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## REWARD AND PUNISHMENT IN ONLINE LEARNING PJOK OF THE COVID-19 PANDEMIC ON STUDENTS OF KARANGWINONGAN STATE SCHOOL, MOJOAGUNG

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### Abstract

The purpose of this study was to determine the impact of rewards and punishments on physical education learning during the online Covid-19 pandemic for students at SDN Karangwinongan Mojoagung. The method used in this study is a survey method using a questionnaire or questionnaire. The study uses a questionnaire that has been filled out by 40 respondents . This data collection technique using a questionnaire is used to determine the impact of giving rewards and punishments in learning PJOK online during the Covid-19 Pandemic. Based on the description of the research data above, it shows that the impact of Reward and Punishment on physical education learning during the online Covid-19 pandemic is in the moderate category. The highest frequency is 29 students with a percentage of 39.3% in the medium category. The impact of Reward and Punishment in physical education learning during the Covid-19 pandemic, which was in the high category of 17.6% or 3 students, medium category 54.3% or 29 students, low category 28.3% or 8 students.

**Keywords** – Reward and Punishment, Online Learning, PJOK.

## **1. Introduction**

Corona Virus was first detected in Wuhan, China in December 2019. Corona virus is a virus that attacks the respiratory tract and causes high fever, cough, flu, shortness of breath and sore throat. As a result of the spread of the Covid-19 virus, almost all new things are done from home, whether at school, college, work or other activities. Even places of worship have been partially closed to reduce the spread of the Covid-19 virus. Various ways have been carried out by the government, such as physical distancing (maintaining distance), lock down, even some areas have imposed PSBB (large-scale social restrictions). But there are still many people who do not comply with these regulations until the end of the spread of this virus runs very quickly.

The spread of the COVID-19 virus has presented its own challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government issued policies such as social distancing, physical distancing, to large-scale social restrictions (PSBB). This condition requires people to continue their activities at home, study, work, and worship at home. As a result of this policy, the education sector such as schools and universities stopped the online learning process which could be carried out from the homes of each student.

In accordance with the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of COVID-19, it is recommended to carry out the learning process from home through online learning. Readiness on the part of service providers and students is a demand for the implementation of online learning. The implementation of online learning requires supporting devices such as computers or laptops, gadgets, and other tools as intermediaries which of course must be connected to the internet.

To achieve the online learning process during the Covid-19 pandemic, schools provide various efforts such as improving the quality of teachers, improving learning media infrastructure, and other efforts related to the quality of education, one of which is the provision of Rewards and Punishments in the continuity of online learning, in order to motivate students to be able to more enthusiastic in participating in online learning activities.

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According to M. Ngalim Purwanto (2006: 182) it is a tool to educate children so that children can feel happy because their actions or work get an award. Reward (reward) is one method of education that is easy to implement and very enjoyable for students. Therefore, rewards in an education are very much needed in order to increase student interest in learning. The purpose of educators giving rewards to students is so that students become more active in their efforts to improve or enhance the achievements they have achieved, in other words, students become harder on their will to learn better.

Punishment in language comes from English, namely from the word Punishment which means law (punishment) or torture. (John M. Echols and Hasan Shadily: 1996:456). According to Malik Fadjar (2005: 202) Punishment (punishment) is an educational effort to improve and direct students in the right direction, not the practice of punishment and torture that stifle creativity. . Meanwhile, according to Roestiyah (1978:63) suggests Punishment (punishment) is an unpleasant act from a person of higher position for violations and crimes, intending to correct the child's mistakes. M. Ngalim Purwanto (2006: 186) Stated Punishment (punishment) is suffering that is given or inflicted intentionally by someone (parents, teachers and so on) after a violation, crime or mistake has occurred. Meanwhile, Abu Ahmadi and Abu Uhbiyati in their book Science of Education (199: 150) Punishment is an act, where we consciously and deliberately inflict sorrow on others, both from a physical point of view and from a spiritual point of view, others have weaknesses. when compared to ourselves, and therefore we have a responsibility to guide and protect it.

