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THE EFFECT OF TEACHER REWARD AND SOCIAL SUPPORT ON THE LEARNING RESILIENCY OF CLASS XI STUDENTS AT SMA NEGERI 1, ASAHAN DISTRICT

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Abstract

Learning resilience describes the efforts of students in overcoming negative experiences or challenges that suppress and hinder the learning process, so that they are able to adapt and carry out every academic demand properly. To build the success of the learning process educators must establish the learning resilience of students during the pandemic. This study aims to analyze the effect of rewards and social support on student learning resilience. The research method used is a quantitative research method with an ex post facto research design. The research was conducted at SMA Negeri 1 Kisaran, Asahan Regency. The total population of the study was 252 students and the number of samples taken from the population was 155 people. The sampling technique used is proportional random sampling technique. The results showed a positive and significant effect of rewards on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 20.9%. Then there is a significant positive effect of social support on the resilience of Class XI Students of SMA Negeri 1 Asahan Regency of 31.60%. And there is also a significant positive effect of rewards and social support together on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 44.3% while the remaining 55.7% comes from other variables outside the variables of this study.

Keywords: ***Learning Resilience, Reward, Social Support***

1. INTRODUCTION

Learning is done in order to live life well. According to Ahdar (in Djamaluddin, 2019) explains that "learning is a process of changing a person's personality, these changes are in the form of improving the quality of behavior, in a broad sense such as increasing knowledge, skills, thinking, understanding, attitudes, and various other abilities". Learning is also a fundamental element in each level of education. In accordance with the meaning of education according to RI Law no. 20 of 2003 concerning the National Education System Article I, as follows: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. " From this explanation it can be concluded that education and learning are closely related because they have the same goal, namely to develop one's own potential so that one has the strength and ability to live a better life. Education can be done by students anywhere, especially in schools. Schools are not only to educate students to learn knowledge but also to be a place for interaction. The interactions that occur in the school environment greatly affect the development of students, one of which is controlling the emotions of students. If students have good emotional control, they will be able to interact with other individuals around them and will be able to carry out the self-learning process well.

Since 2020 education in Indonesia has experienced a system change due to the Covid - 19 Pandemic that emerged in Indonesia. Initially, learning was carried out face-to-face, but now it is dominant in the network. Therefore, education carried out during the pandemic and post-pandemic eras demands the participation of parents so that learning at school can take place smoothly. And through the facilities provided by the government to schools, it is hoped that schools will provide psychological support to students, so that students still have high learning motivation. For example, schools provide award support to recognize students' abilities and qualities. Students at the senior

high school level are in the process of struggling in dealing with every difficulty, problem or suffering that occurs in their late teens. And they need parental assistance, because their emotions are not yet stable. Including when learning the system in the network. They easily feel bored, bored, lazy, often absent, or only briefly present in the learning process. Students also often do not complete assignments given by the teacher, are late for class, and do not prepare themselves for the next learning process. This kind of student behavior shows that they are less resilient. According to Grotberg (in Hendriani, 2018) explains that "resilience is the ability to survive and adapt as well as the human capacity to face and solve problems after experiencing adversity". The same thing was explained by Grenee (in Hendriani, 2018) that "resilience is the ability to overcome pain and transform oneself or the capacity to maintain one's condition so that one continues to function competently in dealing with various stressors in life". From the explanations of the two experts, it can be concluded that resilience is the ability to maintain oneself that every human being must have in order to continue to function competently in solving, overcoming and dealing with stressors.

Based on the results of previous research conducted by Nurul Fatimah (2021) with the title The role of social support in the resilience of students learning from home and its implications for counseling guidance, explains that: "There is an effect of social support on student resilience of 12.3%. Meanwhile, 87.7% was influenced by other factors which were not the main focus of this study. Students who have their resilience will be more resilient and perceive failure as not the end point. During the Covid-19 pandemic, almost all students needed social support from the people around them so that students could survive and adapt to the current conditions which require students to carry out the learning process from home. With the change in the education system, various limitations are felt by teachers and students in carrying out the learning process. The limitations felt by these students can affect their resilience, so there is a need for a motivator role from parents, family, and counseling teachers." Based on the results of previous research conducted by Dewi Kumala Sari (2020) with the title Academic resilience and online learning satisfaction during the Covid-19 pandemic: the mediating role of online learning readiness, explains that: "Academic resilience plays a significant role in student online learning satisfaction by mediating online learning readiness. The higher the academic resilience, the better the readiness of students to study online which in turn can increase online learning satisfaction. This research seeks to get an overview of the impact of Covid-19 on the world of education, especially higher education."

From the two previous studies it can be concluded that students who have resilience will be more resilient and think failure is not the end point. Due to the state of education during the Covid-19 pandemic, they are required to study online from home which aims to minimize crowds. And many students who do not complete do not even follow the learning process properly. So during the Covid-19 pandemic, students really needed social support from the people around them, so that students could survive and adapt to current conditions. The ability to survive and adapt to problems is a resilience ability. These problems are experienced when following the learning process at school. So students must have learning resilience because the higher the learning resilience, the From the results of observations made during the pre-research at Kisaran 1 Public High School, Asahan Regency, it is known that the learning process carried out in the New Normal Era is face-to-face with a 50% technique. This technique is carried out by dividing students in each class into two study groups, study groups consisting of 18 students. The division is based on student attendance, serial numbers 1 to 18 are the first batch, while serial numbers 19 to 36 are the second batch. The first batch was held on Monday and Wednesday, the second batch was held on Tuesday and Thursday, while Friday and Saturday the learning process was carried out online. This technique is carried out to minimize crowds and follow the health protocols set by the government. With such short time educators are not optimal in providing learning materials to students.

