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Reward's Impact on Motivation to Learn Arabic

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Abstract

This research aims to determine the influence of rewards on the interest and learning motivation of seventh-grade students at MTs Diniyah Putri Lampung in learning the Arabic language. This type of research uses a quantitative approach with two independent variables and one dependent variable. The primary data in this study are the students' interest and learning motivation in Arabic, while the secondary data are literature and previous research on the influence of rewards on students' interest and learning motivation. The population in this study consists of seventh-grade students at MTs Diniyah Putri Lampung, with class 7A as the research sample. The data collection techniques used in this study include the use of questionnaires, documentation methods, observation, and interviews. The results of this study were analyzed using multiple regression analysis and showed an influence between the Reward variable (x) and the Interest variable (y) with a coefficient of determination (R Square) of 0.548, which implies that the Reward variable (x) has a 54.8% influence on the Interest variable (y). There is also an influence between the Reward variable (x) and the Learning Motivation variable (z) with a coefficient of determination (R Square) of 0.411, indicating that the Reward variable (x) has a 41.1% influence on the Learning Motivation variable (z). Additionally, there is an influence between the Interest variable (y) and the Learning Motivation variable (z) with a coefficient of determination (R Square) of 0.432, indicating that the Interest variable (y) has a 43.2% influence on the Learning Motivation variable (z). Finally, there is an influence between the combined Reward variable (x) and the Interest variable (y) on the Learning Motivation variable (z) with a coefficient of determination (R Square) of 0.688, indicating that the Interest variable (y) has a 68.8% influence on the Learning Motivation variable (z).

Keywords Arabic language; motivation; MTs Diniyah Putri Lampung; reward

INTRODUCTION

Liang Gie stated that interest not only allows for focused thinking but also generates excitement and effort in one's learning process, helping individuals to retain what they have learned. Learning without enjoyment can make the lessons feel burdensome. From the above quotation, it can be concluded that interest in learning can evoke joy and happiness. Additionally, repetition or evaluation is necessary in learning to reinforce students' memory and prevent forgetting what has been learned (Dahlgren, 2021; Rahmawati et al., 2021).

Interest is crucial in the educational process as it is an essential requirement for learning. In schools, there are students who are lazy, uninterested, or tend to skip classes. In such cases, it indicates that the teacher has not succeeded in providing the right motivation to encourage the student to work with full energy and focus. Learning interest tends to fluctuate, sometimes strong and sometimes weak, or even non-existent. Therefore, it is important to maintain learning interest in the pursuit of knowledge (Hijriyah et al., 2022; Tanggaard, 2014; Tarigan, 2019).

Teachers also play a significant role in a child's personal development, including their social, emotional, and intellectual aspects. Motivation, self-awareness, identity of skills and strengths, healthy gender identity, moral development, and success in family and future work or career are nurtured within the child. Among all these aspects, the teacher's influence is strongest in the child's academic achievements and harmonious social relationships. Achievement is also influenced by motivation. According to Sardiman, learning motivation is a non-intellectual psychological factor that nurtures enthusiasm, joy, and enthusiasm for learning (Roza et al., 2023). Therefore, it can be concluded that motivation is necessary in the learning process to prevent students from feeling bored, disinterested, or negligent. Teachers can provide engaging education such as games or quizzes in which students can actively participate (Putra et al., 2018).

Motivation is one of the factors that affects the quality of education. Good motivation in the learning process will impact students' academic achievements. Academic achievement is the result obtained by students from the learning process over a certain period, which includes knowledge, values, and skills demonstrated through test results. To determine students' academic achievements,

it is necessary to assess the learning outcomes through test scores or positive changes within students, whether they have improved, remained consistent, or even declined (Chen, 2023; Huda, 2022; Rahmawati et al., 2021).

As for the definition of learning, it is a process of effort and overall behavioral change, as a result of personal experience and interaction with the environment. In other words, learning behavior is controlled by rewards, so teachers use rewards as a form of reinforcement and stimulation in educating students (Chen, 2023; Loliyana et al., 2022; Putra et al., 2018).