From some of the opinions above, the researcher can draw the conclusion that Punishment is an unpleasant act, in the form of suffering given to students consciously and intentionally, so that they are aware of their heart not to repeat it again. Punishment is given not as a form of physical or spiritual torture, but as an effort to return students to a good direction.

Learning is a process of teaching and learning activities that also play a role in determining student success. From the learning process, there will be a reciprocal activity between the teacher and students to get to a better goal. The learning process is a process in which there is interaction between teachers and students and reciprocal

communication that takes place in educational situations to achieve learning goals. In the learning process, teachers and students are two components that cannot be separated, between the two components there must be mutually supportive interactions so that student learning outcomes can be achieved optimally, it can be concluded that the learning process is all joint efforts between teachers and students to share and processing information, with the hope that the knowledge provided is useful in students and becomes the basis for continuous learning, and it is hoped that there will be better changes to achieve a positive improvement marked by changes in individual behavior in order to create a good learning process that will shape abilities. intellectual property, critical thinking and the emergence of creativity by changing a person's behavior or personality based on his practice or experience.

The real purpose of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate their abilities. Learning objectives are divided into 3 categories, namely: intellectual abilities (cognitive), moral development (affective), skills (psychomotor). The learning objectives in which there is a formulation of behavior and abilities that must be achieved by students or students after completing learning activities in the teaching process. Therefore, the learning objectives conveyed by the teacher must be useful for students and in accordance with the characteristics of students so that these goals are achieved optimally. In order for all agreements from the beginning that have been agreed to be achieved according to what is expected this is based as an opinion about the meaning of learning objectives, another understanding states that learning objectives are statements about skills or concepts that are expected to be mastered by students at the end of the learning period formulated in Specific, actual and measurable forms of behavior are expected to occur, owned by the students' data after following a certain learning process.

The development of education today is influenced by the rapid advancement of information and communication technology, one of the information technologies that plays a role in the world of education is online learning. Online learning functions as a liaison between educators and students with an internet network that can be accessed anytime and anywhere, various online media such as whatsapp, google classroom, website, e-learning and many others,

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Online is an electronic-based learning process. One of the media used is a computer/gadged network, with the development of the network it is possible to develop it in a web-based form/social media, so that it can be accessed more broadly with the internet, so that the presentation can be more interactive. This online system has no access restrictions, this is what allows learning to be carried out more widely and in more time. Online is learning that is structured with the aim of using an electronic system so that it is able to support a learning process.

Online is a distance learning process by combining principles in a learning process with technology. (Chandrawati: 2010). Online is a learning system that is used as a means as a teaching and learning process that is carried out without having to meet face-to-face between educators and students. (Ardiansyah: 2013)

According to the Newspaper (2002). Online as any teaching that uses electronic circuits (LAN, WAN or internet) to deliver learning content, interaction or guidance. Hartley (2001), explains that online is a type of teaching and learning that allows student teaching materials using the internet, or other computer network media, Rosenberg (2001) emphasizes that online refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills.

Online has shortened learning time and made study costs more economical, online made it easier for interactions between students and subject matter, students and teachers, or instructors and fellow students. Students can share information with each other and can access learning materials at any time and repeatedly, with such conditions students can further strengthen their mastery of learning materials.

Based on the above reality, the author is interested in conducting survey research on the online learning process during the Covid-19 pandemic for students at the Karangwinongan State Elementary School, Mojoagung District. The goal to be achieved in this study is to determine the impact of giving rewards and punishments in online learning during the Covid-19 pandemic on Karangwinongan Mojoagung public elementary school students.

## 2. Method

This research is a type of quantitative descriptive research. The method used in this study is a survey method using a questionnaire or questionnaire. This data collection technique using a questionnaire was used to determine the impact of reward and punishment in learning PJOK online during the Covid-19 pandemic at SDN Karangwinongan Mojoagung.

