The Effect of Applying Peer Teaching Learning Methods and Giving Rewards & Punishments on Learning Motivation in Economics Subjects in Class XI Social Studies SMA Negeri 4 Malang

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Abstract

This study aims to determine the effect of peer teaching methods and the provision of reward and punishment on learning motivation in economics subjects in class XI IPS SMA Negeri 4 Malang. This type of research is explanatory research, which explains the influence between the independent and dependent variables. The population in this study were all students of class XI Social Sciences at SMA Negeri 4 Malang, totaling 100 remaining, divided into 3 classes. Sampling was carried out with a saturated sampling technique in which all population members were used as samples. The data collection instrument was a student response questionnaire to the peer tutor learning method and the provision of rewards and punishments. The data analysis technique in this study used the t-test, f-test, and determination test with the help of the SPSS program. The calculation results obtained the calculated F value of 285.349 > f Table 3.09, so it can be concluded that the independent variables have a significant effect simultaneously on the dependent variable. Likewise, with the results of the t-test calculation, the significance value of the two independent variables is greater than the t-count (1.98473). Furthermore, the dominant variable is the reward and punishment variable. From these results, using peer tutoring methods and providing optimal rewards and punishments will increase learning motivation.

Keywords: peer teaching method, reward and punishment, learning motivation:

Introduction

The function of the teacher in a lesson cannot be separated from its success. Laws No. 20 of 2003 and Law No. 14 of 2005 provide that instructors' responsibilities include educating, mentoring, supervising, training, appraising, and evaluating students. Due to their complete control over the learning activities in the classroom, teachers play a very prominent role. Teachers use a variety of ways and learning strategies to help students learn effectively and successfully, one of which is working together with students on learning projects.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, article 10, paragraph (1) states that a teacher must have pedagogical, professional, personal, and social competencies. Teachers have pedagogical competence as seen from the teacher treating students according to characteristics and using methods or strategies that suit the needs of students. Personality competencies in which the teacher shows his personality, such as traits and good habits, in learning activities so that students can absorb and emulate it through this learning activity. Professional competence leads to the teacher's ability to understand and master the learning material. Social competence involves the teacher's communication, behavior, and interaction skills. This must be owned by the teacher so that he can respond to everything with a good and professional attitude so that the intentions and goals to be conveyed can be accepted and understood by students, education staff, and parents. This Pedagogic Competence is related to the ability and skill of teachers in managing the learning process, including the interaction of teaching and learning activities with students. Teachers are required to

master 7 aspects of teaching. This competence is obtained through the learning process of each teacher, both materially and in direct practice, which is carried out before and after becoming a teacher.

Individual differences in knowledge, physical and psychic, are distinctive and unique behind the teacher to design learning activities as well and effectively as possible to meet the needs of students. The learning planning applied in the learning process describes the teacher's competence. Planning has a great influence on the success of a learning activity. Applying learning activities can be following a previously designed plan and making learning scenarios and indicators of selected developmental aspects to fit the theme (Utami, Yuniarni, & Lukmanulhakim, 2017).

To support efficient learning in learning planning, teachers will use learning methods. This learning method will help the running of a lesson. According to Ahmadi & Prasetya (2015), the learning method is a technique mastered by educators or teachers to present the subject matter to students in the classroom, both individually and in groups, so that the subject matter can be absorbed, understood, and utilized by students properly. The Lecture Method is one of the most popular methods used by teachers in teaching and learning activities. This method is the most basic method that the teacher must master.

Along with the needs of students, teachers can not only apply 1 method but can combine other learning methods. In order to support learning outcomes, it can be seen from the student's learning motivation that if the learning motivation is met, it will encourage good or expected learning outcomes. Based on preliminary observations made by researchers, it is illustrated that in class XI social studies at SMA Negeri 4, students tend to ask questions, are bored, and are rarely passive; this illustrates a lack of motivation to learn.