Based on initial observations of the Arabic language learning process in the seventh grade at MTs Diniyah Putri Lampung, as stated by Mutia Gassania and Saffanah Sakhi, Arabic language lessons are perceived as difficult and boring, resulting in a lack of interest among students. The lack of mastery of Arabic vocabulary, low motivation, and a noisy classroom environment lead to students preferring chatting or sleeping rather than paying attention to the teacher. This will have an impact on students' learning success. To address such issues, the teacher's implementation of rewards has proven influential. Rewards are given to students who actively ask questions, complete tasks assigned by the teacher such as reading, working on the board, participating in quizzes, group assignments, and exhibiting disciplined behavior in class. Examples of rewards include extra points, words of praise, smiles, and attention. When the teacher provides examples of ismiyah and fi'liyah numbers, students are asked to identify which ismiyah or fi'liyah number corresponds, and a student who answers correctly receives 9 points. The rewards positively impact students, motivating them in their learning process.

Based on this background, the appropriate implementation of rewards can serve as a motivation for students to increase their interest. Therefore, the author aims to conduct a study on the influence of reward implementation in enhancing the interest and learning motivation of seventh-grade students in Arabic language at MTs Diniyah Putri Lampung. It is hoped that this research can serve as a reference for those experiencing similar issues.

METHOD

This research was conducted at MTs Diniyah Putri Lampung, Gedong Tataan Subdistrict, Pesawaran Regency. This research utilized a quantitative research design. Quantitative research focuses on objectively studying phenomena that will be measured and analyzed using statistical methods. The researcher chose a quantitative method because the variables under investigation are numerical, and the research objective is to test the relationship between these variables. The data source for this research is the seventh-grade students at MTs Diniyah Putri Lampung. The sample for this study is the seventh-grade students of class A at MTs Diniyah Putri Lampung. This research involves two independent variables and one dependent variable. Data collection techniques include the use of questionnaires, documentation, observations, and interviews. The questionnaire contains statements related to the students' interest and motivation in learning the Arabic language. Documentation and observation were conducted to obtain data related to the methods used in Arabic language learning, while interviews were conducted with both teachers and students to gather information about the students' interest and motivation in learning the Arabic language.

The purpose of this research is to investigate the influence of reward implementation on the interest and motivation to learn among seventh-grade students at MTs Diniyah Putri Lampung in Gedong Tataan Subdistrict. Questionnaires and documentation were used to collect data on these three variables. After collecting the data, it was analyzed to provide an overview of each variable through simple regression, multiple regression, and hypothesis testing. The hypotheses formulated in this research are as follows:

Ho: b1 = 0, the reward variable has no significant positive influence on the interest in learning among seventh-grade students.

Ho: b2 = 0, the reward variable has no significant positive influence on the motivation to learn among seventh-grade students.

FINDINGS AND DISCUSSION

Findings

This research was conducted in one class over two sessions (total sampling). In the first session, the researcher observed the classroom to examine the effects of reward implementation on the interest and learning motivation of the students. In the second session, the students were given a questionnaire on reward, interest, and learning motivation. The data was collected through the questionnaire to determine the influence of reward implementation on interest and learning motivation. In this section, we will discuss the research findings obtained after conducting the study in the seventh-grade classes of MTs Diniyah Putri Lampung.

Furthermore, the questionnaire regarding reward, interest, and learning motivation is classified as normally distributed based on the significance value of 0.803 > 0.05, indicating that the residual values follow a normal distribution. Additionally, the questionnaire data is considered homogenous according to the Levene Statistic test, with a significance value of 0.071 > 0.05.

Before conducting Linear Regression Analysis, the data from the questionnaire on reward, interest, and learning motivation has been validated, deemed reliable, normally distributed, and homogenous. Each aspect of the questionnaire, consisting of 25 items, has a Sig value <0.05, leading to the conclusion that the statement items in each questionnaire are valid. Furthermore, the questionnaire on reward, interest, and learning motivation exhibits reliability, with Cronbach's Alpha values of 0.814 > 0.70 for reward, 0.827 > 0.70 for interest, and 0.918 > 0.70 for learning motivation. Thus, it can be inferred that the questionnaire on reward is reliable.

