

THE EFFECT OF REINFORCEMENT SKILLS ON INCREASING THE LEARNING MOTIVATION OF GRADE XI STUDENTS IN CHRISTIAN RELIGIOUS EDUCATION

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ABSTRAK

Tujuan penelitian ini adalah untuk melihat bagaimana pengaruh keterampilan memberikan penguatan terhadap peningkatan motivasi belajar siswa kelas XI mata pelajaran pendidikan agama Kristen di SMK Negeri 11 Medan dengan jumlah sampel 35 orang. Penelitian ini menggunakan metode deskriptif, sedangkan analisis data yang dilakukan dengan hipotesis penelitian yaitu korelasi product moment person dengan alat pengumpul data berupa angket. Dari hasil uji korelasi (r) 0,70 dengan uji determinasi 49% dan untuk mengetahui signifikansi koefisien korelasi pada taraf nyata (α) = 0,05 maka dilakukan uji "t" dengan kriteria pengujian apabila t hitung yang diperoleh dari perhitungan lebih besar ($>$) dari t tabel pada taraf signifikan 1-0,05 dengan $dk = n - 2$ maka hipotesis diterima dan pada kasus lainnya ditolak. Dari hasil uji diperoleh t hitung $>$ t tabel ($5,63 > 1,69$), maka hipotesis diterima. Dengan demikian dapat ditemukan adanya pengaruh yang signifikan antara keterampilan memberikan penguatan terhadap peningkatan motivasi belajar siswa kelas XI mata pelajaran Pendidikan Agama Kristen di SMK Negeri 11 Medan..

Kata Kunci: Keterampilan Penguatan Verbal, Motivasi Belajar

ABSTRACT

The purpose of this study is to see how the influence of skills to provide reinforcement on increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan with a total of 35 people. This study uses a descriptive method, while the data analysis carried out by hypothesis research is the correlation of product moment person with the data collection tool being a questionnaire. From the results of the correlation test (r) 0.70 with a determination test of 49% and to determine the significance of the correlation coefficient at the real level (α) = 0.05, a "t" test was

conducted with the testing criteria if the calculated t obtained from the calculation was greater ($>$) than the t_{table} at a significant level of 1-0.05 with $dk = n - 2$ then the hypothesis is accepted and in other cases rejected. From the test results obtained $t_{count} > t_{table}$ ($5.63 > 1.69$), then the hypothesis is accepted. Thus, it can be found a significant interest between the influence of skills to provide reinforcement on increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan.

Keyword: Verbal Reinforcement Skills, Learning Motivation

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1. INTRODUCTION

Education is an effort carried out by people accompanied and full of awareness, carried out by individuals with a sense of responsibility to be able to influence students to have character and behavior that are in accordance with educational goals (Pratiwi & Suprianto, 2020). The Father of Education Ki Hajar Dewantara is to give the meaning of Education as a demand in the life of growing children, while education also guides all the natural powers that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness (N. Siregar, 2022). As educators, teachers are required to possess skills in implementing the learning process. Teaching skills are closely related to the teacher's ability to select and use learning approaches, models, and methods to create effective and enjoyable learning (Iksan et al., 2022).

A Christian Religious Education teacher's application of basic teaching skills can support students in enhancing a fun and effective learning process. However, if we assess the current situation, it is clear that classroom learning activities are still suboptimal. A number of students are often seen outside the classroom during class hours, preferring play activities to studying. This presents a significant challenge, especially for teachers, in creating enjoyable learning for students. Therefore, it is crucial to have creative, professional, and engaging teachers, so they can create a supportive learning environment, a challenging atmosphere, and an enjoyable learning experience (Jaya, 2017). Education is a communication process aimed at guiding and fulfilling the goals of a group of individuals toward maturity, particularly in the areas of thinking, attitudes, faith, and behavior. Education, grounded in God's word and guided by the Holy Spirit, implements a learning process based on the Lord Jesus Christ, enabling development in the spiritual, cognitive, affective, and psychomotor domains. Thus, it can be applied in daily life as a form of devotion to others and for the glory of God (Laana & Sondopen, 2020).

