Behavioral Contract Techniques to Increase Learning Motivation During covid-19

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Abstract

The determination of this education was to investigate counselling services for social science learning (SPI) with behavioural contract techniques, in an attempt to increase motivation for learning at home in the COVID-19 pandemic, using the zooma of Salatiga's EI-SEV students. The process used in this education is numerical expressive. The researchers were an MI student in the city of Salatiga, in the province of Central Java, with 4,225 students. Regarding the purpose of the quantity of samples, multiplying the quantity of needles by the quantity (55) by the number 5-10, in this study they were multiplied by 5 and a sample of 275 examples was got. The sample method used relative sampling. Data analysis from this research used the SPSS 25 version. From the outcomes of the data investigation and the debate carried out, this study can conclude, first of all, that there is a confident and important impact between innovative learning and motivation for learning. Secondly, a positive and important effect among innovative learning and learning activities. Third, the positive and significant impact of innovative learning on the achievement of learning. Third, a positive and important impact among innovative learning and motivation for learning. Fourthly, it will have a confident and significant impact on the achievement of innovative knowledge in the achievement of learning through learning activities at home in the covid-19 pandemic, using the zooma of Salatiga IF scholars. The novelty of this study is the use of intervention variables as additional research variables that have a positive impact on the associated variables.

Keywords: learning consulting services, behavioral contract techniques, learning motivation, covid-19 pandemic, zoom

INTRODUCTION

Students' skills, motivation to learn to write and motivation to publish magazines are big differences for the image of Indonesian education. This is due to factors that affect low literacy of learners, such as the structure and linguistic characteristics of scientific articles, which are still low (Cargill, et al., 2021); Students' ability to synthesize language remains poor (Khasawneh, et al., 2021); Confidence in academic ability remains low (Chong, et. al, 2021); Lack of vision in foreign language skills (Shamsitdinova and Manzura, 2021); Informal online literacy skills remain low to help learners research online (Hussain, Abid, 2021); Most students have never developed academic writing skills to conduct research papers, such as journals (Emilie, et al., 2021); Students' poor ability to write articles is due to lack of guidance from teachers (Sadiartha, 2019); Educational investigate is also difficult due to the complex nature of the phenomena studied (Boote, et al., 2019); There is still a lack of big ideas for students to solve problems in real life (Kaldaras, et al., 2021). Educational investigate is also hard due to the complex nature of the phenomena studied (Boote, et al., 2019); There is still a lack of big ideas for students to solve problems in real life (Kaldaras, et al., 2021). Learning investigate is also hard due to the compound landscape of the spectacles studied (Boote, et al., 2019); There is still a lack of big ideas for students to solve difficulties in real life (Kaldaras, et al., 2021).

As for the low ability of students to write articles, students have a lack of motivation. The low motivation of students to read, write and increase problems is the reason why students decrease their skills and knowledge, especially in the current pandemic, as students lose some time to socialize (Rahiem, 2021).

However, the problem of motivation remains large. It is considered necessary to improve the low level of motivation of students in learning social sciences. The lack of aversion in the evaluation of students' work is a factor of lack of motivation of students (Wilson, et al., 2016); and other factors, such as the average score

obtained by students (Ling, 2021); Autoerafikaz maila (Camacho, et al., 2021); Under the knowledge of foreign languages (Yes, 2021); Slow learning process (Wu, et al., 2021); Lack of interaction between students and teachers (Hornstra, et al., 2021).

These are some of the problems that must be corrected so that student motivation in learning increases. There are many factors that can be done to increase students' learning motivation, such as: Choosing partners in determining task groups (Bores, et al., 2021); presence of playing partners (Vidergor, 2021); Having free time and doing things you like (Gadella, et al., 2021); There is freedom in determining interests and goals (Lin, 2021); and freedom in choosing a mentor to consult (Esra, 2021). In addition to the several factors that can increase student learning motivation above, study consulting services are also considered to be able to foster learning motivation.

This condition is also exacerbated by the Covid-19 Pandemic which further limits social communication among scholars which is also one of the obstacles to student motivation and skills (Mali, et al., 2021), social restrictions imposed by the government actually make students feel bored in carrying out learning. at home (Lippke, et al., 2021).

Various efforts have been made by educational institutions and educators so that the teaching and learning method can still be carried out. One of them is by doing online or online learning which, although in reality it is considered less effective, is constrained by the internet network at home and a less conducive home atmosphere (Hong, et al., 2021). One of the online media commonly used in the teaching and learning method is Zoom. Zoom is a platform that is used as a tool to interact between two or more people to discuss something and talk about many things as an alternative during the current Covid-19 Pandemic (Oliffe, 2021). This also requires policies to inspire schoolchildren to vigorously contribute in the learning process at home.

A study found that gamification using the reward-based Zoom platform has an important role in increasing students' motivation to study at home (Rincon, et al., 2021)

The next step is to make inquiries. School consultation may provide resources for the acquisition and protection of new behaviours, competences and dispositions among pupils, as well as for the improvement of pupils' skills and abilities, both at school and at home, in which educators must develop their capacities to establish learning and behavioural interventions that are commonly used. However, eliminating the problem of increasing the capacity of educators does not specify what needs to be established. One of the main elements of the problem of improving the student literacy problem is outcome habits to help teachers recognise, tool, familiarise and maintain actual practices (Truscott, et al., 2012).

Building on previous issues, the researcher intends to further discuss social science advisory services (SPI) with behavioural contract techniques, in an attempt to increase inspiration to study at home in the Covid-19 pandemic, using the Salatiga City MI Student Zoom. The formulation of the problem is done through the following questions:

1. Can social studies learning with behavioral contract techniques using Zoom media directly increase learning motivation?
2. Is social studies learning with behavioral contract techniques using Zoom media directly able to increase learning activities?
3. Can social studies learning with behavioral contract techniques by using Zoom media directly improve teaching and learning achievement?
4. Can social studies learning with behavioral contract techniques using Zoom media indirectly improve learning achievement through teaching and learning motivation?
5. Can social studies learning with behavioral contract techniques using Zoom media indirectly improve learning achievement through teaching and learning activities?

THEORITICAL REVIEW
Innovative Learning

Innovative learning is a learning process that creates an atmosphere that students regularly learn about new things, thinking and questioning new ideas. This means using technology, such as augmented reality, deep learning, or something like the internet, so that students can explore and understand things. This can bring more

practices and projects for students to learn to take risks and to do it. This can also facilitate collective exploration, learning from others, growth and developing harmony, which will help them manage large groups as creative leaders in the future. (Isha, 2020) .

According to Isha (2020), the idea of educational innovation is resorted to a fundamental question, that is, what is meant by education? If the art of learning is anything, the current curriculum should be more flexible. In addition, it should encourage the use and learning of technology while exploring. You need to account for risk and failure and give fewer value-based validations. Innovation in education should teach us to look forward to our current practice and pave the way for new approaches.

According to Redding, et al. (2013), the search for innovation in learning analyzes the existence of technology. It's true, considering the enormous improvements knowledge has brought to our lives. But a novelty is another way of responsibility approximately, and that's also a well way to do something. In learning, revolution is the nonconformity from average preparation, as it achieves well knowledge outcomes for learners than the number of temporary average resources and practices (or fewer). Innovation does not always include mechanical, electronic or digital devices.

