UNIVERSITY THE EFFECT OF REWARDS AND PEER ENVIRONMENT ON STUDENT LEARNING MOTIVATION AT SMKN 2 CIKARANG BARAT

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Article Info

Abstract

This study aims to determine the effect of rewards and peer environment on student motivation at SMKN 2 Cikarang Barat majoring in Governance & Office Automation. The method used is a survey method. The respondent selection technique uses Proportional Random Sampling which refers to Isaac and Michael's tables so that an affordable population of 316 students is obtained with a sample of 161 students. Respondents studied in this study were students of class X, XI and XII of SMKN 2 Cikarang Barat majoring in Governance & Office Automation. Data were collected through a questionnaire with a Likert scale. Based on the results of research conducted, it was found that rewards have a positive and significant effect on learning motivation. Peer environment has a positive and significant effect on learning motivation. In accordance with the research hypothesis.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh antara Penghargaan dan Lingkungan Teman Sebaya Terhadap Motivasi Belajar Siswa SMKN 2 Cikarang Barat jurusan Otomatisasi Tata Kelola & Perkantoran. Metode yang digunakan adalah metode survei. Teknik pemilihan responden menggunanakan Propotional Random Sampling yang mengacu pada tabel Isaac dan Michael sehingga diperoleh populasi terjangkau sebanyak 316 siswa dengan sampel berjumlah 161 siswa. Responden yang diteliti dalam penelitian ini yaitu siswa kelas X, XI dan XII SMKN 2 Cikarang Barat jurusan Otomatisasi Tata Kelola & Perkantoran. Data dikumpulkan melalui kuesioner dengan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Penghargaan berpengaruh positif dan signifikan terhadap Motivasi Belajar. Lingkungan Teman Sebaya berpengaruh positif dan signifikan terhadap Motivasi Belajar. Sesuai dengan hipotesis penelitian.

How to Cite:

INTRODUCTION PRELIMINARY

In the midst of the pandemic that still exists today, one of the things that continues to be a concern for the government so that it doesn't have a bad impact, one of which is education. Maintaining the quality of education is a real challenge amid the ongoing Covid-19 pandemic, based on a UNICEF survey in early June of 4,016 respondents from 34 provinces with an age range of 14-24 years. The following results are obtained:

Figure I. 1 UNICEF Survey Results

Source: (Media Indonesia, 2020)

Where the results found 69% felt bored studying from home. While studying at home, respondents experienced two main challenges, namely 35% had difficulty accessing the internet and 38% lacked teacher guidance. To maintain the quality of education in a country, it is necessary to have good learning process activities so that students are enthusiastic and have the drive to get good results. However, what can be seen in the midst of an all-online pandemic and only a few face-to-face meetings, many students have lost their enthusiasm for learning because learning is all limited and boring (Juliati, 2021).

Education is something that is very important for a person's life and cannot be separated, both in the family, community and nation, because education has a broad meaning as a way or way for the continuation of social life (Hiryanto, 2017). In addition, education has an understanding as an overall social process that brings a person into a cultured life (Rohmah, 2019). With education, humans have broad knowledge and insight, good skills, have good attitudes and morals, and have moral values within themselves.

