JURNAL PENDIDIKAN PROFESI GURU

Can Rewards Improve Students' Literacy Skills?

Idra Putri ✉, MTsN 1 Kota Padang

✉ *idraputri11@gmail.com*

Abstract: This research aims to see to what extent the effectiveness of giving rewards can improve the literacy skills of students at Madrasah Tsanawiyah Negeri 1 Padang City. This research was conducted using a mixed quantitative method. The research subjects were MTsN 1 Padang City students. This research consists of 2 cycles with the actions taken moving from the initial conditions. Each cycle consists of four steps, namely planning, implementation, observation, and reflection. Based on data on student participation in the Biography of Buya Hamka writing competition on Fairy Reward, Literacy, students remember Islamic holidays at MTsN 1 Padang City in the July-August 2023 period, an average of 81.36%. Meanwhile, for the August-September 2023 period it was 96.61%. Thus there was a significant increase of 15.25%. The average student participation in the competition exceeded the success target after being given a reward, so this method is suitable for increasing student participation in improving literacy skills in madrasas. Furthermore, based on the analysis of this research data, it can be concluded that giving rewards is effective in improving students' literacy skills in teaching and learning activities at MTsN 1 Padang City.

Keywords: Literacy, Rewards, Students.

INTRODUCTION

The low reading and reasoning abilities of students have an impact on the slow pace of improving the quality of education in Indonesia. In fact, the average reading, mathematics and science abilities of Indonesian students are still below the average for students from ASEAN countries. Likewise, UNESCO (United Nations Educational, Scientific and Cultural Organization) shows that the reading interest index in Indonesia is only 0.001. This index can be translated as saying that out of a thousand people there is only one who has an interest in reading, who does not necessarily like reading quality writings, let alone academic and scientific works (Ningsih et al., 2023). This condition is the reason that real efforts are needed to slowly improve students' reading and reasoning abilities through

literacy activities. Students who are used to reading will find it easy and no longer surprised if they face questions that require reasoning to answer. This is of course in line with the government's program that by having literacy skills, students are accustomed to thinking and reasoning in solving life's problems. Of the 934 MTsN 1 Padang City students, only 2-3 percent of students have fairly good literacy skills. This is proven by the training and competitions that require literacy skills held by the madrasah every time to commemorate Islamic and Indonesian holidays.

Effectiveness comes from the word effective, in the Big Language Dictionary (2008: 352), effective which means: (1) there is an effect (consequence, influence, impression), (2) can bring results, is effective. Meanwhile, effectiveness means: (1) a state of influence; memorable thing, (2) the success of an effort or action. According to Sutikno (Abdi, 2007: 165) effective learning can be seen from the description of the results achieved, as well as how the learning itself is implemented. Meanwhile, Yuniati (Abdi, 2008) said that effectiveness in learning is determined by the proportion of students who achieve KKM completion of more than 80%. This means that the effectiveness of learning depends on how learning outcomes are achieved, students' activities in learning, the teacher's ability to manage learning, students' responses to learning and also depends on students' motivation to participate in learning. Sadiman also expressed the same thing (Trianto, 2008). According to Sadiman, learning effectiveness is the useful result obtained after implementing the teaching and learning process.

Reward is a form of positive reinforcement that originates from behavioristic theory. Lubis (2019) explained that rewards are a tool to educate children to gain pleasure because their work or actions are rewarded. Meanwhile, Slameto (2010: 171) explains that reward is an award given by teachers to students as a reward for good behavior. Rewards are a form of method for motivating someone to do good and improve their achievements. The following are several expert opinions regarding the meaning of reward or gift. First, B.F. Skinner, a famous psychologist in the field of behaviorism, considered rewards as a form of positive reinforcement that can increase the frequency and tendency of desired behavior (Lubis et al., 2021). According to Skinner, rewards given in a timely and consistent manner can strengthen the relationship between stimulus and response, making it easier to form desired habits. Second, Edward Thorndike, a famous psychologist who also developed the theory of behaviorism, said that rewards can strengthen desired behavior by reducing fear and uncertainty. According to Thorndike, rewards provide positive signals to the brain that the behavior carried out is correct and satisfying, thus encouraging individuals to do it again in the future. Third, Daniel Pink, a writer and motivation expert, has a more critical view of the use of rewards in motivation. According

