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Junior High School Students Actively Learn PPKN: Is There Any Reinforcement and Reward Contribution?

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Abstract

This study aimed to determine the effect of reinforcement and reward on student learning activity in PPKn learning in junior high school. This study used quantitative methods with a correlational design. The sample in this study was 245 students of Muhammadiyah Junior High School in Surakarta City, with a quota purposive random sampling technique. Data collection using a closed questionnaire with a Likert scale. Data analysis techniques use multiple regression analysis with the help of SPSS 26 for Windows software. The results showed that (1) reinforcement significantly affected student learning activity in PPKn learning in junior high school, with a significance value of 0.006 < 0.05 and a calculated count of 2.791 > t_{table} 1.969. Student learning activity in PPKN learning in junior high school is influenced by the reinforcement provided by teachers in the form of verbal and non-verbal support ; (2) the provision of rewards has a significant effect on student learning activity in PPKn learning in junior high school, with a significance value of 0.029 < 0.05 and a calculated t_{count} of 2.193 > t_{table} 1.969. Student learning activity in PPKn learning in junior high school is influenced by the provision of rewards made by teachers in the form of gestures, words, deeds, awards in the form of objects, respect, symbolic awards, and praise; (3) there is a joint influence of reinforcement and reward on student learning activity in PPKn learning in junior high school, with a significance value of 0.000 < 0.05 and F_{count} 24.786 > F_{table} 3.03. The contribution of 17%. In comparison, the remaining 83% is influenced by other factors not studied in this study.

Introduction

Education is one of the critical factors in creating quality human resources. Equipping students to be knowledgeable and socially intelligent is the role of teachers in schools. Therefore, teachers as teachers have a significant role in students and the sustainability of teaching and learning activities. In optimizing their function in the classroom, teachers must master teaching skills. Mastery of good teaching skills can affect the level of student activity in the learning process (Nurcaya et al., 2022). Student activeness as an activity in the learning process in the classroom is expected to stimulate and develop students' talents for critical thinking to solve social problems so that students can advance the nation and state so as not to be left behind by other countries (Beddu, 2019).

To recognize and develop student potential, it is necessary to learn actively in the learning process. Learning is no longer teacher-centered but student-centered; the teacher is only a facilitator and guide (Nirmala, 2019). Thus, students have extensive opportunities to develop abilities such as expressing opinions, thinking critically, and conveying ideas. Students need active learning to get maximum results. When students are passive or only receive from the teacher, there is a tendency to forget what the teacher has given (Author and Essays, 2020).

Student learning activity is student involvement in teaching and learning activities, such as student activities listening to material explanations, discussing, making assignment reports, and so on (Hasanah and Himami, 2021). To achieve learning success at school, student learning activity needs always to be grown to facilitate the educational process, both in the learning process in the subject-related class and outside the classroom. However, there are still students who have not been active in learning activities, there are still students who sit while putting their heads on the table, students do not take part in doing LKS, and students still point to each other in working on questions in front of the class (Kaligi, 2018). Student inactivity in the learning process can be seen when the teacher is explaining the subject matter; students only listen to the presentation from the teacher without any response to ask questions or express opinions (Siregar, 2022). These problems cause learning to be slightly hampered because some students still need to be more active in learning. To overcome these problems, teachers must implement learning strategies that can make students engaged and involved in the learning process. Teachers must have a specific approach so that students can be active in learning in class, and this is done to improve the

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quality of education so that students can be directly involved effectively and efficiently (Pratama et al., 2023). The strategy that teachers can use is to reinforce and grant rewards.

According to Ahmad Sabri in Siregar (2022), reinforcement is all forms of verbal responses that are part of the teacher's behavior modification of student behavior, which aims to provide information or feedback on his actions as an encouragement or correction. Reinforcing the learning process may seem simple, but this is challenging if the teacher needs to understand the meaning of reinforcement better because providing appropriate support can encourage student learning activity (Nurcahya dan Hadijah, 2020). The right way to provide reinforcement is when the teacher always provides positive reinforcement, having a program that directs students to a series of behaviours that approximate the expected behavior of the learning goal itself.

