



The Implementation of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students at MIN Cirebon City

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abstract

This study aims to find out how to apply positive reinforcement and describe the supporting and inhibiting factors in implementing positive reinforcement to increase the learning motivation of broken home students. The method used in this study is to use a qualitative descriptive approach with two types of data sources, namely primary data and secondary data. The data collection technique using observation was carried out to observe the learning process by applying positive reinforcement in the classroom, interviews were conducted to obtain the right information from trusted sources regarding the supporting factors and inhibitions of the implementation of positive reinforcement, and documentation was carried out to trace the data of broken home students in the form of documents and information that supported the research. The subjects in this study were 3 homeroom teachers and 7 broken home students. The data analysis techniques used are data reduction, data presentation, conclusion and verification. The results of the study show that the application of positive reinforcement in increasing the learning motivation of broken home students is quite significant by providing a positive sentence in the form of: the example you give is very precise. Showing gestures or facial expressions that give a good impression in the form of: smile, thumbs up, applause. Provide reinforcement through physical contact by shaking hands, patting the shoulders, and raising the students' hands when winning the competition. The supporting factors are always prioritizing cooperation with homeroom teachers, the existence of adequate facilities and infrastructure, students who have future aspirations and a desire to learn. And the inhibiting factor, because of the background of the broken home student and the different characteristics of each student.

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abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan reinforcement positif dan mendeskripsikan faktor pendukung dan penghambat dalam menerapkan reinforcement positif untuk meningkatkan motivasi belajar siswa broken home. Metode yang digunakan penelitian ini yaitu menggunakan pendekatan deskriptif kualitatif dengan dua jenis sumber data yaitu data primer dan data sekunder. Teknik pengumpulan data menggunakan observasi dilakukan untuk mengamati proses pembelajaran dengan menerapkan reinforcement positif di kelas, wawancara dilakukan untuk mendapatkan informasi yang tepat dari narasumber yang terpercaya mengenai faktor pendukung dan penghambat penerapan reinforcement positif, dan dokumentasi dilakukan untuk menelusuri data siswa broken home berupa dokumen dan keterangan yang mendukung penelitian. Subjek pada penelitian ini yaitu 3 wali kelas dan 7 siswa broken home. Teknik analisis data yang digunakan reduksi data, penyajian data, kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa penerapan reinforcement positif dalam meningkatkan motivasi belajar siswa broken home cukup signifikan dengan memberikan kalimat positif berupa: contoh yang kamu berikan tepat sekali. Menunjukkan gerak tubuh atau mimik muka yang memberikan kesan baik berupa: senyuman, acungan jempol, tepuk tangan. Memberikan penguatan melalui kontak fisik dengan berjabat tangan, menepuk bahu, dan mengangkat tangan siswa ketika menang lomba. Faktor pendukungnya adalah selalu mengedepankan kerjasama dengan wali kelas, adanya sarana dan prasarana yang memadai, siswa yang mempunyai cita-cita masa depan dan keinginan untuk belajar. Dan faktor penghambatnya, karena latar belakang siswa broken home dan karakteristik masing-masing siswa yang berbeda.

INTRODUCTION

Education is a human effort to cultivate and develop potentials, both physical and spiritual, in accordance with the values that exist in society and culture. Efforts are made to instill these values and norms, and pass them on to the next generation to be developed in life and life that occurs in an educational process. Therefore, no matter how civilized a society is, in it there is an educational process that takes place as a human effort to preserve their lives. With education, children will be able to develop themselves towards adulthood. Because education itself is a deliberate effort of adults (parents or people who, on the basis of their duties and positions, have the obligation to educate, such as teachers, kiai, and pastors in the religious sphere and others) with the influence of raising the child towards adulthood which is always interpreted as being able to give rise to moral responsibility from children's actions (MINISTER OF Home Affairs, 2008)(Erica et al., 2019).

Through education, humans can also learn through experience and practice to develop themselves into more mature beings, both cognitively, affectively and psychomotorly, as stated by Chaplin in *Dictionary of Psychology*. That learning is a

relatively permanent change in behavior as a result of practice and experience. *Reinforcement Positive* is an effective method in controlling behavior, both animals and humans. For humans, positive reinforcements include basic items, such as food, drink, sex, and physical comfort. Other positive reinforcements include material possession, money, friendship, love, praise, appreciation, attention, and success. *Reinforcement* is the process by which a stimulus or event reinforces or increases the likelihood of a response that follows it. *Reinforcement Positive* is a behavior reinforcing procedure in which the response is followed by the presentation or increase in the intensity of the stimulus that reinforces the behavior as a result, this response is getting stronger and more likely to occur (Wade, 2007)(Anwar, 2017).