The learning process is not carried out as optimally as the learning process before the pandemic. This has caused many parents to complain about the learning process that is taking place in this new normal era. According to them educators are only able to give their children a lot of assignments without explaining to them how to complete them. Because every child was asked about today's lesson, they said they didn't know. This situation makes parents also worried and depressed. So that sometimes teachers and parents do not show inappropriate reactions such as

anger. On the other hand, it should show appropriate reactions such as giving rewards and social support to students. So that students still have a high enthusiasm for learning and their resilience is maintained. Based on the observations of the teacher in the field of study, there were several negative reactions seen in children when the learning process was taking place with regard to the dimensions of resilience, as follows: In one class there were 25 students who did not have good emotional management skills. They don't dare to complete the task given by the teacher on the blackboard. Actions shown are afraid to look at the teacher's face when the teacher mentions their names one by one and hesitates to come forward. This is because they feel pressured. There are 15-20 students in each class who don't have good impulse control, because they can't wait for their turn to leave class. The actions shown by them did not hesitate to scold the teacher when the school bell rang but were still in class. There are 20 students in each class who do not have the ability to be optimistic (optimism), because when they are given a group project they are not lazy to complete it. There are 24 students in each class who do not have the ability to empathize. When their friends are having difficulties they don't care and tend to ridicule them for not being able to solve the problem.

To analyze the problem, none of the children were able to do it because they were never given an explanation of the causes and effects of the problem and were never given the opportunity to explain the cause and effect they experienced. When students make mistakes, students are immediately scolded and the teacher immediately blames students for doing this without giving students the opportunity to explain why they did this. In addition, there are 25 students in each class who do not have self-efficacy abilities (belief in their own abilities), because they are not sure that they can complete the tasks given by the teacher properly. There are also 29-32 students who do not have reaching out (reaching something), because they are not able to accept learning properly it is proven that at the end of learning they are not able to answer questions given by the teacher about the learning that has been done. The results of the interviews show that there are still many Class XI students at SMA Negeri 1 Kisaran, Asahan Regency, who have low learning resilience. In line with the results of these interviews, the results of observations that have been made obtained data that Class XI students at SMA Negeri 1 Kisaran Asahan Regency have low learning resilience. This can be observed from the behaviors shown by students when learning. Many students do not follow the face-to-face learning process properly, such as many students who do not submit assignments, get grades below the average, and many children are not present when the face-to-face learning process takes place. The results of these observations indicate that Class XI students at SMA Negeri 1 Kisaran, Asahan Regency, have low learning resilience.

According to Holday & Pherson (in Sovitriani, 2021) explains "several factors that affect resilience are social support (social support), cognitive skills, physiological resources. Social support is external support from people around who can influence the formation of children's learning resilience. With this support all psychological stress during difficult times can be overcome. People with high social support will find it easier to deal with problems that occur without a high sense of stress because they believe that there will be people closest to them who help them and give them positive support. In addition to social support, rewards also affect the formation of children's learning resilience, because according to Rosyid (2018) "reward is a form of motivation and as support for appropriate behavior". Giving rewards aims to provide reinforcement for good behavior so that it will motivate students to continue to progress and develop in the learning process. So that by giving rewards students will be enthusiastic to face any problems experienced while studying in this new normal era. The lack of student learning resilience occurs because of the lack of reward in the learning process. As stated by one of the students in Class XI IPS 3 with the initials APS, as follows: “When we were told to answer questions on the blackboard, or orally, and complete assignments given by the teacher, we never got credit for being able to answer correctly, we just got high marks. But if wrong we will be punished for not being able to answer it correctly. The punishment given is in the form of low grades and other punishments.
Based on this, the purpose of this research is to find out:

1. To determine the effect of rewards on the learning resilience of Class XI students at SMA Negeri 1 Kisaran, Asahan Regency.
2. To determine the effect of social support on the learning resilience of Class XI students at SMA Negeri 1 Kisaran, Asahan Regency.
3. To analyze the differences in the effect of rewards and social support on the learning resilience of Class XI students at SMA Negeri 1 Kisaran, Asahan Regency.

2. IMPLEMENTATION METHOD

This type of research uses a survey approach, the identification of research variables consists of the dependent variable, namely Learning Resilience (Y) while the independent variables are Reward (X1) and Social Support (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. The population numbered 252 students, the total of which consisted of objects or subjects that had certain characteristics and qualities determined by the researchers to study and then draw conclusions (Sugiyono, 2017). In this study, 155 samples were taken based on the probability sampling technique. The data collection method is obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measurement tool that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three kinds of scale instruments, namely the Learning Resilience, Reward, and Social Support scales.