Research conducted by Aini et al. (2018) found that teacher reinforcement contributed significantly by 15.6% to student learning activity. It can be interpreted that the support teachers give students in the learning process influences student learning activity. However, there are still teachers who are limited to delivering material to students without creating an active learning atmosphere; when teachers return lesson material, many students ignore the teacher but are busy chatting with their friends (Siregar, 2022). The problem arises because teachers do not apply reinforcement to students, thus making students passive or inactive in the learning process.

Another question about reinforcement is teachers' tendency to still teach based on essential tasks. Teachers need to be more optimal in reinforcing students (Abdillah & Prasetyono, 2019). The application of reinforcement aims to create a conducive learning atmosphere that can encourage student activity so that support enables students to get out of passivity in the learning process (Chaerudin, 2019). Therefore, thening is a form of teacher appreciation for student behavior to increase student motivation, grow students' active roles, and create a pleasant learning atmosphere (Siregar, 2022).

In addition to reinforcement, they are giving rewards No less essential to encourage student learning activity. Gift rewards in learning can trigger active learning behavior in students (Kaligi, 2018). Reward In learning can be interpreted as appreciation or gifts. Reward given by teachers to students when students do positive things. The purpose of providing rewards is so that students continue to bring up these positive things and hope that students will improve their attitudes that are considered not appropriate (Kaligi, 2018). Not only that, reward can also be used as a student angler to bring out a positive attitude in the learning process.

Research conducted by Aljena et al. (2020) shows that the administration reward contributed significantly by 31.3% to student learning motivation. It can be interpreted as giving rewards in the learning process influences student learning motivation. However, offering rewards needs to be more understood by students. Giving rewards is not allowed too often because it will become a less profitable habit in the learning process. This happens because students will study hard if their work gets rewards from the teacher, which too often can negatively impact them. Students only want to learn badly if there is a gift reward; if there is no reward, students will be lazy and underestimate (Akmal & Susanti, 2019). Therefore, the teacher must be wise not to inform the student before he completes the task appropriately given.

PPKn learning students often consider these subjects challenging to understand, as rote subjects, and boring for students because teachers need to manage knowledge and cause student learning activity (Suhartono, 2018). Teachers in PPKn learning must increase their creativity when teaching (Wulandari & Prasetiyo, 2023). Teachers must be creative in innovating learning activities to arouse students' enthusiasm for learning and minimize student boredom in participating in learning (Wijaya, 2022). With reinforcement and granting rewards by teachers in PPKn, education is expected to influence student learning activity in subjects they consider boring positively.

Based on the explanation above, examining the problem of student learning activity in PPKn learning with the influence of reinforcement and reward is necessary. Later, reinforcement and reward are expected to be effective and positively affect student learning activity, making students more interested in PPKn learning. Based on the description of the background that has been described, it is considered quite important to conduct research related to the effect of reinforcement and reward towards student learning activity in PPKn learning in junior high school.

Literature Review

Student Learning Activity

Active learning is an activity to optimize the use of all the potential students. According to Ahmadi (2013: 206), Learning activity is a process of teaching and learning activities in which the subject is intellectually and emotionally involved, so the issue plays a role and actively participates in learning activities. Warsono (2016: 6) Argues that learning activity is a learning system that emphasizes student activeness physically, mentally, intellectually, and emotionally to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor domains. Based on the thoughts of these experts, it can be concluded that student learning activity is a condition, behavior, or activity that occurs in the learning process characterized by student involvement, such as asking, proposing opinions, doing assignments, and discussions. The indicators of student learning activity, according to Nana Sudjana (2016), include 1) carrying out learning tasks, 2) expressing opinions, 3) asking, 4) reading or searching for information, 5) discussing, 6) paying attention, 7) practicing self-ability, 8) applying abilities.