Reinforcement Positive is usually in the form of giving rewards for a certain behavior. The theory behind the reason for using positive reinforcement is that many people will behave in a certain way in the hope of getting rewarded. Skinner, perhaps the most famous person for this behavior modification, argued that: "the use of *Reinforcement* positive and *Reinforcement* The minimum negativity will result in a person's feelings being controlled and forced". Skinner's opinion shows that *Reinforcement* positively change the entire culture and atmosphere, which in turn gets better results. *Reinforcement Positive* is the provision of pleasant reinforcement after the desired behavior tends to be repeated, increased and settled in the future. *Reinforcement* positive, i.e. events or everything that can make the desired behavior have the opportunity to be repeated because it is pleasing (Maftuhah & Noviekayati, 2020) (Nurvalah et al., 2016).

Such positive reinforcement can reinforce behaviors, both desirable and undesirable, depending on the situation and conditions. Children can continue to study actively at school or at home if they receive appreciation from their parents and educators for their learning achievements so far. However, children may become naughty children in the classroom if they do not get acceptance and attention from their group environment. So, attention and appreciation can be both positive and negative reinforcements, depending on the situation and conditions. Learning motivation is the overall driving force both from within the student and from outside the student, so as to cause desire, desire, enthusiasm and enthusiasm in learning activities to achieve a goal. Learning motivation is an impulse that arises consciously or unconsciously in students during continuous learning activities to achieve the goals they want to achieve so that behavior changes occur. (Hardi, 2016) (Fitriani et al., 2014).

Learning motivation is the internal and external encouragement in students who are learning to behave, generally in the form of indicators or supporting elements. These indicators include the existence of desires and desires, encouragement and needs in learning, future hopes and ideals, appreciation in learning and a conducive learning environment. One of the social environments that exist around and the most important is the family environment. In line with the opinion of Robert E. Baron (2005), the first social relationship is in the family, and children learn what is expected of others and how to interact with them as they interact with parents, brothers or sisters, grandparents, and other family members (Uno, 2011) (Shah, 2010).

The family environment is the smallest social unit in society. Brugges & Liok (in Elida Prayitno, 2006) put forward a formulation of the family, which is a group of people consisting of husbands, wives and children who live together by sharing affection, care, ideas, happiness and sadness and experiences for a common goal, namely happiness. A family consisting of father, mother and child is called a whole family. However, the fact found in the field is that many families are not as complete as without a father and mother. This situation is caused by several factors, such as divorce, death of a partner, pregnancy out of wedlock or the desire not to marry and decide to adopt a child. Such a condition is called a broken home family. As expressed by Sofyan S. Willis (2010: 105) "*Broken Home* occurs when the family structure is no longer intact, for example due to the death of one parent or divorce, family life is no longer harmonious". Syamsu Yusuf (2009: 44) stated "*Broken Home* is an unstable or messy family characterized by parental divorce, or those with single parents" (*Konseling_individual_teori_dan_praktek_S*, n.d.) (Abu Ahmadi, 2004).

A *broken home* situation, such as divorce, will have a negative impact on all family members. As stated by Save M. Dagun (2002: 113) "the event of divorce in the family always has a profound impact". This case causes stress, pressure and causes physical and mental changes that can be experienced by all family members, fathers, mothers, and children. One of the problems that can arise from this situation is the lack of interest in learning shown by children. Students who experience a *broken home* background will have a great influence on them, both physically and mentally, especially in the learning process. Based on the phenomenon that occurs that students with such a background will experience difficulties in learning, low learning motivation can have a negative impact on their learning outcomes. For this reason, providing reinforcement (Positive Reinforcement) to students can increase learning motivation, because motivation and reinforcement are an inseparable unit. Because the success or failure of a learning process is greatly influenced by the motivation of students to learn. Therefore, the researcher is interested in studying the problem more deeply and conducting research at this location according to the title taken by the researcher, namely "*The Application of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students* in MIN Cirebon City". The implication that occurs after the research is carried out is that students become appreciated for all their efforts and achievements which will encourage students to be more active in participating in learning.