The implementation of the teaching and learning process in education is an effort to consciously cultivate and enhance students' potential through learning activities. Therefore, the learning process is the meaning of educational activities to educate students through learning interactions. Each student has very different motivations in each learning. Learning motivation refers to the drive from within an

individual that drives someone to carry out a learning activity with the aim of achieving a certain result or achievement (Saingo & Natonis, 2024). Some students' motivation and awareness of learning depend on every condition outside themselves (Suharni & Purwanti, 2018). Each student's learning motivation is greatly influenced by their level of learning achievement, therefore the learning process can be successful if students have the motivation to be enthusiastic about learning. Therefore, teachers must be required to be more creative and innovative in learning to improve each student's learning motivation (Suharni & Purwanti, 2018).

Christian Religious Education (CRE) learning not only focuses on understanding and knowledge of God's Word but also must be seen in every change in behavior that is a sign of a person's knowledge and faith (Nugroho, Sayekti, & Eryani, 2021). Therefore, it requires optimal attention, direction, and encouragement from teachers to students in the process of learning and applying God's Word in their daily lives. Christian Religious Education teachers have the task of providing various needs for students so they can grow in Jesus Christ. Christian Religious Education teachers play a vital role as educators, guides, and have full responsibility for the journey and progress of each student (Putnarubun et al., 2022).

Christian Religious Education teachers certainly possess distinctive characteristics compared to teachers in other fields. The difference lies in the individual characteristics of a Christian educator, because someone born and living in the Christian faith certainly knows and understands the loving and perfect person, Jesus Christ. Otherwise, Christian Religious Education lessons would simply be a daily activity for students during Christian Religious Education (PAK) lessons, rather than a means to enhance their potential in developing spiritual religious strength, self-control, noble moral intelligence, and the skills needed by themselves and society (Gule, 2021).

Therefore, the role and task of teachers as motivators are crucial in reminding students of the principles that occur within the learning process. Sijabat stated that learning success is always influenced by student motivation, attention, and their ability to re-organize lessons and apply learning outcomes to their daily tasks (Saingo & Natonis, 2024).

Teachers' social skills must be at a high level. Therefore, student learning motivation plays a crucial role in their academic success, as motivation is a driving force that can inspire students during learning activities (Saingo & Natonis, 2024). Therefore, this attention must be a focus for every Christian Religious Education teacher (Sumual & Palembang, 2021). A Christian Religious Education teacher possesses the ability to achieve goals, and a Christian Religious Education teacher is not merely capable of praying, singing, and preaching.

A Christian Religious Education teacher is someone who is able to teach, organize, manage, and control the classroom and can provide good learning motivation to his students. Thus, a Christian Religious Education teacher can provide rewards to students who excel to motivate them to improve their academic performance, while punishment is given to students who are lazy to study to motivate them to learn (Tefbana Abraham, 2024).

With each new academic year, Christian Religious Education teachers are likely to face new challenges, especially considering the ever-increasing number of students. However, we are currently witnessing various phenomena in the world of education that indicate deviations and violations that fall far short of expectations. Some of these include late arrivals to school, noisy learning environments, and refusing to respond to warnings. Furthermore, there are also issues such as negligence in completing assignments. Consequently, students appear to lack focus and pay attention to the lessons presented by teachers (Kholidah, Hidayat, Jamaludin, 2023).

It can be concluded that teachers must be able to control the class and manage students whose focus is starting to wane. When students lose enthusiasm and concentration in learning, a teacher's role is crucial in providing motivation. A teacher needs to create a pleasant learning environment so that students feel comfortable. The teaching style used should not be watchful, such as relying solely on lectures from beginning to end of the lesson (Tefbana Abraham, 2024).

Education is a conscious effort that fosters and develops the potential inherent in humans through learning activities. Therefore, education requires and must receive greater attention. Its formulation and management must be handled seriously, even within government, society, and even through data collection, to ensure effective and desired outcomes are achieved (Nugroho et al., 2021). In the world of education, motivation is crucial for students, and it encourages their enthusiasm for learning to prevent a decline in their enthusiasm for learning.

Teachers, acting as educators, must understand what their students expect. This is due to the need to achieve, as students with low achievement motivation often tend to fear failure and are reluctant to take risks to achieve success in their studies. However, many students also have high achievement motivation. Students with high achievement motivation truly strive for success, stemming from their own inner desires. Students will strive to work hard, both for themselves and to compete with other students (Suharni & Purwanti, 2018).

