The Influence of the Giving the Pin Star Reward Towards the Student’s Learning Motivation and Discipline Character of the Second-grade Students of Muhammadiyah Sapen Elementary School Yogyakarta

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Abstract—This experiment research aims to determine the influence of the giving of the reward of the pin star achievement towards: (1) the increasing of the student’s learning motivation and (2) the discipline character of the second-grade students Muhammadiyah Sapen Elementary School of Yogyakarta. This research is a quasi-experiment with the pretest-posttest control group design. The data analysis technique used was the Mann-Whitney Nonparametric Statistic Test. This experiment research shows the results as follows. (1) The giving of the pin star reward influences significantly towards the increase of the student’s learning motivation. The result of the Mann-Whitney test on the learning motivation posttest score between the control group and experiment group shows the existence of difference score significantly with the Mann-Whitney test value as high as 169 and the significance value as big as 0.000. (2) The giving of the pin star achievement reward influences significantly towards the fostering of the student’s discipline character between the control group and the experiment group. The result of the Mann-Whitney test on the posttest score of the learning discipline between the control group and the experiment group shows the existence of the difference score significantly with the Mann-Whitney test value as high as 213 and the significance value as big as 0.000. From the data can be concluded that the giving of the pin star achievement reward influences positively and significantly towards the increase of the student’s learning motivation and discipline character of the second-grade students of Muhammadiyah Sapen Elementary School Yogyakarta.

Keywords— pin star achievement reward, learning motivation, and discipline character.

I. INTRODUCTION

The purpose of national education based on Law no. 20 of 2013 is to develop the potential of learner to be a human being who believes and devout to God the Almighty, to be noble, healthy, knowledgeable, capable, creative, independent and to be a democratic and responsible citizen. Therefore, the government efforts to make equitable distribution and improvement of education so that the goals of national education can be achieved equally [1].

Education is a system consisted of components that are connected one to another to achieve educational goals. The process of learning in the classroom as a system has many components, among others: teachers, students, learning objectives, learning materials, learning strategies, learning media, evaluation, and others. The teaching and learning process is the main activity in the school which is the process of student’s learning and teacher’s teaching happened in it and also happened an interactive education between teachers and students, so that there has been a change in student's selves either in the level of knowledge, understanding and skill or even attitude. Through the teaching process, the goal of education (not only in the term of behavior shaping changes of the students, but also the existing knowledge improvement in students themselves) will be achieved [2].

The success of the learning process in the classroom can be seen from the learning motivation experienced by the students. Learning motivation is the student's learning efforts, influenced by several factors. These factors can be classified mainly into two, namely internal factors and external factors. Learning motivation is one of intern factors that can influence the student’s learning achievement. In learning activities, motivation plays role as an overall enthusiasm within the student’s self that arises the learning activities of which ensuring its continuity and direction giving towards the learning activities, hence the goal desired by the subject of learning can be achieved. The existence of this learning motivation within the students will arise a strong enthusiasm to maintain and improve the learning achievement.

Students who have a strong learning motivation are expected to bring up the discipline character with respect to
one's self-control over the forms of rules. In the management of teaching, the student's discipline character is an important issue. Classroom’s action research is mostly carried out onto researches that are done by educators. This is the reason why the author conducted an experiment research type. This experiment research aims to increase the student's motivation and discipline character [3].

Experiments conducted to evoke student's motivation that comes from outside the student self is called extrinsic motivation. This motivation is as one tool to familiarize the student's discipline character. This experiment is in the form of a reward given (pin star achievement) to improve the student's learning motivation and discipline character of the second-grade students of a private elementary school in the city of Yogyakarta.

The result of the observation in the class shows that the teacher has made various efforts to improve the student's learning motivation and discipline character. These efforts include: (1) Motivating the students verbally. (2) Giving the students syllabus, material, and remedial/examination schedule. These were done to motivate students to be orderly and well prepared in learning. (3) Informing class activities through class's WA group. This was to help students organize their times in order to the learning schedule could be undertaken orderly. (4) Administering students who violated discipline orally. This was done for minor discipline violations so that it could be directly reminded. (5) Administering students who violated discipline in written text. (6) Informing parents about the violation committed by the student. (7) Giving sanctions to students who violated discipline.