METHODS

The research approach used in this study is a qualitative approach. Bogdan and Taylor explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. In qualitative research, a researcher speaks directly and observes several people, and interacts for several months to learn the background, habits, behaviors and physical and mental characteristics of the people studied. Bogdan and Biklen argue that the characteristics of qualitative research are: naturally, data is descriptive rather than numbers, data analysis is inductive, and meaning is very important in qualitative research. This research is included in qualitative research, namely the *Application of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students* at MIN Cirebon City. The qualitative approach

in this study aims to observe the object of research, collect research data, and understand as much information as possible regarding the Application of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students at MIN Cirebon City.

The researcher chose a qualitative descriptive design with a reasonable, inductive logic. Where the research data is written according to the data at the location when the research takes place. This design was chosen because the data obtained does not use symbols or in the form of statistics but in the form of a statement description in accordance with the data obtained at the research site.

The determination of the subject in this study uses interview, observation, and documentation techniques, namely the sampling technique of data sources with certain considerations. This particular consideration, for example, the person is considered to know the most about what the researcher expects, making it easier for the researcher to explore the social object/situation being studied (Sugiyono, 2013:219).

This technique is in accordance with research on the Application of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students at MIN Cirebon City. The number of subjects in the study was 10 people, namely: 3 homeroom teachers, and 7 broken *home students*.

Data sources are a very important part for researchers, because accuracy in choosing and determining the type of data source will determine the accuracy, depth, and feasibility of the information obtained (Nugrahani, 2014:108). The data sources used by the researcher are primary data sources and secondary data. Informants are people who have knowledge in the problem being researched so that they can provide the information needed in this study, namely 3 homeroom teachers and 7 broken *home students*.

To test the validity of the data in the study, the researcher chose the triangulation method. In data collection techniques, triangulation is defined as a data collection technique that combines various existing data collection techniques. If the researcher collects data by triangulation, then the researcher actually uses data that at the same time tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources (Sugiyono 2015).

Triangulation: The best way to eliminate differences in the reality that exist at the research site is to collect data on related events from different perspectives. That trianagulation, researchers can look back at their findings by comparing them with various sources, methods, or theories.

RESULTS AND DISCUSSION

Results of Analysis of the Implementation of Positive Reinforcement in MIN Cirebon City

This research was conducted at MIN Cirebon City which is located at Jalan Kapten Samadikun GG. Bawal, No. 142, Jalan. RT/RW, 002/010. Village, Panjungan. District, Lemahwungkuk. Cirebon City. The results of the research are obtained through direct observation, interviews with related parties, and documentation that

has been carried out, and will be explained with a qualitative descriptive system by explaining in detail the data that has been obtained.

Based on the results of observations and interviews conducted by researchers on the research object. The researcher obtained the data and collected it and made the following conclusions: *Social Learning Theory* This theory was put forward by Albert Bandura and emphasized the important role of observation and imitation in learning. In the context of the application of *positive reinforcement*, teachers as models play a role in providing examples of desired behaviors to students, and by providing positive feedback, students can observe and imitate these behaviors. The application of positive *reinforcement* is any form of response, whether verbal or nonverbal, which is part of the modification of the teacher's behavior towards student behavior, which aims to provide information or *feedback* (feedback) for the recipient (student) for his or her actions as an act of encouragement or correction. In the teaching and learning process, the application of *positive reinforcement* as one of the factors that can affect student learning achievement is very important for teachers to give to their students. The application of appropriate positive reinforcement can increase students' attention and motivation to learn. High student attention to the material will be reflected when the assessment is held. The increased grades illustrate that student learning achievement has also increased. When student learning outcomes increase, teachers as facilitators provide reinforcement in various ways that can continue to increase students' learning motivation so that learning achievement increases.

In an effort to improve teaching effectiveness, the application of positive reinforcement has become a very relevant approach. According to the reinforcement theory expressed by Mudjiran (2011), it is stated that the positive reinforcement given by teachers to students is very effective in changing students' behavior. Teachers are the determinants of the success of the teaching and learning process, therefore, a teacher must have skills so that the goals of the teaching and learning process that have been formulated can be achieved. The application of *positive reinforcement* referred to in this study is with pleasant consequences, which maintain or even improve a learning behavior. With *positive reinforcement*, the expected behavior of students can be repeated.

