



## THE RELATIONSHIP BETWEEN POSITIVE REINFORCEMENT AND LEARNING OUTCOMES FEEDBACK IN INCREASING THE LEARNING MOTIVATION OF FIFTH-GRADE STUDENTS

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### Abstract

This study aims to determine the relationship between positive reinforcement and learning outcomes feedback in increasing the learning motivation of fifth-grade students. This type of research uses ex post facto research with the determination of research respondents taken from fifth-grade students in Bolorejo Tulungagung. This data collection uses questionnaires, observations, interviews, and documentation. Analysis of research data using simple correlation and multiple correlations with a significance level of 0.05. Positive reinforcement has a relationship with learning motivation with a contribution of 24.7 percent. There is a relationship between learning outcomes feedback and learning motivation with a contribution of 92.8 percent. Positive reinforcement and feedback simultaneously have a relationship with learning motivation with the acquisition of a contribution of 93.2 percent. Based on the results of the study, it was concluded that there was a positive reinforcement relationship and feedback with the learning motivation of fifth-grade elementary school students in Bolorejo Tulungagung.

**Keywords:** positive reinforcement; learning outcomes feedback; learning motivation

### Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara *positive reinforcement* dan *feedback* hasil belajar terhadap peningkatan motivasi belajar siswa kelas V. Jenis penelitian ini menggunakan penelitian ex post facto dengan penentuan responden penelitian diambil dari siswa kelas V SDN 1 Bolorejo, SDN 2 Bolorejo dan SDN 3 Bolorejo. Pengumpulan data ini menggunakan angket, observasi, wawancara dan dokumentasi. Analisis data penelitian menggunakan korelasi sederhana dan korelasi ganda dengan taraf signifikansi 0,05. *Positive reinforcement* memiliki hubungan terhadap motivasi belajar dengan perolehan sumbangsih sebesar 24,7 persen. Ada hubungan *feedback* hasil belajar terhadap motivasi belajar siswa kelas V Sekolah Dasar di Bolorejo Tulungagung. *Feedback* hasil belajar memiliki hubungan terhadap motivasi belajar dengan perolehan sumbangsih sebesar 92,8 persen. *Positive reinforcement* dan *feedback* secara simultan memiliki hubungan terhadap motivasi belajar dengan perolehan sumbangsih sebesar 93,2 persen. Berdasarkan hasil penelitian diperoleh kesimpulan bahwa ada hubungan *positive reinforcement* dan *feedback* terhadap motivasi belajar siswa kelas V Sekolah Dasar di Bolorejo Tulungagung.

**Kata kunci:** penguatan positif; umpan balik hasil belajar; motivasi belajar

### INTRODUCTION

Every education has a goal to be achieved, the national education goals of the Republic of Indonesia are listed in the elaboration of the 1945 Constitution concerning education as outlined in Law no. 20 of 2003 Chapter II Article 3 concerning the National Education System states "National education functions to develop capabilities and shape the character and civilization of

a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. One of the learning processes is in elementary school (SD). Elementary school is the starting point of formal education in Indonesia. This is expected to produce quality Human Resources (HR) as the nation's next generation to realize a goal, namely improving the quality of life so that the realization of a just and prosperous society based on Pancasila and the 1945 Constitution. Improving the quality of education requires consideration to realize the goal. National Education.

The quality of students and the quality of teachers is closely related to the quality of education. This statement is reinforced by the opinion of Awe & Benghe (2017) that teachers as managers of teaching and learning activities are a key factor in successful learning. A professional teacher, not only understands in explaining a material, but as a teacher must be able to be a role model, protect students, and can encourage students to be better. Based on this explanation, it is not only the teacher factor that can be the key to success, but the student factor is also a determining factor for the success of education because the central point of the learning process is in the student. So, to develop quality in education, we must jointly improve the quality of teachers and the quality of students. Improving the quality of students can be observed from the learning process in terms of following the learning process and also the level of student success. Susanto (2013) states that three aspects occur to students in changing student learning success, namely in terms of cognitive, affective, and psychomotor aspects. Students who get success in good learning will always try to maintain and improve the learning outcomes they get, but it is not an easy thing for students because student success is influenced by several factors, and achieving it must require great effort.