### a. Research Sample

The sample is part of the population that has the same characteristics as the population (Ibrahim & Sudjan, 2004). The total population that the author uses is 40 students. This amount is also the number of samples that the authors will use in the study. This is based on the opinion of Arikunto (2006: 14) "if the subject is less than 100, it is better to take all so that the study is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. The sampling technique in this research is using total sampling. The samples in this study were students from grade 1 to grade VI SDN Karangwinongan

### b. Research variable

The variable from this study is the single variable, namely the impact of giving rewards and punishments in physical education learning during the Covid-19 Pandemic online for students at SDN Karangwinongan Mojoagung in participating in physical education lessons. This research is the tendency in a person to behave or activity, desire, attention and encouragement to take physical education lessons at school.

### c. instrument

The research instrument that the author uses is in the form of a questionnaire or questionnaire containing statement items (positive or negative) related to students' interest in learning physical education at school. Positive statements are statements that support an idea in a questionnaire that includes the necessary variables. While negative statements are similar to statements that do not support an idea. This questionnaire is an adoption questionnaire from Erna Marstiyaningtiyas thesis entitled "The Influence of Reward and Punishment on Students' Learning Motivation" Syarif Hidayatullah State Islamic University Jakarta, which consists of 18 test questionnaire statements.

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#### d. Data Collection Technique

In a study, data is a very important part. This is because research is an activity carried out to obtain data as a source of information which will later be processed or analyzed so that a conclusion is obtained. Data collection requires tools or methods that are in accordance with the research to be carried out. This research is a survey research so that to obtain data a questionnaire/questionnaire is used which will be distributed to respondents. The distribution of the questionnaire is done through Android so that each respondent can access it by opening the link that has been given. This is because to make it easier for researchers as well as respondents during the pandemic to not need to hold meetings that involve many people, so that filling out the questionnaire can be done wherever the respondents are.

The questionnaire in this study is a closed questionnaire and the answers have been given, the respondents just choose the answers that are already available, namely; Strongly Agree (SS), Agree (S), Indecisive (R) Disagree (TS) After the data has been collected through filling out the questionnaire, then the data is analyzed. The way the questionnaire is assessed is based on a Likert scale. In each alternative answer that has been provided, each answer has a weighted score of 1-4.

#### e. Data source

The source of data in the study is the subject from which the data can be obtained. This study uses a questionnaire/questionnaire as a tool for data collection, so that the data source of this research is the respondent. Respondents in this study are people who provide responses, responses, and or answers to questions or statements submitted and requested by researchers.

### **3. Result and Discussion**

#### **Description of Research Data**

The impact of Reward and Punishment in physical education learning online during the Covid-19 Pandemic at SDN Karangwinongan Mojoagung was measured using an adoption questionnaire/questionnaire from Erna Marstiyaningtiyas' thesis entitled "The Effect of Reward and Punishment on students' learning motivation"

Syarif Hidayatullah State Islamic University Jakarta which consists of 18 The questions are in the form of closed statements, namely the respondent cannot choose another answer because of the answer choices that have been provided.

The impact of Rewards and Punishments in physical education learning online during the Covid-19 Pandemic is measured based on factors of concern, activity, and experience. These factors are the statements in the instruments given to the respondents. From all the items on the instrument, the score range is as follows:

**Table 1. Range of Scores of Student Impact Survey Results**

Statistic	Score
<i>Sum</i>	1894
<i>Minimum</i>	33
<i>Maximum</i>	61
<i>Mean</i>	47.35
<i>Standar Deviation</i>	6.8070476

Description of the results of the survey research on the impact of Reward and Punishment in physical education learning during the online Covid-19 pandemic, the distribution of which is based on the ideal mean and standard deviation. So that the classification for the classification of the impact of Reward and Punishment variables in physical education learning during the online Covid-19 pandemic is as follows:

**Table 2. Classification of the Impact of Rewards and Punishments in physical education learning online during the Covid-19 Pandemic**