Based on the research findings, the total scores of the reward, interest, and learning motivation questionnaires in MTs Diniyah Putri Lampung, Gedong Tataan Subdistrict, Pesawaran District, were obtained using a questionnaire consisting of 25 items distributed to each class. The results are presented in the following table:

Table 1. Scores of Questionnaire Calculation Results for Reward, Interest, and Learning Motivation

No.	Name	Questionnaire Score for Reward	Questionnaire Score for Interest	Questionnaire Score for Learning Motivation
1	Adelia Batik Anjani	60	58	68
2	Adelia Zahra Mahendra	63	60	75
3	Adelva Zalfa	65	65	65
4	Alma Amelia Anwar	60	63	63
5	Amira Baiza	55	55	65
6	Asa Alfatriani	50	60	70
7	Ashifa Aura Nighater	55	55	75
8	Falia Azmi Ratifah	55	57	77
9	Heni Asmaul Husna	55	57	77
10	Icha Marshanda	65	65	77
11	Khairunnisa Putri	60	65	85
12	Khalisa Alarice	60	65	75
13	Kirana Ayu Anindya	56	70	70
14	Kirania Rimadhanty	58	58	68
15	Nara Veby Ola	47	50	67
16	Ramah Abedata Syakira	60	60	65
17	Revanda Gresila	63	60	57
18	Salwa Al Annisa	67	67	67
19	Sardiana Sahroni	57	57	77
20	Seizha Khairunnisa	60	60	55
21	Sisil Gustia Ramadhani	67	67	67
22	Sisilia Anggraini	58	58	75
23	Suci Dwi Lestari	70	79	87
24	Tamara Azhuroh	60	60	80
25	Tiara	58	58	88
Total		**1492**	**1524**	**1796**

Table 2. Frequency Distribution of Reward Questionnaire Data

Class Interval	Frequency (fi)	Midpoint Value (xi)	(fi.xi)	$xi- \bar{x}$	$(xi- \bar{x})^2$	$fi(xi- \bar{x})^2$
47 – 50	2	47,5	95	-11,2	125,44	250,88

51 - 54	0	51,5	0	-7,2	51,84	0
55 – 58	9	55,5	499,5	-3,2	10,24	92,16
59 – 62	7	59,5	416,5	0,8	0,64	4,48
63 – 66	4	63,5	254	4,8	23,04	92,16
67 – 70	3	67,5	202,5	8,8	77,44	232,32
Total	**25**	**345**	**1467,5**	**-7,2**	**288,64**	**672**

The results of the reward from student observations can be determined by categorizing them and then expressed as a reference or norm in grouping individual scores, which are defined based on standard deviation (SD) units and their theoretical mean ($\bar{x}$). Based on the descriptive analysis, a standard deviation of 5 and a mean value of 58.7 were obtained. Reward categories based on student observations are classified into three categories using the following categorization: high, moderate, and low. The reward level categories for students can be seen in the following table:

Table 3. Reward Distribution Categories Based on Student Questionnaire

No.	Score Categorization	Frequency	Category	Percentage
1	$x < 53,7$	2	Low	8%
2	$53,7 \leq 63,7$	18	Moderate	72%
3	$63,7 \leq x$	5	High	20%

Based on the data obtained from the table above, considering the 25 sampled students, it can be determined that 2 individuals (8%) fall into the low category, 18 individuals (72%) fall into the moderate category, and 5 individuals (20%) fall into the high category. Meanwhile, when considering the mean value obtained, which is 58.7, it falls into the moderate category. Therefore, it can be concluded that the 7th-grade students of MTs Diniyah Putri Lampung have a moderate-level reward with a percentage of 72%.

Table 4. Frequency Distribution of Questionnaire/Interest Data

Class Interval	Frequency (fi)	Midpoint Value (xi)	(fi.xi)	$xi- \bar{x}$	$(xi- \bar{x})^2$	$fi(xi- \bar{x})^2$
50 – 54	1	51,5	51,5	-9,2	84,64	84,64
55 - 59	9	54,5	490,5	-6,2	38,44	345,96
60 – 64	7	61,5	430,5	0,8	0,64	4,48
65 – 69	6	66,5	399	5,8	33,64	201,84
70 – 74	1	71,5	71,5	10,8	116,64	116,64

75 – 79	1	74,5	74,5	13,8	190,44	190,44
Total	**25**	**380**	**1517,5**	**15,8**	**464,44**	**944**

The interest scores obtained from observing the students can be determined by categorizing them and establishing reference or norm based on the standard deviation (SD) and theoretical mean ($\bar{x}$). Based on the descriptive analysis, a standard deviation of 6 and a mean of 60.7 were obtained. The interest levels of the students are categorized into three categories: high, moderate, and low. The categories for the students' interest level can be seen in the following table:

Table 5. Categorization of Interest Based on Student Questionnaire Results

No.	Score Categorization	Frequency	Category	Percentage
1	$x < 54,7$	1	Low	4%
2	$54,7 \leq 66,7$	20	Moderate	80%
3	$66,7 \leq x$	4	High	16%

Based on the data obtained from the table above, with a sample of 25 students taken into account, it can be observed that 1 person (4%) falls into the low category, 20 people (80%) fall into the moderate category, and 4 people (16%) fall into the high category. Meanwhile, considering the mean value obtained of 60.7, when placed in the aforementioned categories, it falls into the moderate category. Therefore, it can be concluded that the 7th grade students of MTs Diniyah Putri Lampung have a moderate level of interest with a percentage of 80%.