Learning motivation can be used as a benchmark in describing student learning progress, because motivation is a factor that greatly influences the learning process (Ferdiana, Murtono, & Irfai, 2020). Therefore, the success or failure of achieving educational goals is very dependent on a learning process experienced by students, both when students are at school or in their home environment and even their own family. Good and fun learning activities are needed so that students do not have difficulties or have obstacles when carrying out the learning process because with errors in thinking or students' discomfort with the learning process will result in less quality learning outcomes that will be achieved by students. In the learning process, students will also experience learning difficulties where students do not have good motivation. In conditions like this, students are less able to face the demands that must be made in the learning process so that the process and results are unsatisfactory (Munirah, 2018).
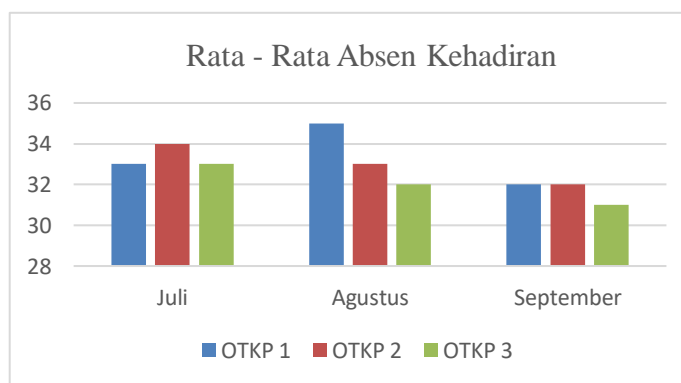
Student learning motivation will arise if there are intrinsic and extrinsic motivational factors (Ayu, Koryati, & Jaenudi, 2019). Intrinsic motivation or motivation

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that comes from the individual itself, has a function as a driving factor for students in achieving goals.

Intrinsic motivation is usually obtained because of the desires, hopes or aspirations of the individual himself (Sukmawati, 2019). As one of the state schools in the Cikarang area with A accreditation status, SMKN 2 Cikarang Barat has a vision "To become an institution that produces graduates who are competent and able to compete in the world of business / industry at the national and international levels based on noble character". From this vision, SMKN 2 Cikarang Barat hopes that its students can become qualified human resources and be able to compete in the world of work, which is characterized by human resources who have high motivation to achieve success. But in fact, based on the results of observations at school and interviews with a teacher at SMKN 2 Cikarang Barat, researchers found low learning motivation in students of Automation and Office Management at SMKN 2 Cikarang Barat. The problem of low motivation to learn can be seen from the attendance, grades and enthusiasm of students when working on evaluation questions at each meeting, this lack of motivation to learn is not only in one subject but seen in several other subjects.

Average Number of Students Working on Evaluation Questions

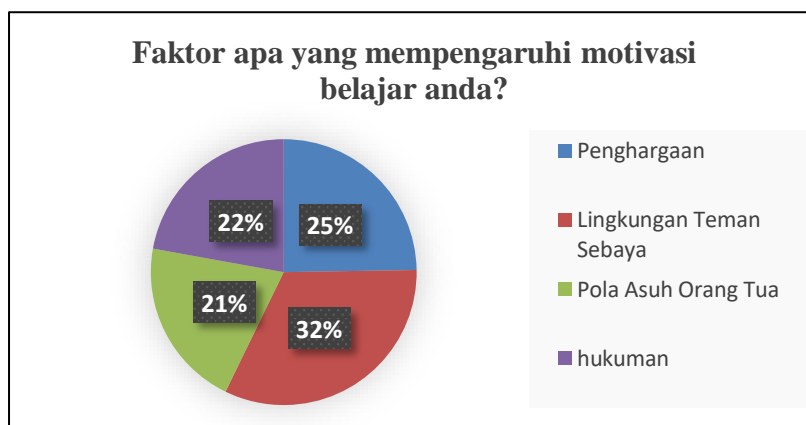| Kelas	Jumlah Seluruh	Juli	Agustus	September
OTKP 1	35	30	27	25
OTKP 2	36	25	22	20
OTKP 3	33	28	24	21

Source: Data from SMKN 2 Cikarang Barat

Besides that, there are still often children who don't care, are lazy and forget to attend the learning process. Seeing the lack of enthusiasm of class X OTKP students in the past 3 months made researchers interested in conducting pre-research to find out more clearly about the problems of learning motivation in class X students in depth. The researcher conducted pre-research on 30 class X OTKP students using a questionnaire. The results of the questionnaire obtained by the researcher are as follows:

Apakah anda memiliki motivasi belajar yang baik?