Based on the description above, some efforts (of improving student's learning motivation and discipline character) had been implemented and applied in the teaching process of the school. However, the results of observations have shown that to improve the student's learning motivation and discipline character optimally was still difficult to be realized. Therefore, these problems of the student's learning motivation and discipline character were needed to be taken care of and solved in short. One way to overcome the student's learning motivation and discipline character that was not maximal yet was by giving the reward (pin star achievement).

The use of the reward method of pin star achievement is one of the alternatives the researcher could take to increase student’s motivation in following the learning and in improving the discipline character. Because this issue involves a class community, the researcher must consider various matters in taking an action. The action taken by the teacher should be able to give classical impact rather than individual. If students are accustomed to get satisfactory results, it is expected that they will be aware by themselves that the reward brings good influence towards them.

The learning motivation of grade II of Muhammadiyah Sapen elementary school Yogyakarta that has not been maximal, i.e. students do not have a well zest in following the learning process in school. The result of student's learning achievement has not been maximal, indicated from the existence of learning values got by some students that were still below the KKM. The student's discipline level was still low, indicated by the presence of some students who had not obeyed the rules that had been implemented by the school. The oral motivations given by the teacher had not been able to improve the student's learning motivation and discipline character, so it is necessary to use this method (pin star achievement) to improve the student’s learning motivation and discipline character.

Therefore, this paper presents the influence of the giving the pin star reward towards the student’s learning motivation and discipline character of the second-grade students of Muhammadiyah Sapen Elementary School Yogyakarta. It is expected that the results of this study, in short term, can provide information in the world of education, especially in helping teachers to produce quality learning.

The rest of this paper is organized as follow: Section II describes the literature review. Section III presents the data and proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

A. Reward

Reward is one of the learning tools in education. As a tool, Reward has an important meaning in fostering the character of students. Reward can be used to make learner to be pleased and excited during the learning, both at school and at home.

The Reward and Punishment method is a form of positive reinforcement theory sourced from behaviorist theory. According to the behaviorist theory, learning is a change in behavior as a result of the interaction between stimulus and response. In other word, learning is a form of change experienced by students in terms of his ability to behave in a new way as a result of the interaction between stimulus and response. The word reward comes from English means appreciation or compensation. Wantah in [4] said that reward is one of the basic needs that encourage a person to actualize himself. Reward is a very important discipline element of children's in self-development and behavior. A person will continue to improve and maintain discipline whenever that discipline implementation produces achievement and productivity which will be awarded after that. Reward is an appreciation towards the children's good outcomes in the educational process. Reward is an exciting matter for children and can be a stimulus towards their learning.

Rewards (gift or appreciations) are given so that the child becomes more enthusiastic in his efforts to improve or enhance his discipline [5]. The child will be eager in making his will become stronger to do better. Thus, the child will obey the applied norms and rules. The functions of the giving reward are: (1) Reward has an educational value. The award given to the child shows that the behavior of the child is in accordance with the prevailing norms and rules. When a child receives an award, the child will gain satisfaction, and that satisfaction will retain, strengthen, and develop good behavior; (2) The award serves as a motivation for children to repeat or maintain the socially agreed behavior. A child’s experience of getting exited rewarding will strengthen the child’s motivation to be well behaved. By
homing so, the child will try in such a way to behave better
to get the award. (3) The award serves to reinforce socially
agreed behavior. If the child behaves as well expected
continuously and consistently, when the behavior is
appreciated, the child will feel proud. That pride will ensure
the child to continue repeating and even to improve the
quality of the behavior [4]. Reward and gifts may also be
given in the form of compliments, charters, facilities,
opportunities, promotions, and so forth. If it is considered
possible, the use of pedagogic penalty can also be
implemented. Rewards must have educational values, not
only in the academic field but also able to educate students
in having good behaviors.

Based on the opinion above, it can be stated that the
reward is a positive thing obtained by the child because the
child has shown a good deed. Giving rewards to children
will improve the behavior that is in accordance with the
prevail rules, and make children avoid themselves from
behaviors that are not in accordance with the rules. By given
a reward, the child will be motivated in learning and will
exert himself to behave discipline.