Penguatan (Reinforcement)

According to Kurniati Ervina (2020), Reinforcement is one of the teaching skills a teacher must possess to encourage students to follow the learning process. According to Usman (2013: 80), Reinforcement is all forms of response, both verbal and non-verbal, which is part of the modification of teacher behavior to the behavior of learners, which has the aim of providing information or feedback for the recipient (student) for his actions as an act of encouragement or correction. A teacher, in providing reinforcement, must be on target and on time so that it can be a trigger for students to follow learning activities. In the learning process, reinforcement is a positive response given by the teacher to positive student behavior to maintain and improve student behavior. It can be concluded that reinforcement. Are all forms of positive responses given by teachers to positive student behavior to maintain and improve student behavior in the learning process? As for thening indicators reinforcement, according to Usman (2013), namely verbal reinforcement and non-verbal reinforcement.

Pemberian Reward

According to the Big Indonesian Dictionary (2019), a reward can be interpreted as a gift for winning a race gift in the form of mementos, awards, or honors. Rosyid & Abdullah (2018: 8) said that the reward is one way teachers appreciate students for their praiseworthy actions. According to Sardiman (2018: 92), giving a reward can also be said to be motivation, but this is only sometimes the case because a reward for a job will not appeal to someone unhappy and untalented. It can be concluded that the provision of reward is a form, method, or strategy teachers use to encourage, grow, and increase student enthusiasm to be active in learning to achieve learning objectives. As for the indicators of giving rewards, according to Irham Muammar (2020), namely: 1) gestures, 2) words, 3) deeds, 4) objects, 5) respect, 6) appreciation, and 7) praise.

Method

The type of research used in this study is a quantitative research method using a correlational design. The correlational design measures the degree of relationship between two or more variables (Santoso & Madiistriyatno, 2021). This study uses a correlational design because researchers will examine the effect of independent variables of reinforcement (X_1) and giving reward (X_2) to variables tied to student learning activity (Y). Data processing in this study uses the software SPSS 26 for Windows.

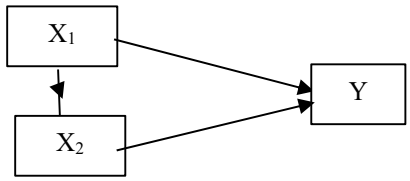

Figure 1. Relationships between variables

Information :
X1 : Reinforcement
X2: Giving *Reward*
Y: Student Learning Activity

The hypotheses in this study are as follows.
H_1: There is an influence (reinforcement) on student learning activity in PPKn learning.
H_2: There is an effect of giving rewards on student learning activity in PPKn learning.
H_3: There is a joint influence of reinforcement and reward on student learning activity on learning PPKn.

The population that is the subject of this study is students of SMP/MTs Muhammadiyah Surakarta for the 2023/2024 school year, which amounts to 2,594 based on data from the Ministry of Education and Culture's Sekolah Kita website. From this population, 245 samples were taken, determined by the Isaac and Michael sampling table with a significant level of 10%—sampling technique Quota Purposive Random Sampling does sample. Teknik sampling Quota Purposive Random Sampling is conducted to determine the target sample with characteristics in a study (Turner, 2020). Data collection using a closed questionnaire using a Likert scale. The data's validity and reliability test was obtained through a trial of 40 respondents distributed to junior high school students outside the research sample.

Research instruments are developed based on indicators of each variable. Thening indicators (reinforcement) (X1) using indicators of research conducted by Usman (2013: 81), namely: (1) verbal reinforcement and (2) non-verbal reinforcement. Variable indicator of giving reward (X2) using research indicators Irham Muammar (2020), namely: (1) gestures, (2) words, (3) deeds, (4) awards in the form of objects, (5) respect, (6) symbolic awards, (7) praises. While the variable indicator of student learning activity (Y) uses research indicators conducted by Nana Sudjana (2016: 61), namely: (1) carrying out learning tasks, (2) expressing opinions, (3) asking, (4) reading or searching for information, (4) discussing, (5) paying attention, (6) practicing self-ability, (7) applying abilities.