39% — Ya
61% — Tidak

Source: Data processed by researchers

Based on the picture above, the results of the initial questionnaire percentage conducted for one day from 30 respondents found that 61% of students in class X OTKP did not have good learning motivation and 39% of students in class X OTKP had good learning motivation. Researchers are interested in conducting deeper pre-research on the factors that can influence student learning motivation at SMKN 2 Cikarang Barat. The researcher distributed a questionnaire of general questions that led to the 4 factors that the researcher got, namely rewards, punishments, peer environment and parenting patterns to 30 students related to learning motivation. The following are the results obtained by researchers:
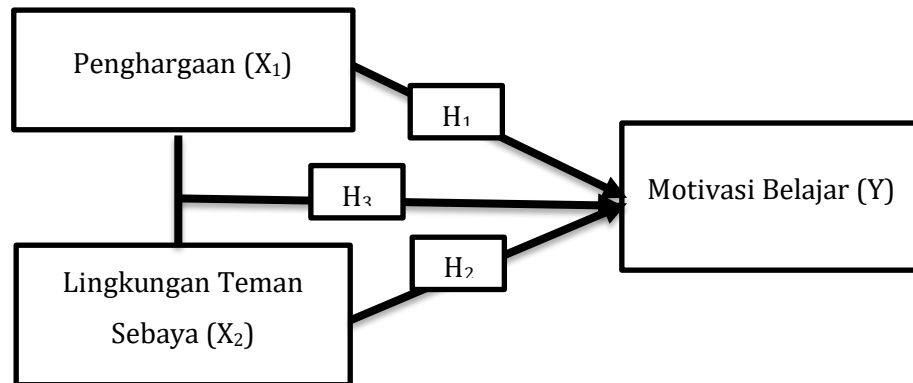

Faktor apa yang mempengaruhi motivasi belajar anda?

25% — Penghargaan
32% — Lingkungan Teman Sebaya
21% — Pola Asuh Orang Tua
22% — hukuman

Source: Data processed by researchers

Based on the pre-research conducted by researchers, it was found that the factors with the highest percentage were the peer environment at 32% and awards at 25%. This states that the factors that influence student learning motivation are the peer environment and appreciation. While the lowest percentage or which can be said to have less influence on learning motivation is parenting style by 21% and peer environment by 22%. There are several dominant factors that influence student learning motivation, namely: Rewards and Peer Environment.

Based on these problems, researchers are interested in examining the relationship between appreciation and peer environment on student learning motivation at SMKN 2 Cikarang Barat. Because in the pre-research results and what is seen in the field, SMKN 2 Cikarang Barat pays little attention to the importance of giving awards and a peer environment to students as a way to foster student motivation in realizing the success of the teaching and learning process.

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Based on the description above, the researcher is interested in researching **"The Effect of Giving Awards and Peer Environment on Student Learning Motivation at SMKN 2 Cikarang Barat".**
Therefore, the researcher formulated the hypothesis in this study, namely:

Source: Data processed by researchers

THEORITICAL REVIEW

1. Learning Motivation

Humans in carrying out their lives need support, because with support it is hoped that it can have a good impact for a change. The word motivation comes from the Latin "movere" which means "to move" which means "to move towards" and comes from the word "motive" which means encouragement, the cause or reason for someone to do something (Kurniasari, 2018). With motivation, a person will experience changes that can occur in his life. In addition, with motivation someone wants to do something in order to achieve his goals (Emda, 2017).

According to (Rumhadi, 2017), motivation is "encouragement", which is a conscious effort to influence a person's behavior so that he is moved to act to do something so as to achieve a result or goal. From Rumhadi's statement it is known that motivation is an effort made by someone, the business process is carried out to do something in order to achieve a goal. (Emda, 2017) also explained that motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals. According to Emda's explanation regarding the meaning of motivation, Emda emphasized that motivation is an effort made to achieve a goal. The opinions of the two theories are in line with this theory which states that motivation is a process of effort by a person to consciously obtain a better change with the aim of achieving the expected goals.