Meanwhile, according to the dictionary (Indonesia, 2003) innovation means the introduction of new things, new discoveries that are different from ideas, methods or tools that already existed before. The advantages of innovative learning are: (1) Students are allowed to make decisions and express themselves, (2) Fun and memorable learning makes knowledge and experience difficult to forget, (3) The realization of collaboration between students, (4) There is an even dynamics of mutual cooperation. for all students, (5) the material taught is more focused, and (6) students are faster in capturing material whose delivery is accompanied by pictures.

However, innovative learning also has drawbacks, namely: (1) There is a need for guidance from the teacher in every activity, (2) Teachers must always prepare supporting tools, (3) It is difficult to unite the thoughts of different students, (4) Requires a lot of time. long enough to discuss, (5) Many debates and chats are not useful and (6) Students who are silent and less active will have difficulty following the learning method.

The innovative learning procedures need to apply strategies that can be implemented in the classroom in the learning process (Klasen & Collier, 1972). These strategies include: (1) Mastery of learning materials; A teacher as a professional educator must have skills and master the material to be taught along with references put forward by experts, (2) Rich in mastery of learning methods; Understanding of learning methods is not only a suggestion, but as an important task of an educator, because these abilities are included in the professionalism and competence that must be possessed by educators, (3) Repeating and studying the material to be discussed; To become professional educators, educators must have mastery of lessons, not only during learning, but also so on, (4) Identifying class and student conditions; An educator must recognize the condition of the class and students before implementing innovative learning, because each student has uniqueness and different characteristics, (5) Observing and evaluating previous learning; To get the actual description that appears when learning takes place, the teacher must be able to see and observe the conditions of learning by looking at aspects of student participation, student behavior and class conduciveness during learning and (6) Improving learning; Based on the results of observations and evaluations in previous learning, a teacher must be able to see the shortcomings that occurred in previous learning and then correct them.

Learning with Behavioral Contract Techniques

Learning with behavioral agreement strategies is an intervention that is used by schools to monitor and change students' behavior. Individual student or class expectations can be described in detail using behavioral contract strategies, along with teacher responses to achieving those expectations, making it a useful planning document. This intervention is widely used in schools in different countries and presents a positive goal-based approach to motivating behavior change. Behavioral agreements can be implemented individually or as part of a larger package program. (Cooper, et al., 2007). In addition to being efficient and effective in its implementation both at school and at home to adjust behavior in children (Perrot, et al., 2015), behavioral agreements can also be applied as an alternative to suspension. (Brownstein, 2010).

According to Starhun, et al., (2013) behavioral contract is a written contract between students and teachers or administrators in directing children's behavior habits, as well as the teacher's obligation to educate them. Usually students need guidance and require special treatment or other reinforcement that students want. While contracting Although it can be used with an entire class or small group, it is a technique that is at risk, has a sensory or behavioral disorder, or has been in trouble or postponed due to a problem.. In developing mentoring, educators can discuss goals with students about learning developments.

According to Hobbes (2017) consultation with the behavior contract technique is an agreement committed to guiding learning for a goal to be achieved by two parties between the counselor and the counselee, or between students and educators. Strahun (2013) defines consulting science learning using the behavioral contract technique has the advantage that the behavioral contract technique Provides clear outlooks, construction, constancy, routines, and association for everyone involved, including educators, schoolchildren, government, and other individuals. Outdated (PBIS World, 2013). In doing so, outlooks and tasks are clear to both students and parents, and the discussion process can be beneficial to students' insights..

However, according to Anderson (2002) the main benefit of using learning with behavioral contract techniques is that it helps in The process of increasing positive behavior of students, and reducing the incidence of suspensions for students in school. If used in the right way, behavioral agreements can improve children's behavior problems and help teachers continue to monitor them administratively and change their behavior by becoming more efficient, flexible, and fairly simple intervention tools. Teachers can choose to use contracts on a regular or active basis as needed in certain types of situations Interventions are also highly independent, and teachers can customize contracts using gifts that they deem appropriate for students' interests and needs.

Furthermore, behavioral contracts can be used continuously after students reach their targets. After the time is up, and the child has achieved the set goals, teachers and students can have fun achievement and transfer on to the next learning goal (Anderson, 2002). However, in addition to having advantages, the behavioral contract technique also has several weaknesses such as: (1) Behavioral contract consultation is cold, putting aside personal and manipulative relationships, (2) Concentration is more focused on technique, (3) Selection of learning objectives is more often determined by the counselor, although initially the counselee was advised to choose a goal and (4) the change in the counselee was only a symptom that could change in other forms of behavior.

Once a behavioral contract is developed for students, it is significant to tools it as it was designed. The procedure is associated with optimistic schoolchildren result (Sanetti & Kratochwill, 2009). Educator can follow These steps to make a behavioral agreement tool are: (1) define goals; Before implementing a behavioral agreement, it is very important to ensure that the target behavior is within the student's behavioral skills. The teacher will set aside time for easy lessons with students. During this lesson, teachers will first explain examples, but not examples of the target behavior. Furthermore, the teacher will explicitly Teach students how to engage in the learning process as expected. To do this, the teacher will model models of behavior, giving students the opportunity to practice behavior., and provide feedback to students as needed, (2) Pre-Correction of behavior; At the beginning of each learning period or during the period during which the contract becomes valid, the teacher will verbally deliver the contract to the students so that both parties know and amend each other's contract objectives. The teacher will briefly correct the behavior of interest by reminding students of the goal of the planned behavior.. This conversation focuses on what students expect to achieve students' goals in conducting learning to change behavior. Next the teacher concludes other elements of the behavioral contract, including the daily and weekly goals and targets of students, (3) assess progress and provide feedback; At the end of the learning session or during the contract term, the teacher negotiates with the students to complete and adjust the assessment sheet. Teachers and students fill out assessment sheets and provide feedback to students about their behavior. Feedback according to development includes praise and corrective feedback, (4) learning rewards or repetitions; If students have achieved their daily goals, the teacher rewards students as outlined in the behavioral agreement. However, if students do not achieve their daily or weekly goals, the teacher uses this opportunity to provide a re-lesson to review or relearn the target behavior, allowing students to respond and practice observing the behavior by modifying it, (5) maintain the intervention; Teachers continue this process

during the period of behavioral agreement until they see improvements in behavior consistently and strongly from students..

Learning with Zoom Meeting

Of the many influences of the Covid-19 disease, the most felt in the world of education is the closure of schools by the government. To avoid the feast of the Covid-19 virus, the government enforces common disaffection and recommends distance learning using a web-based platform to reach students, and one of the platforms widely used by educational institutions as a learning medium is Zoom cloud meeting (Laili, 2020).

Learning using Zoom meetings can be done like face-to-face, because it can support the need to communicate with teachers or other participants anytime and anywhere without meeting physically (Ohnigian, et al., 2021). According to (Ohnigian, et al., 2021) Zoom is a network- created platform that is used as a meeting medium that can display images or share presentations between hosts and participants for discussion and teaching and learning.