According to Skinner (in Bradley T. Erford 2016:374), positive reinforcement is anything that reinforces and increases the likelihood that a behavior will occur again. The application of *positive reinforcement* carried out by Mrs. Riri as a 1st grade homemaker, she applied positive *reinforcement* indicators of *verbal reinforcement* and *proximity reinforcement*. The teacher applies *positive reinforcement* by providing motivational sentences for learning and facial expressions that give a good impression to a student named Fazura Alishya Putri. And the teacher applied *positive reinforcement*, providing reinforcement to sit close to the students during the discussion with the student named Reva Elsabillah.

According to Djamarah (2000:99), the success of learning is determined by the tips of each teacher in the classroom. From the perspective of learning psychology, the success of learning is more determined by the teaching staff. The application of *positive reinforcement* carried out by Mrs. Muana as a homeroom teacher in grade 3, she applied positive *reinforcement* indicators of *gestural reinforcement*, *token reinforcement*, and *verbal reinforcement*. The teacher applied *positive reinforcement* by giving smiles

and advice to students named Apriansyah & Zaherah, giving gifts and support to students named Yudhistira, giving compliments and words of encouragement to students named Azzahra.

According to Wasty Soemanto (2006:129), what is meant by reinforcement is a positive response from the teacher to students who have done a good deed or participated. The provision of reinforcement is carried out by teachers with the aim that students can more actively participate in teaching and learning interactions and teaching students to repeat good deeds. The application of *positive reinforcement* carried out by Mr. Pardina as a 4th grade homemaker, he applied positive reinforcement indicators of *verbal reinforcement*, *token reinforcement*, and *proximity reinforcement*. Teachers apply *positive reinforcement* by paying more attention by motivating students, giving gifts, and approaching students during learning to a student named Aji Sentosa.

According to Watson (in Hamzah Uno, 2006:7), explaining learning is the process of interaction between stimulus and response. During the learning process, students look active and also enthusiastic in participating in teaching and learning activities in the classroom. They listen well to the explanations that are being given by the teacher, as well as study the material given, complete assignments and discussions with their groupmates, they try to be the best because in the application of *this reinforcement*, the group that gets the highest score will be rewarded.

Results of Analysis of Supporting and Inhibiting Factors for the Implementation of Positive Reinforcement in MIN Cirebon City

Based on the results of interviews conducted by the researcher with 3 homeroom teachers of broken *home students* at MIN Cirebon City, the researcher obtained the following data: In the process of implementing *positive reinforcement*, during teaching and learning activities at MIN Cirebon City, of course, the success achieved is influenced by several supporting factors, including:

a). Students' Learning Interests

Students' interest in learning is important to increase learning motivation. The existence of an internal factor of awareness that arises in the student makes it easier for teachers to provide positive reinforcement when the learning process takes place (P., 2019). This is in line with the statement delivered by Mrs. Riri as a 1st grade homemaker.

"Even though they are not good at reading, at least Fazura and Reva have enough interest in learning. Have the desire to be good at reading, willing to take independent guidance with Mom after school."

Then it was added again with a statement delivered by Mrs. Muana as a 3rd grade homemaker.

"Actually, they already have enough motivation in learning. This is evidenced by their behavior in the classroom who are able to listen to the teacher's explanation. It's just that they still need to be reminded to learn and be motivated every day."

According to John W. Santrock (2008:514), there are 2 (two) aspects in the theory of learning motivation, namely external motivation to get something else (way to achieve goals) and internal motivation to do something for the sake of something itself (the goal itself).: The statement conveyed by Mr. Pardina as a homeroom teacher of grade 4 is as follows:

"To be able to be on par with other students, Aji is still not able to adjust. So, what Aji needs right now is how to cultivate an interest in learning first."

b). Students' Desire to Learn

The desire of students in learning a lesson can be seen from the type of subject. Most of the broken home students at MIN Cirebon City admitted that they lack interest in studying religious subjects for reasons that are difficult to understand, especially SKI (Islamic Cultural History) and Arabic subjects.

c). Appointment

Ideals are one of the goals of students' lives as a driver of their learning. The level of ability of students affects the outcome of these goals. Students who have good learning skills will have more realistic goals compared to students who have a low level of ability.

d). Madrasah Facilities

The completeness of madrasah facilities can also affect the success of the implementation of *positive reinforcement*. MIN Cirebon City is a madrasah that has complete facilities, this is evidenced by the existence of teachers' rooms, classrooms, libraries, TU rooms, canteens, and prayer rooms.

e). Parental Attention

Some parents of broken home students in MIN Cirebon City still pay attention to their children by meeting all their school needs. However, there are also parents of broken home students who are no longer harmonious.