Then, (Netta, 2018) suggests that motivation is a force, both from within and from outside that encourages a person to achieve certain predetermined goals. From this statement, that motivation is a person's strength either from outside or within so that it will result in a person achieving his goals. (Octavia, 2020) adds that motivation can be interpreted as a mental encouragement to individuals or people as members of society.

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In line with the opinion of (Winata, 2021) that motivation is a process of trying to influence the person or people they lead to do the work they want, in accordance with certain goals set in advance. Then, (B. Uno, 2016) also said that motivation is a psychological process that can explain a person's behavior. From some of the definitions of motivation according to some of the experts above, it can be seen that motivation is a business process of encouraging a person or people so that it can influence changes in a person's behavior mentally and psychologically to do something to achieve the goals that have been expected

Learning motivation according to WS Winkel argues that learning motivation is the overall driving force within students to generate learning activities and provide direction to these learning activities, so that the goals desired by students are achieved (Putri, 2017). In line with (Sulfemi, 2018) explaining motivation to learn is all the driving forces within students that give rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved.

In addition (Nur, 2021) also argues that learning motivation is an effort within students that encourages them to master knowledge for the success they aspire to. From the three opinions above, it can be concluded that learning motivation is all the psychic driving forces possessed by individual students who are able to provide support for learning so that they are able to achieve the goals of learning. The essence of the three expert explanations is that learning motivation refers to the psychic driving force to support student learning in order to achieve learning goals.

2. Awards

According to (Gibson, Ivancevich, Donnelly, 2012) stated that self-efficacy is the belief that exists in a person so that he is sure to do the task in certain situations. Agree with what was expressed by (Ghufron & Risnawita S, 2016) that self-confidence is an// According to Schuler, rewards are activities in which organizations assess employee contributions in order to distribute monetary and non-monetary rewards quite directly and indirectly within the organization's ability to pay based on legal regulations (Fahmi, 2020). Apart from that, Mahmudi also believes that awards can also be defined as rewards in the form of money given to those who can work beyond predetermined standards (Oktabian, 2020). So from the understanding of the two experts above, it can be said that appreciation is a way that a person or organization does in giving appreciation to someone who has been determined.

Rewards in the form of prizes and rewards are things that students really like (Rosyid & Abdullah, 2018). Students will be happy if they are given an award, because with an award it will give joy and provide a pleasant atmosphere for students. Awards are usually given to students who excel or who have good behavior. Awards can be used as a way to make students happy and support learning (Ernata, 2017). Awards have a role to support and increase student enthusiasm in learning.

Rewards are actions from educators that function to strengthen mastery of educational goals (Supriyatni, 2019). In addition, appreciation is a tool to educate so that children feel happy because their actions or work get awards (Ernata, 2017). From this understanding it can be concluded that appreciation is a tool to educate to achieve goals. Giving awards to the learning process needs to be applied so that it encourages students to be enthusiastic and enthusiastic in learning, besides that by giving awards students will feel appreciated for the achievements and good deeds that have been done.

According to (Yanti GR, 2019) awards are benefits derived from performing a

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task, providing services, or carrying out responsibilities. Furthermore, awards according to (Syahrul AR, 2017) are used when students successfully complete assignments well. According to (Parnawi, 2019) the purpose of awarding namely arousing and stimulating children's learning, especially for children who are lazy and weak, encouraging children to always do better things and increase their activities or enthusiasm in learning. From this explanation, giving awards has a good purpose for a child or student because it will add enthusiasm and encouragement to always do better.

This is supported by the opinion (Arifin & Humaedah, 2021) of the award is a gift in the form of verbal and non-verbal with the aim of motivating repetition and correcting wrong behavior. Awards in the world of education are very important in order to maintain internal motivation that comes from awarding from the teacher or from the students themselves. Because according to (Faidy, 2017) appreciation is a fun educational tool, rewards can also be a driving force or motivation for students to learn even better.