From the problems presented, it is necessary to apply learning methods that can make students' learning motivation high to achieve learning goals. Then a suitable alternative is to apply the peer tutor method and give rewards and punishments. Peer tutoring is a form of active learning in which learners help each other and learn to teach themselves (Goodlad & Hirst, 1989:334). The peer tutor method plays a role in helping to complement and perfect learning activities. Peer tutors are selected by considering the pre-test and the existing learning presentations. After getting the tute according to the characteristics above, then the tute will be distributed to several study groups or paired with students who do not understand the learning material. Peer tutors can be good teachers because the teacher's age is the same as the one being taught because, emotionally, they have the same attachment to create trust & good chemistry between 1 another.

According to Alin & Jaffar (2015) in Irfan, Rabia, Muhammad (2018) says that:

"Peer tutors are beneficial to students, as they provide opportunities for discussion that lead to learning in a welcoming environment. In the same way, friend mentorship builds confidence and cognitively enhances the level of introverted students because it gives confidence to shy students."

The peer tutor learning method can help students who do not understand the learning material through one of the students as a tutor who will provide an understanding of the material. Through this tutor, students who do not understand will adapt to the tutor's teaching style, which is his friend, so the interaction can create a conducive and comfortable learning atmosphere that can attract enthusiasm to understand the learning material and achieve learning objectives jointly.

According to Zdzislaw, Rajendrasinh, & Nitul (2019), the focus of the technique is to transfer learning responsibilities to students from the instructor. Students are made responsible for their learning. This learning method makes students more responsible for better understanding the learning material. In addition to being committed to developing one's own knowledge of the material, understanding this material will also be shared with friends in the study group. Because in the learning method, peer tutors are responsible for providing more

understanding to friends who do not understand the material. This encourages and demands the creativity and independence of the students who serve as tutors. In peer tutor activities, teachers can also take a good side of this activity by providing rewards & punishments from teacher observations when this peer tutor is applying learning activities because of the teacher's position as a guide in this peer tutor learning method. Rewarding & punishment is one of the tools to increase motivation for students if given optimally & wisely. Rewarding & punishment is also a form of teacher affection to maintain and create good relationships with students.

The awarding of rewards (rewards) carried out by teachers for student results and achievements and punishments will increase student learning motivation. The gift given is a form of appreciation for the good deeds that students have done. Then punishment is a form of accountability for poor learning activities carried out by students whose purpose is to improve behavior and educate students to be even better. The rewards and punishments given by teachers to students will increase enthusiasm for growing, capitalizing, maintaining, and increasing learning motivation in economics subjects. A pleasant effect will stimulate students to want to repeat or get re-rewarded, and giving punishment will correct the behavior that is not following existing norms. Research conducted by Hani & Kiftian (2020) shows a significant influence of reward and punishment on learning motivation, which means that when teachers give rewards and punishments, students' learning motivation increases.

Then in the Octavian rosa research, et al. put forward the results that there is a significant influence of the application of peer tutor methods on learning outcomes and motivation. In evidence from previous research, this method is very effectively applied as a solution to learning problems in the classroom. This research was conducted to see the influence of peer tutor methods and the provision of rewards and punishments on learning motivation.

Materials and Method

a. Types of research

The type of research used is explanatory research, which explains the influence between independent and dependent variables.

b. Population and sample

The population of this study was all students of class XI social studies of SMA Negeri 4 Malang, which numbered 100; the sampling technique used a saturated sample technique where all populations were used as samples totaling 100.

c. Research Instruments

The research instrument used is a Questionnaire (Angket) which aims to obtain data or information about peer tutor learning methods, reward & punishment for learning motivation. The questionnaire is in the form of a google form and will be distributed online through a class group. For the answers to the questionnaire instrument student response to the peer tutor learning method, reward, and punishment, and learning motivation using a Likert scale with a range of values:

Table 1. Research Questionnaire Criteria Score

Shoes	Criterion
5	SS (Strongly Agree)

