



UTILIZING REWARDS TO INCREASE LEARNING MOTIVATION AMONG STUDENTS AT SMPN 10 GRESIK

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Abstract:

This research aimed to examine the effect of applying a reward system in enhancing students learning motivation at SMPN 10 Gresik and determine how they perceive it. The study was conducted using qualitative research with a case-study design. 10 students in Grade VIII were interviewed, and 3 learning processes with the reward system implemented were observed. The analysis of the data was based on qualitative techniques where themes reflecting background and motivational factors were illustrated. The results indicate that the reward system helped in motivating the students towards learning. Among the themes that emerged were confidence, a desire to engage in class activities, and improved social relationships between students. Several students reported that the rewards enhanced their learning by making it a little more fun. The prizes succeeded in raising the learning motivation of their students at SMPN 10 Gresik. The results show that creative and innovative teaching strategies are needed to involve students in the learning process.

Keywords: *Reward, Learning Motivation*

1. INTRODUCTION

Motivation is an important aspect in the learning process since it directly affects students' involvement and academic success. The educational landscape at SMPN 10 Gresik, like that of many other schools and institutions, faces the problem of sustaining strong student interest levels. Traditional teaching methods typically fail to address this issue, prompting the development of novel tactics and strategies for increasing student motivation. In recent years, there has been a greater recognition of the importance of student motivation in academic achievement. Motivated students are more likely to actively participate in learning, perform better academically, and maintain a positive attitude toward their studies (Deci & Ryan, 2000; Reeve, 2009). However, many students struggle to stay motivated particularly in topics that they find less fascinating or difficult. At SMPN 10 Gresik, the goal is to establish a supportive and engaging environment that encourages student motivation.

Traditional teaching and assessment method may not always meet the different needs of all students. As a result, alternate tactics, such as employing prizes, are worth considering. Rewards, whether material or intangible, are commonly utilized in education to increase student motivation and engagement. Using rewards, educators can create a more dynamic environment that fosters active involvement (Phungphai & Boonmoh, 2021). According to research, rewards improve students' motivation by increasing their enthusiasm for learning, increasing self-esteem and confidence, and establishing social interaction (Lestari, 2018; Todorova & Karamanska, 2015). Knowing the power of rewards in motivating students, this research aims to find out how it affects the motivation of the students at SMPN 10 Gresik. Its specific objective is to explore students' perceptions of motivation in the learning process and to identify



themes that emerge from a study. good analysis of their experiences. On this focus, the study tries to answer the following questions:

- a. How will establishing a reward system affect the learning of Grade VIII students at SMPN 10 Gresik? What are the key factors that contribute to the effectiveness of a reward system in enhancing Grade VIII students' motivation?
- b. How do Grade VIII students perceive the use of rewards in their learning process, and what are their attitudes towards the fairness and equity of reward distribution?

The problem statement of this study is to investigate the effective implementation of a reward system to enhance student motivation at SMPN 10 Gresik. Specifically, the research aims to address several key aspects:

- a. The study aims to determine if a structured reward system enhances both intrinsic and extrinsic motivation among Grade VIII students at SMPN 10 Gresik. It will evaluate whether this system boosts students' internal drive for learning and their external motivation for academic and behavioral achievements. This study will investigate the immediate and long-term impact of rewards on motivation, specifically examining how reward systems affect student engagement and performance over time.
- b. The study seeks to diagnose which elements of the reward systems type, rate, and perceived fairness most critically influence on student motivation. It will analyze how rewards affect both intrinsic and extrinsic motivation, how reward rate effects long-term involvement, and how recognized fairness influence overall motivation. By understanding these factors, the study aims to refine motivation strategies and provide a framework for efficiently implementing reward systems in education.
- c. The study goal is to higher acknowledge students views in the guidance of the motivation system, particularly its ability to inspire them. It will explore at how they understand fairness in motivation allocation, as these factors have a quite enormous affect on motivation. Through analyzing students' views on how rewards have an effect on their engagement and fairness, the study pursuit to enhance the reward system's effectiveness in generating motivation.

Understanding how a reward system influences student motivation at SMPN 10 Gresik essential given that it could increase educational performance. Improved motivation leads to greater engagement, undertaking final touch, and better marks. Motivation has a direct impact on students' engagement in studying and academic performance (Deci & Ryan, 2000; Reeve, 2009). A well-designed reward system can also encourage students to stay engaged, especially if they believe the awards are fair and meaningful. Consistent motivation improves the learning experience, increases self-esteem and confidence, and strengthens peer interactions (Lestari, 2018). The outcomes of this study can assist alter educational policies and practices at SMPN 10 Gresik by identifying the most effective rewards and tactics for increasing student motivation.