The application of *positive reinforcement* certainly does not go smoothly, there are several inhibiting factors including:

a). Students Who Lack Discipline

There are still some students who lack discipline in dressing. Wearing a school uniform is not appropriate for the day. Because they have not bought the school uniform. Lack of discipline in terms of class order, because there are still ssiwa who chat when the teacher is explaining.

b). Monotonous Learning Method

This is not in accordance with theory, because homeroom teachers at MIN Cirebon City are quite varied in using learning methods in the classroom. The learning methods used include lecture methods, discussions, *role playing* methods, *numbered heads together* methods, jigsaw methods, and others.

c). Lack of Competition Program

This is also not in accordance with theory, because MIN Cirebon City always holds various events to increase students' motivation to learn through competitions or competitions.

Results of Analysis of the Application of Positive Reinforcement in Increasing the Learning Motivation of Broken Home Students in MIN Cirebon City

After going through the process of implementing *positive reinforcement* in increasing the learning motivation of broken *home* students. There are some who behave quite meaningfully towards the student. These changes are very observed by researchers so that the researcher knows the development and what changes occur in the student. And it turns out that these changes have a positive impact on students. After the teacher applies *positive reinforcement* by giving more attention by providing motivation to learn, giving gifts, and approaching students during the learning process, students become enthusiastic and can control their attention, especially to the teacher.

Education is an effort to help humans become better individuals, one of which is through the process of teaching and learning activities in schools by emphasizing the formation of students' learning motivation in the classroom. One of the actions in providing an overview of students in the process of teaching and learning activities is to become a good figure or example that can be seen directly and can be imitated by students. Therefore, being involved in the world of education is a challenge in itself, in carrying out the educational process we must have patience, sincerity and initiative and be innovative in dealing with students.

One form of implementing *positive reinforcement* at MIN Cirebon City is to give rewards from a teacher to outstanding students. *Rewards* are enforced in order to provide encouragement and stimulation to students to trigger motivation to improve their abilities in developing their personality potential. *Rewards* in the world of learning are given as prizes to students who have the best achievements, with the hope that students who get prizes will be more enthusiastic and encouraged to improve their achievements. *Rewards*, in addition to providing benefits to those who get them, are also expected to motivate other students who have not received rewards to strive to get the same thing which is considered a pleasure and satisfaction for their achievements.

Positive reinforcement is the provision of a pleasant positive response to the responded behavior. *This reinforcement* is also referred to as a reward. Rewards are positive assessments of the student's learning process. This reward is used as a tool to educate students so that students feel happy because the work done is rewarded. The various rewards given to *broken home* students at MIN Cirebon City are as follows:

1) Praise

Praise is the easiest form to give to students. This praise can be done by providing motivational sentences, positive sentences in the form of words such as, good, great, good and so on.

2) Gift

A reward is a reward in the form of a gift in the form of goods. The gifts given are usually things that are liked and expected. Gifts can be given related to the hobby that he usually does, in order to create a sense of enthusiasm in learning, because by giving gifts based on this hobby it is likely to cause a sense of enthusiasm or can be used as motivation for students who are experiencing lazy learning.

3) Mimics and Gestures

Strengthening facial expressions and gestures include smiling, giving a thumbs up, nodding your head, and giving a round of applause.

4) Strengthening Approach

The teacher approaches the student to give his attention and pleasure to the student's behavior or appearance lesson. For example, by the way the teacher approaches the student, the teacher walks towards the student, sits near the student. The goal is to provide students with a sense of joy and security.

5) Touch Reinforcement

Touches such as patting shoulders, shoulders, shaking hands, raising the hand of the winning student, and other touches.

6) Fun activities

Fun activities for example by appointing students who have music lesson skills as choir leaders.

7) Reinforcement in the form of symbols or objects

Reinforcement in the form of symbols or objects can be in the form of a star image in the student's book, giving a charter, writing important notes in the student book and comments in the student book.

