
THE EFFECTIVENESS OF THE REWARD AND PUNISHMENT METHOD ON INCREASING LEARNING INTEREST AND PASSING ABILITY UNDER CLASS XI STUDENTS OF CLASS XI SMK NEGERI 1 GABUSWETAN

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ABSTRACT

Observations on the implementation of the volleyball game learning process in several schools showed that many problems were found, the lack of mastery of volleyball game technical skills, it was necessary to be taught in depth about volleyball game techniques. In connection with this problem, especially Passing, students need to be taught various kinds of Passing. In accordance with its development, Passing in volleyball is divided into two types, namely: Lower Passing, and Upper Passing, but Lower Passing which has a high level of difficulty. In accordance with the learning objectives of PJOK students are required to master the lower passing movements of the lessons taught but in the end many students are not interested in lower level learning. One of the efforts to improve and increase students' interest in participating in low-level learning is the need for appropriate learning modifications, namely by using the reward and punishment learning. The subjects in this study were 34 students of class XI SMK N 1 Gabuswetan. The research procedure was carried out using cycles of action (recycling). Recycling in research begins with planning (Planning), action (Action), observing (Observation), and reflecting (Reflection), and so on until the expected improvement is achieved. Based on the results of the study, it was found that there was an increase in student interest and learning outcomes. Before the application (Pre-Cycle) the average student interest in learning was 35% in the good category. In Cycle I, the average interest in learning volleyball lessons at the bottom increased where students' interest in learning rose to 53% in the fairly good category. In Cycle II, the average student interest in learning increased to 100% in the very good category (SB). In addition, there is an increase in students' ability to participate in lower level learning in volleyball lessons. At the pre-cycle stage, the frequency of the category is quite good, while in the first and second cycles, after applying the reward and punishment learning model, the results are in the good category.

Keyword: Reward and Punishment Method, Interest in Learning, Passing Down.

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INTRODUCTION

The implementation of physical education and sports is a long-term investment in an effort to improve the quality of Indonesian human resources in the form of education and sports, the expected results will be achieved in a long time (Sutisyan & Ilahi, 2017). Therefore, the body and sports continue to be improved and carried out with patience and sincerity. This of course requires an action that supports the creation of conducive learning. Observations on the implementation of the volleyball game learning process in several schools showed that many problems were found, the lack of mastery of volleyball game technical skills, it is necessary to teach in depth about volleyball game techniques (Abduh, 2016). In connection with this problem, especially Passing, students need to be taught various kinds of passing. In accordance with its development, Passing in volleyball is divided into two types, namely: Lower Passing, and

Upper Passing, but lower Passing which has a high level of difficulty (Saputra & Gusniar, 2019). According to the learning objectives of PJOK students are required to master the downward passing movement of the lessons taught but in the end many students are not interested in learning to pass down (Marhani, 2017).

It is proven that when a test or evaluation is held, many students do not master the downward passing movement (Lisa, Hidasari, & Haetami, 2011). In accordance with the facts in the field, in the first semester the mastery of the downward passing movement of grade 1 students was minimal, there were only 12 students out of 34 students who mastered the downward passing movement, meaning only 35% while as many as 22 students whose mastery of the downward passing movement was below the standard or below the KKM (Maximum Completeness Criteria) PJOK 70. This means that students of class XI Multimedia are very difficult when asked to do a down pass in volleyball lessons, this is a problem that must be fixed (Putri, 2021).

It is not optimal for students to carry out the downward passing movement, as indicated by as many as 65% have not reached the KKM that has been set, therefore the teacher is required to make some modifications to the learning method for improvement so that students are interested and able to perform the downward passing movement. In learning to pass down only using lectures and examples of a teacher doing passing under without follow-up and reflection is not clear (Fasikhatun, 2012), so that students are less active in receiving learning and less accepting of the learning experience gained in the learning. Therefore, the desire and enthusiasm of students in participating in underpassing lessons must be increased (Hermawan, 2011).

One of the efforts to improve and increase students' interest in participating in passing learning is the need for appropriate learning modifications, namely by using the reward and punishment learning method (Lestari, 2012). The reward and punishment method is an interactive learning method between teachers and students that implements a rewarding learning system for students who are active and correct in carrying out activities or practice questions and conversely providing punishment for students who are not active in carrying out activities and students who are unable to answer questions correctly true (Rosyid, 2018). Rewards that are part of the work itself, these rewards include a sense of completion, achievement, autonomy and growth, meaning the ability to start or complete a work project is important for a number of individuals (Mais, Liando, & Pangemanan, 2019). According to Abuddin Natta in his book entitled Management of education, punishment is a sanction or something that hurts or troubles someone, both physical and non-physical (Yanti, 2019).