3. RESULTS AND DISCUSSION

Test results

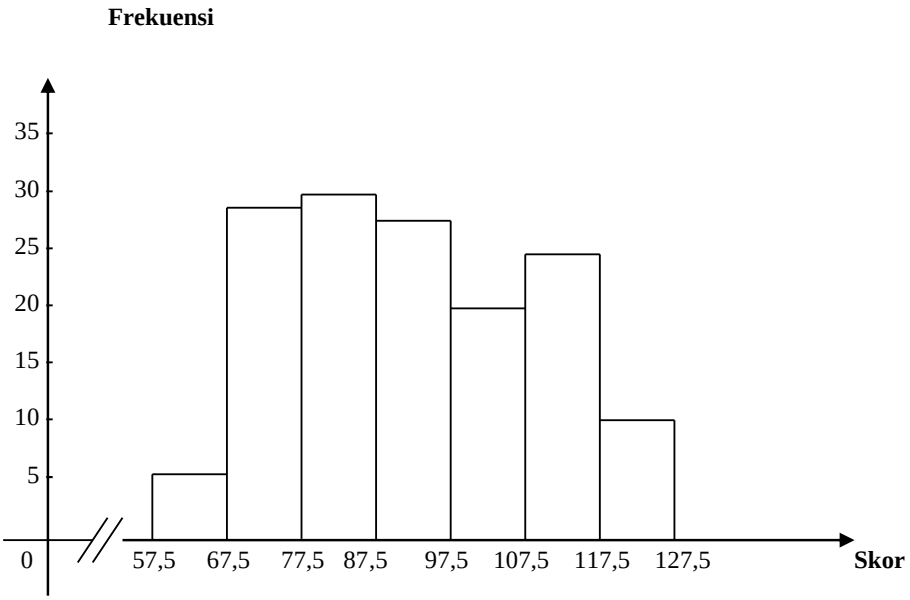
Reward Variable Data

Based on the items in the statement of the reward variable (X1), the lowest score was 58 and the highest was 126. The average was 91.80, the median was 88.89, and the mode was 81.1. The distribution of this data shows that the mean, median and mode scores are not much different, this shows that the distribution of data tends to be normally distributed. In accordance with the results of basic statistical calculations that have been carried out, the data is classified into seven class intervals. To get a clear picture of the distribution of the reward variable scores (X1) can be seen in the following table and histogram.

Reward Score Frequency Distribution Table

Klp	Value Range	Frequency	Percentage
1	58 – 67	7	4.52
2	68 – 77	30	19.35
3	78 – 87	32	20.65
4	88 – 97	29	18.71
5	98 - 107	19	12,26
6	108 - 117	26	16,77
7	118 - 127	12	7,74
Amount		155	100

The table above shows the distribution of reward scores (X1) as many as 69 people (44.52%) are below the interval class average and as many as 29 people (18.71%) are in the interval class average and as many as 57 people (36 .77 %) above average. Based on the data above, the rewards are generally above average. Furthermore, the histogram graph is presented as follows:



Reward Histogram Image (X1)

The histogram above shows that the centered reward variable data (X1) shows that the mean, median, and mode values are relatively the same. Then the mean, median and mode are in the same class interval to the left of the mean. From these data it can be concluded that the focus variable of the reward variable (X1) is skewed to the right, which means that the variable is normally distributed.

Social Support Variable Data

Based on the statements of the social support variable (X2), the lowest score was 56 and the highest was 117. The average was 90.89, the median was 89.07, and the mode was 86.02. The distribution of this data shows that the mean, median and mode scores are not much different, this shows that the distribution of data tends to be normally distributed. In accordance with the results of basic statistical calculations that have been carried out, the data is classified into seven class intervals. To obtain a clear picture of the distribution of social support variable scores, it can be seen in the following table.

Table of Frequency Distribution of Social Support Scores

Klp	Value Range	Frequency	Percentage
1	56 - 64	6	3.87
2	65 - 73	13	8,38
3	74 - 82	24	15,48
4	83 - 91	42	27.09
5	92 - 100	29	18.71
6	101 - 109	24	15,48
7	110 - 118	17	10.96
Amount		155	100

The table above shows the distribution of social support scores (X2) as many as 43 people (27.74%) are below the class average and as many as 42 people (27.09%) are on the class average and as many as 70 people (45, 16 %) above average. Based on the data above, social support is generally above average. Furthermore, the histogram graph is presented as follows:

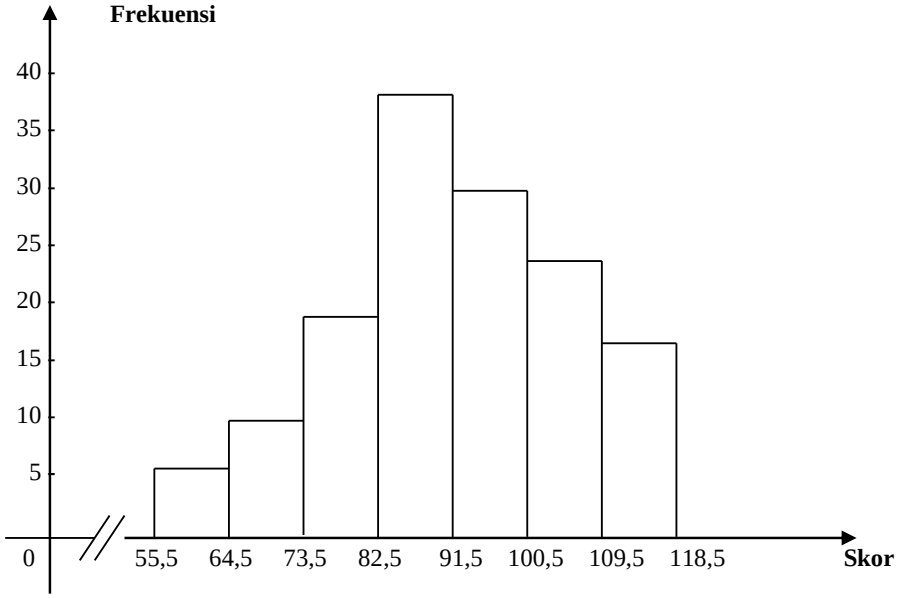


Image Histogram Social Support (X2)