B. Learning Motivation

The definition of motivation in the Indonesian Big
Dictionary is the impulse that arises in a person consciously
or unconsciously to do a certain act with a certain purpose.
Motivation is also defined as efforts that cause a person or a
group of people moved in doing something because of
willing to achieve the desired goal or get satisfaction.
Motivation, in terms of taxonomy, comes from the word
move in Latin which means move. Various manners that
are usually contained in various definitions of motivation
among others are desire, hope, need, goal, encouragement
and stimulus.

Many experts give the limitation around the definition of
motivation. Motivation is the physiological and
psychological conditions within a person which encourages
him to perform certain activities in order to achieve a goal
(needs). The term motivation is derived from the word
motive that can be interpreted as the strength within an
individual, which causes the individual to act or do
something. The essence of learning motivation is an internal
and external impulse within students who are learning to
make behavioral changes, generally with various indicators
or elements that support them. In learning activities,
motivation can be said as the overall driving force within the
students themselves that arises the learning activities, which
ensures its continuity and the one that gives direction to
learning activities, so that the goal desired by the subject of
learning can be achieved [6].

Donald mentioned that motivation is a change of energy
in an individual (personal), characterized by the emergence
of feelings and reactions to achieve goals. Motivation
grows, driven by someone's needs (such as the need to get
rich), then someone will try to earn money as much as
possible [7]. The term motivation is defined as the power
that drives individual activities [8]. The power indicates a
condition within that individual that encourages or drives
him to be able to perform activities in achieving a goal.
Motivation is a conscious effort to mobilize, direct, and
maintain one's behavior so that he is driven to act- do
something until succeed. Motivation or impulse is a
complex statement within an organism that directs behavior
toward a goal or incentive [5].

Motivation refers to the underlying reasons for a behavior. Broussard and Garrison defined more broadly
motivation as an attribute that moves to do or not to do
something. Intrinsic motivation moves and maintain the
activities through inherent satisfaction in effectively act.

Motivation is a change of energy in a person
characterized by the emergence of feeling and preceded by a
response to the existence of a goal. From this sense it
contains three important elements, namely:

a) That motivation is initiating the change of energy in
every one of human being. The development of
motivation will bring some energy changes in the
neurophysiological system that exists in human
organisms. Because it involves the change of human
energy (although the motivation itself comes from
inside the man), its appearance will involve the physical
activity of the man.

b) Motivation is characterized by the appearance of
feeling, someone's affection. In this case the motivation
is relevant to the psychological, affection and emotional
issues that can determine human behavior.

c) Motivation will be stimulated by purpose. Hence,
motivation in this case is a response towards an action,
which is the goal. Motivation indeed arises from inside
a man, but its emergence is because of being aroused/driven by the existence of other elements, in
this case is the goal. This goal will concern with the
need.

C. Learning Discipline

Discipline is a form of student's loyalty, orderliness and
obedience based on personal awareness of the rules made by
the student's self or others. This is done in order to obtain a
change whether in the form of knowledge, skills and
attitudes as a result of the exercises done. Discipline is a
student's moral attitude that formed through the process of a
series of behaviors that shows the values of loyalty,
obedience, orderliness and orderliness based on moral
values. Discipline student will show obedience and
regularity to his role as a learner (that is learning in a
directed and orderly manner). Thus, a discipline student will
be better in enabling himself to direct and control his
behavior. Discipline has a very important role in human life,
especially students in terms of learning. Discipline will
facilitate students in learning in a directed and orderly
manner. Students who are accustomed to study regularly
both at home and at school, their brains will be trained every
day. On the other hand, the obedience towards the rules
(done consciously) is a main asset to produce a positive and
productive attitude. Positive means being aware towards the
goals to be achieved, while productive means always doing
useful activities.

Discipline comes from Latin language "disibel" which
means follower. As the times progressed, the word changed
into a "discipline" which means obedience, or something
related with rules. Nowadays the word of discipline has
been evolving as the advance of science, therefore many
different comprehensions between one expert to another. Person who has self-discipline basics and can develop them, it means that he has a self-regularity based on moral values [9]. It is further explained that student who develop self-discipline has a self-regularity based on religious values, cultural values, social rules, life point of view, and life-attitudes that gives meaning for himself, society, nation and country.

The term of discipline is related and engaged with the terms of rules and orderliness. The term of orderliness means a person's obedience in following rules or order because of being encouraged or being caused by something outside himself. In vice versa, the term of discipline as a loyalty and obedience arises because of the consciousness and impulse from inside the person. According to Prijodarm discipline as a condition that is created and formed through the process of a series of behaviors that show the values of loyalty, obedience, solidarity, orderliness, or orderliness [10].