The success of a student in learning is caused by several factors that influence the achievement of learning outcomes, namely from within the student (internal) which includes intelligence, health, talent, interest, learning motivation, and learning methods. There are also factors from outside (external) which include the family environment, school, and the surrounding community. It is strengthened by Yuniawatika's opinion (2018) that "teachers and students, need to know what individual learning styles characterize their way of studying. This is necessary to prepare effective teaching-learning programs, and eventually motivate students to engage in learning activities". This means that a teacher must understand the learning characteristics of each student to be able to create effective learning and improve student learning motivation well. From this explanation, it can be said that one of the things that can affect students in the learning process and learning outcomes are learning motivation.

Learning motivation is a change in a person's behavior due to encouragement from within a person and his environment. In line with this explanation, Uno (2021) reinforces the explanation that student success in learning is influenced by the important role of learning motivation. So, when teaching and learning, students need high motivation so that educational goals can be achieved optimally. The purpose of this statement is that the learning process coupled with the interaction between educators can convey and apply positive reinforcement and good feedback to increase learning motivation so that learning activities can run optimally. In increasing learning motivation, there are six factors, namely attitude, stimulation, affection, competence, interest, and reinforcement. In addition to these factors, several other factors have to do with students learning

motivation. These factors have been studied by several researchers. These factors are attitudes and interest in learning (Putri & Rifai, 2019), interest and learning facilities (Sari, 2014), strengthening blended learning (Sjukur, 2012), learning environment (Purnamasari, 2019), Setiawati family environment (2020) and performance teachers (Widoyoko & Rinawat, 2012). With these factors, it is possible to find out what influences students' high, medium and low motivation to learn. So to generalize the motivation can consider the above factors.

In the advancement of education, teachers have a very relevant and very meaningful role. Teacher professionalism is very important to support the advancement of education. In Law No. 14 of 2003 article 8 concerning teachers and lecturers, it is stated that teachers must have academic quality, competence, and the ability of teachers to realize national education goals. This statement is reinforced by Malik & Pujiastuti (2018) who states that in learning the teacher as an educator and teacher must have various skills to achieve the goals in the learning process. A professional teacher needs to have eight basic skills in teaching. Usman (2011) revealed that there are basic competencies that must be mastered by teachers. The purpose of this statement is that teachers must be professional in the learning process with one of them being able to master basic skills in teaching so that the learning process can run well and maximally. These skills are reinforcement (reinforcement skills), skills to explain (explaining skills), skills to ask (questioning skills), skills to provide variety skills (variation skills), skills to open and close lessons (set induction and closer), skills to guide small discussions, classroom management skills, as well as individual teaching skills. One of the teacher's skills that must be developed to achieve the learning objectives is the provision of reinforcement.

According to Sanjaya (2019), reinforcement is a form of response, both verbal and non-verbal, given by the teacher to student behavior to provide feedback on their actions as an encouragement or correction and motivate other students to do the same as the students who were given the reinforcement. . According to Mulyono Abdurrahman (in Vandriyanti *et al.*, 2013), there are 2 kinds of reinforcement, namely positive reinforcement, and negative reinforcement. Reinforcement (reinforcement) used in elementary school learning is positive reinforcement. Because by providing positive reinforcement it is useful to increase learning motivation in students. However, it is not known scientifically whether the provision of reinforcement has anything to do with student learning motivation. Every student needs reinforcement, including elementary school students. One of the reinforcements that must be emphasized for elementary school students is positive reinforcement. With the increased motivation to learn, students need positive reinforcement from the teacher. When students get positive reinforcement, students will tend to be more enthusiastic and have the motivation to learn. Students will be more likely to like any subject when there is high motivation to learn in students. The desire of an individual to learn is a learning motivation (Hamdani, 2011).

Research conducted by Wahyuni (2016) states that increasing student learning motivation has a relationship with the provision of reinforcement which causes reinforcement to provide a pleasant learning atmosphere. Words that are often spoken by teachers such as "good", "great", and "good job" are verbal forms of reinforcement (reinforcement). By always using these words it will stir the hearts of students to increase the motivation that exists in students if this is done consistently. To increase learning motivation by providing positive reinforcement to students, feedback from the teacher is also needed so that student motivation is maximized in the learning process. According to Spiller (2009), a student will be more creative in learning when having

conversations around the assessment and improved feedback. Assessment is very important in the learning process (Tamba & Cendana, 2021). Giving feedback on learning outcomes is the provision of information from the teacher to students both verbally and in writing on student answers from taking tests or exercises after completing the learning program formulated by the teacher (Marlissa & Untayana, 2018). This is so that students look for justifications and respond to make students more motivated (Yunarni & Harsiwi, 2018). From the explanation of the feedback on learning outcomes according to Utami (2020), several types are used in learning, namely external feedback, direct feedback, internal feedback, and positive feedback. So, the application of feedback on learning outcomes appropriately will form motivation in students.