Based on the author's observations, at SMK Negeri 11 Medan, there are still frequent cases in the field showing that some students do not show sufficient enthusiasm in participating in the Christian Religious Education learning process. This phenomenon is evident from the low level of active participation in discussions, lack of concentration when teachers explain the material, and minimal motivation to complete the assigned tasks. In this situation, Christian Religious Education teachers really need to have the skills to provide reinforcement, especially to be able to increase student learning motivation, one of which is the skill to be able to provide reinforcement (Sumual & Palembang, 2021).

Therefore, several teachers at SMK Negeri 11 Medan reported that without strong encouragement, students tend to be inactive, unfocused, and lack the desire to develop an understanding of the material being taught. At SMK Negeri 11 Medan, this condition is still clearly visible in grade XI. In the subject of Christian Religious Education, there is a tendency for student activity to decrease, a lack of enthusiasm in learning activities such as in-class discussions, and the form of rewards given in verbal and nonverbal forms.

This is a challenge in itself, especially in the subject of Christian Religious Education, which is often considered a lesson about theoretical moral values and is less popular when compared to vocational subjects at State Vocational School 11 Medan.

In classroom learning activities, a good relationship between students and teachers is key to achieving agreed-upon goals. One of the goals of this learning process is for students to achieve maximum performance. A teacher not only functions as an instructor and imparts knowledge but also plays a crucial role in creating an engaging and enjoyable learning environment, so that students enthusiastically participate in lessons and easily understand the material presented by the teacher (Laana & Sondopen, 2020). mine the application of reinforcement skills to improve students' learning motivation. Therefore, the author is interested in raising the title " The Application of Reinforcement Skills to Improve Learning Motivation of Grade XI Students in Christian Religious Education Subjects at State Vocational School 11 Medan.

2. METODE

According to Sugiyono (Veronica et al., 2022), research methodology is essentially a science that describes or explains how research should be conducted. Researchers must first understand the science they are going to research so that the requirements of scientific principles are met, that is what is called research methodology, only then will the research method emerge. Quantitative research methods, as stated by Sugiyono in (Abduah et al., 2022) can be interpreted as research methods based on the philosophy of positivism, used to research certain populations/samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses (MARBUN, 2022).

This study uses a quantitative method that can test the nature of the relationship between quantitative variables. Reinforcement Skills as variable X and Learning Motivation as variable Y, the researcher uses statistical analysis techniques, such as correlation coefficients to test or draw general conclusions regarding causal relationships. In this study, the researcher wants to know how the application of reinforcement skills to increase learning motivation of grade XI students in Christian religious education subjects at SMK Negeri 11 Medan. This research was conducted in grade XI SMK Negeri 11 Medan. This research activity was carried out in the odd semester of the 2025/2026 academic year. According to Imron (Veronica et al., 2022), a population is an area consisting of objects or subjects with certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. A population is not only the number of objects or subjects, but also includes all characteristics possessed by those objects or subjects. The population in this study was all 35 students of grade XI at SMK Negeri 11 Medan.

A sample is a portion of an object taken from the entire object being studied and is considered representative of the entire population. Meanwhile, according to Suharsimi Arikunto (Uva Putri Ramadani et al., 2025), if the research subjects are less than 100 people, it is better to take all of them, so that the research is a population study. Based on this opinion, because the total number of students in class XI of SMK Negeri 11 Medan is 35 students, the population directly becomes a sample of 35 students. **The Skill of Providing Reinforcement (Variable the This skill is very important because it functions as a motivation for students to show a better performance and can increase attention**

3. RESULT AND DISCUSSION

The data analysis used in this study uses statistics. Statistics in quantitative research are categorized into two parts: descriptive statistics and inferential statistics. Descriptive statistics is an analysis that more clearly describes the data presented. This data presentation is usually done using tables and graphs, measures of central tendency, and measures of data variability. Inferential statistics explains findings that can make a generalization about a larger population. One important part of inferential statistics is hypothesis testing. The hypothesis used is: the null hypothesis (symbol H_0), which is a statement that indicates a difference or unequal (Mudanta, Astawan, & Jayanta, 2020).

Data Analysis on the Effect of Reinforcement Skills

In General (Variable X)

Based on the results of data analysis obtained from the research field (SMK Negeri 11 Medan), the results showed 3.5223 (Appendix 3, Table 4.3). If these results are included in the testing criteria, it can be found that there is an influence between the ability to provide reinforcement and increasing student learning motivation in the lesson.

