



The Effect of Class Management and Awarding on Learning Motivation for Christian Education and Ethics in Class XI of SMA Negeri 2 Tukka, Tapanuli Regency Middle of Learning Year 2023-2024

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Abstract

The objectives of this study are: 1) to determine whether or not there is a positive and significant influence of Class Management on Christian Religious Education Learning Motivation and Ethics in students; 2) to determine whether there is a positive and significant influence on giving awards to students on Christian Religious Education Learning Motivation and Ethics on students; 3) to determine whether there is a positive and significant influence on Class Management and Giving Rewards to students together on Christian Religious Education Learning Motivation and Ethics. The method used in this study is quantitative research method. The population is all grade XI Christian students of SMA Negeri 2 Tukka, Central Tapanuli Regency, which is 78 people and 63 people were sampled using a crejcie table. Data was collected with a closed questionnaire of 65 items. The results of the data analysis showed that: a) the F_{value} of the class management table $>$ the class management table on Christian education learning motivation and ethics was $27.110 > 3.15$ thus it was known that there was an influence of class management on the learning motivation of Christian education and ethics of grade XI students of SMA Negeri 2 Tukka Central Tapanuli Regency which was 30.8%, b) F_{value} calculated $>$ F_{table} of awards for Christian education learning motivation and ethics which was $9.246 > 3.15$ with it is known that there is an influence on the awarding of Christian education learning motivation and ethics of grade XI students of SMA Negeri 2 Tukka, Central Tapanuli Regency, which is 13.2%, c) F grades are calculated $>$ F class management tables and giving awards to Christian education learning motivation and ethics which is $14,670 > 3.15$ thus it is known that there is an influence of class management and awarding on Christian education learning motivation and student ethics Class XI of SMA Negeri 2 Tukka, Central Tapanuli Regency, which is 32.8%, thus H_a is accepted and H_0 is rejected.

Keywords: class management, rewards, learning motivation, Christian religious education.

Abstrak

Tujuan penelitian ini adalah: 1) untuk mengetahui ada atau tidaknya pengaruh positif dan signifikan Manajemen Kelas terhadap Motivasi Belajar dan Etika Belajar Pendidikan Agama Kristen pada siswa; 2) untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan pemberian penghargaan pada siswa terhadap Motivasi Belajar Pendidikan Agama Kristen dan Etika pada siswa; 3) untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan Pengelolaan Kelas dan Pemberian Reward pada Siswa secara bersama-sama terhadap Motivasi dan Etika Belajar Pendidikan Agama Kristen. Metode yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif. Populasinya adalah seluruh siswa kelas XI Kristen SMA Negeri 2 Tukka Kabupaten Tapanuli Tengah yang berjumlah 78 orang dan diambil sampelnya dengan menggunakan tabel crejcie sebanyak 63 orang. Data dikumpulkan dengan kuesioner tertutup sebanyak 65 item. Hasil analisis data menunjukkan: a) Nilai F tabel pengelolaan kelas $>$ tabel pengelolaan kelas terhadap motivasi belajar dan etika pendidikan Kristen sebesar $27,110 > 3,15$ dengan demikian diketahui terdapat pengaruh pengelolaan kelas terhadap motivasi belajar pendidikan agama Kristen dan etika siswa kelas XI SMA Negeri 2 Tukka Kabupaten Tapanuli Tengah sebesar 30,8%, b) F_{nilai} hitung $>$ F_{tabel} penghargaan motivasi belajar dan etika pendidikan agama Kristen sebesar $9,246 > 3,15$ dengan diketahui terdapat pengaruh terhadap pemberian motivasi belajar pendidikan agama Kristen dan etika siswa kelas XI SMA Negeri 2 Tukka Kabupaten Tapanuli Tengah yaitu sebesar 13,2%, c) nilai F dihitung $>$ tabel pengelolaan kelas F dan pemberian penghargaan terhadap motivasi belajar pendidikan agama Kristen dan etika yaitu $14,670 > 3,15$ dengan demikian diketahui terdapat pengaruh pengelolaan kelas dan pemberian penghargaan terhadap motivasi belajar pendidikan agama kristen dan etika siswa kelas XI SMA Negeri 2 Tukka Kabupaten Tapanuli Tengah yaitu sebesar 32,8% maka H_a diterima dan H_0 ditolak.

Kata Kunci: pengelolaan kelas, reward, motivasi belajar, pendidikan agama kristen.

INTRODUCTION

Learning motivation is needed by students because learning motivation is one of the key factors in improving the quality of education (Sardiman, 2020). The main task of the teacher is to motivate students to be able to learn optimally. Student learning motivation is influenced by good classroom management and the rewards given (Hassama, 2023). Teachers can increase student motivation with appropriate teaching techniques by giving awards that are in accordance with the achievements achieved by students (Pratiwi & Ridwan, 2021).