The reward and punishment method is an alternative or a way to improve students' abilities and activities in receiving under-passing learning because it can give students the ability to solve underpassing problems objectively and know exactly what they are facing, train students to be able to solve underpassing problems in an objective manner. systematic and able to relate one concept to another, helping students understand the concepts of passing down movements and their interrelationships and also their application to solving problems in everyday life and technology (Irma, 2021).

Based on this, the authors are interested in knowing the effectiveness of using this method in learning passing down to improve student learning outcomes for class XI Multimedia SMKN 1 Gabuswetan, Kab, Indramayu in under-passing learning as outlined in a Class Action Research (CAR) report interested in conducting research on "Efforts to Overcome Difficulties in Undertaking Passing with the Reward and Punishment Method in Class XI A Multimedia Volleyball Game at SMKN 1 Gabuswetan Kab. Indramayu".

METHODS

In this study, the research procedure was carried out using cycles of action (recycling). Recycling in research begins with planning (Planning), action (Action), observing (Observation), and reflecting (Reflection), and so on until the expected increase is achieved, Hopkins in (Suharsimi, 2013). The procedure for implementing class actions can be seen in the chart below

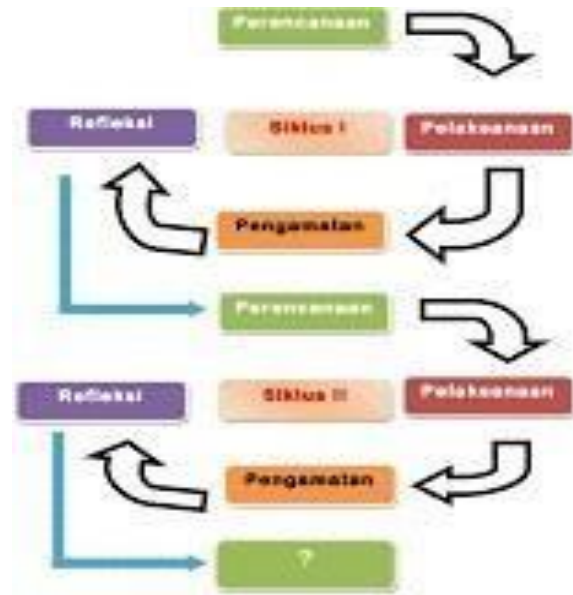


Figure 1. Classroom Action Research Flow
Adobsi Arikunto (2008 : 17)

RESULTS AND DISCUSSION

A. Circumstances Before Research

1. Description of Student Interest Before Research

Tabel 1. Description of Observation of Student Interest Before Research

No	Indicator of Interest in Learning	Percentage	Category
1	Tendency to pay attention and remember something that is learned continuously	38.52	CB
2	Likes and is happy with the learning provided by the teacher	34,33	K
3	Active in learning activities, observing, reading, discussing, concluding	34.03	K
4	Proud and satisfied if successful in learning	33,04	K
5	Can focus on the learning given by the teacher	35,06	K
6	Interested in the learning process carried out	35,01	K
Average Interest in Learning		35,00	K

In the pre-study state (Pre-Cycle), the results of observations carried out aimed to determine the initial condition of student interest in learning in class XI Multimedia at SMKN 1 Gabuswetan. In this initial condition, the learning interest of students towards the bottom-line learning in volleyball games is 35% with a poor category (K).

2. Description of Frequency of Interest in Learning Category Before Research

Table 2. Frequency of Interest in Learning Categories Before Research

Category	Frequency	Percentage
Very good	0	0
Good	12	35
Enough	0	0
Less	22	65
Very less	0	0

In the pre-study state (Pre-Cycle) the results of the observation were obtained where the frequency of the Good Enough (CB) category was 12 people (35%) and the Less category (K) was 22 people (65%). While the other categories are 0%.

3. Description of Learning Outcomes Before Research

Table 3. Learning Outcomes Before Research

No	Completeness	Total	Percentage (%)
1	Complete	12	35
2	Tidak Tuntas	22	65
Average		62,50	
Highest Rated		80	
Lowest Rated		55	

At the stage before the research (Pre-Cycle) learning outcomes in Pasing Bawah learning in volleyball games obtained an average value of 62.50 this value is still below the KKM, which is 75.00. The number of students who completed was 12 people (35%) and the number of students who did not complete was 22 people (63%). The highest score obtained was 80 and the lowest score obtained was 55.