This research was taken based on the facts that have occurred where the three elementary schools selected by the researcher many students have a high enthusiasm for learning as evidenced by the presence of students who take part in tutoring. There are also students from these elementary schools who participate in the tutoring of researchers, therefore Researchers also know the learning motivation of these students. Every time there is an assignment, students will try to do the assignment and learn it. The statement was also reinforced by the opinion of parents of students, that there is always time and enthusiasm to study at home. That way in Elementary School some students have high learning motivation. In line with the opinion of Uno (2021) that a person's success in the learning process is due to the important role of learning motivation. Thus, it is in line with the statement of Rohani (2010) that the function of motivation is to encourage and can activate students, student's attention is the center, and helps meet students' needs in learning.

In the initial observations that have been made in three elementary schools in Bolorejo with class teachers, most students have high learning motivation, because when given assignments by the teacher, students always work on and collect on time. and punctual in collecting assignments from the teacher. Students prefer to be given positive reinforcement in learning because with this reinforcement their enthusiasm of students increases in learning. With this statement, the researcher wants to prove whether the teacher's role in providing positive reinforcement and feedback on student learning outcomes is related to the student's learning motivation.

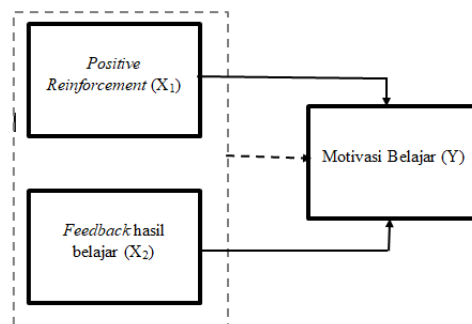
The results of interviews that have been carried out with classroom teachers can be found that students need motivation from teachers to build enthusiasm in learning because of the factors experienced now that learning must be carried out from home. For students who have high motivation, there may be small problems in learning, while students who lack motivation need encouragement and motivation given by the teacher so that students remain motivated to learn so that the results obtained can be better. The results of interviews that have been conducted with students show that students prefer to get praise or positive reinforcement from the teacher than negative reinforcement. Because with positive reinforcement, students feel more capable, capable of doing assignments or questions from the teacher. So, it is whether there is a contribution from the teacher to student learning motivation.

Based on the statement above, the research uses two independent variables and one dependent variable that is different from the research that has been done, in this study is more focused on providing positive reinforcement, therefore researchers are interested in researching the relationship between positive reinforcement and feedback on student learning outcomes. on

increasing the learning motivation of fifth-grade elementary school students in Bolorejo, Tulungagung Regency.

## METHODS

This research approach uses a quantitative approach. This study uses correlation analysis to determine the relationship between variables, namely positive reinforcement (X<sub>1</sub>), learning outcomes feedback (X<sub>2</sub>), and learning motivation (Y). Tanzeh (2011) argues that when viewed from the cause and effect, the variables are divided into independent or independent variables and the dependent variable is called the dependent. The quantitative approach was chosen because it supports the research process, namely determining the influence of the selected variables. The research design can be seen in Figure 1.



**Figure 1. Research Design**

This type of research uses ex post facto research which means after the fact. The determination of research respondents was taken from class students of SDN 1 Bolorejo, SDN 2 Bolorejo, and SDN 3 Bolorejo. This study uses probability sampling by taking all of them. This sampling model took 72 students. This research method uses a questionnaire, observation, and interviews. The data obtained is on an interval scale. Before analyzing the data to prove the hypothesis, the data will be analyzed descriptively to find out the initial description. The next stage is the normality test and homogeneity test as a prerequisite test for the analysis.