One of the factors of low student motivation is the lack of teacher procedures in guiding students (Irawan et al., 2021). Providing encouragement and enthusiasm can foster learning motivation in students should be done by teachers at all times, especially when learning takes place in class (Silvia et al., 2021). Teacher attention cannot only be limited to providing motivation to students without carrying out classroom management actions and other efforts that can create a conducive, safe, comfortable learning atmosphere to increase student interest and motivation to learn (Ardiana et al., 2021).

In order for students to feel happy and comfortable in a learning environment that supports student learning interests, teachers should pay attention to various aspects of classroom management such as classroom hygiene, classroom facilities, and others. With good classroom management, a conducive learning environment is created, increases student discipline, fosters student participation in learning, improves student learning outcomes and fosters student social skills (Saifullah, 2020).

Problems found during the teaching and learning process in class include students paying less attention to less interesting learning material delivered by the teacher so that some students do not do their assignments, skip classes and do other activities that can interfere with the learning process (Ariawan, 2018). This is a new challenge for teachers to create a pleasant classroom atmosphere and be able to warn students not to engage in deviant behavior and interfere with the learning process (Simatupang et al., 2023).

Based on the results of observations and observations in the field conducted by the author at State High School 2 Tukka class XI in the subjects of Christian Religious Education and Ethics that the problem of low student learning motivation was found as seen from: 1) students are still late to class on Christian Religious Education and Ethics materials, 2) students still violate class rules such as walking around in the classroom, drowsiness and fall asleep in class on the subject matter of Christian Religious Education and Ethics, 3) students alternate

excuses themselves in and out of class during the learning process of Christian Religious Education and Ethics material, 4) some students are not present in class on the learning material of Christian Religious Education and Ethics, 5) lack of cleanliness in the classroom, 6) lack of facilities and teaching aids in class, 7) students behave poorly such as talking to their friends during the Christian Religious Education and Ethics subject matter, 8) some students play games due to the low interest and desire of students to follow the Christian Religious Education and Ethics subject matter, 9) students do not have full awareness to follow the teacher's orders properly when during the teaching and learning process on Christian Religious Education and Ethics material.

METHOD

This research was conducted using correlational descriptive quantitative methods because it seeks to explain the influence of factors or various variables that influence a situation without manipulating the data of these variables (Rukajat, 2018). The population in this study was all grade XI students of SMA Negeri 2 Tukka, Central Tapanuli Regency consisting of 3 (three) classes with a total of 78 students who were Christians. The way to determine the size of the sample using the Krejcie table is based on a 5% error, thus the number of samples in this study is 63 people. The research instrument used a closed questionnaire with five answer choices, namely: a. always, b. often, c. sometimes, d. rarely, e. never. The calculation of value scores uses the Likert scale with a weight assessment of values $a = 5$, $b = 4$, $c = 3$, $d = 2$, and $e = 1$. The calculation of the value score of each instrument item has levels from very positive to very negative.

To find out the validity of the instrument in this researcher using the *Moment product* formula from Pearson (Arikunto, 2020). With test criteria: if $r_{\text{counts}} > r_{\text{table}}$ (for 30 respondents it is 0.361) with $\alpha = 0.05$ means that the questionnaire can be declared valid or valid. Conversely, if $r_{\text{counts}} < r_{\text{table}}$ with $\alpha = 0.05$, then the questionnaire is declared invalid or invalid. From the validity test, r_{xy} was obtained for the questionnaire variable X_1 , namely items number 1 to item number 15, it is known that 15 items are valid because r_{counts} , namely (between 0.427 to 0.662) $> r_{\text{table}} = 0.361$. From the validity test, r_{xy} was obtained for the questionnaire variable X_2 , namely items number 16 to item number 40, it is known that 25 items are valid because r_{counts} , namely (between 0.363 to 0.797) $> r_{\text{table}} = 0.361$. From the validity test, r_{xy} was obtained for the questionnaire variable Y , namely items number 41 to item number 65, it is known that

25 items are valid because r_{counts} , namely (between 0.385 to 0.793) $> r_{\text{table}} = 0.361$. Thus, 65 valid questionnaire items can be used as research instruments.

The reliability test of the instrument was carried out using *the formula Formula Alfa Cronbach* (Arikunto, 2020). From the results of the X_1 variable questionnaire reliability test, $r_{11} = 0.832$ is in a very strong interpretation, which is between 0.800-1.000. The results of the X_2 questionnaire reliability test obtained $r_{11} = 0.881$ are in a very strong interpretation of 0.800-1.000. The results of the Y questionnaire reliability test obtained $r_{11} = 0.901$ are in a very strong interpretation of 0.800-1.000 so that thus the questionnaire is reliable and can be used as a research instrument.