Table 6. Frequency Distribution of Data from Questionnaire/Likert Scale on Learning Motivation

Class Interval	Frequency (fi)	Midpoint Value (xi)	(fi.xi)	$xi- \bar{x}$	$(xi- \bar{x})^2$	$fi(xi- \bar{x})^2$
55 – 61	2	56,5	113	-14,62	213,744	427,489
62 - 67	7	63,6	445,2	-7,52	56,5504	395,853
68 – 73	4	69,5	278	-1,62	2,6244	10,4976
74 – 79	8	75,5	604	4,38	19,1844	153,475
80 – 85	2	81,5	163	10,38	107,744	215,489
86 – 91	2	87,5	175	16,38	268,304	536,609
Total	25	434,1	1778,2	7,38	668,152	1739,41

The categorization of student interest can be determined by conducting a categorization process, which serves as a reference or norm for grouping individual scores. The boundaries for

categorization are initially established based on the standard deviation (SD) and theoretical mean ($\bar{x}$). According to the results of the descriptive analysis, a standard deviation of 9 and a mean value of 72.4 were obtained. The interest level of the students is classified into three categories using the following categorization: high, moderate, and low. The categories of student motivation levels can be observed in the following table:

Table 7. Categories of Learning Motivation Based on Student Questionnaire/Questionnaire Results

No.	Score Categorization	Frequency	Category	Percentage
1	$x < 63{,}4$	3	Rendah	12%
2	$63{,}4 \leq 81{,}4$	18	Sedang	72%
3	$81{,}4 \leq x$	4	Tinggi	16%

Based on the data obtained from the table above, considering 25 students as samples, it can be determined that 3 individuals (12%) fall into the low category, 18 individuals (72%) fall into the moderate category, and 4 individuals (16%) fall into the high category. Moreover, when looking at the mean value obtained, which is 72.4, it falls into the moderate category within the three categories. Therefore, it can be concluded that the 7th-grade students of MTs Diniyah Putri Lampung have a moderate level of learning motivation, accounting for 72% of the participants.

Table 8. Analysis of the Influence of Reward Variable (x) on Interest Variable (y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740[a]	.548	.528	4.034

a. Predictors: (Constant), Reward

Based on the table above, the following information can be obtained:

F-value: In statistics, the F-value is used to test the significance of the difference between groups or variables. A high F-value indicates that the difference between the Reward (x) and Interest (y) variables is significant. In this case, the F-value of 27.841 indicates that there is a significant influence of the Reward (x) variable on the Interest (y) variable.

Significance: The statement mentions that the significance level is 0.000, which is lower than the commonly used significance level of 0.05. A significance level of 0.000 indicates that the difference between Reward (x) and Interest (y) is highly significant statistically. Therefore, it can be

concluded that the Reward (x) variable has a significant influence on the Interest (y) variable.

Coefficient of Determination (R Square): The coefficient of determination (R Square) measures how well the independent variable (Reward/x) can explain the variation in the dependent variable (Interest/y). An R Square value of 0.548 indicates that 54.8% of the variation in the Interest (y) variable can be explained by the Reward (x) variable. This indicates that the Reward (x) variable has a significant influence of 54.8% on the Interest (y) variable.

Based on these fundamentals, it can be concluded that the Reward (x) variable has a significant influence on the Interest (y) variable based on the conducted statistical analysis. Therefore, a decision can be made to conclude that there is a significant influence of the Reward (x) variable on the Interest (y) variable based on the given data.

Table 9. Analysis of the Influence of the Reward Variable (x) on the Learning Motivation Variable (z)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659[a]	.411	.041	5.603

a. Predictors: (Constant), Reward

Based on the table above, the following information can be obtained:

Significance of F-Value: It is stated that the calculated F-Value is 21.376 with a significance level of 0.000 < 0.05. This indicates that there is a significant influence between the Reward variable (x) and the Learning Motivation variable (z). When the p-value (significance level) is smaller than the alpha value (typically 0.05), we can reject the null hypothesis stating that there is no relationship between the variables.