3. **Peer Environment**

Motivation depends on how strong their motives are. The motives referred to are needs and desires. Motivation is a physical condition or encouragement from within or from outside oneself that moves a person in a directed way to achieve a goal. Etymologically, motivation comes from the Latin "*movere*" which means "*to move*" or to move (Zairotun, 2019). And (Wawan Juandi & Juwairiyah, 2019) states that motivation comes from the word "motive" which means the driving force within a person to carry out certain activities in order to achieve his goals.

The definition of environment according to KBBI is an area or area included in it. The simple definition of the environment according to Bintarto is everything that surrounds human life (Alhaddad, Saleh, & Mahdayeni, 2019). From the above understanding it can be interpreted that the environment is part of an area around human life. According to Santrock in quotes (Amilia, Bulan, & Rizal, 2018) peers are children with more or less the same age or maturity level. According to Horton and Hunt in (Saefudin & Nurizzat, 2018) said peer groups *(peer groups)* is a group of people of the same age and status, with whom a person generally associates or associates. The peer environment is an interaction with people who have the same age, social status, hobbies and thoughts, in interacting they will consider and prefer to join with people who have similarities in these things (Asmara, Heryati , & Patonah, 2021).

Furthermore, Tirtarahardja said, the peer environment is an environment or group which consists of people of the same age (Muhammad, 2021). The peer environment is an interaction with people who are similar in age and status (Lutfiyah, Sudaryanti, & Junaidi, 2021). Santrock also said that peers are children whose age and maturity levels are more or less the same (Yunita & Sholihah, 2021).

Fitriyani and Karim in quotes (Lutfiyah, Sudaryanti, & Junaidi, 2021) state "the peer environment is an interaction with people who are similar in age and status. Furthermore (Sah Puteri, 2021) also states that peers or *peers* are friends of the same age, peers, both legally and illegally. From the explanation above, it can be concluded that students will choose friends or friends of the same age, this is because a student with friends of the same age will find it easier to interact and work together.

The peer environment according to Havinghurts in (Erhansyah, 2018) states that children grow and interact in two worlds, namely the world of adults and the world of their peers. The adult environment includes parents, teachers, and so on who are far above or older, while peers include playmates, groups of friends, and friends.

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Relationships between peers can be established because they often meet and establish communication that is in line so that it can be said to be a group or peer environment. In choosing a group or environment of friends, the basis that allows for the creation of a peer environment is living in the same environment, going to school in the same place, and participating in the same organization. When they have the intensity of meeting quite often, they will prioritize activities that are carried out together, for example studying together, joking, or playing together (Wulansari, 2017).

METHOD

In this study the research method used by researchers is a quantitative research method using survey methods with survey data collection techniques. The samples used in this study were 195 students from the Faculty of Economics UNJ class of 2018. This research will explain the influence of the independent variables, namely Self-Efficacy and Motivation to Enter the World of Work on the dependent variable, namely Job Readiness.

Self-efficacy is a person's belief in his or her own ability to overcome various situations and challenges that arise in one's life through genuine effort. Self-Efficacy will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure self-efficacy are the level of difficulty (level), the strength of belief in facing the task (strength) and the broad range of fields (generality). (Monika & Adman, 2017), (Harefa, 2020), (Mukti & Tentama, 2020), (Maksum et al., 2019), (Septiara & Listiadi, 2019).

Motivation to enter the world of work is something that can generate enthusiasm or encouragement from within and from outside a person to enter the world of work and this motivation is the driving force in entering the world of work to achieve certain results or goals. Motivation to enter the world of work will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure motivation to enter the world of work are the desire to enter the world of work, expectations, physiological needs or self-respect, and environmental pressures. (Liyasari, 2019), (Kamarudin, 2020), (Oktaphika & Abdullah, 2020), (Puspitasari, 2019), (Tarigan & Hilda, 2021).