RESULT AND DISCUSSION

This study is intended to measure 3 variables, namely: Class Management (X_1); Awarding (X_2); and Learning Motivation for Christian Religious Education and Ethics (Y) conducted on 63 respondents. Based on the results of research obtained on all grade XI students of SMA Negeri 2 Tukka, Central Tapanuli Regency, answer data were obtained from 63 respondents, then the results of descriptive analysis of the data displayed the highest score and lowest score, average, mode, median, standard deviation and data distribution to determine the number of interval classes used the *Sturges formula*: k (many classes) $= 1 + (3.3) \times \log n$, while L (class width) $= R / k$. Furthermore, to manage the results of data calculations will be carried out with the help of the SPSS v.24 (*Statistical Product and Service Solutions*) computer program.

The variable of classroom management (X_1) has a significant influence on the motivation to learn Christian religious education and ethics (Y). The results of data processing show a calculated F_{value} of 27.110 compared to $F_{\text{table}}(k; n-2) (2; 61) = 3.15$ means $F_{\text{count}} > F_{\text{table}}$. The results of this study show that Classroom Management has an influence on Learning Motivation for Christian Education and Ethics by 30.8%. Good classroom management by teachers in learning should be able to increase student learning motivation, process learning more effectively, and shape student discipline. Especially students who have strong activeness during the learning process. Students do not have full awareness of following the teacher's orders well when learning process activities, during the learning process of thematic and exact material. The learning process of thematic and exact material allows the level of discipline, attention and motivation of students to be low due to conceptual learning. With low learning

motivation due to the monotonous and conceptual learning process, student learning motivation can be increased again by arranging the interior of the classroom that is comfortable, neat and clean, with the use of communicative language along with the completeness of learning material aids to make the atmosphere interesting to maintain the attention of students of SMA Negeri 2 Tukka refocus on deepening learning material while increasing student learning motivation again towards learning material.

The awarding variable (X_2) has a significant influence on the motivation to learn Christian religious education and ethics (Y). The results of data processing show a calculated F_{value} of 9.246 compared to $F_{\text{table}}(k; n-2) (2.61) = 3.15$ means $F_{\text{count}} > F_{\text{table}}$ or $(9.246 > 3.15)$ and obtained a Sig. value of $0.003 < 0.05$. The results of this study show that awarding has an influence on the motivation to learn Christian religious education and ethics by 13.2%. Awarding has educational value because the award given to students shows that the behavior carried out by students is in accordance with applicable norms and rules. When students get an award, then students will get satisfaction, and that satisfaction will maintain, strengthen, and develop good behavior with obedience. Rewarding serves also as a motivator for students to repeat or maintain socially approved behaviors. The student experience to get a pleasant reward will strengthen student motivation to remain consistent in good behavior. With the award, students will try in such a way to behave better to get the award again. Rewarding serves to reinforce socially approved behaviors. If students behave as expected continuously and consistently, when that behavior is rewarded, students will feel proud. That pride will guarantee students to continue to repeat and even improve the quality and quantity of good behavior of the SMA Negeri 2 Tukka students.

The variables of Class Management (X_1) and Awarding (X_2) together have an influence on the learning motivation of Christian religious education and ethics (Y). The results of data processing show a calculated F_{value} of 14.670 while $F_{\text{table}}(K; N-2) (2; 61)$ amounted to 3.15. Because the value of $F_{\text{count}} > F_{\text{table}}$ or $(14.670 > 3.15)$. The results of this study show that there is a significant influence together between Classroom Management and Giving Appreciation to Learning Motivation for Christian Education and Ethics by 32.8%.

Based on the hypothesis acceptance test, the value of F_{count} is calculated $> F_{\text{table}}$ is $14.670 > 3.15$ then H_0 which states there is no influence is rejected and H_a which states there is an influence is accepted. Thus, it can be seen that the research hypothesis proposed by the author is accepted, namely that there is a positive and significant influence between Class

Management and Giving Appreciation to Learning Motivation for Christian Religious Education and Ethics in Class XI of SMA Negeri 2 Tukka, Central Tapanuli Regency.

CONCLUSION

There is a positive and significant influence between Class Management on Learning Motivation for Christian Religious Education and Ethics Class XI of SMA Negeri 2 Tukka, Central Tapanuli Regency. This is shown by the coefficient of determination of 30.8% and the F test obtained $F_{\text{calculated}} > F_{\text{table}}$ which is $27.110 > 3.15$. There is a positive and significant influence between the awarding of motivation to learn Christian religious education and ethics Class XI SMA Negeri 2 Tukka, Central Tapanuli Regency. This is shown by a coefficient of determination of 13.2% and the F test obtained $F_{\text{calculated}} > F_{\text{table}}$ which is $9.246 > 3.15$. There is a positive and significant influence between Class Management and Giving Appreciation to Learning Motivation for Christian Religious Education and Ethics Class XI SMA Negeri 2 Tukka, Central Tapanuli Regency with a double correlation coefficient of $R = 0.573$ and a double determination coefficient of 32.8%. This means that 32.8% of learning motivation for Christian religious education and ethics can affect the variables of Class Management and Awarding together.

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