Based on the above opinion it can be defined that discipline is one's control upon forms of rules (both written and unwritten-from inside or outside) that has been applied by the one concerned, and it is the form of one's awareness towards the task and its responsibility.

III. MATERIAL AND METHODOLOGY

A. Data

The technique used in this research is observation. Observation is a complex process, a process with which composed from various biological and psychological processes. Among others there are the two most important namely observation and memorization processes. The data collecting technique from observation is used if the research regards with human behavior, work activities, nature symptoms and if the respondent being observed were not too many. The observation used in this research was a participation observation. In this observation, the researcher has involved directly into the people’s (who were being observed) daily activities or people who were put as the research data source. While doing the observation, the researcher involved himself to do what the data source were done and share its joy or not. With this participation observation, the data collection would be more complete, valid and until understanding (in the level of meaning) from every behavior appearance.

Meanwhile the data collecting tool used was checklist. Checklist or a list of check is a list that contains subjects and their aspects that will be observed. Various behaviors aspects were usually presented in a list of check therefore the researcher would only have to give the check (✓) in every aspect mentioned according to his observation. Besides checklist, documentation was used as another technique. Documentation is a data collecting done by analyzing data or electronic documents that exist. This technique was used to strengthen the data collected from the observation. The data analysis technique in this research was done qualitatively and quantitatively. Qualitative analysis was done to describe the student's learning motivation and discipline character narratively.

B. Method

This research uses quasi-experiment research. The design of the quasi-experiment research aims to reveal causal relationships by involving existing groups without random assignments. The design of quasi-experimental research used in this research is the static group comparison. The design of this research used experiment group and control group [11]. The group or experiment class was treated with the reward given (pin star achievement) but the control class was not. The results then were compared. The design scheme of this study can be described as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Treatment</th>
<th>Result</th>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment class</td>
<td>X₁</td>
<td>O 3</td>
<td>X₂</td>
</tr>
</tbody>
</table>

X: Treatment in research. Treatment in this research is the reward given (pin star (X1)) and without treatment (X2). The reward giving (pin star achievement) is given to student who has 10 (ten) star achievement card. Star achievement card is given by teacher to student who has fulfilled the indicators of student’s learning motivation and discipline character

O: Observation after treatment.

a) Time of Research

The research will be held on semester I study year of 2017/2018. The research planned if 12 (twelve) days in the middle of February 2018.

b) Place of Research

The research is held Muhammadiyah Sapen Elementary School of Yogyakarta. The research is held in the second class regular with one experiment class and one control class.

c) Subject and Characteristic

The subject of this research is the student of the second regular class Muhammadiyah Sapen Elementary School of Yogyakarta. The number of students is 175 students, consists of 5 parallel classes with 36 students for each class. The characteristic of the students is that most of them have an average level of intellectual intelligence.

d) Population and Research Sample

The data collection guidelines used in this research are described in Table I.

e) Observation Stage

Observations made by the teacher in the classroom during the learning process took place. The teacher filled in the observation sheet of student's learning motivation and discipline character. In addition, the students were also interviewed by the teacher at the end of the lesson to convince and match with the data on the observation sheet.
A series of observation through the observation sheet and a few days interview need to be done to know the student’s learning motivation and discipline character (see Table II).

**TABLE I. GUIDELINE OF LEARNING MOTIVATION OBSERVATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Aspect</th>
<th>Indicator</th>
<th>No. Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Intrinsic motivation aspect</td>
<td>The existence of impulse to success</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The existence of impulse and necessity in learning</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td>Extrinsic motivation aspect</td>
<td>The existence of reward in learning</td>
<td>5,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conductive learning environment</td>
<td>7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The existence of interesting activities in learning</td>
<td>9,10</td>
</tr>
</tbody>
</table>