Based on the validity test results, 53 of the 61 statement items were declared valid. The results of the validity and reliability test of reinforcement variables, as many as 14 of the 16 statement items, were announced as accurate and reliable with a Cronbach Alpha value of 0.797. In the reward variable, 19 of the 21 statement items were declared valid and reliable with a Cronbach Alpha value of 0.885. As well as on the variable of student learning activity, as many as 20 of the 24 statement items were declared valid and reliable with a Cronbach Alpha value of 0.853.

Data analysis techniques use prerequisite analysis tests and hypothesis tests. The prerequisite analysis test uses classical assumption tests, including normality tests, multicollinearity tests, and heteroscedasticity tests. Test the hypothesis using multiple linear regression analysis to determine the effect of reinforcement (X_1) and reward (X_2) on student learning activity either partially using the t-test or simultaneously or together using the F test.

Research Results

Data Description

Characteristics of Respondents

Based on the data collection results through questionnaires, it can be seen that the characteristics of respondents are seen from their most dominating gender, namely male students, with a total of 126 students or about 51% of the entire research sample. The details are described in the pie chart below.

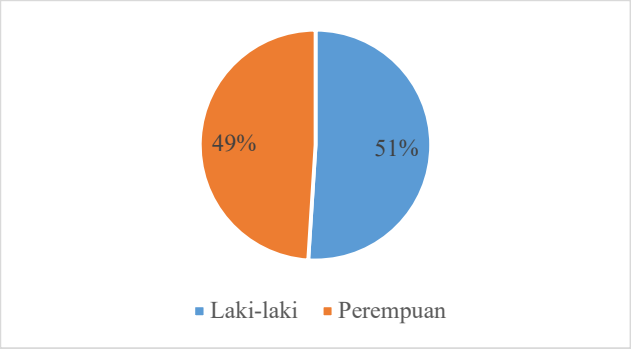

Figure 2. Pie Chart Characteristics of Respondents
Source: primary data processed, 2023

Variable Description

1. Reinforcement Variable (X1)

Table 1. Reinforcement Category

No.	Score Interval	Category	Frequency	Percentage
1.	X ≥ 42	Very High	164	66,9%
2.	42 > X ≥ 35	High	64	26,1%
3.	35 > X ≥ 28	Low	15	6,1%
4.	X < 28	Very Low	2	0,8%
	Total		245	100%

Source: Primary Data Processed, 2023

Table 1 indicates that most answers score against reinforcement in the very high category of 66.9%.

2. Reward Variabel (X2)

Table 2. Reward Category

No.	Score Interval	Category	Frequency	Percentage
1.	X ≥ 57	Very High	127	51,8%
2.	57 > X ≥ 47.5	High	80	32,7%
3.	47.5 > X ≥ 38	Low	33	13,5%
4.	X < 38	Very Low	5	5%
	Total		245	100%

Source: Primary Data Processed, 2023

Table 2 shows that most answer scores to *rewards* in the very high category are 51.8%.

3. Student learning activity variable (Y)

Table 3. Student Learning Activity Categories

No.	Score Interval	Category	Frequency	Percentage
1.	X ≥ 60	Very High	134	54,7%
2.	60 > X ≥ 50	High	81	33,1%
3.	50 > X ≥ 40	Low	28	11,4%
4.	X < 40	Very Low	2	0,8%
	Total		245	100%

Source: primary data processed, 2023

Table 3 shows that most answer scores on student learning activity in the very high category are 54.7%.

Classical Assumption Test

Normality Test

Based on the results of the Kolmogorov-Smirnov normality test, it is known that the residual values are normally distributed. Asymp values evidence average distributed residual values. Sig (2-tailed) of 0.200 > 0.05.