Coefficient of Determination (R Square): It is mentioned that the coefficient of determination (R Square) is 0.411. This implies that the Reward variable (x) accounts for 41.1% of the variation in the Learning Motivation variable (z). The coefficient of determination describes the extent to which the variation in the dependent variable can be explained by the independent variable. In this case, approximately 41.1% of the variation in Learning Motivation can be explained by Reward.

Based on this information, it can be concluded that Reward has a significant influence on Learning Motivation, and approximately 41.1% of the variation in Learning Motivation can be

explained by Reward. Therefore, the decision that can be made is that providing rewards can affect Learning Motivation.

Table 10. Analysis of the Influence of Reward Variable (x) on Learning Motivation Variable (z)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708[a]	.432	.002	8.425

a. Predictors: (Constant), Reward

F-test: The statement states that the calculated F-value is 1.037 with a significance level of 0.032 < 0.05. In statistical analysis, the F-test is used to test whether there is a significant relationship between two or more variables. In this case, because the p-value (0.032) is less than the predetermined significance level (0.05), it can be concluded that there is a significant relationship between the variable Interest (y) and the variable Learning Motivation (z).

Coefficient of determination (R Square): The statement also mentions that the score of the coefficient of determination (R Square) is 0.432. The coefficient of determination is a measure that indicates how much of the variation in the dependent variable can be explained by the independent variable(s) in the regression model. In this case, an R Square value of 0.432 indicates that 43.2% of the variation in the variable Learning Motivation (z) can be explained by the variable Interest (y).

Based on the results of the F-test, which indicates a significant relationship between the variable Interest (y) and the variable Learning Motivation (z), as well as the R Square value that indicates the amount of explained variation, it can be concluded that the variable Interest (y) influences the variable Learning Motivation (z) by 43.2%.

Table 11. Analysis of the Influence of Reward Variable (x) and Interest Variable (y) on the Learning Motivation Variable (z)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.688	.016	8.497

a. Predictors: (Constant), Reward

Significance of F-value: The statement states that the calculated F-value is 0.813 with a significance level of 0.046 < 0.05. This indicates that there is a significant difference between the

tested groups in the study. A significance level less than 0.05 suggests that there is sufficient evidence to support the presence of a relationship between the Reward variable (x) and the Interest variable (y) with the Learning Motivation variable (z).

Coefficient of Determination (R Square): The statement states that the coefficient of determination (R Square) score is 0.688. The coefficient of determination measures the extent to which the variability in the dependent variable (Learning Motivation) can be explained by the independent variables (Reward and Interest). In this case, a score of 0.688 indicates that approximately 68.8% of the variability in the Learning Motivation variable can be explained by the Reward and Interest variables. This indicates a significant influence of the Reward variable (x) and the Interest variable (y) on the Learning Motivation variable (z).

Based on these two pieces of information, it can be concluded that the Reward variable (x) and the Interest variable (y) have a significant influence on the Learning Motivation variable (z). Decision-making could involve actions such as increasing the provision of rewards or cultivating students' interest to enhance their learning motivation.

Discussion

This study was conducted in two classes, over two meetings. In the first meeting, the researcher observed the learning process in the class regarding how the provision of rewards affects the interest and learning motivation of students. In the second meeting, the students were given a questionnaire on rewards, interest, and learning motivation. The data was collected through a questionnaire to determine the influence of reward provision on interest and learning motivation.

In this section, we will discuss the research results obtained after the researcher conducted the study in the VII MTs Diniyah Putri Lampung class. Descriptive analysis results showed that the standard deviation for reward provision was 5, with a mean value of 58.7. For interest, the standard deviation was 6, with a mean value of 60.7. The descriptive analysis of learning motivation revealed a standard deviation of 9, with a mean value of 71.9.

After conducting descriptive analysis on the influence of reward provision on the interest of the participating students, a simple linear regression analysis was performed. The significant test

results yielded an R2 (R Square) value of 0.548 or 54.8%. This indicates that 54.8% of the variation in interest is explained by the provision of rewards, while the remaining 45.2% is influenced by other variables not included in this study. The Standard Error of the Estimate, which measures the prediction error, was found to be 4.034. This means that the error in predicting variable Y (interest) is 4.034. Adjusted R Square is an adjusted value and is always smaller than R Square. It can also have a negative value. The adjusted R Square value as the coefficient of determination is obtained as 0.056.