4	S (Agree)
3	T (Doubt – Doubt)
2	TS (Disagree)
1	STS (strongly disagree)

d. Data Collection Techniques

Data collection in this study using the questionnaire method aims to obtain data or information about peer tutor learning methods, rewards & punishment for learning motivation. Then there is the documentation used to support the accuracy of the existing data. This study documentation was carried out to collect some data, such as the history of the establishment of the school, school profile, student data, ranking lists, and grade lists. The questionnaire is tested for validity. Questionnaires are also tested on students for analysis (validity, reliability).

e. Data Analysis Techniques

By contrasting the estimated F value with the table F value, the f test analyzes the impact of free variables individually and collectively on bound variables. It can be concluded that the independent variable strongly influences the dependent variable if the value of F is higher than the table's f value. The t-test was used to demonstrate how much an individual's response to one independent variable influences their ability to describe variation in the dependent variable. The test was run at a 0.05 (5%) significance level. The regression coefficient is unimportant if the significance level is greater than 0.05, and vice versa. Through the coefficient of determination, regression analysis is used to determine the percentage of influence (percentage) between free and bound variables.

Result

After data collection is complete, the data will be examined to determine (1) potential incentive and punishment schemes for peer tutors. Significant impact on learning Motivation (Y) simultaneously in SMA Negeri 4 Malang's class XI social studies. (X_1) $⟦(X⟧_2)$ (2) The incentive and punishment system used by peer tutors in SMA Negeri 4 Malang's class XI social studies is thought to have a negative impact on students' motivation to learn. $(X_1) (X_2)(Y)$ (3) At SMA Negeri 4 Malang, class XI social studies students' motivation to learn is thought to be dominated by rewards and penalties. (X_1)

On the basis of the findings of the normality test, information on significant values of 0.200 > 0.05 was gathered. Thus, the research's data pass the criteria for normalcy. A normal or nearly normal data distribution is a necessary component of a decent regression model. The multicollinearity test, which is conducted after the normality test, tries to ascertain whether the regression model identified a link between free variables. to find it by looking at the VIP value 10.00 and the tolerance value > 0.10. It can be concluded that this regression model did not find signs of multicollinearity because the VIF values of both variables showed greater than 0.10 based on the results of the multicollinearity test.

Next is the hypothesis test consisting of the f and t-tests. The calculation results obtained the value of F count 285.349 > f Table 3.09, and then it can be concluded that free variables simultaneously have a

significant effect on bound variables. Likewise, the results of the t-test calculation obtained the significance value of the two free variables greater than the t count (1.98473) and the value of t Count 3.099 > 1.98472. The results of the calculation of the variable t-test, the significance value of 0.003 < 0.05, can be concluded that the variable has a partially significant effect on learning motivation. Then the results of the calculation of the variable t-test 0.000 < 0.05 and the value t Calculate 38.868 > 1.98472 it is concluded that it has a partial significance effect on learning motivation $(X_1)(X_1)(Y)(X_2)(X_2)(Y)$.

The next step is multiple regression analysis. This test is used to determine whether the multiple regression coefficients have a significant influence or not together between the independent variables () and the dependent variables. $X_1 dan X_2 Y$

$$Y = -278 + 0{,}029 + 0{,}661\ (X_1)(X_2)$$

Below is information on this equation. (1) The variables Peer tutor method and Reward & Punishment are denoted by a constant value of -278. The learning incentive is -278 if the value is 0. X 1 (X 2) (2) Variable regression coefficient (b) The peer tutor approach has a coefficient of 0.029, which means that if it increases by one unit, the learning motivation will also rise by 0.029 units, providing that all other independent variables have constant values. (X 1) X 1) (3) The Reward & Punishment variable has a regression coefficient of 0.661, which means that, assuming other independent variables have constant values, if the Reward & Punishment variable increases by one unit, the motivation to learn will increase by 0.661 units. (X 2) (X 2).