Maintaining high levels of student motivation is crucial for academic success. This study also includes to the large body of research on student motivation and academical psychiatry. The insights obtained can be applied in diverse educational settings, therefore increasing teaching methods and student results global. This study examines the practically of reward systems in enhancing motivation, supplying educators with practical solutions that may be used in a variety of conditions. To sum up, this study is significant because can improve academic achievement, enhance long term engagement, encourage a positive learning environment, affect educational policy, and contribute to instructional research. By investigating the impact of rewards on student motivation at SMPN 10 Gresik, this study hopes to provide significant sights on how to optimize teaching techniques and student outcomes.

Motivation a key factor in learning process, affecting student engagement and academic achievement. At SMPN 10 Gresik, it is hard to keep up the levels of motivation. Traditional teaching approaches usually not success to completely engage students, focusing the need for innovative approaches to increase motivation. Based to research, motivated students are more likely to actively participate in learning and acquire higher academic outcomes (Deci & Ryan, 2000). This study exploring the implementation of a reward system as a tool for increasing learning motivation among Grade VIII students.

Rewards affect both that is conduct and motivation, making them a crucial part of the learning process. They provide as positive reinforcement, enhancing preferred actions via conditioning. (Donahoe & Palmer, 1988), define motivation as repercussions that encourage people to reiterate an action. For example, students who receive stickers or diplomas for completing tasks are more inclined to participate in such activities in the future (Lestari, 2018). This principle explains how rewards can start a positive reinforcement cycle, encouraging students to continue participating in educational activities. In addition to reinforcing behavior, rewards play a crucial role in enhancing motivation, as outlined by Self-Determination Theory (Deci & Ryan, 2000). By providing rewards, educators can meet students' psychological needs for autonomy, competence, and relatedness. Verbal praise and tangible rewards offer students a sense of autonomy in their choices, competence through feedback, and relatedness through social interaction. These elements contribute to improved emotional engagement and enjoyment in learning. When students are rewarded, they often experience a shift from extrinsic to intrinsic motivation, leading to a deeper, more genuine interest in their educational activities (Sigalingging et al., 2023).

However, while rewards are effective, it's essential to balance them with other motivational strategies to avoid undermining intrinsic motivation. Excessive use of external rewards can undermine students' intrinsic motivation to participate in activities that are valuable in and of themselves. (Lepper et al., 2005). Tailoring rewards to individual students' interests and demands promotes long-term motivation and engagement. Educators can foster a happy classroom environment by combining well-designed reward systems with supporting learning objectives (Drexler, 2010).



The concept of student motivation is intricate and multidimensional, influenced by a number of variables. One of the most potent types of motivation is intrinsic motivation, which is fueled by internal elements such as satisfaction, happiness, and personal interest (Deci & Ryan, 2000). Because learning is fun and relevant to them, genuinely motivated students participate in it. Since it fosters a sincere love of learning, this kind of motivation is crucial for long-term engagement and learning results. On the other hand, extrinsic motivation is fueled by outside forces like praise, prizes, and recognition (Deci & Ryan, 2000). While extrinsic rewards have the potential to temporarily increase motivation, but an over-reliance on them can reduce intrinsic motivation. In order to establish a nurturing learning environment where external rewards complement internal drive rather than replace it, educators must strike a balance between intrinsic and extrinsic motivators.

The home environment has a significant impact on how motivated students are. Motivation can be increased by living in a loving, caring, and encouraging environment. On the other hand, a bad or unsupportive home environment might make people reluctant or uninterested in studying. Instructors must be aware of how students' home situations affect them and provide additional assistance as necessary to overcome these outside influences. The school environment is just as important for motivation as the home environment. An inspiring learning environment is facilitated by a tidy, interesting school with considerate teachers and a supportive peer community. In addition to boosting motivation, such a positive school climate also encourages improved academic achievement and student involvement. Another crucial element in motivation is the interaction between the teacher and the students. Teachers who genuinely care for their students, provide meaningful guidance, and encourage them to overcome challenges are highly effective motivators. Building a positive teacher-student relationship fosters a classroom community where students feel supported and motivated to learn. Effective teaching strategies also play a crucial role in boosting student motivation. Techniques such as offering choices, incorporating cooperative learning, and creating a supportive and safe learning environment can greatly boost student engagement. Tailoring instructional practices to meet the diverse needs of students helps maintain their interest and involvement in learning activities.