to Pink, rewards that are considered a form of extrinsic motivation (i.e. motivation that comes from outside a person) can reduce intrinsic motivation (i.e. motivation that comes from within a person). Pink suggests that rewards should be used as a means to appreciate and recognize achievements that have been achieved, not as a tool to force or motivate individuals to do something. Fourth, Frederick Herzberg, a management expert and psychologist, has a more complex view of the use of rewards in the work environment. According to Herzberg, rewards that are considered hygiene factors in work motivation (i.e. factors that encourage job satisfaction, such as salary, working conditions, and company policies) can only provide temporary satisfaction. Herzberg proposed that rewards that are more effective in increasing work motivation are motivator factors (i.e. factors that encourage goal achievement and career development), such as opportunities to learn and develop, challenges, and recognition of achievements.

Furthermore, literacy refers to a person's ability to read, understand, interpret and use written information or text effectively. This includes understanding texts in a variety of formats, including books, articles, newspapers, websites, and so on (Lubis & Dasopang, 2021). This research is in line with that conducted by Euis from Garut University regarding the effectiveness of mathematics learning with a contextual approach, resulting in the contextual model in mathematics learning showing an improvement in the learning process, this can be seen when students can follow the learning process happily in their groups, as well as students' grades. in mathematics learning, the circumference and area of circles has increased.

In learning, literacy is not just a matter of reading and writing. Literacy refers to all aspects of life (Anhar et al., 2023; Dasopang et al., 2023). In life we need an understanding of reading and writing literacy, numeracy or arithmetic literacy, financial literacy, scientific literacy, socio-cultural and civic literacy as well as information technology and communication literacy. Understanding literacy is important so that life's problems can be easily understood and solutions can be found.

METHODS

This research aims to see to what extent the effectiveness of giving rewards can improve the literacy skills of MTsN 1 Padang City students. The approach used in research is quantitative. This means that this research was conducted because the problem of students' low literacy skills was found, resulting in a decline in the quality of education. This problem is followed up by giving rewards to students to improve literacy skills in madrasas.

This research uses the Stephen Kemmis and Mc.Taggart (1998) model which was adopted by Suranto (2000; 49) which was then adapted in this research. This model uses a spiral system of self-reflection starting from planning, action, observation, reflection and re-planning which is the basis for a problem-solving approach.

The research was conducted on 934 MTsN 1 Padang City students by carrying out several stages. First, planning. Second, implementation. Third, observation. Fourth, reflection. This school action research activity consists of several stages, planning. Implementation, observation, reflection. The steps of action research can be described as in the picture below

Picture 1: Action Research Flow

The action taken in this research was in the form of giving awards to students to motivate them to improve their literacy skills. The data collection technique from this school action research is through secondary data in the form of Islamic and Indonesian Holiday Commemoration activities during July-September 2023 through interviews and secondary data collection.

The data analysis used in this research is quantitative, originating from primary and empirical data. Through analysis of this data, it can be seen whether or not giving awards is effective in improving students' literacy skills. Meanwhile, the focus of this action research is descriptive statistics with percentage formulas

$$P = \frac{F}{n} \ X \ 100 \ \% \quad (Sudjana, 1993)$$

RESULTS

In collecting data, the author used instruments in the form of competition participation sheets, assessment scales and questionnaires distributed to students, to determine the teacher's assessment regarding the level of students who want to take part in competition activities. Furthermore, the facilities or tools used in this research include paper (observation sheets), stationery in the form of ballpoint pens, attendance lists for students taking part in competitions. Based on the recapitulation, the level of student participation in the Buya Hamka biography writing competition, cycle 1 in July 2023, was 83.05%, in August 79.7%.

Table 1. Results of primary data processing Cycle 1

No	Month		
	July	Augustus	Mean
1	80,05	79,7	81,36

Meanwhile, in the August 2 2023 cycle it was 94.92%, in September 2023 it was 98.3%.

Table 2. Results of primary data processing Cycle 2

No	Month		
	Augustus	September	Mean
1	94,92	98,3	96,61

DISCUSSION

Based on data on student participation in the Buya Hamka biography writing competition in commemoration of Islamic Holidays at MTsN 1 Padang City in the July-August 2023 period, the average was 81.36%. Meanwhile, for the August-September 2023 period it was 96.61%. Thus there was a significant increase of 15.25%. The average student participation in the competition exceeds the success target, so this method is suitable for increasing student participation to improve literacy skills in madrasas.