No.	Interval Score	Category	Frequency	Percentage
1	$X > 133,6$	Very high	5 students	10,7 %
2	$121,9 < X \leq 133,6$	high	8 students	17,8 %
3	$110,3 < X \leq 121,9$	Currently	15 students	39,3 %
4	$98,6 < X \leq 110,3$	Low	8 students	28,6 %
5	$X \leq 98,6$	Very low	4 students	3,6 %
total			40 students	100 %

Based on the tables above, it can be concluded that the impact of rewards and punishments in physical education learning during the online Covid-19 pandemic which was obtained through a survey of 40 respondents showed that 10.7% in the



very high category, 17.8% in the high category, 39, 3% in the medium category, 28.6% in the low category, and 3.6% in the very low category. In general, it can be concluded that the impact of Reward and Punishment in physical education learning during the online Covid-19 pandemic for students in grades I-VI SDN Karangwinongan Mojoagung on physical education learning is moderate.

### Rewards

Reward is one of the factors that become the lattice in the research instrument. The reward factor for learning physical education as measured from 6 statement items in the questionnaire obtained the highest score of 24 and the lowest score of 11.

**Table 3 Range of Reward Factor Scores**

Statistic	Score
<i>Sum</i>	732
<i>Minimum</i>	11
<i>Maximum</i>	24
<i>Mean</i>	18.3
<i>Standar Deviation</i>	3.220129

**Table 4. Classification of Reward Factors**

No.	Interval Score	Category	Frequency	Percentage
1	$X > 36,25$	Very high	5 students	7,14 %
2	$32,58 < X \leq 36,25$	high	7 students	14,29 %
3	$28,92 < X \leq 32,58$	Currently	15 students	53,57 %
4	$25,25 < X \leq 28,92$	Low	9 students	17,86 %
5	$X \leq 25,25$	Very low	4 siswa	7,14 %
total			40 students	100 %

Based on the table above, it can be concluded that the reward factor for learning physical education at SDN Karangwinongan Mojoagung obtained through 6 survey statements with 40 respondents showed that 7.14% in the very high category,

14.29% in the high category, 53.57% in the medium category, 17.86% in the low category, and 7.14% in the very low category. In general, it can be concluded that the reward factor of grade I-VI students at SDN Karangwinongan Mojoagung towards physical education learning is moderate.

### **Punishment**

Punishment is one of the factors that become the lattice in the research instrument. The role of Punishment in grades I-VI SDN Karangwinongan Mojoagung towards physical education learning as measured by 6 statements in the questionnaire, the highest score was 21 and the lowest score was 7.

Punishment factor classification classification whose categorization distribution is based on the ideal mean and standard deviation is as follows:

**Table 5 Student Classification of Punishment Factors**

No.	Interval Score	Category	Frequency	Percentage
1	$X > 38,28$	Very high	0 student	0 %
2	$34,76 < X \leq 38,28$	high	17 students	39,29 %
3	$31,24 < X \leq 34,76$	Currently	10 students	14,28 %
4	$27,72 < X \leq 31,24$	Low	8 students	42,86 %
5	$X \leq 27,72$	Very low	5 students	3,57 %
total			40 students	100 %

Based on the table above, it can be concluded that the Punishment factor on physical education learning at SDN Karangwinongan Mojoagung Mojoagung obtained through 6 survey statements with 40 respondents showed that 0.00% in the very high category, 39.29% in the high category, 14.28 % in the medium category, 42.86% in the low category, and 3.57% in the very low category. In general, it can be concluded that the reward factor for learning physical education tends to be low.