Many things affect students' motivation to learn, including the student's family situation. In a complete family, in the sense that the structure is still complete (father and mother are still alive), not divorced, and not often quarrelling, parents will have more opportunities for parents' attention to student learning activities. Harmonious social interaction and understanding of norms in parents will also affect the progress of students' learning. On the other hand, in a family, if one or both parents died, divorced or left the family, it was obvious that they could not take good care of the students. Students lack affection which will further have an impact on their motivation and learning outcomes.

Thus, it can be concluded that a person is said to have high motivation to learn if he has a strong desire or desire to learn. The factors that affect a person's motivation to learn include family circumstances or conditions. Students who are in a conducive family environment will have high motivation to learn, and vice versa.

Supporting factors for the implementation of *positive reinforcement* in increasing the learning motivation of broken *home* students include: sufficient student learning interest, students' desire to learn, having aspirations for the future, having complete madrasah facilities, varied learning methods, the existence of madrasah events or programs and getting attention from parents. The factors that hinder the implementation of *positive reinforcement* in increasing the learning motivation of broken *home students* at MIN Cirebon City are the lack of student discipline in the classroom, as well as the lack of discipline in terms of dressing.

Based on the results of the data analysis carried out, it shows that the application of *positive reinforcement* in increasing the learning motivation of students *broke home* is quite effective. This shows that students with a *broken home* state can be increased in their learning motivation by treating them with gifts in the form of compliments and items to strengthen positive behavior so that they can be consistent. In addition, teachers' activities as homeroom teachers and group leaders as well as

student activities are also monitored during the implementation of *positive reinforcement*.

The increase in the subjects' motivation to learn in this study is also due to the firmness of the homeroom teacher to *broken home students* to be more serious in participating in teaching and learning activities, so that the results obtained can be maximized. Good cooperation from students plays an important role in achieving good results. This is in accordance with the opinion of Soemanto & Wasty, (2013) who explain that for good deeds to be formed, students need to be strengthened. Reinforcement appears as a result, where in the concept of student learning must be accompanied by readiness and will be rewarded as a result of positive behavior that arises as a result of learning (Amsari, 2018). Motivation theory proposes that rewards are a form of external motivation that contributes to individual success, especially for those who are less in a depressed state (Gopalan et al., 2017).

The conclusion of the study results is that there is an increase in the learning motivation of *broken home students* after the provision of *positive reinforcement* caused by several things, including the firmness of the homeroom teacher with *the broken home students* who are the subject of the research. Previously, *broken home students* who had low learning motivation experienced behavioral changes after being given *positive reinforcement*. This can be observed from indicators that are bolder and more open in revealing the reasons why they are always lazy to study, do not go to school without information (alpa), and do not do homework. Not only revealing, but they also really experience changes in their behavior little by little. They began to pay attention to the teacher's explanations in class, gave information when they could not go to school and started doing homework at home.

CONCLUSION

Based on the presentation of data and data analysis obtained through interviews, observations, and documentation related to the research title "The Application of *Positive Reinforcement* in Increasing the Learning Motivation of *Broken Home Students* in MIN Cirebon City", it can be concluded as follows: The process of implementing *positive reinforcement* of *broken home students* during teaching and learning activities at MIN Cirebon City by applying five positive reinforcement indicators, namely: *verbal reinforcement*, *gestural reinforcement*, *proximity reinforcement*, *contact reinforcement*, and *token reinforcement*. The application of *positive reinforcement* to increase the learning motivation of *broken home students* at MIN Cirebon City can be said to be successful because *broken home students* experience positive changes after carrying out *the positive reinforcement* process. The supporting factors for the implementation of *positive reinforcement* in increasing the learning motivation of *broken home students* at MIN Cirebon City are: Sufficient student learning interest, students' desire to continue learning, having goals, the legacy of madrasah facilities, varied learning methods, many madrasah programs, and attention from parents. The factors that hinder the implementation of *positive reinforcement* in increasing the learning motivation of students in broken homes are the lack of student discipline in the classroom and the lack of student discipline in dressing. The learning motivation of *broken home students* at MIN Cirebon City has a fairly strong level of motivation.

Forms of motivation at MIN Cirebon City include giving numbers, prizes, rivals/competitions, and ego-invoivement.

BIBLIOGRAPHY