**TABLE II. GUIDELINE OF STUDENT’S DISCIPLINE CHARACTER OBSERVATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Aspect</th>
<th>Indicator</th>
<th>No. Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s</td>
<td>Discipline of Behavior</td>
<td>Obey and not against rules</td>
<td>3,4</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td>Not lazy in learning</td>
<td>1,2</td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td>Do not ask other to do something for himself</td>
<td>13,14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not like to tell a lie</td>
<td>15,16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nice attitude</td>
<td>5,6</td>
</tr>
<tr>
<td>Discipline of</td>
<td>Time</td>
<td>On time in learning</td>
<td>7,8</td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td>Do not go out of class and cut the class</td>
<td>9,10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On time in finishing the task</td>
<td>11,12</td>
</tr>
</tbody>
</table>

f) **Reflection Stage**
- Researcher examined the results of the implementation and observation at the pretest stage to make a temporary conclusion upon the results of the implementation at the pretest stage.
- Researcher and the class teacher discussed the results of the implementation and observation analysis at the pretest stage.
- Researcher suggested to teachers to carry out experiments in the form of reward giving (pin star) to improve student's learning motivation and discipline character.

IV. RESULT AND DISCUSSION

A. Result

This chapter presents the result of the experiment research based on the researcher observation towards The Implementation of The Method of Pin Star Reward in increasing the Student’s Learning Motivation and Discipline Character of the Students Sapen Muhammadiyah Sapen Elementary School of Yogyakarta. This research is held to prove the influence of Reward given in the form of Pin Star towards the level of student’s learning motivation and discipline character on the second-grade students mentioned before. The data collected from the result of this research then was examined by using the Mann-Whitney U nonparametric statistic test with the significant level of 95% and the fault level was 0.05 that processed with the use of SPSS program version 10.0.

Student’s motivation and discipline character are the factors that influence student’s success to improve learning achievement in school as well as encouragement for students to be eager to get better result. Based on the experiment research conducted in grade 2, Yogyakarta Sapen Muhammadiyah Sapen Elementary School of Yogyakarta is one of educational institutions that has efforts to improve student achievement although the location of the school is in the middle of the city, completed with various supporting facilities. In order to improve the second-grade students’ learning motivation and discipline character, the classroom teacher initially applies the reward method in the form of pin star within the teaching and learning activities both in academic and non-academic fields [11].

Reward is a gift or appreciation towards students who has achievement. The application of reward in the form of pin star applied by the researcher is a simple way to encourage the students to be eager to learn so as the student’s learning achievement will increase. The application of this method was intended for all students, not only the selected ones, because the main purpose was to boost the student's learning enthusiasm mainly for those who have less learning achievement and to foster the student's discipline character [12].

The positive influence of applying the reward method in increasing the student’s learning motivation was that students have enthusiasm in the teaching and learning activities. Students became better prepared when faced the repetition, when asked to go in front of the class and do the questions on the board and when asked with sudden questions. All have mentioned before are in accordance with the purpose of the reward, which was to form the conscience and to form a better enthusiasm for the students.

Another positive influence got by this reward given was a better atmosphere in the class. The application of this method made the student pay more attention to what was presented by the teacher. Students also felt exiting when getting the rewards. It was in accordance with the intention and purpose of the reward applied, which was the students would feel happy if their deeds or works received an award from others [13].

Whereas the negative impact of the application of the reward method was, if the students are less in comprehending the reward given, unfortunately the reward will be considered as a wage. In practice, if there is no prize, then the student will be lazy to learn. It is in accordance with the statement from Purwanto [6], which is when the reward has become a wage, then the reward has no longer education values.
Another negative impact that occurs (but only a few times) was the existence of jealousy from some students, hence become an unfair competition. This happened when one day there was noisiness in the classroom because there were some students mocked each other and snatched for the prize. That kind of impact was in accordance with what Purwanto [6] have said that the teacher could be able to be wise, so as the reward would not make jealousy to another student who felt better or clever but did not accept reward.

The experiment was done for 12 days, began from 14-24 November 2017 at Muhammadiyah Sapan Elementary School of Yogyakarta [14]. During the experiment, there were some obstacles upon the research, among others were:

- Students outside the research subject tried to be involved in the treatment. To prevent this, the researcher conducted a strict control by mean: one member of the researcher was asked to keep stay in front of the classroom entrance.
- When the time break arrived, the subject did not focus anymore towards the treatment carried out, so the researcher was forced to provide it, in accordance with the School policy.
- Student’s psychological condition, when they got bored and tired, then the researcher reinforced his affective messages.