Then work readiness is maturity that originates in individuals who have physical, mental, and experience maturity to pursue their field of expertise by having aspects of knowledge, skills, and attitudes that guide them to work in accordance with their competence. Work Readiness will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure work readiness are having logical considerations, having a critical attitude, having a willingness to cooperate, being individually responsible, having the ability to adapt to the environment and having the ambition to move forward. (Devi & Fachrurrozie, 2019), (Eliyani, 2018), (Stephana et al., 2016), (Zain et al., 2020).

The data analysis technique used in this study uses a multiple regression approach to determine the influence of the three research variables and to find out how closely the effects of the three variables are related. Data management in this study uses the SPSS V.24 program.

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RESULTS AND DISCUSSION
1. Normality Test Results

Table 1. Kolmogorof Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		161
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.12783118
Most Extreme Differences	Absolute	.045
	Positive	.045
	Negative	-.043
Test Statistic		.045
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by researchers

From the SPSS table that was carried out the normality test above, it can be seen that Asymp. Sig. on the three variables, namely appreciation (X1). The peer environment (X2) and learning motivation (Y) tested were 0.200, which means it is greater than the 0.05 significance level. In other words, the tested data is normally distributed. Apart from using the iKolmogrov-Sminov normality test, data abnormality can also be seen through the iNormal iProbability iPlot. Testing this abnormality with the criterion that if the idata is around the line, then the data is normally distributed. Meanwhile, if the data spreads away from the diagonal line, the data is declared not normally distributed. The results of the normality test of the probability plot using the SPSS version 26 can be seen in the figure.
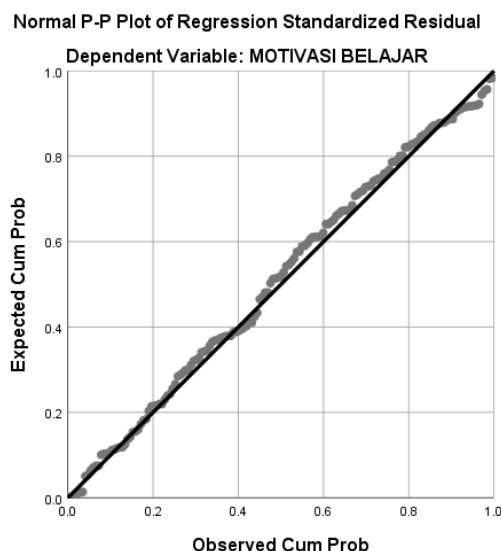
Figure 1. Probability Plot Normality Test
Source: Data processed by researchers

From the data above, it is described that the data is around the diagonal line and follows the direction of the diagonal, which means that the data is normally distributed.

2. Linearity Test Results

Table 2. Linearity Test Results X1, Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
MOTIVASI BELAJAR * PENGHARGAAN	Between Groups	(Combined)	12694.119	40	317.353	4.473	.000
		Linearity	8844.663	1	8844.663	124.669	.000
		Deviation from Linearity	3849.457	39	98.704	1.391	.090
	Within Groups		8513.433	120	70.945		
	Total		21207.553	160			

Source: Data processed by researchers

Based on the results of the linearity test between the reward variable (X1) and the learning motivation variable (Y), it can be seen that the significance value of the Linearity is 0.000 meaning <0.005, so between the reward variable (X1) and the learning motivation variable (Y) has an illegitimate relationship.

Table 3. Linearity Test Results X2, Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
MOTIVASI BELAJAR * LINGKUNGAN TEMAN SEBAYA	Between Groups	(Combined)	13145.796	46	285.778	4.041	.000
		Linearity	7867.197	1	7867.197	111.249	.000
		Deviation from Linearity	5278.599	45	117.302	1.659	.017
	Within Groups		8061.757	114	70.717		
	Total		21207.553	160			

Source: Data processed by researchers

Based on the results of the linearity test between the reward variable (X1) and the learning motivation variable (Y), it can be seen that the significance value of the Linearity is 0.000, meaning <0.005, so between the Peer Environment variable (X2) and the learning motivation variable (Y) has a relationship linear one.