According to (Maggie, 2021) Zoom is a haze -built video conferencing service that is used to meet other people Live chat is virtually via video or audio or both, and it allows users to record the session for later viewing. Zoom features include: (1) one-on-one meetings; Host unlimited one-on-one meetings with free plans or even group video conferencing, hosting up to 500 participants (if the user purchases a "big meeting add-on"). However, the free plan allows users to host up to 40 minutes of video conferencing and (100 participants), (2) screens. Sharing; Sharing the screen for one-on-one meetings or simultaneous viewing with more participants and with user participants, (3) recording; Users can also record meetings or events so that the meeting can be viewed again.

Furthermore, how to use and choose a Zoom plan enables One-on-one chat sessions that can evolve into group calls, training sessions, and webinars for internal and external audiences can accommodate global video meetings with 1,000 participants and 49 videos on screen. The free Zoom plan allows unlimited one-on-one meetings but limits group sessions to 40 minutes and 100 participants. The recommended packages start at Rs 213,000 per host per month.

Zoom offers four plan pricing tiers (excluding Zoom Room subscriptions) namely:
1. Free Zoom: This Zoom level allows users to have an unlimited number of meetings. Group meetings with multiple participants are limited to 40 minutes in length, and meetings cannot be recorded.
2. Zoom Pro: This level of Zoom Pro costs around Rs 212.858,00; Every month and one meeting per host. It allows hosts to create private meeting IDs for recurring Zoom meetings and allows meeting recording in the cloud or on users' devices, but limits the duration of group meetings to 24 hours.
3. Zoom Business: The price of this zoom level is around Rs 283,858.00; A minimum of 10 meetings per month and per host. It allows users to tag Zoom meetings with beautiful URLs and corporate branding, and provides transcripts of Zoom meetings recorded in the cloud, as well as dedicated customer support..
4. Zoom Enterprise: This zoom level is priced at around Rs 283,858.00; Organizers of each meeting at least 100 times per month and for business purposes and 1,000 employees for business purposes. It offers unlimited cloud storage for recordings, managers, customer success, and discounts on webinars and zoom rooms..

Furthermore, the choice of the Zoom room is, if the user wants to set up the Zoom room, the user can register for a free 30-day test, after which the Zoom room requires an additional payment of around Rp. 695,800.00; per month and a room contribution, while webinars using Zoom will cost you around Rp. 568,000.00; per month and per host.

Motivation to learn

Motivation is a complex part of human psychology and behavior that affects how individuals choose to invest their time, how much energy they spend on a task, how they think and feel about work, and how long they stay at work. (Burn, 2003; 2021). Bakar adds that Motivation is reflected in students' choice of study assignments, the time and effort devoted to them, their perseverance in learning tasks, and the obstacles they face in the learning process.

According to Guay, et al., (2021). Students determine different meanings and attitudes for academic activities, personal meanings, and attitudes that awaken and manage their energy in different ways. Related strengths and indicator effects are referred to as motivation or learning motivation. Motivation is the key to success in the teaching and learning process. As the name implies, inspiration is what drives and drives us. That's why we do everything.

According to Ryan & Deci (2021). Motivation is an important component of teaching and learning. For teachers, lack of motivation has long been one of the most frustrating barriers to students' learning. Teachers are a key factor in motivating students to engage in learning activities in their education. According to Marcus and Nurius (Young, 2021) To Explaining the motivation, Marcus and Nurius proposed the concept of the "possible self," which refers to the future self-image that is imagining itself that can help students invest effort in achieving their future image. According to this theory, the potential spirit can serve as a goal or direction, encouraging students to control their behavior in order to achieve those goals. When the gap between the present state and the future image is not considered very wide, students tend to exhibit motivated behavior.

According to Capone, et al., (2021) Motivation can be divided into internal motivation and external motivation. The first is characterized by personal pleasure or satisfaction in related activities, while the second is characterized by individual motivations to try to achieve specific goals, and learning motivation emphasizes not only the role of external environmental factors, but also self-integration.According to Spolsky (2021) Factors that affect the learning/learning process are teaching methods, age, talent, students' attitudes. Among these factors, the last factor (attitude) is the most influential motivation because it is directly related to the educational context (teachers, friends, and family) that surrounds students..

According to Skehan (2021) there are four motivational factors that most significantly affect learning motivation, namely: (1) Activities in learning/teaching; This factor is important because to a large extent the student's interest will depend on the type of activity developed in the classroom, (2) the final outcome; Good outcomes are often interpreted as rewards for students, while bad outcomes are considered punishments, (3) internal motivation; It relates to students' internal emotions about the subject as a result of previous experiences and the use of the subject in their daily lives, (4) external motivation: the effect of external stimuli such as reward or punishment.

Learning activity

According to Timothy (2016), Learning activities are resources that contribute to the achievement of learning program objectives. But when the learning program is engaging and immersive, it will foster better learning. Learning activities encourage the student to become more actively involved in a learning program. There are a number of ways to make learning activities interesting. Engaging learning activities can turn dull, cognitively heavy learning modules into an engaging and meaningful learning experience.

In order to be effective, learning activities must take into account students' level of experience and identify achievement goals with these activities. Educators must determine how much time they want to spend, especially how much time they want to spend on each activity. Storytelling, gamification, virtual learning, augmented reality, and using others can promote better learning to create learning activities. These tools can be used to reduce students' cognitive load and create learning activities that can be used to foster better learning. However, when designing learning activities, educators must remember, like anything else, that learning activities must have an appropriate context. For example, developing obedience games will not be as effective as using infographics or interactive quizzes, which will be more important depending on the context (Sailer, et al., 2021).

But, in addition to the actual learning activities, there are also learning activities that are not suitable. This is due to the aggressive behavior of the students, who have a less positive attitude. According to Gas (2005), the aggressive attitude of students in secondary school is a concern for everyone. Most students are in a direct or indirect situation. This affects not only pupils, but also educational staff, teachers, parents, school administrators, pupils' representatives and society at large. This behavior often interrupts the proper functioning of the school and makes the school environment unsuitable for learning and teaching. This puts all lives at risk and makes learning and teaching very difficult.

The aggressive behavior of students seems to stem from several factors. It can be identified from family background, community, school, and student value system. If the student is unstable due to previous factors, it may reveal deviant behavior, emotionally confused behavior, and destructive tendencies. (Felson & Tedeschi, 1993).

Learning achievement

According to the word Hornby (2016), the conversation reach comes from the word "reach", which means success to achieve certain situations or standards, especially efforts, skills, courage and others, and Park (2010) says that the achievement of learning corresponds to the extent to which a student acquires information or skills as a result of a given class.

According to Shaffer, et al., (2004) to achieve complex learning of people participating in a community, educational institutions must provide resources and tools to help. According to Alkin (2015), achievement corresponds to achievement and says that achievement follows a period of learning, training or practice, according to Meriam Webster Collegiate Dictionary (2004), which states that there are three defined achievements, that is, that achievement (1) is an achievement, the result obtained with great efforts and actions (2) and achievement (3) is the quality and quantity of the student's work. The achievement of learning can be interpreted as the results obtained by the students in the learning process.