The histogram above shows that the data centered on the social support variable (X2) shows that the mean, median, and mode values are relatively the same. Then the median and mode are in the same class interval to the right of the mean. From these data it can be concluded that the social support variable (X2) is skewed to the right, which means that the variable is normally distributed.

Learning Resilience Variable Data

Based on the statement items on the resilience variable of Class XI students of SMA Negeri 1 Asahan Regency (Y) the lowest score was 61 and the highest was 119. The average was 89.81, the median was 88.82, and the mode was 74.21. The distribution of this data shows that the mean, median and mode scores are not much different, this shows that the distribution of data tends to be normally distributed. In accordance with the results of basic statistical calculations that have been carried out, the data is classified into eight class intervals. To get a clear picture of the distribution of scores on the resilience variable for Class XI students of SMA Negeri 1 Asahan Regency (Y) can be seen in the following table and histogram.

Table of Resilience Score Frequency Distribution

Klp	Value Range	Frequency	Percentage
1	61 - 68	2	1.94
2	69 - 76	33	21,29
3	77 - 84	31	20.00
4	85 - 92	27	17,42
5	93 - 100	22	14,19
6	101 - 108	20	12.90
7	109 - 116	19	12.25
8	117 - 124	1	0.64
Amount		155	100

The table above shows the distribution of the resilience scores of Class XI students of SMA Negeri 1 Asahan Regency (Y) as many as 66 people (43.20%) are below the interval class average and as many as 27 people (17.42%) are on the average interval class and as many as 62 people (39.98%) above average. Based on the data above, the resilience of Class XI Students at

SMA Negeri 1 Asahan Regency (Y) is generally above average. Furthermore, the histogram graph is presented as follows:

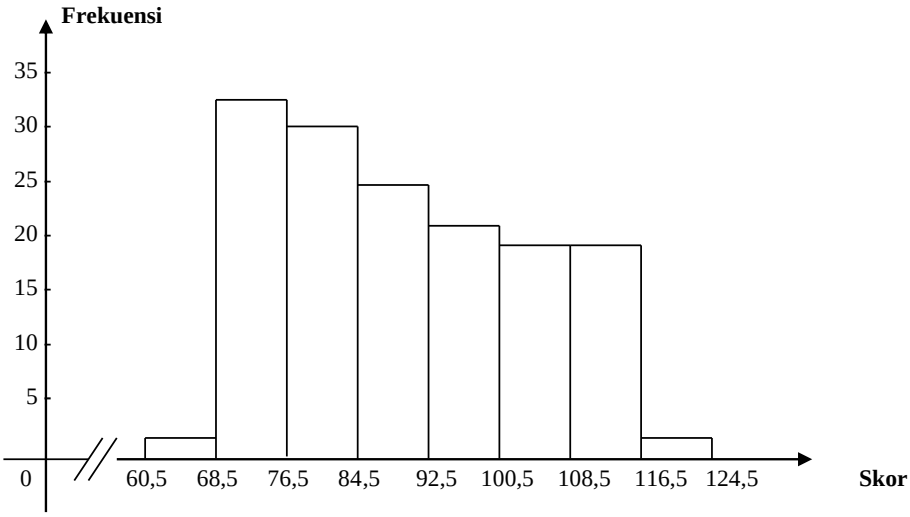


Image of the Resilience Histogram of Class XI Students of SMA Negeri 1 Asahan Regency (Y)

The histogram above shows that the data centering the resilience variable of Class XI students at SMA Negeri 1 Asahan Regency (Y) shows that the mean, median and mode values are relatively the same. Then the median and mode are in the same class interval to the left of the mean. From these data it can be concluded that the centering variable for the resilience variable for Class XI students of SMA Negeri 1 Asahan Regency (Y) is skewed to the right, which means that the variable is normally distributed.

Identification of Trend Levels

To test the tendency of the data for each research variable, the average ideal score and ideal standard deviation for each variable were then categorized into 4 (four) categories, namely high, medium, low and low.

Resilience Variable Trend Test

The results of testing the tendency for the resilience variable of Class XI students at SMA Negeri 1 Asahan Regency (Y) are illustrated in the following table:

Table of Tendency Level of Resilience Variable of Class XI Students of SMA Negeri 1 Asahan Regency (Y)

Score Intervals	Frequency	frelative (%)	Category
≥ 100	43	27,74	Tall
90 – 99	36	23,22	Currently
79 – 89	40	25.80	Not enough
≤ 78	36	23,22	Low
Amount	155	100	

Based on the data in the table above, it can be described for the resilience variable of Class XI students at SMA Negeri 1 Asahan Regency that the high category is 27.74%, the medium category is 23.22%, the less category is 25.80% and while the low category is 23.22%. Thus it can be concluded that the resilience of Class XI students at SMA Negeri 1 Asahan Regency in this study tends to be high as evidenced by 27.74% of respondents belonging to the high category.