## RESULTS AND DISCUSSION

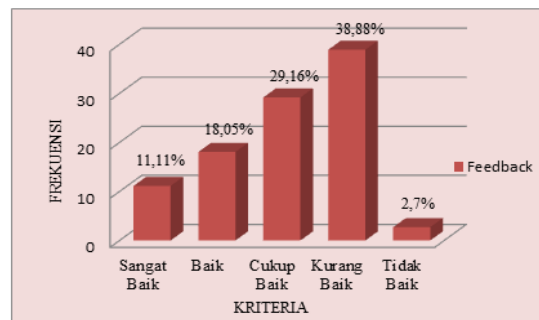
### Results

A prerequisite analysis test in this study is required to qualify in correlation analysis. In the prerequisite test, the analysis can be used to find out errors that may occur in the study. The analysis prerequisite test is carried out before testing the hypothesis in the research that has been obtained. The prerequisite tests for the analysis of this research are the normality test and the homogeneity test.

### *Positive Reinforcement*

The data obtained in this study are the results of filling out a questionnaire. The number of statement items is 15 items with alternative answers 4. The results are shown from the data obtained that there is the highest value of 60 and the lowest value of 35. The average value (mean)

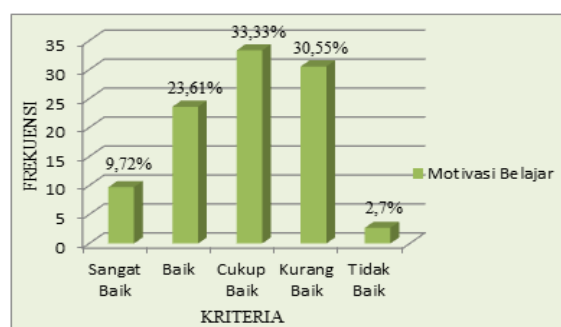
is 47.44, the median value is 47.00, the mode value is 46, and a standard deviation of 6.815. From the results of the distribution of criteria as above, it can be seen that positive reinforcement at SDN in Bolorejo shows very good criteria, amounting to 9 students (12.5%), good criteria totaling 11 students (15.28%), quite good criteria, 31 students (43, 06%), the criteria are not good there are 16 students (22.22%) and the criteria are not good 5 students (6.94%). Based on the distribution of the variables described above, can be presented in the Figure 2.



**Figure 2. Graph of Criteria for Feedback on Learning Outcomes of Students in Bolorejo Village**

### *Learning Motivation*

The data obtained in this study were in the form of a questionnaire. The number of statement items is 17 points with alternative answers 4. The results are shown from the data obtained that there is a highest value of 68 and the lowest value of 48. The average value (mean) is 56.33, the median value is 55.00, the mode value is 51, and a the standard deviation of 5.289. By the results of the distribution of the criteria as above, it can be seen that the learning motivation at SDN in Bolorejo village shows very good criteria totaling 7 students (9.72%), good criteria totaling 17 students (23.61%), quite good criteria there are 24 students (33.33%), the criteria are not good there are 22 students (30.55%) and the criteria are not good 2 students (2.7%). The distribution of the variables described above can be presented in Figure 3.



**Figure 3. Graph of Learning Motivation Criteria for SDN students in Bolorejo Village**

A normality test is used to determine whether the questionnaire that has been obtained has a normal distribution or not. A normality test was carried out for each variable. In this test, SPSS version 19 was assisted by using the Kolmogorov-Smirnov normality test. The results of the normality test in this study can be seen in Table 1.

**Table 1. Result of the Normality Test**

No	Variable	Significance Value	Level of Significance	Decision
1.	Positive reinforcement	0.248	0.05	Normal
2.	Learning outcomes feedback	0.226	0.05	Normal
3.	Learning motivation	0.194	0.05	Normal

The homogeneity test carried out in this study was used to determine whether the two or more groups used were from populations with the same variance. The data tested in the homogeneity test are positive reinforcement, feedback on learning outcomes, and learning motivation. This homogeneity test was carried out with the help of SPSS version 19, namely the homogeneity of variance test. The homogeneity test (see Table 2) uses guidelines that if the significance value is  $> 0.05$  then the data have the same variance (homogeneous) and vice versa if the significance value is  $< 0.05$  then the data is not the same (not homogeneous).