Data analysis design was used to determine the extent the influence of the Reward given in the form of pin star towards the learning motivation level of the students of the second-grade of Yogyakarta Sapan Muhammadiyah Elementary School. The data analysis used was the Mann-Whitney nonparametric test to see the difference of measurement result between Control Group and Experiment Group during, before and after the treatment giving were being carried out [15]. The normal data of summed values collected, and then tested by using variant homogeneity test, referred to the significance value as follows. The results of statistic descriptive analysis pretest and posttest score of the learning motivation can be seen in Table III.

### TABLE III. DESCRIPTIVE STATISTICAL ANALYSIS

<table>
<thead>
<tr>
<th>Group</th>
<th>Data</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Mean</td>
<td>41.03</td>
<td>41.53</td>
<td>0.50</td>
<td></td>
</tr>
<tr>
<td>Med</td>
<td>42</td>
<td>42.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Mo</td>
<td>42</td>
<td>46</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>33</td>
<td>33</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Max</td>
<td>49</td>
<td>46</td>
<td>-3</td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>N</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Mean</td>
<td>41.03</td>
<td>47.28</td>
<td>6.25</td>
<td></td>
</tr>
<tr>
<td>Med</td>
<td>44</td>
<td>48</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mo</td>
<td>44</td>
<td>52</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>35</td>
<td>39</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Max</td>
<td>50</td>
<td>52</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Table III above describes the comparison between the pretest score and posttest score of learning motivation from the control group and the experimental group can be known. At the pretest of motivation learning control group, the highest score was 49 and the lowest score was 33 while at posttest score, the highest was 46 and the lowest score was 33. The highest score of the control group decreased. The lowest score of the control group did not decrease or increase. In the experiment group, in the pretest the highest score was 50 and the lowest score was 35, while in the posttest the highest score become 52 and the lowest score was 39. From the data it can be seen that the highest and lowest increasing scores of the experiment group was higher than the control group.

The mean score between pretest and posttest from the control group and experiment group also increased. In pretest time the average score of the control group was 41.03, whereas in the posttest the mean score was 41.53. The average score of control group had increased as high as 0.50. Meanwhile, the average score of the experiment group was 41.03, while the posttest mean score of the experiment group was 47.28. The average score of the experiment group increased as big as 6.25. From this data the increase of the average score of the experiment group was greater than one of the control group. The acquisition from pretest and posttest score of learning motivation was then divided to know the tendency category of the score would be in the category of very less, less, enough, good, or very good.

The result of descriptive statistical analysis of pretest and posttest score of discipline character in the control group and the experiment group included the number of subjects (N), mean, mode (Mo), median (Med), minimum score, and maximum score. The result of the descriptive statistical analysis of the discipline character can be seen on Table IV.

### TABLE IV. DESCRIPTIVE STATISTICAL ANALYSIS

<table>
<thead>
<tr>
<th>Class</th>
<th>Data</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>N</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Mean</td>
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<td>68.83</td>
<td>0.70</td>
<td></td>
</tr>
<tr>
<td>Med</td>
<td>68</td>
<td>69</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mo</td>
<td>64</td>
<td>67</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Min</td>
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<td>62</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Max</td>
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<td>78</td>
<td>1</td>
<td></td>
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<td>32</td>
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<tr>
<td>Mean</td>
<td>66.36</td>
<td>72.36</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Med</td>
<td>73</td>
<td>74</td>
<td>1</td>
<td></td>
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<tr>
<td>Mo</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Min</td>
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<td>67</td>
<td>7</td>
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</tr>
<tr>
<td>Max</td>
<td>75</td>
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Table IV above describes that the comparison between the pretest score and posttest score of the discipline character of the control group and the experiment group can be known. In the pretest of the discipline character of the control group, the highest score was 77 and the lowest score was 61 while in the posttest the highest score was 78 and the lowest score was 62. The highest and lowest score in the control group increased. However, the increase was not too high. In the experiment group, in pretest scored the highest of 75 and the lowest score was 60, while in posttest the highest score became 83 and the lowest score was 67. From the data it can be seen that the increase in the highest and lowest scores of the experiment group was greater than the control group. The mean score between pretest and postest of the control group and experiment group also increased. When in pretest the average score of the control group was 68.13, while in the posttest the mean score was 68.83. The control group’s average score increased as big as 0.70. Meanwhile, the
average score of the pretest experiment group was 72.36. Besides that, the average score of the experiment group was 68.78, while the mean score of the experiment group's posttest was 74.75. The average score of the experiment group increased as big as 5.97. From the data it can be seen that the increase in the average score of the experiment group was greater than the increase in the average score of the control group. The collected pretest and posttest scores of discipline character then were divided to know the tendency category of the score would be in the category of very less, less, enough, good, or very good.