According to Suryabrata (1983), the factors that influence student performance are due to the external and internal differences of students. The external factors include environmental and instrumental factors and the internal factors include psychological and physical factors. Additionally, instrumental factors include curricula, facilities, and teachers. On the other hand, physical factors include general physical conditions and the five senses, and psychological factors, intelligence, talent, motivation, cognitive ability and personality.

Roijakkers, citing Sofiah (1998), suggests that learning attainment influences two factors. The first relates to student body and teacher factors. The factors of the students are: motivation, attention to subjects, ability to apply what they have learned. The teaching factor is to establish the competence to establish the communicative competence between the students and the teaching staff, to encourage the interest and motivation of the students, the transfer of material and the incorporation to the abilities of the students.

According to Brown (1987), there are emotional factors that determine the success of students, such as inspiration, insolence, carefree and stress. A highly motivated schoolchild will try to reach their target. Good attitudes contribute to student success, as attitudes and risks towards teachers and the target language are important characteristics of successful language learning. A student also has to take the risks of his unconscious to succeed. Finally, a renoration student must participate frequently in class discussions.

The Effect of Learning with Behavioral Contract Techniques on Motivation

In recent years, educators have used a variety of teaching methods to find more effective ways to teach and learn. There is problem-based learning through behavior agreement strategies, and cooperative learning has only received a lot of attention., especially when it comes to a paradigm shift of learner-based learning (Shin, 2018).

In student-centered learning, student inspiration is very significant. According to Dörnyei, inspiration (1988) is a fundamental force For students when learning a language. The value of hope in theory (Eccles & Wigfield, 1995), motivation is usually a combination of students' needs and goals. In addition, Deckers (2005) has pointed out that the objective is to motivate the actions of students. Therefore, teaching methods that reinforce student motivation are more important than ever. The learning method with the technique of the conduct contract is optimal, since it allows the conduction and continuous evaluation of the students. In addition, learning the behavior contract technique allows students to find complex practices and experiences, plan solutions, and conduct collaborative research to solve problems (Lee et al., 2015).

In a collaborative classroom environment, learning occurs when students are in the process of problem solving and sharing results. This is the environment that teachers demand. and students fulfill unprecedented roles (Choi, 2010). The process of solving behavioral learning problems is based on contractual techniques

initiated from cooperative learning, so students must assume greater responsibility for access to their social skills and not only in access to academic skills.

Meanwhile, learning with contract techniques Cooper, et al., (2007) is usually a positive reinforcement intervention that includes a list of certain student behaviors to improve and inappropriate behavior to reduce, which will encourage positive behavior and increase motivation.

The conclusion is that, if learning is carried out correctly with the technique of the behavior contract, it will have an impact on strengthening the positive attitudes of students, promoting an attitude of active learning, encouraging students to continue improving their good behavior and, in this way, to have a positive responsibility.

H1: It is suspected that there is an effect of learning with behavioral contract techniques using zoom on the learning motivation of MI students in Salatiga City

The Effect of Learning with Behavioral Contract Techniques on Learning Activities

In general, the behavior contract is a changing and feasible strategy that can help student activity through low-intensity, low-frequency driving challenges (Sugai and Horner, 2002). Behavior contracts conform to logic or are interventions aimed at at-risk students who cannot respond to the learning activity process. However, it is significant to note that learning with behavior contract techniques can be used by educator in schoolchildren that have not been before.

According to Flood & Wilder (2002), the learning process with behavior contract techniques can be applied to students with disabilities or at risk of disability, involved in inappropriate behaviors such as disruptive behavior, calling, behavior outside the place of learning and non-compliance with learning norms.Learning with contractual conduct techniques is not enough for students who engage in high-risk behaviors, such as violence, assault, sexual violence, and carrying weapons to school. However, students who engage in this behavior should receive intensive, individualized services. In addition, to monitor the progress of the student's behavior, in the application of the behavior contract, the teacher participates in data-based decision making (DBDM). DBDM is a unified aspect of involvement application, which will allow teachers to regularly monitor changes in students' positive behaviour progress and make changes to appropriate interventions (Majeika, et al., 2020). DBDM must draw and evaluate students to decide whether the intervention was successful and ended or successful, and must decide whether it is unsuccessful and whether an adaptation is necessary. According to this process, teachers adjust interventions according to the student's progress.

Based on expert opinions and previous research, behavioural contracts play a very important role in changing pupils' behaviour, particularly in school and home learning, usually in everyday attitudes.

H2: It is suspected that there is an effect of learning with behavioral contract techniques using zoom on the learning activities of MI students in Salatiga City

The Effect of Learning with Behavioral Contract Techniques on Achievement

According to Mastropieri & Scruggs (2007), the impact of learning with behavior contract techniques is a formal written agreement between students and teachers to change twisted or disruptive behavior and give a positive way to increase families' positive behavior in the classroom. Students are expected to become active in learning and, in the end, influence the achievement of learning, as parents, teachers and students expect. Each contract is distributed according to the needs of each student. Using a strategy may be effective for one student, but less effective for another student or other behavior problems. Educators have opened up the possibility of succeeding with all learners, as they understand the main elements necessary for the development of a behavior contract.The use of behavior can be a Challenges for teachers. It is important to have a good knowledge base of multiple maintenance strategies to be prepared when problems arise to change students' behavior and performance. The technique used should always be based on research. Using research-based techniques, teachers have evidence to evaluate their actions and behaviors. It provides support for action and implementation in the classroom and provides information so that the teacher gets an idea of what is going to

happen in the classroom before setting up a strategy. Not to mention the numerous research-based techniques that describe implementation methods..

According to Kehle (2000), the problem of student behavior is a major concern for the community, managers, and teachers. Ineffective learning hinders achievement and makes it difficult to foster a positive and productive learning environment. Disruptive behavior is more than just a distraction, it has a negative effect on the classroom. Twisted behavior requires losing class time, maintaining room control, and winning. Therefore, he spends less time on academic teaching. The performance of the students will be reduced when less time is given in the academic training and the works are carried out.

Therefore, based on the explanations of the previous experts, the researcher understood that if the technique of the behavior contract correctly structures and executes learning, it will be able to modify the behaviors and attitudes of the students, especially in a more active academic environment in the classroom or in learning, to achieve better performance and, in general, in the family and community environment in which the student is.

H3. It is suspected that there is an effect of learning with behavioral contract techniques using zoom on the learning achievement of MI students in Salatiga City

H4. It is suspected that there is an effect of learning with behavioral contract techniques using zoom on learning achievement through learning motivation as an interveing variable for MI students in Salatiga City.

H5. It is suspected that there is an influence of learning with behavioral contract techniques using zoom on learning achievement through learning activities as an interveing variable for MI students in Salatiga City.

METHOD

Research design

This study investigates the impact of learning counselling services in social sciences with behaviour contract (SPI) techniques in attempting to increase motivation to study at home in the COVID-19 pandemic, using SALAtiga students' zooma. The research used a quantitative research design using the SPSS 25 version to publicize the constructions through the analysis of the routes.