**Table 2. Results of the Homogeneity Test**

No	Variable	Significance Value	Level of Significance	Decision
1.	Positive reinforcement	0.695	0.05	Homogen
2.	Learning outcomes feedback	0.601	0.05	Homogen
3.	Learning motivation	0.663	0.05	Homogen

The inferential analysis is an analysis that proves that the hypothesis in this study has been assumed in the previous chapter. This method uses correlation analysis. Correlation analysis aims to determine the relationship between quantitative variables. According to Arikunto (2010), correlation analysis aims to find out whether there is a relationship and if there is a relationship, how close the relationship is, and whether or not the relationship is meaningful. In this explanation, to determine the level of closeness of the relationship between variables, namely the magnitude of the correlation number called the correlation coefficient.

Simple correlation analysis was used to test the first hypothesis and the second hypothesis (Table 3). For this test, the product-moment correlation is used. Product moment analysis aims to determine how big the relationship between the positive reinforcement variable ( $X_1$ ) and the learning motivation variable ( $Y$ ), is and how big the relationship between the learning outcomes feedback variable ( $X_2$ ) and the learning motivation variable ( $Y$ ).

**Table 3. Results of Simple Correlation Test**

Variable	Pearson Correlation	Significance Value	Level of Significance	Decision
Positive reinforcement with Learning Motivation	0.247	0.037	0.05	There is a relationship
Learning outcomes feedback with Learning Motivation	0.928	0.000	0.05	There is a relationship

Multiple correlation analysis in this study was used to test the hypothesis of the three variables, namely the coefficients of the two independent variables with one dependent variable. Multiple correlation analysis was used to test how big the relationship between the positive reinforcement variable ( $X_1$ ) and the learning outcomes feedback variable ( $X_2$ ) with learning motivation ( $Y$ ).

**Table 4. Results of Multiple Correlation Test**

Variable	R	Significance Value	Level of Significance	Decision
Positive Reinforcement ( $X_1$ ) and Feedback on Learning Outcomes ( $X_2$ ) on Learning Motivation ( $Y$ )	0.932	0.000	0.05	There is a relationship

From the results of the multiple correlation analysis conducted by the three research variables, namely the positive reinforcement variable ( $X_1$ ) and feedback learning outcomes ( $X_2$ ) together with student learning motivation, the correlation coefficient value is 0.932 with a significance value of  $0.000 < 0.05$  (Table 4). Thus, it can be concluded that those who state that there is no relationship are rejected, it can be concluded that the variables of positive reinforcement and feedback on learning outcomes together have a relationship with learning motivation.

## Discussion

The analysis that has been done is descriptive, prerequisite test, and also inferential analysis, including simple correlation analysis and multiple correlations. The presentation of the results of the analysis on hypothesis testing is how big the relationship between positive reinforcement and learning motivation is, how big the relationship between feedback on learning outcomes and learning motivation, and how big the relationship between positive reinforcement and feedback on learning outcomes together with learning motivation

### *The Relationship of Positive Reinforcement on Learning Motivation*

Based on the results of the analysis that has been carried out, it is found that there is a relationship between positive reinforcement and learning motivation in the three elementary schools in the village of Bolorejo. This is evidenced by the results of the previous analysis with the help of SPSS. The results of the analysis show that the significance value is  $0.037 < 0.05$ . With these gains, it can be said that there is a relationship between positive reinforcement and learning motivation. The results of the analysis are strengthened by research that has been carried out by Wahyuni (2016) by stating that there is a relationship between reinforcement and motivation to learn mathematics because reinforcement can provide a pleasant learning atmosphere that can increase student learning motivation. In line with research conducted by Astuti (2016) that the provision of reinforcement has a significant effect on student motivation in Civics subjects. The effect of giving reinforcement to the motivation to learn Civics obtained very strong results.

The results of a simple correlation analysis of the positive reinforcement variable with learning motivation obtained a coefficient value of 0.247. The results of the analysis showed that

the relationship between the two variables had a positive relationship. From this statement, it can be interpreted that most teachers provide positive reinforcement to students. Students prefer the provision of positive reinforcement compared to negative reinforcement.

In line with the opinion of Wiyani (2013) who states that the purpose of providing reinforcement is to motivate, generate and increase learning motivation so that students are easy and happy in learning. This reinforcement can occur if in the teaching and learning process students are given learning experiences that are by the level of development and needs of students. A student experiences permanent changes as a result of the process of learning interaction with the knowledge or through reinforcement in the form of experience with an object in the learning environment. Then it can be used as a role model in the learning process and able to foster learning motivation in students.