Reward Variable Trend Test (X1)

The results of testing the tendency for the reward variable (X1) are illustrated in the following table:

Table of Reward Variable Trend Level (X1)

Score Intervals	Frequency	frelative (%)	Category
≥ 106	36	23,32	Tall
92–105	46	29,67	Currently
77–91	43	27,74	Not enough
≤ 76	30	19.35	Low
Amount	**155**	**100**	

Based on the data in the table above, it can be explained for the reward variable (X1) that the high category is 23.32%, the medium category is 29.67%, the less category is 27.74% and the low category is 19.35%. Thus it can be concluded that the reward (X1) in this study tends to be moderate as evidenced by 29.67% of respondents falling into the less category.

Social Support Variable Trend Test (X2)

The results of testing the tendency of the social support variable (X2) are illustrated in the following table:

Table of the Tendency Level of the Social Support Variable (X2)

Score Intervals	Frequency	frelative (%)	Category
≥ 98	53	34,19	Tall
86–97	37	23.87	Currently
75 – 85	35	22.58	Not enough
≤ 74	30	19.35	Low
Amount	**155**	**100**	

Based on the data in the table above, it can be explained for the organizational climate variable (X2) that the high category is 34.19%, the medium category is 23.87%, the less category is 22.58% and while the low category is 19.35. Thus it can be concluded that social support (X2) in this study tends to be high.

Analysis Requirements Test Results

This study uses a parametric statistical formula, so the data is checked whether it has complied with it and then it is continued by testing the analytical requirements or assumptions such as:

Normality test

The results of the data normality test for the research variables, namely the reward variable, the social support variable and the resilience variable for Class XI students at SMA Negeri 1 Asahan Regency, tend to have a normal distribution. This can be seen from the observed Liliefors price (Lo) the calculation results of each variable show a value that is smaller than the Liliefors table value (Lt). Thus the data from the three research variables come from populations that are normally distributed, so they meet the requirements to be analyzed by correlation and regression. The summary of the normality test results can be seen in the following table.

Table of Summary of Normality Test Analysis

No.	Estimate Error	Lo	ltable (α= 0.05)	Information
1	Y over X1	0.058	0.071	Normal
2	Y over X2	0.048	0.071	Normal

From the table above it can be seen that the observed Liliefors value is smaller than the Liliefors table value, this indicates that the overall score of the study variables is normally distributed. For the reward variable on the resilience of Class XI students at SMA Negeri 1 Asahan Regency, the price is Lo (0.054) < L table (0.071), thus the reward variable on the resilience of

Class XI students at SMA Negeri 1 Asahan Regency is normally distributed. For the social support variable Lo (0.048) < L table (0.071) thus the social support variable for the resilience of Class XI students at SMA Negeri 1 Asahan Regency is normally distributed.

Linearity Test and Regression Significance

The simple regression equation we are looking for is the simple regression equation Y over X1 and Y over X2 with the equation model being:

$$\hat{Y} = a + bX1 \text{ and } \hat{Y} = a + bX2.$$

a. Linearity test and regression significance of variable X1 with Y

The calculation results obtained simple regression equation

$$\hat{Y} = 55.280 + 0.376\ X1$$

The summary of the calculation results can be seen in the following table:

Summary table of Anava Significance Test between X1 and Y

Source of Variation	Jk	Dk	RJK	F count	F table α = 0.05
Total	30180,190	155	-	-	-
Regression (a) Regression (b/a) Residue	15826,248 6300,818 23879,375	1 1 154	15826,248 6300,818 156,074	40,37	4.02
Suitable Tuna Error	9525,430 14353,945	51 102	186,773 140,775	1.32	1.47

Information:
JK = sum of squares
DK = degrees of freedom
RJK = average sum of squares

From the table above it can be seen that the F calculated regression is 40.37 while the value of F table with dk numerator 1 and dk denominator 154 at a significance level α = 0.05 is 4.02. It turns out that the value of the regression Fcount (40.37) is greater than the price of F table (4.02), so it can be concluded that the coefficient of the regression direction Y over X1 means at a significance level α = 0.05. Furthermore, it is known that the F price of tuna that matches the calculation results is 1.32 while the price of F table with dk 51 and denominator 102 at a significance level α = 0.05 is 1.47. Because the F price of tuna is suitable, the calculation is 0.57 which is smaller than the F table value of 1.47. This shows that the Reward variable (X1) to the Resilience variable of Class XI Students at SMA Negeri 1 Asahan Regency (Y) with the regression line equation $\hat{Y} = 55.280 + 0.0376X1$ is linear.

b. Linearity test and regression significance of variable X2 with Y

The results of the linearity calculations obtained a simple regression equation $\hat{Y} = 41.694 + 0.529\ X2$. The summary of the calculation results can be seen in the table below.