The variable Reward (x) has a significant influence on the Interest (y) of the students in class VII MTs Diniyah Putri Lampung, accounting for 54.8%. The calculated F value is 27.841 with a significance level of 0.000 < 0.05, indicating that there is an influence between the Reward (x) variable and the Interest (y) variable. The coefficient of determination (R Square) score is 0.548.

In the school setting, the implementation of reward systems can be improved. Teachers can enhance their reward-giving practices by using verbal affirmations such as "good," "yes," "correct," "excellent," and providing rewards in the form of positive statements like "your work is outstanding," "I am delighted with your performance," and using gestures and body movements as rewards. Other forms of rewards can include physical touch, symbols or objects, and showing respect. Educational rewards can also involve praise, giving gifts, offering prayers, and patting on the back. These findings align with the viewpoint of Zihan Chen, who states that the provision of rewards has a significant influence on students' interest (Chen, 2023). According to Levy, rewards are a strategy that can be implemented to enhance the interest and learning motivation of students (Levy & Campbell, 2008). Based on existing research findings, the provision of rewards or incentives can indeed enhance the learning interest of students (Widiyana, 2021). One effective type of reward is providing rewards during group discussions (Widiyana, 2021). Additionally, effective learning methods can also increase the interest and curiosity of students in learning. Learning media such as websites and YouTube videos can also enhance the learning interest of students (Aditya & Prastowo, 2022). Indeed, in order to enhance the learning interest of students, it is important to consider not only providing rewards but also utilizing engaging and effective learning media.

The Reward variable (x) has an influence on the Learning Motivation variable (z) of the

students in class VII MTs Diniyah Putri Lampung, accounting for 41.1%. The calculated F value is 21.376 with a significance level of 0.000 < 0.05, indicating that there is an influence between the Reward (x) variable and the Learning Motivation (z) variable. The coefficient of determination (R Square) score is 0.411.

In class VII MTs Diniyah Putri Lampung, efforts to enhance interest include creating a pleasant and comfortable learning atmosphere by organizing interesting and entertaining activities, encouraging active student participation in learning by providing opportunities for discussion and asking questions, and offering flexible learning options so that students can choose the type of learning that aligns with their interests and talents. The most effective types of rewards in increasing students' learning motivation are praise and recognition, challenges and competitions, unique experiences and activities, flexibility and independence, as well as material rewards such as books or learning tools. (Shariza & Nasir, 2020)(Putra et al., 2018).

Indeed, the importance of rewards in enhancing students' learning motivation lies in their ability to provide recognition and positive reinforcement for their efforts and achievements. Rewards can encourage students to work harder through challenges and competitions. They can also offer unique and engaging learning experiences. Moreover, rewards can instill a sense of responsibility and autonomy in students, as well as provide tangible material incentives that can directly motivate them (Phong Phai & Boonmoh, 2021). With the presence of rewards, students feel valued and inspired to achieve better results in their learning process. Rewards serve as recognition for their efforts and achievements, and they can create a positive and motivating learning environment. The acknowledgment and inspiration derived from rewards can fuel students' drive to excel and continue to strive for academic success (Loliyana et al., 2022).

The Interest (y) variable has an influence on the Learning Motivation (z) variable in class VII MTs Diniyah Putri Lampung, accounting for 43.2%. The calculated F value is 1.037 with a significance level of 0.032 < 0.05. A strong interest can affect students in several ways. Firstly, high interest levels make students more enthusiastic and passionate about the learning process. They have a greater desire to understand and explore further about the subjects they are interested in.