The result of the Mann-Whitney nonparametric test on the posttest data of learning motivation showed that the Mann-Whitney test value is as high as 169 and the significance value is as big as 0.00.

<table>
<thead>
<tr>
<th>Test of Statistics</th>
<th>Motivation</th>
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<tr>
<td>Mann-Whitney U</td>
<td>169.000</td>
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<tr>
<td>Wilcoxon W</td>
<td>835.000</td>
</tr>
<tr>
<td>Z</td>
<td>-5.397</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

While, the result of the Mann-Whitney nonparametric test on the posttest data of the learning discipline showed that the Mann-Whitney test score is as high as 213 and the significance value is as big as 0.00.

B. Discussion

Based on the results of hypothesis analysis can be reflected that the student's motivation and discipline character, by using the reward in the form of pin stars compared with other classes that did not use the pin star reward, there was a significant difference. It showed that the use of the pin star reward influenced significantly towards the student's learning motivation and discipline character of the second-grade students Muhammadiyah Sapen Elementary School of Yogyakarta. There was an increase in the student's learning motivation and discipline character in the experiment class with the existence of the award given in the form of pin star, whereas in the class that did not get the learning motivation and the discipline character treatment did not change, even tended to decrease.

The result is in accordance with the theory which explained that rewards (gift or appreciations) are given so that the child becomes more enthusiastic in his efforts to improve or enhance his discipline. The child will be eager in making his will become stronger to do better. Thus, the child will obey the applied norms and rules. The functions of the giving reward are: (1) Reward has an educational value [4]. The award given to the child shows that the behavior of the child is in accordance with the prevailing norms and rules. When a child receives an award, the child will gain satisfaction, and that satisfaction will retain, strengthen, and develop good behavior. (2) The award serves as a motivation for children to repeat or maintain the socially agreed behavior. A child's experience of getting exited rewarding will strengthen the child's motivation to be well behaved. By having so, the child will try in such a way to behave better to get the award. (3) The award serves to reinforce socially agreed behavior. If the child behaves as well expected continuously and consistently, when the behavior is appreciated, the child will feel proud. That pride will ensure the child to continue repeating and even to improve the quality of the behavior.

V. CONCLUSION

A. Conclusion

Based on the results of the research and discussion that had been presented before, it can be concluded that: (1) The reward given in the form of pin star in the learning process has a significant influence towards the learning motivation of the 2nd grade students Muhammadiyah Sapen Elementary School of Yogyakarta. This was indicated with the result of the Mann-Whitney nonparametric test on the posttest data of learning motivation that shows the Mann-Whitney test value as high as 169 and with the significance value as big as 0.00. (2). The giving of the pin star reward in the learning process influenced significantly towards the fostering of the student’s discipline character of the 2nd grade students Muhammadiyah Sapen Elementary School of Yogyakarta. This was indicated from the result of the Mann-Whitney nonparametric test on the posttest data of the learning discipline that showed the Mann-Whitney test score as high as 213 and with the significance value as big as 0.00. From the result of the test it can be concluded that there was a positive and significant influence in the giving of the pin star reward towards the increasing of the student’s learning motivation and discipline character of the second-grade students Muhammadiyah Sapen Elementary School of Yogyakarta.

B. Suggestion

Based on the research findings that have been done, the results of this research can contribute thoughts in fostering character upon student self. Some suggestions as an effort to improve the character of the students further as follows: (1) The giving of the reward in the form of pin star is one of alternatives way to improve motivation and also in fostering the discipline character of second-grade students of elementary school. (2) With the existence of the reward given by the teacher, the students should be more motivated and more disciplined to follow the learning process. (3) The giving of the pin star reward has an influence towards the increasing motivation and discipline character. Hence the teachers are advised to always give appreciation to the students in the form of reward, if the students have successfully showed their achievements.

REFERENCES