Specifically (Variable X)

1. *Reinforcement Verbs*

Based on the data analysis, the presentation shows a result of 3.7214 (in table 4.4 appendix 3). If the result is included in the assessment criteria, it can be stated that *reinforcement verbs* have an effect on increasing the learning motivation of class XI students in the subject of Christian Religious Education at SMK Negeri 11 Medan.

2. *Gesture Reinforcement*

Based on data analysis, *gesture reinforcement* showed a result of 3.4536 (in table 4.5 appendix 3). If these results are included in the assessment criteria, it can be stated that gesture reinforcement influences the learning motivation of class XI students in the subject of Christian Religious Education at SMK Negeri 11 Medan.

3. *Proximity Reinforcement*

Based on data analysis, *proximity reinforcement* showed a result of 3.4694 (in table 4.6 appendix 3). If these results are included in the assessment criteria, it can be stated that *Proximity Reinforcement* influences the learning motivation of class XI students in the subject of Christian Religious Education at SMK Negeri 11 Medan.

4. *Contact Reinforcement*

Based on data analysis, *contact reinforcement* showed a result of 3.4449 (in table 4.7 appendix 3). If these results are included in the assessment criteria, it can be stated that *contact reinforcement* influences the learning motivation of class XI students in the subject of Christian Religious Education at SMK Negeri 11 Medan (Arifin & Mahmud, 2022).

Data Analysis on Learning Motivation

a. In General (Variable Y)

Based on the results of the data obtained from Uet facing the difficulties of the research field (SMK Negeri 11 Medan) showed a result of 3.4514. If the results are included in the testing criteria, it can be found that there is an influence of the skill of providing reinforcement on increasing the learning motivation of class XI students in the subject of Christian religious education at SMK Negeri 11 Medan.

b. In General (Variable Y)

1. *Diligent in facing the task*

Based on the results of data analysis, the persistence in facing assignments showed a result of 3.5486. If these results are included in the assessment criteria, it can be concluded that the persistence in facing assignments in learning influences the learning motivation of class XI students in the subject of Christian religious education at SMK Negeri 11 Medan.

2. *Uet faces difficulties*

Based on the results of data analysis, the presence of UET facing difficulties resulted in 3.4514. If these results are included in the assessment criteria, it can be stated that the presence of UET facing difficulties in learning influences the learning motivation of class XI students in the subject of Christian religious education at SMK Negeri 11 Medan (Jufrida, Basuki, Pangestu, & Djati Prasetya, 2019).

3. *Shows interest in a variety of issues*

Based on the results of data analysis that showed interest in various problems, the results obtained were 3.6514 regarding student attention during learning. By including these results in the assessment criteria, it can be said that they have an effect on the learning motivation of class XI students in the subject of Christian religious education at SMK Negeri 11 Medan.

4. Prefer to work independently

Based on the results of data analysis that students prefer to work independently, the participation of students obtained a result of 3.4629. If these results are included in the assessment criteria, it can be concluded that students prefer to work independently in learning have an effect on the learning motivation of class XI students in the subject of Christian religious education at SMK Negeri 11 Medan.

Conclusion: The influence of skills provides strong reinforcement to increase the motivation of students' learning in learning increasingly increases.

Hypothesis Testing

Correlation Coefficient

Correlation Coefficient Testing

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{35 \cdot 428,8583 - (122,233)(121,7)}{\sqrt{\{35 \cdot 431,5722 - (122,233)^2\}\{35 \cdot 429,59 - (121,7)^2\}}}$$

$$r_{xy} = \frac{15010,04 - 14875,7561}{\sqrt{15105,027 - (14940,906)(15035,65 - 14810,89)}}$$

$$r_{xy} = \frac{134,2839}{\sqrt{(164,12)(224,76)}}$$

$$r_{xy} = \frac{134,2839}{\sqrt{36887,6112}}$$

$$r_{xy} = \frac{134,2839}{192,06}$$

$$r_{xy} = 0.70$$

From the results of the calculations carried out, namely the correlation coefficient between the Influence of Strengthening Skills on Increasing Student Learning Motivation in Class XI in the Christian Religious Education Subject at SMK Negeri 11 MEDAN, it was obtained: $n = 35$; $X = 122.233$; $Y = 121.7$; $X^2 = 431.5722$; $Y^2 = 429.59$; $XY = 428.8583$.