Summary table of Anava Significance Test between X2 and Y

Source of Variation	Jk	Dk	RJK	F count	F table α = 0.05
Total	30180,194	154	-	-	-
Regression (a)	16527,874	1	16527,874		

Regression (b/a) Residue	9538,752 20641,442	1 153	9538,752 134,991	70,70	4.02
Suitable Tuna Error	6989,122 13652,320	48 105	145,607 130,002	1.15	1.48

From the table above it can be seen that the F calculated regression is 70.70 while the value of F table with dk numerator 1 and dk denominator 153 at a significance level α = 0.05 is 4.02. It turns out that the value of F calculated regression (70.70) is greater than the price of F table (4.02), so it can be concluded that the coefficient of the regression direction Y over X2 means at the significance level α = 0.05. Furthermore, it is known that the F price of tuna matches the calculation results obtained at 1.15 while the price of F table with dk 48 and denominator 105 at the significance level α = 0.05 is 1.48. Because the F price of tuna is suitable, the calculation is 0.15 which is smaller than the F table value of 1.48. This shows that the social support variable (X2) to the resilience variable of Class XI students at SMA Negeri 1 Asahan Regency (Y) with the regression line equation $\hat{Y}$ = 41.693 + 0.529 X2 is linear.

Test of Independence Between Variables

Before carrying out the regression analysis, it is necessary to know the relationship between the independent variables, namely reward (X1) and social support (X2). Are these two variables really independent of one another, therefore it is necessary to do an independence test. The independence test between independent variables is carried out using a correlation matrix. The summary of the results of the tests carried out are summarized in the following table:

Table 4. 16 Summary of Inter-Variable/Multicollinear Independence Tests

correlations

		Rewards	Social Support
Rewards	Pearson Correlation	1	,189*
	Sig. (2-tailed)		,018
	N	155	155
Social Support	Pearson Correlation	,189*	1
	Sig. (2-tailed)	,018	
	N	155	155

*. Correlation is significant at the 0.05 level (2-tailed).

The table above shows that the correlation coefficient between reward variables (X1) and social support (X2) is 0.189 with a determination coefficient (r2) of 0.035. Through the t test that has been carried out, it turns out that t count = 2.384 while the value of t table = 1.960. Because t count (2.384) < t table (1.960), this shows that the two independent variables have no significant relationship, thus the two independent variables are independent variables.

Hypothesis testing

First Hypothesis

The statistical hypothesis tested is:

Ho : ρy1 ≤ 0 : there is no positive effect of rewards on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

H1 : ρy1 > 0 : there is a positive effect of reward on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

The test to determine the relationship between the reward variable (X1) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) used simple correlation analysis, while

the t test was used to test its significance. The summary of the calculation can be seen in the following table:

Table of Summary of Correlation Analysis Results of X1 and Y

Correlation	Correlation coefficient (r)	Determinant Coefficient (r2)	t count	t table (α= 0.05)
rX1Y	0.457	0.209	6,353	1,960

The table above shows that the coefficient between the reward variable (X1) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) is 0.457. This coefficient of determination shows that rewards have an influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.209 x 100% = 20.9%. Through the t test that has been carried out, it turns out that t count = 6.353 while the value of t table = 1.960. Because t count (6.353) > t table (1.960), this shows that there is a positive and significant effect between the reward variable on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with a linear and predictive relationship through the regression line $\hat{Y} = 55.280 + 0.376$ X1. Based on the analysis above, it can be concluded that reward has a significant positive effect on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. This shows that the first hypothesis of this study has been tested empirically.

b. Second Hypothesis

The statistical hypothesis tested is:

Ho : $\rho y2 \leq 0$: there is no positive effect of social support on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

H1 : $\rho y2 > 0$: there is a positive effect of social support on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

The test to find out the relationship between social support (X2) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) used simple correlation analysis, while the t test was used to test its significance. The summary of the calculation results can be seen in the table:

Table of Summary of Correlation Analysis Results of X2 with Y and Significance Test

Correlation	Correlation coefficient (r)	Determinant Coefficient (r2)	t count	t table (α= 0.05)
rX2Y	0.562	0.316	8,408	1,960

The table above shows that the coefficient between the social support variable (X2) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) is 0.562. This coefficient of determination shows that social support has an influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.316 x 100% = 31.6%. Through the t test that has been carried out, it turns out that t count = 8.405 while the value of t table = 1.960. Because t count (8.408) > t table (1.960). Based on the analysis above, it can be concluded that social support has a relationship and has a significant positive influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. This shows that the second hypothesis of this study has been tested empirically.

c. Third Hypothesis

The statistical hypothesis tested is:

Ho : $\rho y12 \leq 0$: there is no positive effect of reward and social support on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

H1 : ρy12 > 0 : there is a positive effect of reward and social support on the learning resilience of class XI students of SMA Negeri 1 Asahan Regency.

The test to find out the relationship between the reward variable (X¬1) and social support (X2) together with the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) used multiple correlation analysis, while the F test was used to test its significance. Summary of the results of the calculations can be seen in the following table.

