanding of learning achievement, namely the results achieved by someone in an effort to learn as stated in the report card. (Ngalim Purwanto, 2009:28)

Nasution's learning achievement is: "Perfection achieved by a person in thinking, feeling and doing. Learning achievement is said to be perfect if it meets three aspects, namely: cognitive, affective and psychomotor, on the contrary, it is said to be unsatisfactory if a person has not been able to meet the targets in the three criteria. (Nasution, 2009:17)

Based on the above understanding, it can be explained that learning achievement is the level of humanity possessed by students in accepting, rejecting and assessing the information obtained in the teaching and learning process. A person's learning achievement according to the level of success in learning a subject matter is usually expressed in the form of grades or report cards for each field of study. Student learning achievement can be known after an evaluation is held.

The results of the evaluation can show the high or low learning achievement of students. Psychological (psychological) factors have an important role in achieving the level of learning achievement. (M. Makbul, 2020) This is because psychological factors are related to the functioning of students' minds in relation to understanding the subject matter so that mastery of the subject matter presented is easier and more effective. (Sardiman, 2001:13) Based on the statement above, the psychological condition of students will affect the achievement of learning achievement obtained

METHOD

The type of research used in this study is quantitative research because it consists of two variables, namely the effect of giving reinforcement and learning achievement, and what will be studied is the relationship between the two variables so that the type of research includes quantitative research. (Yulianti, 2019). Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. (Susanti, R. 2005). The population in this study were students of class VIII SMP Negeri 34 Makassar which consisted of 9 classes with a total of 259 students. The samples in this study were 3 classes using purposive random sampling as a sample, namely classes VIIC, VIIE, and VII, with a total of 2 students.

The methods used in collecting data in this study are: 1). Questionnaire Questionnaire or often known as a questionnaire is a method of collecting data by giving a set of questions or written statements to respondents to answer. 2). Observation is a complex process, a process composed of various biological and psychological processes. (Nasution, 2017) Two of the most important are the processes of observation and memory. This data collection method is used if the research relating to human behavior,

work processes, natural phenomena and respondents being observed is not too large. 3). Documentation, Documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentary files, data relevant to research. (Sugiyono, 2009:14)

The data analysis technique used in this study is descriptive statistical analysis technique while inferential statistical analysis using the product moment correlation technique to determine whether there is an impact between giving reinforcement to students and student achievement in the field of Islamic Education.

RESULTS AND DISCUSSION

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

This section is Based on research conducted on students of SMP Negeri 34 Makassar with a total sample of 92 students, the data obtained are as follows:

1. Description of Giving Strengthening at SMP Negeri 34 Makassar

Reinforcement is all forms of response, whether verbal or nonverbal, which is part of the modification of the teacher's behavior towards the behavior of students, which aims to provide information or feedback for the recipient (student) for his actions as an act of encouragement or correction

Based on the results of research that has been carried out on students at SMP Negeri 34 Makassar, totaling 92 people, the authors can collect data through a questionnaire filled out by the respondents themselves, which are then given a score on each item so as to produce the following data:

Descriptive analysis of the score for the provision of reinforcement for class VIII students at SMP Negeri 34 Makassar

1) Data range (R)

$R = \text{Largest data} - \text{Smallest data}$

$R = 78 - 66 = 12$

2) Number of class intervals (K)

$\text{Number of classes} = 1 + 3.3 \log n$

$K = 1 + 3.3 (1.96)$

$= 7.46 = 8$

3) Class length (P)

$P = \text{Range}/k$

$P = 12/8 = 1.5 = 2$

4) Calculating the average

$X = 6449/92$

$= 70.09 = 70$

2. Descriptive Analysis of Student Achievement for Class VIII at SMP Negeri 34 Makassar

Data range (R)

$$R = \text{Largest data} - \text{Smallest data} \\ = 86 - 70 = 16$$

Number of class intervals (K)

Number of classes = $1 + 3.3 \log n$

$$K = 1 + 3.3 (1.96) \\ = 7.46 = 8$$

Class length (P)

$$P = \text{Range}/K \\ = 16/8 = 2$$

Calculating the average

$$= 6872/92 = 74.69 = 75$$

3. The Effect of Reinforcement on Student Achievement at SMP Negeri 34 Makassar

Calculate the prices of a, b and can use the following equation:

$$b = \frac{(92(482758) - (6449)(6872))}{(92(453610) - 41589601)}$$

$$b = \frac{(44413736 - 44317528)}{(41732120 - 41589601)}$$

$$b = 96208/142519$$

$$b = 0,6750538525$$

$$a = \frac{(6872 - 0,6750538525 (6449))}{(92)}$$

$$a = \frac{(6872 - 4353,4222948)}{(92)}$$

$$a = 2518,5777052/(92)$$

$$a = 27,38$$

Entering the values of a, b, the regression equation:

$$= a + bX$$

$$= 27.38 + 0.67X$$

to test the hypothesis with the following steps:

looking for correlation

$$r_{xy} = \frac{((92 \times 482758) - (6449)(6872)) / \sqrt{((92 \times 453610) - 41589601) \{ (92 \times 514306) - 47224384 \}}}$$

$$r_{xy} = \frac{(44413736 - 44317528) / \sqrt{((4173120) - 41589601) \{ (47316152) - 47224384 \}}}$$

$$r_{xy} = 96208 / \sqrt{\{142519\} \{91768\}}$$

$$r_{xy} = 96208 / \sqrt{13078683592}$$

$$r_{xy} = 96208 / 114362.0723$$

$$r_{xy} = 0.84$$

$$\text{coefficient of determination } (R^2) = (0.84)^2 = 0.71$$

find the value of the contribution percent influence with the formula:

$$Kp = [(r_{xy})]^2 \cdot 100\%$$

$$= 0,71 \cdot 100\%$$

$$= 71 \%$$

test significant by comparing Fcount with Ftable with the formula:

$$Fh = \frac{R^2 / k}{((1 - R^2) / (n - k - 1))}$$

$$\begin{aligned}
&= ((0,84)^2 / 2) / ((1 - (0,84)^2) / (92 - 2 - 1)) \\
&= (0,7056 / 2) / (0,2944 / 89) \\
&= 0,3528 / (0,00330) \\
&= 106,9090
\end{aligned}$$

Ft = dk numerator = 2

dk denominator (92 - 2 - 1) = 89.

significant test rule:

If $F_{count} > F_{table}$, then H_a is accepted (significant) and if $F_{count} < F_{table}$, then H_0 is rejected (not significant). Find the value of F_{table} using Table F based on the dk of the numerator = 2 and the dk of the denominator (92 - 2 - 1) = 89. The 5% error level is 3.10.

Based on the results of the analysis obtained, namely in the regression equation, it is known that if the value of X is increased, then the value of Y will also increase or in other words that X is directly proportional to Y. This means that the higher the reinforcement given by students, the learning achievement will also increase. more increasing. Furthermore, it is also obtained $F_{count} > F_{table}$ or 106.91 > 3.10 then H_a is accepted and H_0 is rejected. This means that there is a significant effect between giving reinforcement to the learning achievement of class VIII students at SMP Negeri 34 Makassar, meaning that the data obtained from the sample can be applied to the population, not only valid for the sample who has filled out the questionnaire but also for all students who have completed the questionnaire. the population in this study.

Based on the value of the average calculation result (Mean) from the data that has been presented, the provision of reinforcement for Class VIII Students of SMP Negeri 34 Makassar is in the very good category with a value of 70.09. While the results of the average calculation (Mean) from the data that has been presented that the learning achievement of the PAI study of Class VIII students of SMP Negeri 34 Makassar is in the high category with a value of 74.69.

Based on the results of the analysis obtained, namely in the regression equation, it is known that if the value of X is increased, then the value of Y will also increase or in other words that X is directly proportional to Y. It means that the higher the reinforcement that students have, the learning outcomes will also increase. more increasing. Furthermore, it is also obtained $F_{count} > F_{table}$ or 106.91 > 3.10 then H_a is accepted and H_0 is rejected. This means that there is a significant effect between giving reinforcement to the learning achievement of class VIII students of SMP Negeri 34 Makassar, meaning that the data obtained from the sample can be applied to the population, not only valid for the sample who has filled out the questionnaire but applies to all students who are participating in the study. population in this study. Bagian ini

CONCLUSION

Based on the descriptions presented in previous chapters, in this chapter the author will put forward several conclusions as follows: 1) Giving reinforcement is a response to a behavior that can increase the likelihood of the behavior repeating itself. These actions are intended to reward or encourage students so that they are more active in

participating in teaching and learning interactions. Based on the results of the study, the application of reinforcement for Class VIII students of SMP Negeri 34 Makassar was in the very good category with a score of 70.09. 2) Learning achievement, namely the results achieved by someone in an effort to learn as stated in the report card. Based on the research results, the achievement of learning in the field of PAI. Class VIII students of SMP Negeri 34 Makassar are in the high category with a score of 74.69. 3.) there is a significant effect between the provision of reinforcement on the learning achievement of class VIII students of SMP Negeri 34 Makassar

SUGGESTIONS

Suggestions which are recommendations in this study expect educators to maximize giving reinforcement in learning because it can help stimulate students' enthusiasm for learning so that there is a change in the attitude shown by students. Students should take advantage of giving reinforcement in learning carried out by the teacher, because giving reinforcement in learning can improve the memory and memory of students in learning so that learning is carried out more effectively. To future researchers to examine other variables that have not been described in this study. We hope that all forms of deficiencies in this study can be understood and given constructive suggestions and input for future improvements.

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