Personalizing rewards and learning experiences to each student's specific interests and requirements might increase long-term motivation. By matching rewards with specific learning goals and making classes more relevant, instructors may create a more engaging and motivating atmosphere for students to stay engaged and active. Several motivational factors influence student engagement, particularly in subjects like science. These factors include personal goals, values, self-efficacy, and control beliefs. Teachers should consider these factors when developing teaching strategies to encourage students to build effective learning strategies and a deeper understanding of the subject matter. Addressing these various elements can create a more effective and motivating learning environment, leading to better student engagement and academic success.



Several case studies have showcased the success of reward systems in increasing student motivation. A study carried out at a junior high school found that executing a reward system significantly optimize the student's motivation in English learning (Herrera et al., 2015) The study emphasized numerous key findings. Firstly, students displayed increased interest and participation in English lessons when rewards were engaged. Secondly, customizing rewards to match individual students' interests helps increase long-term motivation. Lastly, the reward system assisted to a more engaging and eager learning environment. Another study at a senior high school revealed that rewards increase students' motivation in speaking skills (Lestari, 2018).

Key findings incorporated those rewards served as triggers for changing students from extrinsic to intrinsic motivation, promoting an authentic love for learning. Furthermore, steady and fair distribution of rewards sustained student motivation and involvement. Finally, the shared experience of receiving rewards fortified social connections among students. These case studies exhibit the positive affect of reward systems on student motivation across various educational tier. By personalizing rewards and ensuring fairness, educators may promote a flexible effective learning environment that increases engagement and pleasure across fields. The intentional use of rewards can transform students' motivation from extrinsic to intrinsic, supporting long-term academic performance and a aspiration to learn for life (Herrera et al., 2016).

2. METHOD

The research design for this study aims to provide a comprehensive and structured approach to investigating the effect of a reward system on student motivation at SMPN 10 Gresik. Using a qualitative research method with a case-study design, this study is compatible to exploring complicated issues, in the way a reward system effects student motivation, in depth. The case-study design enables for an in-depth look at the reward system effect on motivation at SMPN 10 Gresik, using data collected from multiple sources, comprising interviews and observations, to offer a rich and comprehensive understanding of the topic. The case-study design offers for a detailed analysis of the reward system's affect on motivation at SMPN 10 Gresik, with data collected from a variety of sources, including interviews and observations, to offer a deep and detailed comprehension of the topic.

This study's data collection will be carried out using two methods: semi-structured interviews and observations. 10 students will be interviewed using semi-structured interview approaches. These interviews will record students' viewpoints and experiences with the execuiton of rewards in the learning process. The interviews will be adaptable yet structured to guarantee that all pertinent details are obtained (Morse et al., 2002). Observations will include three learning sessions in which the motivation system is implemented. These observations will provide guide insights into how the reward system influences students carry out and participation in class activities.

Data will be analyzed using qualitative approaches, specifically thematic analysis. This strategy entails discovering patterns and themes in the data that reveal contextual characteristics and motivational elements relevant to student motivation. By evaluating repeating themes in interviews and observations, thematic analysis will provide a more

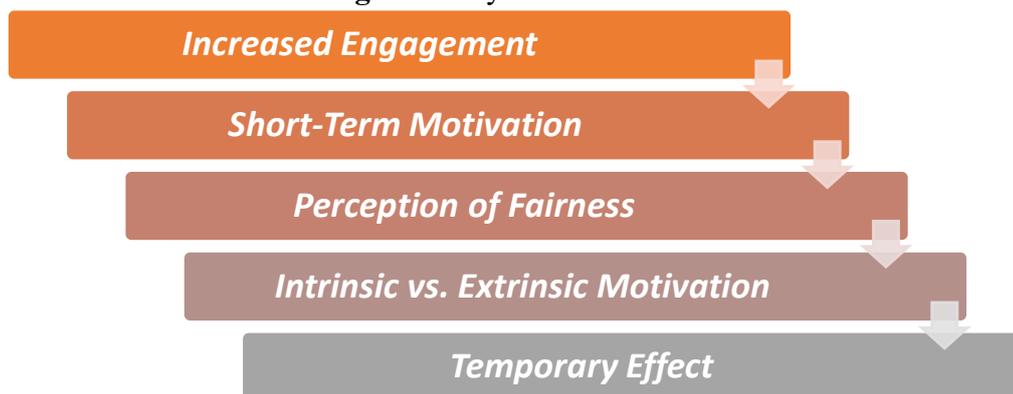
in-depth understanding of how reward systems influence student motivation (Braun & Clarke, 2006). Thematic Analysis: The data assembled from interviews and observations shall be examined using thematic content analysis. This process involves coding the data to uncover shared themes in student responses. These themes will be categorized and explained to learn more about how students view the motivation system impact on their motivation. By assessing these patterns, the analysis will help to explain how the reward system affects student motivation. (Braun & Clarke, 2006).