Table 4. 19 Summary of Correlation Analysis and Significance Test Results

Correlation	Correlation coefficient	Determinant Coefficient (R2)	F count	F table (α= 0.05)
Ry1.2	0.666	0.443	60,568	3.90

The results of the analysis in the table above show that the multiple correlation coefficient between reward (X1) and social support (X2) variables on the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Ry1.2) is 0.666. This quantity is classified as having an adequate relationship. After the F test was carried out, it turned out that F count (60.568) > F table (3.90) atα= 0.05, thus the multiple correlation coefficient is significant and positive. Furthermore, it can be stated that the multiple relationship of the independent variable to the dependent variable is 0.666, which means that the relationship is quite adequate with the magnitude of the effect (coefficient of determination) of 0.443 or 44.3% and the regression equation is $\hat{Y}$ = 20.110 + 0.299 X1 + 0.465 X2. The summary of the results of the multiple regression analysis between the reward and social support variables together on the resilience of Class XI students at SMA Negeri 1 Asahan Regency can be seen in the table:

Multiple Regression Analysis Summary Table

Source of Variation	JK	DK	RJK	F count	F table (α= 0.05)
Regression Residue	13384,899 16795,294	2 153	6692,450 110,495	60,568	3.90
Total	30180,194	154			

The table above shows that the results of the multiple regression analysis obtained were significant with F count = 60.568 > F table = 3.90 to be used as a prediction of student resilience. Based on the analysis above, it can be concluded that rewards and social support together have a relationship and have a significant influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with the equation of the regression line $\hat{Y}$ = 20.110 + 0.299 X1 + 0.465 X2. Thus the third hypothesis in this study has been tested empirically. Furthermore, to determine the effective contribution of each independent variable, it is necessary to control or control one of the independent variables. In this case the analysis technique used is the partial correlation analysis technique. The summary of the partial correlation calculation results can be seen in Table:

Summary Table of Partial Correlation Analysis

Free Variables	Correlation With Y	Determinant Coefficient	tcount	ttable (α= 0.05)
ry1.2	0.431	0.1785	5,889	1,975
ry2.1	0.544	0.2966	3,114	

The partial correlation between X1 and Y when the variable X2 is constant is ry1.2 = 0.431 while the coefficient of determination is 0.1785. This means that rewards contribute to the

resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.1785 x 100% = 17.85,%. Through the t test that has been done, it turns out that t count = 5.889 while the value of t table = 1.975. Because t count (5.889) > t table (1.975), this shows that the contribution made by the reward variable to the resilience of Class XI students at SMA Negeri 1 Asahan Regency by controlling for the social support variable is significant. While the partial correlation between X2 and Y if the variable X1 is constant is ry2.1 = 0.544 while the coefficient of determination is 0.2966. This means that social support contributes to the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.2966 x 100% = 29.66%. Through the t test that has been carried out, it turns out that t count = 3.114 while the value of t table = 1.975. Because t count (3.114) > t table (1.975), this shows that the social support variable contributes to the resilience of Class XI students at SMA Negeri 1 Asahan Regency by controlling the reward variable.

Discussion

In accordance with the results of the research that has been done, there are 3 (three) hypotheses tested by multiple regression analysis. As the discussion is as follows:

The Influence of Rewards on Learning Resilience of Class Xi Students of SMA Negeri 1 Asahan Regency

The coefficient between the reward variable (X1) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) is 0.457, this shows that both of them are classified as having enough with a coefficient of determination (r2) of 0.209. This coefficient of determination shows that rewards have an influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.209 x 100% = 20.9%. Through the t test that has been carried out, it turns out that t count (6.353) > t table (1.960), indicating that there is a positive and significant effect between the reward variable on the resilience of Class XI students of SMA Negeri 1 Asahan Regency with a linear and predictive relationship form through the regression line $\hat{Y} = 55.280 + 0.376X1$. Based on the analysis above, it can be concluded that reward has a significant positive effect on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. This shows that the first hypothesis of this study has been tested empirically. The findings of this study mean that to optimize the resilience of Class XI students at SMA Negeri 1 Asahan Regency, it should start with giving rewards. As it is known that rewards are defined as incentives or awards given to students in order to increase their motivation and achievement at school. Students who have good motivation to learn and achieve tend to be better able to overcome difficulties and obstacles in everyday life and in academic contexts. Strong motivation can help students build mental and emotional resilience, which in turn can increase their resilience.

Rewards given by teachers can be in the form of awards, such as praise, giving good grades or ratings, or physical prizes such as certificates, medals or other prizes. If the teacher provides rewards in an effective way, it can increase student motivation to learn and achieve, which in turn can build student resilience. Students who have good resilience tend to be able to overcome disappointment or failure in achieving rewards. Resilience can also help students understand that rewards are just a form of recognition, and that their efforts in learning and doing well in school are worth more than just rewards. Thus, there is a mutually reinforcing relationship between reward and student resilience. Rewards can increase student motivation, which in turn can help students build resilience to face difficulties and obstacles in everyday life and in academic contexts. Conversely, students who have good resilience tend to be able to overcome disappointment or failure in achieving rewards, and understand that their efforts in learning and achieving in school are worth more than just rewards. Although rewards can increase student motivation and build resilience, there are other factors that can affect student resilience, such as environmental factors, social support, personality, and psychological factors. Therefore, it is important to consider these factors in examining the relationship between student rewards and resilience.

In line with this statement, previous research "The Effects of Reward and Punishment on the Resilience of Group B Early Childhood at Pembina Kabanjahe State Kindergarten" by Agustina Phipeleny Saragih (2022) explained that there was a significant influence between reward and child resilience shown by coefficient R = 0.521 and p = 0.000, namely p <0.05; (2). This shows that

rewards or prizes can affect student resilience. Another study conducted by Sun and Wang (2019) on high school students in China showed that awards given to students for academic achievement and good personality can increase their resilience. This happens because students who receive awards feel valued and recognized, so they become more motivated to keep trying and not easily give up. However, this research also shows that rewards that are given too often can reduce their impact and can even make students more likely to be materialistic and not focus on developing true personality values. In conclusion, rewards or prizes can affect student resilience by increasing learning motivation and encouraging students to stay motivated and not easily give up in the face of challenges and difficulties. However, it is important to pay attention to the frequency of giving rewards and give rewards accordingly so as not to reduce their impact and help students develop good personality values.