The design of this research corresponds to the model offered by the company Creswell (2009), and the objective of the Expressive - measurable research is to analyze the effect of exogenic variable star jointly and partially on endogenic variable star. The data group method used is a assessment method, a data collection method, a method of providing questionnaires to respondents that are processed for use as research samples and then hypothesis evidence. Top-level data were obtained based on the quantity of examples designed in this study and everything surveys formed by respondents so that they can be used to analyze the data without the need to modify or exchange the outcomes.

Sample and Population

The people studied was my student in the city of Salatiga, in the province of Central Java, and had a total of 4,225 students distributed in subdistricts and villages (Table 2).

Determining the quantity of examples, using the indicative formula (55), multiplied by the quantity 5-10, has been multiplied by 5 in this study, i.e. in a sample of 275 samples. The sample method used comparative random sampling in which sample associates of the population were feared, according to the associates of each subdistrict and village, and obtained a sample of 275 people. (Table 1)

Table 1. Population and Sample by region

No	Districts	Madrasah Ibtidaiyah	MI Populasi population	Sample
1	district. Argomulyo	4	1.193	78
2	district. get rid of	3	761	50
3	district. Sidomukti	3	1.183	77

4	district. Sidorejo	3	1.088	71

Source: BPS (https://salatigakota.bps.go.id/indicator/28/53/1/madrasah-ibtidayyah.html)

Research data

The data sources of the study are two, that is, first-level and secondary data. First-level data consists of surveys, notes, consultations, and surveys. The subordinate information comes from the Dominant Statistical Office of the City of Salatiga, Central Answer, the Regional Planning and Budget Agency of the City of Salatiga, the 2020-2021 numbers of the city of Salatiga, the Public Open Data documents of Central Java and the Provincial Government of Central Java, through linkhttps://reference.data.kemdikbud.go.id/ that collects emblematic programs of the Ministry of Teaching and Nation.

The information group tool uses a questionnaire that was developed in the context of theories developed by previous researchers, taking into account dimensions and indicators..

Table 2. Research Instruments Grid

Variable	Dimension	Indicator	Scale
Innovative Learning (X)	1. Connectivity	1. Make it easier for students to communicate	Interval
		2. Can seek unlimited knowledge	Interval
	2. Flexibility	3. Learning can be done anywhere	Interval
		4. Online learning with flexible time.	Interval
	3. Interactivity	5. Involves interaction between students	Interval
		6. Subject matter and learning environment that can be done instantly and directly	Interval
	4. Collaboration	7. Use of communication facilities	Interval
		8. Online discussion to support learning	Interval
	5. Expanding opportunities	9. Enriching learning materials	Interval
		10. Expanding material for face-to-face meetings	Interval
	6. Motivation	11. Curiosity of students	Interval
		12. Students' determination in learning	Interval
Learning Motivation (Y1)	1. Diligent in learning	1. Attendance at school	Interval
		2. Take KBM in class	Interval
		3. Study at home	Interval
	2. Tenacious in the face of adversity	4. Attitude to adversity	Interval
		5. Efforts to face difficulties	Interval
	3. Interest and keenness in learning	6. Habits in following lessons	Interval
		7. Enthusiasm in following kbm	Interval
	4. Achievement in learning	8. Desire to excel	Interval
		9. Qualifying results	Interval
	5. Independent in learning	10. Completion of tasks or homework	Interval

		11. Take advantage of opportunities outside of class hours.	Interval
Learning Activities (Y2)	1. Complex Thinking	1. Use a variety of complex thinking strategies effectively.	Interval
		2. Translating issues and situations into work steps with clear objectives.	Interval
	2. Processing information (Information Processing)	3. Use a variety of strategies, information gathering techniques and various sources of information effectively.	Interval
		4. Interpret and synthesize information effectively.	Interval
		5. Evaluate information appropriately.	Interval
		6. Identify the possibilities of obtaining additional benefits from the information.	Interval
	3. Communicating Effectively (Effective Communication)	7. State / convey ideas clearly.	Interval
		8. Can effectively communicate ideas to different types of audiences, in different ways for different purposes.	Interval
		9. Produce quality work.	Interval
	4. Working together (Cooperation/Collaboration)	10. Strive to achieve group goals.	Interval
		11. Use interpersonal skills effectively.	Interval
		12. Demonstrated ability to perform multiple roles effectively.	Interval
		13. Strive to maintain group cohesiveness.	Interval
	5. Effective reasoning power (Effective Habits of Mind)	14. Self Discipline (Self Regulation)	Interval
		15. Critical Thinking (Critical Thinking)	Interval
		16. Creative Thinking (Creative Thinking)	Interval
Learning Achievement (Y3)	1. Cognitive	1. Knowledge	Interval
		2. Comprehension	Interval
		3. Application	Interval
		4. Analysis	Interval
		5. Synthesis	Interval
		6. Evaluation	Interval
	2. Affective	7. Paying attention (Receiving/Attending)	Interval
		8. Responding (Responding)	Interval
		9. Living Value (Valuing)	Interval

		10. Organizing/Connecting	Interval
		11. Internalizing Value	Interval
3. Psychomotor		12. Reflex Movement	Interval
		13. Skills	Interval
		14. Perceptual Ability	Interval
		15. Physical Ability	Interval
		16. Skill Moves	Interval

Data Validity

The legality of the data is the most significant aspect of the research, since when the data used to analyze the data is not valid, the conclusions obtained are in an ambush situation. Research results will also be diffuse and cannot be used to formulate strategic policies. This study has a high level of strategy, since it is necessary to work policies related to the education sector of the city of Salatiga.

The validity of quantitative data is done by verifying the integrity of the data, based on the results of tool training. To complete the complete tool, the results follow tabulation and checks. Before using research hypotheses to increase the validity of quantitative data, validity and reliability tests were first performed.

Validity Test Results
Table 3. Results of the Validity Test of Innovative Learning (X1), Learning Motivation (Y1) and Learning Activities (Y2) and Learning Achievement (Y3)

No	Variable	rcount	rtable	Sig	Description
1	Innovative Learning (X)	0.818	0.1381	0.000	Valid
		0.815	0.1381	0.000	
		0.744	0.1381	0.000	
		0.703	0.1381	0.000	
		0.748	0.1381	0.000	
		0.736	0.1381	0.000	
		0.778	0.1381	0.000	
		0.778	0.1381	0.000	
		0.708	0.1381	0.000	
		0.731	0.1381	0.000	
		0.799	0.1381	0.000	
		0.824	0.1381	0.000	
2	Learning Motivation (Y1)	0.784	0.1381	0.000	Valid
		0.806	0.1381	0.000	
		0.809	0.1381	0.000	
		0.839	0.1381	0.000	
		0.755	0.1381	0.000	
		0.467	0.1381	0.000	
		0.672	0.1381	0.000	
		0.593	0.1381	0.000	
		0.545	0.1381	0.000	
		0.707	0.1381	0.000	
		0.39	0.1381	0.000	
3	Learning Activities (Y2)	0.288	0.1381	0.000	Valid
		0.603	0.1381	0.000	
		0.631	0.1381	0.000	