Multicollinearity Test

Based on the results of the multicollinearity test, it is known that the Tolerance value in the reinforcement variable is 0.439 > 0.10, and the reward variable is 0.439 > 0.10. Meanwhile, the Variance Inflation Factor (VIF) value of the reinforcement variable was 2.278 < 10, and the reward variable was 2.278 < 10. So, it can be concluded that based on the value of Tolerance and *VIF, the regression model in this study is free from symptoms of multicollinearity.*

Heteroscedasticity Test

Based on the results of the heteroscedasticity test with the Glejser test, it can be seen that the significance value of the reinforcement variable is 0.794 > 0.05, and the reward variable is 0.864 > 0.05. So, it can be concluded that the independent variable in this study did not experience symptoms of heteroscedasticity.

Hypothesis Test

Table 4. Multiple Regression Analysis Results

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Say.
1	(Constant)	30,093	4,382		6,868	,000
	Reinforcement	,413	,148	,247	2,791	,006
	Giving reward	,223	,102	,194	2,193	,029

a. Dependent Variable: Student Learning Activity

Based on the results of multiple regression analysis in Table 4, a regression equation model y = 30.093 + 0.413X1 + 0.223X2 was obtained. Thus, the constant (Y) value indicates a value of 30.093. The regression coefficient of reinforcement (X1) based on multiple linear calculations obtained a coefficient value (b1) of 0.413. This means that if every time there is an increase in reinforcement, then student learning activity (Y) increases. The regression coefficient of reward (X2) based on multiple linear calculations obtained a coefficient value (b1) of 0.223. This means that every time a premium increases, student learning activity (Y) increases.

Test t

Table 5. t-Test Results

Variable	thitung	table	Say.	R Square	Information
Reinforcement (X1)	2,791	1,969	0,006	0,154	Ha accepted
Giving reward (X2)	2,193	1,969	0,029	0,143	Ha accepted

Based on the t-test results showing the significance value in the reinforcement variable (X1) of 0.006 < 0.05 with a $t_{count} > t_{table}$, which is 2.791 > 1.969, Ha is accepted for H_1. This is partially interpreted as the influence of reinforcement on student learning activity, which means reinforcement influences student learning activity. The contribution of 0.154 or 15.4%. The t-test also shows the significance value of the reward variable (X2) of 0.029 < 0.05 with a $t_{count} > t_{table,}$ which is 2.193 > 1.969, then Ha is accepted for H_2. This is partially interpreted as the effect of giving rewards on student learning activity, which means that there is an effect of providing tips on student learning activity. The contribution of 0.143 or 14.3%.

Test F

Table 6. F Test Result

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Say.
1	Regression	3998,288	2	1999,144	24,786	,000b
	Residual	19518,953	242	80,657		
	Total	23517,241	244			

a. Dependent Variable: Student Learning Activity
b. Predictors: (Constant), Pemberian reward, Penguatan (Reinforcement)

Based on the results of the F-test showing the significance value of the reinforcement variable *(*X1) and reward variable (X2) together, which is 0.000 < 0.05 with $F_{count} > F_{table,}$ which is 24.786 > 3.03, then Ha is accepted for H_3. This means that simultaneously, reinforcement and reward affect student learning activity.

Coefficient of Simultaneous Determination (R2)

Table 7. The result of the Coefficient of Simultaneous Determination (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,412a	,170	,163	8,98091

a. Predictors : (Constant), Pemberian reward, Penguatan (Reinforcement)

Based on the output of SPSS version 26 for Windows in Table 7, it can be seen that the value of the coefficient of determination (R2) with an R Square value of 0.170, which means reinforcement and reward contribute an influence of 17% on the variable of student learning activity, the remaining 83% is influenced by other factors that are not contained in this study.

Discussion and Findings

Based on the data analysis carried out above, the discussion on the effect of reinforcement and reward on student learning activity in PPKn learning in junior high schools can be described as follows.

The Effect of Reinforcement on Student Learning Activity

The results of the t-test analysis show that there is a positive and significant influence between *reinforcement* variables on student learning activity. This is shown by the significance value in the reinforcement variable, which is 0.005 < 0.05 with a t_{count} greater than t_{table}, 2.791 > 1.969, so Ha is accepted for H1. This means that *reinforcement* affects student learning activity in PPKn learning in junior high school. Therefore, the higher the *provision of reinforcement,* the higher the student learning activity in PPKn learning in junior high school.