4. Initial Reflection

In the conditions before the study (Pre-Cycle) students' interest in learning has not yet reached the target of 80%. In this condition, it was found that the students' interest in learning about Pasing Bawah learning in volleyball games was as many as 22 students with a poor category (K). the frequency of the criteria of Good Enough (CB) is 12 people and the criteria for Less (K) are 0 students. Meanwhile, the other criteria are 0%. Pasing Bawah learning outcomes in volleyball games obtained an average value of 62.50. The number of students who completed was 12 people (35%) and the number of students who did not complete was 22 people (63%). The highest score obtained was 80 and the lowest score obtained was 60.

B. Cycle I Research Results

After applying the Reward and Punishment learning model to the Pasing Bawah learning in volleyball learning at SMK Negeri 1 Gabuswetan, it was carried out on the basic competencies of the Big Ball Game. 3 meetings were held starting from February 03 to February 10, 2018.

1. Sillkus I

a. Learning Process Results

In Cycle I the result is observation. The data collection used is observation, this observation is carried out during the implementation of the action by using an observation sheet that is filled out by colleagues. Judging from the observations of the observer and the results of student work, it shows that students who can do the bottom pass have increased.

b. Activity Results

The implementation of this learning improvement can be successful, that is, it is supported by teacher and student factors. In the implementation of learning improvements, teachers are more creative in using teaching aids or learning media, so that students are easily motivated in carrying out learning, most students can do what has been taught. So that the interaction between students and teachers during learning takes place in addition to the success of students there are also those who have not been able to pass down, so students are still not motivated and look passive in learning.

c. Learning outcomes

The results of the improvement in learning in Cycle I can be seen from 34 students, 12 students or 35% have completed, while 22 students or 65% have not completed

2. *Silks II*

a. Results of the learning process

The learning outcomes in Cycle II are different from Cycle I, in Cycle II students are more active and more motivated in learning. The results of the evaluation showed an increase even in the results of the evaluation, the improvement of the results of cycle I in cycle II was found in all students who had mastered the lower passing movement.

b. Activity results

The results of the improvement in cycle II learning indicate that there is success in improving learning. The success is supported by the teacher and student factors. In Cycle II, students have mastered the downward movement well, students are motivated so that students can focus and be active in participating in learning to the fullest while being seen from the teacher in delivering learning the teacher has delivered the learning material well through the Reward and Punishment approach using more real and interesting media, the teacher has motivated the students with learning and is able to manage the class well.

c. Learning outcomes

Learning outcomes in cycle II can be seen from the acquisition of 34 students who have completed 34 students, meaning the score is more than 70. It means that student learning outcomes have reached the predetermined KKM, from 34 students can achieve good marks or 100%.

C. Discussion of the results of research on improvement in learning

Reward and Punishment approaches are used to improve learning with this Reward and Punishment approach, students can observe directly about passing down in volleyball games (Al Faqir, 2021). The results of student pre-cycle learning have not been able to reach the maximum value, so the researchers carried out improvements to the first cycle, in the first cycle the researchers used a Reward and Punishment approach with assistive media so that students still lacked mastery of the downward passing motion after the improvement of learning through cycle I was carried out, students experienced improve learning even though it is not optimal. Judging from the results of the class average percentage of 53% of the total 34 students.

Based on the results of the reflection of observations and learning outcomes of the first cycle, although they experienced an increase in learning outcomes, they still experienced difficulties in learning. From the results of the first cycle of learning, in the second cycle, the researcher added practical movement activities and teaching aids in a more real way. In cycle II students experience maximum learning, students become more active and motivated so that they get good enough grades according to the value criteria specified in learning.

CONCLUSION

By using the method of reward and punishment obtained an increase in interest in learning. Before the application (Pre-Cycle) the average student interest in learning was 35% in the good category (B). In Cycle I the average interest in learning volleyball lessons using the reward and punishment method increased student interest in learning rose to 53% in the category quite good (CB). And in Cycle II the average student interest in learning increased to 100% in the very good category (SB).

With the application of the reward and punishment learning model, there was an increase in the frequency of the student's ability category in participating in lower-pass learning in volleyball learning. Before the application (Pre-Cycle) the frequency of Good Enough (CB) category was 12 people (35%) and the category of poor (K) was 22 people, 65%. In the first cycle, after applying the reward and punishment learning model, the results were in the good category.

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