		0.806	0.1381	0.000	
		0.809	0.1381	0.000	
		0.839	0.1381	0.000	
		0.723	0.1381	0.000	
		0.798	0.1381	0.000	
		0.738	0.1381	0.000	
		0.811	0.1381	0.000	
		0.775	0.1381	0.000	
		0.744	0.1381	0.000	
		0.703	0.1381	0.000	
		0.452	0.1381	0.000	
		0.5	0.1381	0.000	
		0.485	0.1381	0.000	
4	Learning Achievement (Z)	0.254	0.1381	0.000	Valid
		0.653	0.1381	0.000	
		0.623	0.1381	0.000	
		0.454	0.1381	0.000	
		0.748	0.1381	0.000	
		0.736	0.1381	0.000	
		0.778	0.1381	0.000	
		0.778	0.1381	0.000	
		0.708	0.1381	0.000	
		0.731	0.1381	0.000	
		0.818	0.1381	0.000	
		0.867	0.1381	0.000	
		0.770	0.1381	0.000	
		0.725	0.1381	0.000	
		0.523	0.1381	0.000	
		0.443	0.1381	0.000	

As you can see in the table above, each instruction element has a rcount > rtable and is positive, with a value of 0.05 < sig. Therefore, the instruction element is considered valid

Reliability Test Results

Table 4. Results of the Reliability Test of Innovative Learning (X1), Learning Motivation (Y1) and Learning Activities (Y2) and Learning Achievement (Z)

No	Variable	Cronbach's Alpha	Critical Value	Description
1	Innovative Learning (X)	0.876	0.6	Reliable
2	Learning Motivation (Y2)	0.732	0.6	Reliable
3	Learning Activities (Y2)	0.898	0.6	Reliable
4	Learning Achievement (Z)	0.755	0.6	Reliable

From the table above, according to the results of the previous analysis, the alpha cronbacch value for the variable x1 is 0.876, and 1.732 and y y2 0.698 and Z 0.855. Therefore, it can be concluded that the items of the research instrument are reliable, since they are greater than 0.6.

Data analysis

Data analysis techniques refer to Opinion Cresswell (2009). First, check the validity and reliability of the data. This stage has been completed out as explained above (Tables 2, 3 and 4). Secondly, a test of the model will be carried out, using the SPSS 26 version, to analyze the importance of the impact between the interrupted exogenous variables in endogenous, exogenous and endogenous. The results of the analysis obtained can be interpreted in third place analyzing the values of R2 and T., an indirect test is the vision of the indirect influence of the exogenous variables on the endogenous variables through intermediate variables.

RESULTS

Classic assumption test

Table 5. Kolmogorov-Smirnov Test . One-Sample Normality Test Results

Variable	Significance	Description
Variables X	0.078	Normal
Y1 . variable	0.085	Normal
Y2 variable	0.455	Normal
Variable Z	0.435	Normal

From the table of normality tests above it can be deduced that all the meaning values for the normality model are greater than 0.05, so it can be concluded that the normality case is met..

Table 6. Linearity Test Results

Variable	F	Significance	Description
X against Y1	9,231	0.000	linear
X against Y2	7,541	0.001	linear
X against Z	8,345	0.000	linear
Y1 against Z	10,342	0.001	linear
Y2 against Z	8,349	0.000	Linear

Starting from the test board of the linearity case above, it can be described that the total value of its meaning is less than 0.05 for the linear model. Therefore, it can be said that the supposed linearity of the structural model has been fulfilled.
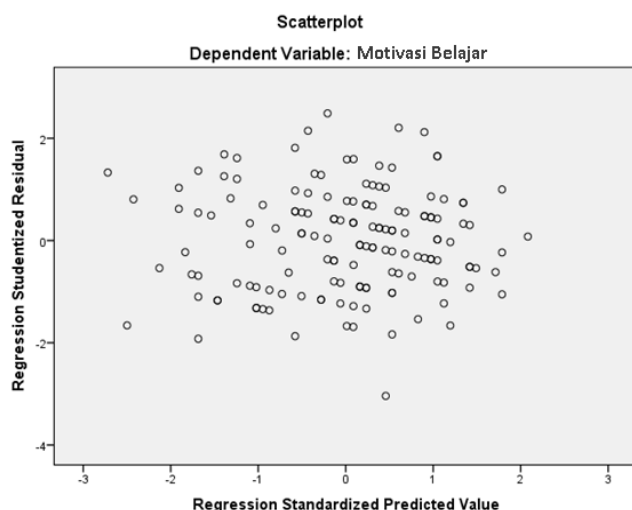

Figure 1. Heteroscedasticity Test Results Equation 1

As can be seen in the image above, the points propagate by chance, do not form a clear pattern, and extend both above and by the pattern, 0 (zero) and, therefore, non-heterocestic.
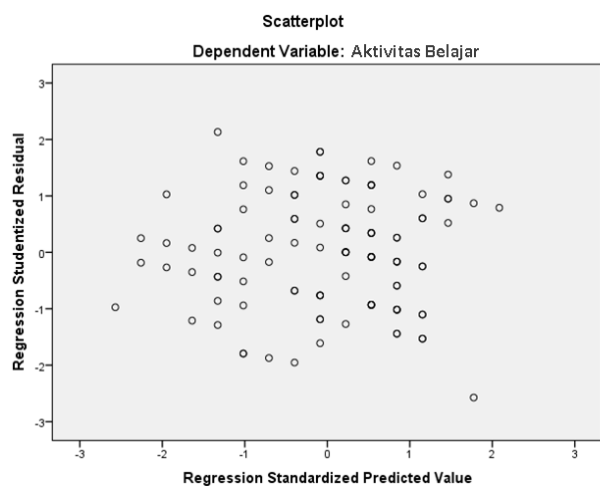
Figure 2. Heteroscedasticity Test Results Equation 2

As can be seen in the image above, the points are multiplied by the excuse, they do not form clear patterns and 0 (zero) and, therefore, they extend more than the heterosic ones..
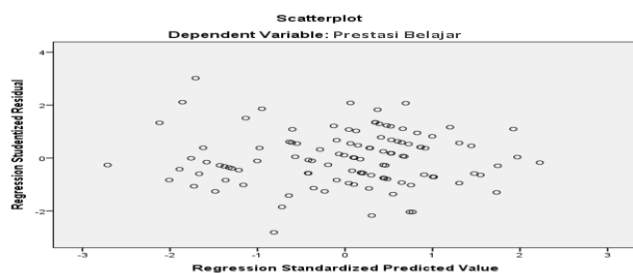

Figure 3. Heteroscedasticity Test Results Equation 2

As you can see in the image above, the points are multiplied with excuse, no clear patterns are formed and 0 (zero), so they extend more than the heterosic ones.