This is in line with the research conducted by Oleh Ningrum et al. (2022), which states that reinforcement influences student learning activity with indicators of verbal reinforcement, gestural reinforcement, activity reinforcement, approaching reinforcement, touch reinforcement, and sign reinforcement. Research conducted by Darsam (2023) states that reinforcement Affects student learning activity, as evidenced by increasing evaluation results. This indicates that the more frequent the use of reinforcement *(reinforcement), the increasing movement of student learning occurs in the learning process*. The results of this study are also in line with research conducted by Mudjiran (in Aini et al., 2018) states that reinforcement of positive behavior is very effective in changing one's behavior. Therefore, the provision of reinforcement *(reinforcement) is* Appropriate and well implemented and will support and shape student behavior to support the success of the learning process.

Reinforcement is all forms of positive responses given by teachers to positive student behavior to maintain and improve student behavior in the learning process. Reinforcement *(reinforcement)* What teachers give both verbally and non-verbally can make students interested in learning; the more teachers often provide reinforcement *(reinforcement),* Making students excited to follow knowledge in class, the more students also feel cared for by the teacher, students have great attention in learning (Princess, 2022). Reinforcement categories *(reinforcement)* In this study, it is very high at 66.9%, meaning that reinforcement teachers provide can encourage student learning activity in PPKn learning in junior high school.

The coefficient of determination (R2) of the reinforcement variable (reinforcement) is partially known to be 0.154. Based on this, there is a reinforcement influence against student learning activity by 15.4%. It means reinforcement *(reinforcement)* is Partially influential, with a contribution of 15.4%. Reinforcement provision *(reinforcement)* will affect the level of student activity and participation, so it can be said that the condition of reinforcement *(reinforcement) is* Significant in the learning process (Al Halik et al., 2019).

The Effect of Giving Rewards on Student Learning Activity

The results of the t-test analysis show that there is a positive and significant influence between reward variables on student learning activity. This is indicated by the significance value in the reward variable, which is 0.029 < 0.05, with t_{count} more significant than t_{table}, which is 2.193 > 1.969, so Ha is accepted for H2. This means that the provision of rewards

affects student learning activity in PPKn learning in junior high school. Therefore, the higher the prize, the higher the student's learning activity in PPKn learning in junior high school. The reward variable's coefficient of determination (R2) partially shows a value of 0.143. This means that the provision of rewards has a partial effect, contributing 14.3% to student learning activity in PPKn learning in junior high school.

This aligns with research conducted by Andani (2020) that the gift reward positively affects student learning activity with a contribution of 61.6%. Research conducted by Karimah et al. (2022) states that giving rewards positively affects student learning activity. Giving rewards in learning can trigger students to follow learning by actively participating in learning, such as answering questions and expressing ideas or opinions. According to Anggraini et al. (2019), gift reward is Intended to make students more excited and do better in classroom learning activities.

According to Soejono (in Kompri, 2019), what the teacher gives to students has various forms; reward can be divided into four: praise, respect, gifts, and tokens of appreciation. Giving rewards aims to encourage students to actively participate in learning activities in class, especially PPKn learning activities that students consider boring in line with research conducted by Sari (2018), indicating that the gift reward Significantly affects student learning activity.

This research also aligns with a study conducted by Bahij et al. (2021), which states that the gifted reward has a Positive and significant effect on student learning activity with a contribution of 60.6%, the higher the provision reward the more elevated the training of student learning in the learning process. Categories of giving reward In this study, it was very high at 51.8%, meaning the higher the giving reward will affect student learning activity in PPKn learning in junior high school. Vice versa, the lower the reward will impact student learning activity in PPKn learning.

The Joint Influence of Reinforcement and Reward on Student Learning Activity

Based on the results of the F-test, which shows that the significance value of 0.000 < 0.05 with F_{count} greater than $F_{table,}$ which is 24.786 > 3.03, Ha is accepted for H3. This means that simultaneously, reinforcement and reward affect student learning activity in PPKn learning in junior high school. The coefficient of determination (R2) with an R Square value of 0.170 means that reinforcement and reward contribute 17% to student learning activity in PPKn learning in junior high school, and 83% is influenced by other factors not studied in this study.