### ***Relationship of Learning Outcomes Feedback to Learning Motivation***

Based on the results of the analysis that has been carried out, it is found that there is a relationship between feedback and learning motivation in the three elementary schools in the village of Bolorejo. This is evidenced by the results of the previous analysis with the help of SPSS. The results of the analysis show that the significance value is  $0.000 < 0.05$ . With these acquisitions, it can be said that there is a relationship between feedback on learning outcomes and learning motivation. It is strengthened by the research conducted by Yunarni & Harsiwi (2020) that providing feedback can increase learning motivation. This statement can be interpreted that giving feedback can provide a stimulus and students are motivated in learning. It can be seen directly that the learning process will run if there is feedback between the teacher and students. In line with Nata's explanation (2014) that the notion of feedback is a psychological condition of students and educators that occurs in learning activities that can be seen in attitudes, movements, responses, and other changes that occur between educators and students. So, learning should be maximized by providing feedback so that learning motivation increases.

The result of a simple correlation analysis is 0.928, which means that there is a positive relationship between feedback and learning motivation. It is proven that the second hypothesis can provide information about providing feedback on learning outcomes so that student motivation is high. The things that schools and teachers need are to develop and always apply positive feedback to students. That way students have high learning motivation and are ready to learn so that the learning objectives will be maximized.

### ***The Relationship of Positive Reinforcement and Learning Outcomes Feedback to Learning Motivation***

Based on the data that has been successfully analyzed using multiple correlations with the help of SPSS version 19, it shows a relationship between positive reinforcement and feedback on learning outcomes on learning motivation. This can be seen from the results of the analysis which show a significance value of  $0.000 < 0.05$ . From the hypothesis test, the results obtained a correlation coefficient value of 0.932. These results show that there is a positive relationship between positive reinforcement and feedback on learning outcomes with learning motivation. It

can be interpreted that the higher positive reinforcement and feedback on learning outcomes will affect student learning motivation.

The results of the research above are supported by Wahyuni's research (2016) that there is a positive and significant relationship between reinforcement and learning motivation. As well as research conducted by Yunarni & Harsiwi (2018) that providing feedback can increase learning motivation. That way, the provision of positive reinforcement and feedback can increase high learning motivation so that learning objectives run optimally. From the results of the analysis above, the value of the high multiple correlation coefficient means that elementary schools as educational institutions should further increase the provision of positive and maximum positive reinforcement and feedback. Applying positive reinforcement and feedback optimally and consistently, students' motivation will be formed during learning, both studying at school and studying at home.

## CONCLUSION

Based on the results of the analysis that has been carried out by the researcher, it can be concluded by looking at the results of the analysis of all variables related to the formulation of the problem, hypothesis, and research objectives, it can be concluded that there is a positive reinforcement relationship to the learning motivation of fifth-grade elementary school students in Bolorejo Tulungagung. Positive reinforcement has a relationship with learning motivation with a contribution of 24.7%. There is a relationship between learning outcomes and feedback on the learning motivation of fifth-grade elementary school students in Bolorejo Tulungagung. Feedback on learning outcomes has a relationship with learning motivation with a contribution of 92.8%. There is a positive relationship between positive reinforcement and feedback on learning outcomes together with the learning motivation of fifth-grade elementary school students in Bolorejo Tulungagung. Positive reinforcement and feedback simultaneously have a relationship with learning motivation with the acquisition of a contribution of 93.2%.

Based on the explanation above, suggestions from researchers for students who have low motivation should motivate themselves to increase learning motivation and realize that learning is an obligation and will be in life later. Teachers should master basic skills, one of which is providing reinforcement and feedback. In the learning process, it is better to apply positive reinforcement and feedback appropriately, evenly, and effectively so that students can be more motivated in learning. For the principal, it is expected that as the head of education, he must pay attention to the level of teacher competence so that teaching and learning activities are more efficient. As well as supervisors can get information about educators in learning with students. For further researchers, it is hoped that they can examine other factors of learning motivation, so that they can find out what are the contributions of teachers to increase learning motivation and researchers think that learning motivation is heavily influenced by other variables. taken and use or add variables that can affect the dependent variable.

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