Hypothesis Testing
H1: There is an effect of learning with the Behavioral Contract technique using Zoom on the Learning Motivation of MI Students in Salatiga City

Variable	Beta	T	Sig t	Description
Innovative Learning (X) → Learning Motivation (Y1)	0.812	4,513	0.000	Significant

table	= 1.650413
Adjusted R Square	= 0.469
R Square	= 0.492

It is indicated that the relationship has a positive and significant impact if the tcount value is greater than the tcount and the significant value of the t is less than 0.05. According to the table above, the effect of the variable Innovative Learning (X) of Learning Motivation (Y1). Based on the table above, it can be seen that the tcount for the innovative variable (X) = 4.513 learning motivation (Y1) tcount4.513 > 1.650413, with a value of 0.000 < 0.005, is an innovative learning for learning motivation (X).

The results of the regression calculation show that the determinative coefficient obtained (adjusted square R) is 0.469, which means that the variation of the variable Innovative Learning (X), capable of partially

explaining the Learning Motivation (Y1), is 46.9%, and the remaining 53.1% the incidence of other variables not included in this research model.

H2: There is an effect of Learning with Behavioral Contract Techniques using Zoom on MI Student Learning Activities in Salatiga City

Variable	Beta	T	Sig t	Description
Innovative Learning (X) → Learning Activities (Y2)	0.692	6.557	0.001	Significant

table	= 1.650413
Adjusted R Square	= 0.462
R Square	= 0.487

From the results of the regression obtained that the effect of Innovative Learning (X) individually/partially towards Learning Activities (Y2). Based on the table above, it can be seen that tcount for the variableInnovative Learning (X) equal to = 6.557 againstLearning Activities (Y2) this means tcount 6.557 > ttable1.650413 with a sig value of 0.001 < 0.005 then there is a positive and significant effect Innovative Learning (X) to Learning Activities (Y2).

The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.462, this means the variation of the variableInnovative Learning (X) partially able to explain Learning Activities (Y2) of 46.2% while the remaining 53.8% is influenced by other variables that are not included in this research model.

H3: There is an effect of Learning with Behavioral Contract Techniques using Zoom on the Learning Achievement of MI Students in Salatiga City.

Variable	Beta	T	Sig	Description
Innovative Learning (X) → Learning Achievement (Z)	0.475	4,437	0.000	Significant

Table	= 1.650413
Adjusted R Square	= 0.681
R Square	= 0.693

It is indicated that the relationship has a positive and significant impact if the tcount value is greater than the tcount and the significant value of the t is less than 0.05. Effects of the variable Innovative Learning (X) according to the table above, individually/partially Learning Achievement (Z). Based on the table above, it can be seen that the tcount stands for learning achievement (X) = 4.437th Learning Achievement (Z) tcount4.437> table 1.650413, per sig 0.000 < 0.005, indicating then positive and meaningful learning (X) learning achievement (Z).

The results of the regression calculation, which is 0.681, means that Innovative Learning (X) is able to partially learn the variable, which is 68.1% and the remaining 41.9% is affected by other variables not included in this research model.

Table 10. Indirect influence

Effect of	Beta	R Square	Adjusted R Square	Sig T	
X, Y1, Y2→Z	0.438; 0.734; 0.721	0.695	0.673	0.000; 0.000	0.001;

Source: Results of primary data analysis (summarized)

e1= 0.508
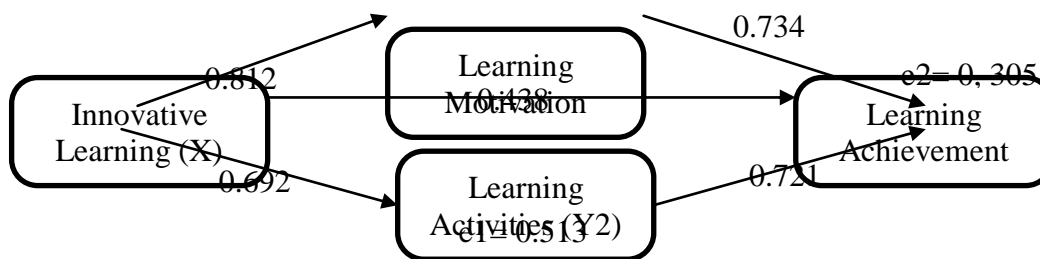
H4: There is an effect of Learning with Behavioral Contract Techniques by using Zoom on Learning Achievement through Learning Motivation as an interveing variable for MI students in Salatiga City.

Created on the results of the analysis of the impact of X on Z, we know that the direct impact of X on Z is 0.438. The indirect effect of X is the multiplication between X and the beta value of Y and Z, that is, 0.812 x 0.734 = 0.596. Then, the total impact from X to Z is the indirect effect plus the indirect effect, i.e. 0.596 + 0.438 = 1.034.

Created on the results of the above calculation, we know that the value of the direct effect is 0.438 and that the indirect effect is 0.596, which means that the value of the indirect effect is higher than the value of the direct effect, and these results indicate that it has an indirect impact of X to Y1 on Z.

The outcomes of the analysis show a coefficient of determination of 0.673 adjustments (Rm), which means that the variable of innovative learning can contribute to the achievement of learning through learning motivation, of 67.3%, and of the remaining 32.7%, influence of other variables not included in the model. *H5: There is an effect of Learning with Behavioral Contract Techniques using Zoom on Learning Achievement through Learning Activities as an interveing variable for MI students in Salatiga City.*

Based on the results of the analysis of the impact of X on Z, we know that the direct impact of X on Z is 0.438. The indirect effect of X is to multiply between the beta value of X and the beta value of Y against Z, that is, 0.692 x 0.721 = 0.498. Then, the total influence from X to Z is the direct effect plus the indirect effect, i.e. 0.498 + 0.438 = 0.936.

Based on the results of the above calculations, we know that the direct effect is 0.438 and the indirect effect is 0.498, which means that the value of the indirect effect is higher than the value of the direct effect., and these results indicate that it has an indirect impact of X to Y2 on Z.

The results of the analysis show that there is a coefficient to determine the adjusted 0.673 (Rm), which means that the variable of innovative learning can contribute to the achievement of learning through learning activities, of 67.3%, and of the remaining 32.7%, influence of other variables not included in the model.

DISCUSSION

The Effect of Learning with Behavioral Contract Techniques on Motivation of MI students in Salatiga City

It is indicated that the relationship has a positive and significant impact if the tcount value is higher than the tcount and the significant t-value is less than 0.05. According to the table above, the impact of the variable Innovative Learning (X) on Learning Motivation (Y1). Based on the table above, it can be seen that learning motivation 4.513 for the variable Innovative Learning (X) means that table 1.650413 is > 1.650413, with a value of 0.000 < sig 0.000 <, with a positive and significant impact on learning motivation (X).The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.469, this means the variation of the variableInnovative Learning (X) partially able to explain Learning Motivation (Y1) is 46.9% while the remaining 53.1% is influenced by other variables that are not included in this research model. This can be interpreted that Innovative Learning in this case can increase Learning Motivation, because the higher the Innovative Learning someone uses, the Learning Motivation also increases.

This study is supported by several relevant studies. In the case of student-centered learning, student motivation is very important. According to Dorney, 1988), motivation is a fundamental force for students when

learning a language. In expected value theory (Eccles & Wigfield, 1995), motivation is usually a combination of students' needs and goals. Furthermore, Deckers (2005) emphasizes that the goal is to motivate students' activities to achieve.