Based on the data, the correlation coefficient can be calculated using the formula presented in Chapter III, and "r" = 0.70 is obtained. Based on the correlation coefficient qualification criteria in Appendix 10, it can be classified as strong.

Correlation Significance Test

To find out whether there is a significant relationship between the influence of reinforcement skills to increase student learning motivation in class XI of SMK Negeri 11 Medan, the price can be obtained $t_{hitung} = 5.63$; $JK_{reg} = 3.146$, $dk = n - 2 (35 - 2) = 33$, so that it can be obtained $t_{tab} = 1.69$. Thus $t_{hitung} > t_{tab}$, ha this shows that the influence of reinforcement skills to increase student learning motivation in class XI in the subject of Christian Religious Education at SMK Negeri 11 Medan exists and is significant (Anjarwati, 2024).

Coefficient of Determination Test

To what extent does variable X influence variable Y, the coefficient of determination is used to obtain: $r^2 \cdot 100\% = 0.70^2 \cdot 100\% = 49\%$. Conclusion: The influence of reinforcement skills has a value of 49% on the learning motivation of class XI students at SMK Negeri 11 Medan.

Simple Linear Regression Test

The simple linear regression equation tested is $Y = a + bx$. From the calculation results obtained the value of $a = 0.62$; $b = 0.82$. So, the regression equation from Y to X is $Y = 0.62 + 0.82 X$. From this calculation, the number shows the influence of the independent variable on the dependent variable. The purpose of the Y function is to show that Y is obtained by regression and is different from Y resulting from security. The coefficient "b" is called the slope of the linear regression and shows the average change in the Y

variable for a change in the X variable of one. The results of the regression calculation above show that the influence of skills provides good reinforcement to increase student learning motivation.

Independent Test

To determine whether variable Y is independent of variable X, an independence test is performed using the F value using analysis of variance (ANOVA). Based on the calculations, $F_{hitung} \alpha = 0.96$ and $F_{tabel} \alpha = 2.35$. Therefore, the criteria for the independent test are stated to be appropriate. Therefore, the calculation results indicate that variable Y is linearly independent of variable X in a linear sense (Ardyansyah, 2019).

Regression Linearity Test

The purpose of the regression linearity test is to determine whether the hypothesis about the linear model is acceptable. To check its linearity, I performed a linear regression calculation, which was $F_{tabel} \alpha = 2.35$. It turned out to be $F_{hitung} < F_{tabel}$ ($0.96 < 2.35$). Therefore, the linear model hypothesis is acceptable, and there is no need to look for a non-linear regression model (Lestari, Ardana, & Suryawan, 2022).

Research Findings

From the results of data calculations and hypotheses, research findings can be found that:

1. After conducting a normality test on data X and data Y as one of the requirements for the following data analysis, it turns out that data X and data Y are each normally distributed. Data normality testing has been carried out using the Chi-Square (X^2) table formula with a significance level of 0.05, namely:
 - a. For data X (Skills in Providing Reinforcement) $X^2_{hitung} = -18.427$ while $X^2_{tabel} = 12.6$. This means that data X (Skills in Providing Reinforcement) is in a normal distribution or data X comes from a sample with a normal distribution.
 - b. For data Y (student learning motivation) $Y^2_{hitung} = -32.229$ while $Y^2_{tabel} = 12.6$ means that data Y (student learning motivation) is in the norm distribution or data Y comes from a norm distributed sample.

Hypothesis Testing Data Analysis

Correlation Coefficient

The results obtained from the correlation coefficient are 0.70, which means that the influence of skills provides reinforcement to increase the learning motivation of class XI students in the subject of Christian Religious Education at SMK Negeri 11 Medan, so the hypothesis is accepted, increasing (Purnamasri, 2020).

Correlation Significance Test

After the calculation, the value obtained t_{hitung} was $5.63 > t_{tabel} = 1.69$ which means that there is a good relationship between the influence of reinforcement skills on increasing the learning motivation of class XI students in the subject of Christian Religious Education at State Vocational School 11 Medan, there is a significant relationship.