Following multiple regression analysis, the study of the coefficient of determination is conducted. (1) Based on the findings of the analysis of the coefficient of determination of variables, it can be concluded that there is a moderate influence of peer tutors on learning motivation (standardized of coefficient beta and t count of 0.075 and 3.099, respectively). (X 1)YR^2 (X 1) (2) Based on the results of the coefficient analysis and the coefficient of determination (R Square) for the peer tutor method's variables, the standardized beta coefficient and t count of 0.942 and 38.868 respectively indicate that rewards and punishments have a significant impact on students' motivation to learn. (X 2)YR^2 (X 1)

Discussion

1. The effect of the application of peer tutor learning methods (X1), reward and punishment (X2) simultaneous significance on the motivation of learning (Y) in economics subjects in class XI SMA N 4 Malang.

The results of research conducted on class XI social studies students at SMAN 4 Malang show that the application of the Peer Tutor Method and the provision of Reward & Punishment have a significant simultaneous effect on learning motivation. The results of simultaneous data analysis proved that the use of peer tutor methods and the simultaneous provision of rewards and punishments significantly affected learning motivation. Hence the meaning collectively (simultaneously) that the independent variables consisting of peer tutor methods and reward and punishment have a significant effect on learning motivation. $(X_1)\ (X_2)\ (Y)$

This indicates that when the peer tutor method and reward and punishment collaborate in real-time (at the same time) applied in learning, it will create a sense of demand and responsibility to achieve a goal in learning so that in students, it will appear by itself, namely a sense of being encouraged to be active, independent and skilled in seeking and absorbing knowledge of this matter that students realize and feel. This is in line with what Sumantri & Permana (2001) said in Hariyana et al. (2018), that a student is more motivated if given the responsibility to learn by himself. Strengthened by the theory of Zaiful & Aminol (2018), which explains that the reward method can help students strengthen their self-concept to continue to develop a good

attitude in learning activities because they gain trust in collaboration with others. So, the use of peer tutor methods and the provision of rewards and punishments can affect the high motivation in learning.

Applying the peer tutor method and the provision of rewards and punishments are stimuli to increase learning motivation so that students become more active in the learning process. The level of activeness describes the enthusiasm of students and the responsibility of students to their demands in learning so that they continue to dig deeper into the understanding of learning; activeness is also an achievement in learning that deserves appreciation by the teacher by giving an assessment of activeness or in the form of praise in learning activities. This will impact learning motivation; when students are more active, they will be more motivated to learn. This is in line with what Prawira (2017) said in the world of education, gifts and punishments are factors to generate motivation in the learning process.

This study's results align with research from Hariyaan Santoso, et al. (2018) which shows a significant influence between the use of peer tutor methods and learning motivation. This research is also in line with Heru Khaerudin's (2019) research, which shows a significant influence of reward and punishment on learning motivation.

The 2 conditions that create motivation are formed and become a direction for students to achieve a goal in learning. The more optimal the use of the peer tutor method and the provision of rewards & punishments given by teachers simultaneously in learning activities, the more learning motivation will increase.

2. The Effect of Applying Peer Tutor Learning Methods (X1), reward and Punishment (X2) partial significance on learning Motivation (Y) in economics subjects in class XI SMA N 4 Malang

1. The Influence of Peer Tutor Learning Methods on Learning Motivation

The results of research conducted on class XI social studies students at SMAN 4 Malang show that the application of the Peer Tutor Method has a partially significant effect on learning motivation. This means the use of peer tutor methods without being applied together with other variables. can lead to increased motivation in learning. This indicates that from the application of the peer tutor method, students have a sense of compulsion to practice skills and independence in seeking and absorbing the knowledge provided by the tutor (Olga bombardelli:2016), so from this interaction, they are motivated to learn so that learning motivation increases. This is in line with the opinion of Sadirman A.M., where motivation is a change in a person's energy characterized by the presence of "Feeling" and Driven toward a goal. This research is also in line with the results of Sri Winarti's research (2020) that users of the peer tutor method affect learning motivation. This research was also strengthened by Dadang Hafidzulloh & Erman (2021), which showed that peer teaching learning (peer tutors) affects learning motivation. Motivation as a driver, attitudes, and behaviors that come from within oneself to strive for progress in learning and to pursue optimal achievements. The peer tutor method demands working together and discussing to solve learning problems to achieve learning goals. When students are aware of the demands of learning, motivation will arise and be moved to achieve goals in learning.$(X_1)(Y)$