The Effect of Social Support on the Learning Resilience of Class XI Students of SMA Negeri 1 Asahan Regency

The coefficient between the variable social support (X2) and the resilience of Class XI students at SMA Negeri 1 Asahan Regency (Y) is 0.562. This magnitude shows that both of them are classified as having an adequate relationship with a coefficient of determination (r2) of 0.316. This coefficient of determination shows that social support has an influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.316 x 100% = 31.6%. Through the t test that has been carried out, it turns out that t count (8.408) > t table (1.960), this shows that there is a relationship and has a significant positive effect between social support variables on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with the form of a linear relationship and predictive through the regression line $\hat{Y} = 41.694 + 0.529$ X2. Based on the analysis above, it can be concluded that social support has a relationship and has a positive and significant influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. This shows that the second hypothesis of this study has been tested empirically. These findings are in line with previous research entitled "The Effect of Playing Puzzles and Teacher Social Support on the Resilience of Children Aged 5-6 Years in Early Childhood Education Kenanga Raya Medan" by Tetti Dorlima Tiodora Nainggolan (2022) the results of her research prove that teacher social support significant effect on the resilience of children aged 5-6 years in PAUD Kenanga Raya Medan. The tcount for the Teacher Social Support variable (X2) is 2.901 and the p-value is 0.034. When compared to alpha, this value is less than 0.00.

In addition, this finding is in line with the research of Anjum, Arif, and Mahmood (2018) on high school students in Pakistan who found that social support from parents, peers, and teachers can increase student resilience. Another study conducted by Kim and Park (2018) on high school students in South Korea shows that social support from parents and peers can help students deal with stress and increase their resilience in dealing with academic problems. In addition, this research also shows that social support from teachers and school staff can increase students' resilience in dealing with non-academic problems, such as family problems or mental health. Therefore, it is important for schools and families to provide adequate social support to students, so that they can become more resilient and successful in life. Another study that was also conducted by Uchino and Garvey (2017) on high school students in the United States also showed that social support from family and peers can help students overcome mental health problems and increase their resilience in dealing with these problems. Social support can also help students acquire social and emotional skills, such as the ability to solve problems, make decisions, and manage emotions, all of which are important skills in building resilience. Therefore,

The Effect of Rewards and Social Support on the Learning Resilience of Class XI Students of SMA Negeri 1 Asahan Regency

The results of the multiple regression analysis obtained were significant with F count = 60.568 > F table = 3.90 to be used as a prediction of student resilience. Based on this analysis, it can be concluded that rewards and social support together have a relationship and have a significant influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with

the equation of the regression line $\hat{Y} = 20.110 + 0.299\ X1 + 0.465\ X2$. Thus the third hypothesis in this study has been tested empirically. With the state of the learning process that is carried out online and offline, many students cannot follow the learning process properly. Because the online learning process is carried out from the students' homes. However, home is not an effective place to study. Because at home there is no teacher who guides and guides students in the learning process. This situation causes negative emotions such as anxiety, anger, and sadness because they are unable to solve learning problems on their own and there is no teacher to help them solve these problems. To get rid of these feelings, students tend to choose not to participate in learning and ignore the teacher in teaching.

Therefore the teacher must be sensitive to the negative emotions displayed by students. So that teachers can find effective ways to overcome these problems. In line with this research which states that learning resilience can be increased by giving rewards and social support to students. Because giving rewards and social support can foster feelings of joy and happiness in students. Because students feel they are valued, loved, and cared for by their teacher. If students feel happy and happy, the teacher has created a comfortable learning atmosphere. A comfortable learning atmosphere will increase students' willingness to learn. And the learning process will take place effectively and efficiently in line with the learning objectives that have been designed by the teacher.

4. CONCLUSION

Based on the research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1. There is a positive and significant reward effect on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with the correlation coefficient between the correlation variables rcount> rtable (0.457> 0.361). And through the t test that has been done, it is obtained t count (6.353) > t table (1.960). This shows that there is a positive and significant influence between the reward variable on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. Therefore, the higher the teacher's reward, the higher the student's learning resilience, and vice versa. The coefficient of determination shows that rewards have an influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 0.209 x 100% = 20.9%.
2. There is a positive and significant effect of social support on the resilience of Class XI students of SMA Negeri 1 Asahan Regency.). And through the t test that has been done, it is obtained t count (8.408) > t table (1.960). This shows that there is a relationship and gives a significant positive effect between social support variables on the resilience of Class XI students at SMA Negeri 1 Asahan Regency. This magnitude shows that both of them are classified as having an adequate relationship with a coefficient of determination (r2) of 0.316.
3. There is a positive and significant influence of rewards and social support together on the resilience of Class XI students at SMA Negeri 1 Asahan Regency with the results of multiple regression analysis obtained that F count = 60.568 > F table = 3.90 which is used as a prediction of student resilience. Based on this analysis, it can be concluded that rewards and social support together have a relationship and have a significant influence on the resilience of Class XI students at SMA Negeri 1 Asahan Regency by 44.3% while the remaining 55.7% comes from other variables outside the variables of this study .

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