The value of the coefficient of determination (R2) of 17% can be interpreted that both independent variables are reinforcement and giving rewards contributes to student learning activity in PPKn learning in junior high school due to the level of reinforcement and giving rewards High students can contribute to the learning process in the classroom actively. With high reinforcement, the teacher offers encouragement to students to actively participate in learning in class. The higher the reinforcement then the higher the student learning activity in PPKn learning in junior high school. In addition to the degree of reinforcement, giving a reward from the teacher also affects student learning activity. With the gift reward, the teacher can trigger student learning activity in participating in learning activities. The higher the feeding reward, the higher the student learning activity in PPKn learning in junior high school. In learning activities, a teacher must be good at providing reinforcement and rewards to students to avoid misinterpretation. Reinforcement provision and reward can be said to run well because they reduce negative behavior and increase student learning activity. To provide reinforcement (reinforcement) and reward. Become a suggestion to improve student learning activity and reduce mistakes students make during the learning process (Maulida, 2019).

This aligns with research conducted by Atmojo (2016) that simultaneously giving rewards and reinforcement Negatively affects student learning activity with a contribution of 48.8%. In addition, this research is also in line with a study conducted by Suoth et al. (2022), which showed that giving rewards and reinforcement Significantly affects student learning activity with a contribution of 22.9%.

Based on the magnitude of the coefficient of determination of 17%, it can be concluded that student learning activity in PPKn learning in junior high school is not only influenced by reinforcement (reinforcement) and giving rewards. However, it is also influenced by other factors. This is in line with research conducted by Allo et al. (2023) that there are factors that affect student learning activity, namely physical factors, psychological factors, family factors, school factors, and community factors. It is also relevant to research by Rahmadani et al. (2023) that internal and external factors can affect student learning activity. Internal factors include 1) biological factors, which include physical (five senses) and physical conditions; 2) psychological factors, which include attention (giving reward), responses (reinforcement), and memory. At the same time, external factors include 1) nonsocial factors, namely places and facilities, and 2) social factors, namely teachers and peers. In line with research conducted by Astuti (2020), internal factors and external factors influence learning activity. Internal factors consist of 1) physiological factors, which include physical state and physical function; 2) psychological factors, including attention (such as reward, appreciation, and praise), responses (verbal and nonverbal reinforcement), memory, motivation, and interest. External factors consist of 1) non-social factors, which include place, atmosphere, and learning facilities, and 2) social factors, which include teachers, friends, and family.

Conclusions

Based on the results of research on the effect of reinforcement and reward on student learning activity in PPKn learning in junior high schools that researchers have carried out, it can be concluded that (1) reinforcement has a significant effect on student learning activity in PPKn learning in junior high school, with a significance value of 0.006 < 0.05 and the value of

t_{count} 2.791 > t_{table} 1.969. Student learning activity in PPKn learning in junior high school is influenced by the reinforcement provided by teachers in the form of verbal and non-verbal reinforcement ; (2) the provision of rewards has a significant effect on student learning activity in PPKn learning in junior high school, with a significance value of 0.029 < 0.05 and a t_{count} of 2.193 > t_{table} 1.969. Student learning activity in PPKn learning in junior high school is influenced by the provision of rewards made by teachers in the form of gestures, words, deeds, awards in the form of objects, respect, symbolic awards, and praise ; (3) there is a joint influence of reinforcement and reward on student learning activity in PPKn learning in junior high school, with a significance value of 0.000 < 0.05 and F_{count} 24.786 > F_{table} 3.03, and a contribution of 17%. In comparison, the remaining 83% is influenced by other factors not studied in this study. The existing explanation shows that reinforcement and giving rewards have an important role in students' active learning. Reinforcement and rewards giving rewards can be used by teachers to make students active in learning.

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