CONCLUSION

Based on the analysis of this research data, it can be concluded that giving rewards is effective in improving students' literacy skills in teaching and learning activities at MTsN 1 Padang City.

.REFERENCES

1. A.A. Anwar Prabu Mangkunegara. 2000. *Manajemen Sumber Daya Manusia*, Bandung. PT, Remaja Rosdakarya.
2. Anhar, Dasopang, M. D., Lubis, A. H., Pane, A., Nijar, A., & Harahap, I. (2023). How do the Concept Design and Pancasila Study Integrate Islamic Vision and Nationality Towards Indonesian Moslem in Millennium Era. *2nd Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2021)*, 116–124. https://doi.org/https://doi.org/10.18502/kss.v8i4.12889.
3. Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta:RinekaCipta
4. Byars and Rue, 2000. *Human Resource Management : A Practical Approach*, Harcourt Brace, New York
5. Davis, Keith., 2002. *Fundamental Organization Behavior,* Diterjemahkan Agus Dharma, Jakarta: Erlangga.

6. Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, *79*(1), 1–7.

7. De.Cenzo,David A., Stephen P. Robbins. *Human Resource Management, Concept and Practices,* Jhon Wiley and Sons, Inc., Fourth edition, USA, 1994

8. Departemen Pendidikan Nasional. (2003). *Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.* Jakarta:Depdiknas

9. Hasibuan (1997). *Proses Belajar Mengajar*. Bandung : Rosdakarya

10. Heidjrachman, Ranupandjojo dan Suad Husnan, 2002. *Manajemen Personalia. Edisi IV*, Yogyakarta: BPFE.

11. Iga Ulfa Memanti, dkk.(2017) "Efektivitas Pemberian Reward Point Terhadap Motivasi Belajar Bahasa Indonesia Siswa Kelas V SD Negeri 5 Palembang", PGRI Palembang: Jurnal ilmiah Pendidikan Dasar.

12. Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, *11*(2), 127–143.

13. Lubis, A. H., & Dasopang, M. D. (2021). Online Learning during the Covid-19 Pandemic: How is It Implemented in Elementary Schools? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(1), 120–134.

14. Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(2), 215–226.

15. Mahpudin, M., & Yuliati, Y. (2019). *Peran Budaya Lokal Terhadap Literasi Matematika Siswa Sekolah Dasar di Cirebon*. Proceedings of the ICECRS, 2(1), 287-292.

16. Mimin, Ninawati (2019) "Efektivitas Model Pembelajaran Literasi Kritis Berbasis Pendekatan Konsep Untuk Meningkatkan Keterampilan Menulis Kreatif Siswa Sekolah Dasar:, Univeristas Muhammadiyah Prof Dr. Hamka: Jurnal Ilmiah Pendidikan Dasar.

17. Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1888–1903.

18. Pratiwi, Anggi dkk. 2019. Implementasi literasi budaya dan kewargaan sebagai solusi disinformasi pada generasi millennial di Indonesia. Jurnal Kajian Informasi & Perpustakaan Vol. 7, No. 1 (Juni 2019).

19. Sedarmayanti, 2010, *Sumber Daya Manusia dan Produktivitas Kerja*, cetakan kedua, penerbit: Mandar Maju. Bandung.

20. Sutardi (2020).′Peningkatan Aktivitas dan hasil Belajar Siswa Melalui Pemberian Reward dan Punisment (Point Plus/ Minus) pada Mata Pelajaran IPA kelas VI di SDN 191/VIII Pematang Sapat, Kec. Rimbo Bujang Kabupaten Tebo", Jurnal Education Of Batanghari,97

21. Trianto. (2008). *Pengembangan Sains dan Teknologi Berwawasan Lingkungan*. Lintas Pustaka Publisher.

22. Wurianto, A. B. (2018, February). Literasi Sastra dalam Masyarakat Belajar (*Learning Society*). In Prosiding Seminar Nasional Bahasa dan Sastra Indonesia (SENASBASA) (Vol. 1, No. 1).