### Online

The online activities of students I-VI SDN Karangwinongan Mojoagung on physical education learning as measured by 6 statements in the questionnaire, the highest score was 18 and the lowest score was 9. The classification of online factors whose categorization distribution is based on the ideal mean and standard deviation is as follows:

**Table 6. Online Factor Classification**

No.	Interval Score	Category	Frequency	Percentage
1	$X > 43,22$	Very high	3 students	3,57 %
2	$39,12 < X \leq 43,22$	high	9 students	21,43 %
3	$35,02 < X \leq 39,12$	Currently	15 students	42,86 %
4	$30,92 < X \leq 35,02$	Low	8 students	25,0 %
5	$X \leq 30,92$	Very low	6 students	7,14 %
total			40 students	total

Based on the table above, it can be concluded that the online factors of students towards physical education learning at SDN Karangwinongan Mojoagung obtained through 6 survey statements with 40 respondents showed that 3.57% in the very high category, 21.43% in the high category, 42, 86% in the medium category, 25.0% in the low category, and 7.14% in the very low category. In general, it can be concluded that the online class I-VI SDN Karangwinongan Mojoagung towards physical education learning tends to be moderate.

### Discussion

The purpose of this study was to determine the impact of rewards and punishments on physical education learning during the online Covid-19 pandemic for students at SDN Karangwinongan Mojoagung. Based on the description of the research data above, it shows that the impact of Reward and Punishment on physical education learning during the online Covid-19 pandemic is in the moderate category. This is evident from the results of research conducted that the medium category shows the highest frequency, which is 29 students out of a total of 40 students who are respondents, if the percentage shows 60.3% of the total 100%. And for other

categories, the frequency is 3 students or 10.7% for the very high category, the frequency is 8 students or 17.8% in the high category, the frequency is 8 students or 20% in the low category,

The results of the research from giving 18 questions to the research instrument in the form of a questionnaire/questionnaire to class XI students, totaling 40 students at SDN Karangwinongan Mojoagung, showed that the impact of Reward and Punishment on physical education learning during the online Covid-19 pandemic was in the moderate category. This is due to three factors, namely the sense of Reward, Punishment, and Online. Based on the research results obtained, of the three factors there is one factor in the low category, namely the Punishment factor and two factors in the medium category, namely Reward and online.

The first factor is Reward. Student rewards for learning physical education at SDN Karangwinongan Mojoagung tend to be moderate. This is based on the results of 6 statements in the questionnaire given to 40 respondents showing 7.14% in the very high category, 14.29% in the high category, 53.57% in the medium category, 17.86% in the low category, and 7.14% in the very low category. Student reward factors tend to be moderate, this is because some students agree that online education is given an appropriate reward, because many things are needed to be able to carry out online education.

The second factor is Punishment. Based on the results of the study, the Punishment factor of students towards physical education learning at SDN Karangwinongan Mojoagung tends to be low. This is obtained from the results of 6 statements in the questionnaire given to 40 respondents showing 0% in the very high category, 39.29% in the high category, 14.28% in the medium category, 42.86% in the low category, and 3.57% in the very low category. The student reward factor tends to be low due to the lack of interest in students with punishment in online learning, because there are many things that affect online learning such as the lack of an internet network owned by students.

The third factor is online. Students' online activities towards learning physical education at SDN Karangwinongan Mojoagung tend to be moderate, this is obtained from the results of 6 statements in the questionnaire given to 40 students as

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respondents showing 3.57% in the very high category, 21.43% in the high category, 42,86% in the medium category, 25.0% in the low category, and 7.14% in the very low category. On the online factor, it shows a moderate category because some students do not like online learning, citing the lack of student networks owned by students, the high internet quota, to carry out online learning activities.

#### 4. Conclusion

Based on the results of the research and discussion that have been described, the impact of rewards and punishments in physical education learning during the online Covid-19 pandemic at SDN Karangwinongan Mojoagung Mojoagung shows a moderate category. This can be seen from the results of research using a questionnaire that has been filled out by 40 respondents showing the highest frequency of 29 students with a percentage of 39.3% in the medium category. The impact of Reward and Punishment in physical education learning during the Covid-19 pandemic, which was in the high category of 17.6% or 3 students, medium category 54.3% or 29 students, low category 28.3% or 8 students. The impact of rewards and punishments in physical education learning online during the Covid-19 pandemic is influenced by several factors, namely feelings, attention, activity, and responsibility. From these factors, one factor tends to be in the low category, namely the sense of responsibility factor, and three other factors, namely attention, activity, and experience in the medium category.

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