3. FINDING AND DISCUSSION

1. Semi-Structured Interviews

The semi-structured interviews with 10 students emphasized various key themes concerning the effect of the reward system on their involvement. The themes recognized are:

Figure 1 Key themes of interview



- Increased Engagement:** Many students reported that the reward system encouraged them to participate more actively in class activities.
- Short-Term Motivation:** Some students indicated that the rewards were a significant motivator in the short term but did not sustain their motivation over time.
- Perception of Fairness:** Students expressed concerns about the fairness of the reward distribution, with some feeling that it favoured certain individuals.
- Intrinsic vs. Extrinsic Motivation:** There was a divide between students who felt motivated by the rewards (extrinsic motivation) and those who were driven by a desire to learn (intrinsic motivation).
- Temporary Effect:** Rewards were found to have a temporary impact on student motivation, with students often reverting to their usual levels of engagement once the rewards were removed.

2. Observations

The observations of 3 learning processes where the reward system was implemented provided further insights into how the reward system influenced student behaviour:

a. Group Work Activity

Students work in groups to solve a problem or complete a task, with rewards given for collaboration and creativity. The focus is, observing how the reward system affect group dynamics and individual participation within a group setting.

b. Individual Quiz

An in-class quiz where rewards are provided for correct answers and quick responses. The focus is, monitoring how the possibility of earning rewards affects individual student focus, accuracy, and motivation during a quiz.

c. Class Discussion

A guided class discussion where rewards are offered for active participation and insightful contributions. The focus is, assessing the influence of rewards on student willingness to engage in discussions and share ideas.

3. Thematic Content Analysis

The data from the interviews and observations were analyzed using thematic content analysis, leading to the identification of the following tables :

Table 3.1. Students And Their Responses

Students Name	Theme	Response
Achmad Hidayatullah	Increased Engagement	"Tentu, aku lebih banyak berpartisipasi ketika aku tahu ada hadiahnya, terutama jika hadiahnya berupa jajan."
Chelsea Olivia	Short-Term Motivation	"Awalnya aku sangat bersemangat, tetapi semangat belajarku tidak bertahan lama."
D'Ajeng Maulidyah	Perception of Fairness	"Tidak adil jika siswa yang sama selalu mendapatkan hadiah."
Alfin Putra Mubarak	Intrinsic vs. Extrinsic	"Aku lebih tertarik untuk belajar daripada mendapatkan hadiah."
Gilang Zamzam	Temporary Effect	" Aku berusaha lebih keras ketika ada hadiah, tetapi kemudian aku kembali bosan dan tidak semangat."
Maiza Karimah	Increased Engagement	"Mengetahui bahwa ada hadiah membuatku ingin lebih sering bergabung dalam diskusi."
Maulica Nadiyah	Short-Term Motivation	"Aku suka dengan hadiah, tetapi itu tidak membuatku semangat untuk waktu yang lama."
M. Fahim Siddiqi	Perception of Fairness	"Aku frustrasi ketika orang yang sama selalu mendapatkan hadiah."
Nirmala Dyah Kirana	Intrinsic vs. Extrinsic	"Aku lebih termotivasi dengan belajar daripada mendapatkan hadiah."
Rizqi Teuku Habsah	Temporary Effect	"Hadiah membuatku berusaha lebih keras, tetapi kemudian aku kembali dan bosan serta tidak semangat."