2. The Effect of Reward & Punishment on Learning Motivation

The results of research conducted on class XI social studies students at SMAN 4 Malang show that giving rewards & punishments has a partially significant effect on learning motivation. This means that giving rewards & punishments can lead to increased motivation in learning. Giving rewards & punishments given by teachers to students can encourage learning motivation. Reward & punishment themselves fall into the category of intrinsic forms of motivation. This is in line with the theory from Schunk (2012) that Intrinsic

Motivation refers to motivation that involves oneself in an activity because of a goal, namely to achieve the value or benefit of the activity itself, such as adding knowledge and insight into learning. The purpose of rewarding is to reward achievements in learning, and punishment is a form of the teacher's responsibility to change students for the better in learning activities. When rewards and punishments are given wisely and appropriately, learning motivation will automatically increase, and when learning motivation increases, learning achievements will be achieved by Moh Zaifuk Rosyid (2018). This research is also in line with the results of Ima Melinda & Ratnawati Susanto (2018); there is an influence between giving rewards & punishments on learning motivation. The more effective the reward and punishment, the higher the motivation to learn. This research is also in line with the results of Hani Subakti & Kiftian Hady Prasetya (2020), which explained the significant influence of rewards and punishments on learning motivation. This is in line with Sardiman's theory (2011), suggesting that reward and punishment is a techniques to foster motivation during learning in the classroom.(X_2) (Y)

3. The influence of the reward and punishment (X2) variable is dominant on learning Motivation (Y) in economics subjects in class XI SMA N 4 Malang

The variables of reward and punishment have a strong impact on learning motivation, according to research done on class XI social studies students at SMA N 4 Malang. This is seen by the incentive and punishment variable having a greater value in the dominating test than the peer tutor method variable. When the peer tutor method is applied concurrently with reward and punishment in learning activities, the reward & punishment variable is the dominant variable influencing learning motivation in this study. The provision of rewards and punishments has a positive impact and can encourage student motivation to learn, which has implications for learning outcomes; this is in line with the opinion of Moh Zaifuk Rosyid (2018), who said a reward system that can increase the motivation of students to achieve much higher achievements. This is also in line with the opinion (Sadirman: 2011) punishment is a motivational tool if given correctly and correctly following the principles of punishment. Reward and punishment is the dominant variable in this study that affects learning motivation, and this shows that from the provision of reward and punishment, students have an attitude of refraction in which students will maintain their good habits to get rewards and maintain their good attitude in learning activities; this is in line with the opinion of Moh Zaifuk Rosyid (2018) who said self-refraction is an attitude that must be done and maintained to do good. The research is in line with the results of Intan Putri Arabian et al., which explained the significant influence of reward & punishment on learning motivation. This means that rewards and punishments can influence the learning motivation that education provides in the learning process. This research is also in line with Andrea Lestari's research (2019); there is a positive influence of reward and punishment on student learning motivation.

Conclusion

Based on the results of data analysis, it can be concluded that: (1) The use of peer tutors and the provision of rewards & punishments have a significant simultaneous effect on learning motivation in economics subjects in class XI social studies SMA Negeri 4 Malang. This means that when collaboration between peer tutor methods & reward and punishment is given simultaneously in learning activities, it will create a high sense of student demand and responsibility. so that motivation will be formed and increased and become a direction to achieve a goal in learning. (2) The use of peer tutors partially affects learning motivation in economics subjects in class XI social studies SMA Negeri 4 Malang. This means that the use of peer tutors can increase learning motivation. Likewise, reward & punishment has a significant partial effect on learning motivation in economics subjects in class XI social studies SMA Negeri 4 Malang. This means that giving rewards & punishments can increase

learning motivation. (3) The Reward & Punishment variable has a dominant effect on increasing learning motivation in economics subjects in class XI social studies at SMA Negeri 4 Malang.(X_2)

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