Additionally, strong interest also helps increase students' engagement in learning. They will be more active in attending classes, asking questions, and participating in classroom discussions. This high level of engagement can deepen their understanding of the material and optimize the learning process (Herpratiwi & Tohir, 2022). Indeed, a strong interest can serve as a source of intrinsic motivation for students. They learn not just because of external demands such as assignments or exams, but also because of their internal desire to acquire knowledge and gain a deeper understanding. This intrinsic motivation stems from their genuine curiosity and passion for the subject matter. When students have a strong interest, they are more likely to engage in self-directed learning, explore beyond the required curriculum, and seek out additional resources to satisfy their intellectual curiosity. This intrinsic motivation can lead to a more meaningful and long-lasting learning experience (Triarisanti & Purnawarman, 2019). Intrinsic motivation stemming from interest tends to be more enduring and sustainable. This strong interest can also contribute to an improvement in the quality of learning outcomes. When students are intrinsically motivated, they are more likely to engage in deep and meaningful learning. They approach their studies with enthusiasm and passion, which leads to a higher level of concentration, effort, and persistence. As a result, they are more likely to achieve better understanding, retain information more effectively, and demonstrate a higher level of mastery in their learning outcomes. Thus, a strong interest can positively impact the overall quality of learning outcomes (Daskalovska et al., 2012) Overall, a strong interest has a positive influence on students' learning motivation. Nurturing their interest in the subject matter can help create a more enthusiastic learning environment, higher engagement, stronger intrinsic motivation, and better achievement. Therefore, it is important for educators to identify students' interests and make efforts to integrate them into the learning process. By incorporating students' interests, educators can make learning more meaningful, relevant, and enjoyable, which in turn enhances students' motivation to learn and leads to improved educational outcomes.

The variable Reward (x) together with the variable Interest (y) has an influence on the Learning Motivation (z) variable of 68.8%. The calculated F value is 0.813 with a significance level

of 0.046 < 0.05. Rewards and interests are interrelated and have an impact on students' learning motivation. Rewards can provide external incentives that encourage students to achieve specific accomplishments in their learning journey. By offering rewards, such as recognition, praise, or tangible incentives, educators can stimulate students' motivation and reinforce desired behaviors. These external incentives, when combined with strong personal interests, can create a powerful motivational force that drives students to actively engage in their learning process and strive for academic success (Jovanovic & Matejevic, 2014). When students receive rewards as recognition for their efforts and achievements, it can enhance their satisfaction and joy, and strengthen their motivation to continue learning effectively. Rewards act as positive reinforcements that acknowledge and celebrate the students' hard work and progress. This recognition and validation of their efforts can boost their self-esteem and confidence, creating a positive emotional experience associated with learning. As a result, students are more likely to feel motivated and driven to excel further in their studies. The combination of intrinsic motivation fueled by personal interests and extrinsic motivation through rewards can create a powerful synergy that propels students towards continuous learning and academic success (Septiani et al., 2021). Rewards can also help direct students' focus towards clear learning goals and enhance their engagement in the learning process. By setting specific targets or objectives and linking them to rewards, educators can provide students with a sense of direction and purpose in their studies (Rahmawati et al., 2021).

However, rewards cannot be the sole factor that motivates learners. A strong interest in a particular subject or topic also plays a significant role in fostering sustained learning motivation. (Wentzel et al., 2016). When learners have a high interest in the learning material, they tend to be more enthusiastic and engaged, and their involvement in the learning process increases. Strong interest can also serve as an intrinsic motivation source that stems from learners' internal desire to gain a deeper understanding (Septiani et al., 2021).

The combination of rewards and interests can create a strong synergy in enhancing learners' motivation. Rewards can be used as additional reinforcement to strengthen the intrinsic motivation that arises from learners' interests. For example, providing rewards that are relevant to their

interests, such as books or reading materials on topics they enjoy, can further stimulate their motivation (Dwinalida & Setiaji, 2022). This can strengthen the connection between interests, rewards, and their learning motivation (Wentzel et al., 2016). Thus, educators can leverage rewards as an effective tool to enhance learners' motivation by considering their interests as the primary foundation.

CONCLUSION

Based on the research data from the study on the Influence of Reward on the Interest and Learning Motivation of Grade VII Students at MTs Diniyah Putri Lampung, it can be concluded that there is a correlation between the variable Reward (x) and the variable Interest (y). The coefficient of determination (R Square) is 0.548, indicating that the variable Reward (x) has an influence on the variable Interest (y) by 54.8%. There is a correlation between the variable Reward (x) and the variable Learning Motivation (z). The coefficient of determination (R Square) is 0.411, indicating that the variable Reward (x) has an influence on the variable Learning Motivation (z) by 41.1%. There is a correlation between the variable Interest (y) and the variable Learning Motivation (z). The coefficient of determination (R Square) is 0.432, indicating that the variable Interest (y) has an influence on the variable Learning Motivation (z) by 43.2%. There is a correlation between the combined variable Reward (x) and Interest (y) with the variable Learning Motivation (z). The coefficient of determination (R Square) is 0.688, indicating that the combined variable Interest (y) and Reward (x) have an influence on the variable Learning Motivation (z) by 68.8%.

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