3. **Multiple Linear Regression Test Results**

Table 6. Multiple Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	15.918	5.933		2.683	.008
	PENGHARGAAN	.522	.081	.442	6.435	.000
	LINGKUNGAN TEMAN SEBAYA	.337	.065	.355	5.177	.000

a. Dependent Variable: MOTIVASI BELAJAR

Source: Data processed by researchers

Based on the table above, a multiple regression equation is obtained, namely Y = 15.918 + 0.522 X1 + 0.337 X2.

4. F Test Results

Table 7. F Test Results
ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10637.690	2	5318.845	79.507	.000b
	Residual	10569.862	158	66.898		
	Total	21207.553	160			

a. Dependent Variable: MOTIVASI BELAJAR

b. Predictors: (Constant), LINGKUNGAN TEMAN SEBAYA, PENGHARGAAN

Source: Data processed by researchers

Based on the data above, it shows that the Fcount value is 79,507. The F test can be done by looking at the FTable value at a significance level of 0.05 with df1 (number of ivariables - 1) = 3 − 1 = 2 and df2 (n − k − 1) = 161 − 2 − 1 = 158 which is 3.05. The Fcount value is 71,228 > the Ftable value is 3.05 so it can be concluded that the reward variable (X1) and peer environment (X2) have a simultaneous effect on learning motivation (Y).

5. T Test Results

Table 8. T Test Results

Coefficientsa

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	15.918	5.933		2.683	.008
	PENGHARGAAN	.522	.081	.442	6.435	.000
	LINGKUNGAN TEMAN SEBAYA	.337	.065	.355	5.177	.000

a. Dependent Variable: MOTIVASI BELAJAR

Source: Data processed by researchers

The tcount value is 6.435 > the Ttable value is 1.97509, so it can be concluded that there is a positive influence between rewards (X1) and learning motivation (Y). The next variable is the peer environment (X2), indicating that the Tcount result is 5.177 > the Ttable value is 1.97509, so it can also be concluded that there is a positive

influence between the peer environment (X2) and learning motivation (Y).

6. **Determination Coefficient Test Results**

Table 9. Test Results for the Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.708[a]	.502	.495	8.179	1.665

a. Predictors: (Constant), LINGKUNGAN TEMAN SEBAYA, PENGHARGAAN

b. Dependent Variable: MOTIVASI BELAJAR

Source: Data processed by researchers

Based on the table, Based on the table above, it shows that Adjusted R Square is 0.502 so it can be concluded that the percentage of appreciation (X1) and peer environment (X2) to explain learning motivation (Y) simultaneously is 50.2% while the rest can be influenced by other factors outside the research.

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of statistical descriptions, testing of research results and discussion that has been described previously, it can be concluded that:

1. There is a positive and significant influence between Rewards on Learning Motivation. This means that the more frequent the awarding of the learning process will increase the motivation to learn in students.
2. There is a positive and significant influence between Peer Environment on Learning Motivation. This means that the more supportive peer environment will increase learning motivation.
3. There is a positive and significant influence between Reward and Peer Environment simultaneously on Learning Motivation. This means that the more frequent rewards and a supportive and good peer environment will increase students' motivation to learn.

B. Suggestion

Based on the conclusions and implications that have been described previously, the researcher provides suggestions that are expected to be useful input as follows:

1. It is better if students can study with the same intensity if they get or don't get an award. Because if students study harder and don't focus on rewards, students can focus more and be able to complete their assignments well.
2. Students must also be able to adapt to the environment and be able to choose a good and supportive environment of friends in order to achieve the good of students.
3. And students should study more enthusiastically and better so they can maintain their motivation to study in any condition (online or offline).

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