Coefficient of Determination Test

The influence of reinforcement skills has a 49% influence on student learning motivation in class XI of SMK Negeri 11 Medan. This relationship is found by the coefficient of determination. This means that

the higher the integrity of variable X, the higher its influence on variable X, and the higher its influence on variable Y.

Simple Linear Regression Form

A functional relationship is obtained between variable X and variable Y which is expressed in the form of a regression equation, namely $Y = 0.62 + 0.82 X$. This means that every increase in a unit of X will result in an increase in Y of 0.51. In other words, if the influence of skills provides better reinforcement, the higher the results obtained in relation to student learning motivation in class XI of SMK Negeri 11 Medan Independent Test. After the calculation, it was obtained $F_{hitung} = 0.96$ and smaller than $t_{tabel} = 2.35$, which means that variable Y is independent of variable X in a linear sense (Zahwa & Erwin, 2022).

equation of variable X and variable Y is a linear model.

Based on the data obtained from the field contained in the attachment, it shows that: In variable X, the influence of skills in providing reinforcement has been developed in 4 (four) indicators, namely:

1. Reinforcement Verb

The *Reinforcement verb* in increasing students' attention showed a result of 3.7214 (Appendix 4). This means maintaining and increasing significant achievements towards students' learning motivation at SMK Negeri 11 Medan. Therefore, the hypothesis is accepted.

2. Reinforcement Gesture

The *Reinforcement Gesture* as discussed in (Appendix 4) Table 4.4 shows a score of 3.4536. This means maintaining and increasing significant achievement towards student learning motivation at SMK Negeri 11 Medan. Therefore, the hypothesis is accepted.

3. Proximity Reinforcement

Proximity Reinforcement as discussed in (Appendix 4) Table 4.5 shows a score of 3.4694. This means maintaining and increasing significant achievement towards student learning motivation at SMK Negeri 11 Medan. Therefore, the hypothesis is accepted .

4. Contact Reinforcing

Contact Reinforcement as discussed in (Appendix 4) Table 4.5 shows a score of 3.4449. This means maintaining and increasing significant achievement towards student learning motivation at SMK Negeri 11 Medan. Therefore, the hypothesis is accepted .

Research Limitations

Realizing the imperfections of this research, it is suggested to prospective Christian Religious Education teachers who wish to follow up on this research to provide improvements to further research by collecting data, both independent variables and dependent variables in more detail so that valid data will be obtained.

CONCLUSION

Based on the theoretical description and data analysis and hypothesis testing, conclusions and suggestions are put forward which are considered important and in accordance with the research objectives. The results of this study emphasize the influence of reinforcement skills on increasing the learning motivation of eleventh-grade students in Christian religious education at SMK Negeri 11 Medan. This can be seen from the calculation of the correlation coefficient, correlation significance test, determination test, simple linear regression test, independent test, and regression test. The results of the research above show that the influence of skills provides reinforcement to increase the learning motivation of class XI students in the subject of Christian religious education at State Vocational School

11 Medan with various aspects, namely: *Verbal Reinforcement* in carrying out tasks in Christian religious education learning has a positive and significant influence in increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan. *Gesture Reinforcement* in carrying out tasks in Christian religious education learning has a positive and significant influence in increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan. *Proximity Reinforcement* in carrying out tasks in Christian religious education learning has a positive and significant influence in increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan. *Contact Reinforcement* in carrying out tasks in Christian religious education learning has a positive and significant influence in increasing the learning motivation of class XI students in Christian religious education subjects at SMK Negeri 11 Medan.

Suggestion

Based on the research that has been presented, it shows good results, however, there needs to be follow-up in the future.

Some suggestions that will be given include:

1. It is hoped that teachers can continue to develop their skills in providing reinforcement, both verbal and nonverbal, appropriately and consistently. This reinforcement should not only take the form of praise, but also constructive feedback so that students feel valued and motivated to continue achieving.
2. For schools, it is important to demonstrate that the influence of skills provides reinforcement, by providing training or workshops to teachers on reinforcement techniques in learning so that teaching methods become more effective.
3. For students, it is hoped that they will respond positively to reinforcement from teachers and use it as motivation to study harder, especially in Christian Religious Education subjects.
4. Realizing the imperfections of this research, it is suggested to prospective Christian religious education teachers who wish to follow up on this research to improve their further research by collecting data, both independent variables and dependent variables in more detail so that valid data will be obtained

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