Table 3.2. Thematic Content Analysis Table

Theme	Description	Observations from Learning Processes
Increased Engagement	Rewards lead to higher levels of participation and enthusiasm in class activities.	Class Discussion: Achmad Hidayatullah and Maiza Karimah actively participated and raised their hands more frequently when rewards were offered.
Short-Term Motivation	Rewards motivate students temporarily, but the effect diminishes over time.	Individual Quiz: Chelsea Olivia and Maulica Nadiyah were highly motivated initially but their focus decreased as the quiz progressed.
Perception of Fairness	Students feel that rewards are not always distributed fairly, which can affect their motivation.	Group Work Activity: D'Ajeng Maulidyah and M. Fahim Siddiqi were less engaged and showed signs of frustration when rewards seemed to favor certain groups.
Intrinsic vs. Extrinsic	Some students are more motivated by the learning itself rather than the rewards.	Across All Processes: Alfin Putra Mubarok and Nirmala Dyah Kirana remained consistently engaged and motivated, demonstrating high interest in the content itself regardless of rewards.
Temporary Effect	Rewards have a limited impact, and students revert to their usual behavior once the rewards are gone.	Group Work Activity: Gilang Zamzam and Rizqi Teuku Habsah showed high engagement during reward-based activities but their participation levels dropped in subsequent sessions without rewards.

The findings of this study provide valuable insights into the affect of a reward system on student motivation at SMPN 10 Gresik. The qualitative analysis revealed several key themes that emerged from students' perceptions and experiences regarding the use of rewards in their learning process. One of the primary themes that emerged was an increase in confidence among students. Many students stated feeling more assured in their ability to study and execute well in class after getting motivation. One student stated, "I remember when the class and the teacher held a quiz, and I received cookies for precisely answering questions. After that, I was more motivated to be active and participate in class activities because I wanted to obtain more snacks." This development in confidence was noticed in a variety of fields, showing a beneficial influence on students self-worth. This increase in confidence is reliable with earlier



research, which shows that rewards can improve students self-image and confidence levels. (Lestari, 2018).

The introduction of rewards significantly increased students participation in classroom activities. Students were more disposed to actively participate in lessons and achieve activities when they knew they would be acknowledged. An observation was observed: "Students were more eager during lessons when rewards were engaged, often asking questions and contributing to discussions." This improved engagement was obvious in both academic and outside activities. The findings agreement with earlier studies, which suggest that rewards can improve student participation and engagement. (Phungphai & Boonmoh, 2021). Moreover, rewards improved students social interactions. The shared experience of getting incentives created a sense of teamwork. This improvement in social ties was viewed as a good result of the reward system, contributing to a more peaceful classroom environment. The social bonding feature is consistent with research showing that shared experiences can improve interpersonal connections among students.(Todorova & Karamanska, 2015).

Many students reported that rewards made learning more enjoyable and fun. The tangible quality of rewards, such as food, increased excitement in the learning process. One youngster stated, "Of course, I participate more when I know there is a prize." This aspect of enjoyment proved critical in keeping pupils interested in different disciplines throughout time. The findings match earlier research, which suggests that rewards might increase students' enjoyment and motivation.(Renninger, K. Ann; Hidi, 2016). The perceived fairness and justice of award distribution were also important considerations. Students enjoyed awards that were given fairly and consistently because they made them feel recognized and respected for their work. However, some studies show that irregular distribution might lead to disappointment or demotivation. For example, one student remarked, "It's not fair that the same student always gets the prize." This highlights the importance of ensuring that prizes are delivered fairly in order to maintain students motivation (Deci & Ryan, 2000).

4. CONCLUSION

The study at SMPN 10 Gresik aimed to analyze the impact of a reward system on student motivation and how students discern rewards in the educational process. Using a qualitative research method and a case-study structure, the study carried out a comprehensive and structured analysis of the reward system effect on student excitement. The findings emphasized that the reward system successfully encouraged students to learn. The semi-structured interviews and observations revealed several key patterns, including augmented engagement, temporary motivation, perception of fairness, and intrinsic versus extrinsic motivation. Data analysis shown that rewards increased participation and interest in class activities, but the effect was typically temporary and went away with time. Furthermore, students remarked and expressed concerns about the fairness of the motivation distribution, influencing their motivation.

The study emphasizes the importance of equilibrating external rewards with internal motivation to keep students engaged in the long term. By customizing rewards to each student's interest and needs, teachers can help maintain their motivation. This approach could guide to better academic outcomes, continued engagement, and a positive classroom environment. The insights gained from this study could be useful in molding educational policies and practices global, contributing to the wider field of



research on student motivation and educational psychology. Modifying rewards to fit the distinct needs of students will make the more influential. Consistently evaluating the reward system with contribution from students can enhance its efficiency. In addition, involving parents in the process can create a supportive environment that strengthens motivational strategies.

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