Thus, Teaching methods that strengthen students' motivation are more relevant. than ever. The learning method with the behavioral contract technique is ideal because it allows students to be continuously guided and evaluated. In addition, learning the behavioral contract technique allows students to find complex practices and experiences, plan solutions, and conduct collaborative research to solve problems (Lee et al., 2015).

In a collaborative classroom environment, learning occurs when students are in the process of problem solving and sharing results. This is the environment that teachers demand. and students fulfill unprecedented roles (Choi, 2010). The process of solving behavioral learning problems is based on contractual techniques initiated from cooperative learning, so students must assume greater responsibility for access to their social skills and not only in access to academic skills.

On the other hand, (Cooper et al., 2007) considers that learning with behavior contract techniques is usually a positive reinforcement intervention and collects a list of certain behaviors of students to improve and reduce inappropriate behaviors, which will encourage positive behavior and increase motivation.

The conclusion is that, if learning is carried out correctly with the technique of the behavior contract, it will influence the strengthening of the positive attitudes of the students, promoting an attitude of active learning, inducing the students to improve their good behavior and, in this way, to positive responsibility.

The Effect of Learning with Behavioral Contract Techniques on Learning Activities for MI students in Salatiga City

According to the results of the recession carried out, it is observed that 6,557 for the variable Innovative Learning (X) 6,557 are against learning activities (Y2), which means that tcount 6,557 > is 1.650413, 0.001 < 0.005 sig, then the positive and significant impact of learning activities (X) Learning Activities (Y2).

According to the results of the regression calculation, the determinative coefficient obtained (adjusted square R) is 0.462, which means that the variation of the variable Innovative Learning (X), capable of partially explaining the Learning Activities (Y2), is 46.2% and the remaining 53.8% the effect of other variables not included in this research model. This means that Innovative Learning, in this case, can increase learning motivation, since the greater the Innovative Learning that a person uses, the Learning Activities also increase.

This research coincides with the study carried out by the company Flood & Wilder (2002), which explained that learning with behavior contract techniques can be applied to students with disabilities or at risk of disability, involved in inappropriate behaviors such as disruptive behavior, reporting, behavior outside the place of learning and non-compliance with learning standards.

Learning with behavior contract techniques is not enough for students who engage in high-risk behaviors, such as violence, assault, sexual violence, and carrying guns to school. However, students who engage in this behavior should receive intensive, individualized services.

In addition, to monitor the progress of the student's behavior, in the implementation of the behavior contract, the teacher participates in data-based decision making (DBDM). DBDM is a unified aspect of intervention implementation, which will allow teachers to regularly monitor changes in students' positive behaviour progress and make changes to appropriate interventions (Majeika, et al., 2020). DBDM must draw and evaluate students to decide whether the intervention was successful and successful, and must decide whether it is unsuccessful and whether an adaptation is necessary.

According to this process, teachers adjust interventions according to the student's progress. Student data graphs are additional elements that can be used to improve student outcomes, as students and teachers must analyze the progress of changes in positive student behavior, especially positive attitudes in learning activities (Wehby and Kern, 2014).

Based on expert opinions and previous research, behavior contracts play a very important role in changing student behavior, especially in school and home learning, usually in everyday attitudes.

The Effect of Learning with Behavioral Contract Techniques on Achievement in MI students in Salatiga City

From the results of the conducted regression analysis, the relationship is declared positive and significant if the value of the calculation of T is greater than the tetable and the significant value of T is less than 0.05. Based on the above table, the effect of the variableInnovative Learning (X) individually/partially to Learning Achievement (Z). Based on the table above, it can be seen that tcount for the variableInnovative Learning (X) equal to = 4,437 to Learning Achievement (Z) it means tcount4,437 > table1.650413 with sig value 0.000 < 0.005 then there is a positive and significant effect Innovative Learning (X) to Learning Achievement (Z).

The results of the regression calculation show that the coefficient of the obtained determination (adjusted R square) is 0.681, which means the diversity of variations. variableInnovative Learning (X) partially able to explain Learning Achievement (Z) of 68.1% while the remaining 41.9% is influenced by other variables that are not included in this research model. This can be interpreted that Innovative Learning in this case can increase Learning Achievement, because the higher the Innovative Learning used by a person, the Learning Achievement also increases.

This research is supported and in line with relevant previous research, where the effect of learning with the behavioral contract technique on achievement according to (Mastropieri and Scruggs, 2007) is that a formal written agreement made by students and teachers, to change naughty or disruptive behavior and provide a positive way To provide a role for families in increasing positive behavior in the classroom, students are also expected to be active in learning so that in the end it will have an impact on learning achievement as expected by parents, teachers and students themselves.

Each contract is distributed according to the needs of each student. Using a strategy may be effective for one student, but less effective for another student or other behavior problems. Educators have opened up the possibility of succeeding with all learners, as they understand the main elements necessary for the development of a behavior contract. The use of behavior can be a Challenges for teachers. It's important to have a good knowledge base of multiple maintenance strategies to be prepared when students have problems changing behavior and performance..

The strategy used should always be based on research. Using research-based strategies, teachers have evidence of evaluation of their actions and behaviors. It provides help for action and implementation in the classroom and provides information so that the teacher has an idea of what is going to happen in the classroom before establishing a strategy. Not to mention the numerous research-based strategies that describe implementation methods.

Countless strategies have been studied, but some of the most influential are well below the category of positive behavioral help to improve achievement, as positive reinforcement is given to good behavior and avoids in most cases positive punishment (Little, 2004). According to Kehle (2000), the problem of student behavior is a major concern for the community, managers, and teachers. Lack of behavioural effectiveness hinders the achievement of learning and difficulty in promoting a positive and productive learning climate.

Disruptive behavior is more than just a distraction, it has a negative effect on the class. Twisted behavior demands the loss of class time, maintaining control of the room and winning. Therefore, he spends less time on academic teaching. The performance of students will be reduced when less time is given in academic training and tasks are performed.

Therefore, based on the explanations of the previous experts, the researcher understood that if with the technique of the behavior contract the learning is structured and materialized correctly, it will be able to change the behavior and attitudes of the students, especially in an academic environment in which the student is more active in the classroom or in learning, in order to achieve better performance and, in general, in the family and community environment in which the student is.

Effect of Learning with Behavioral Contract Techniques by using zoom on
Learning Achievement through Learning Motivation as an interveing variable on MI students in Salatiga City

The fourth hypothesis has demonstrated positively and significantly the existence of an indirect influence between innovative learning in the achievement of learning through the motivational variable for learning in the IF in the city of Salatiga. The results showed that the direct impact of innovative learning on learning attainment was less than the indirect impact. That is, when teachers want to improve learning performance, innovative learning must also increase learning motivation to improve the learning performance of Saltiga's IF students.

On this basis, according to Guay et al (2021), students bring different meanings and attitudes regarding academic, meaningful and personal activities that awaken and direct energy in different ways. The associated energy and managerial effect are known as motivations or motivations for learning. Motivation is the key to success in the teaching and learning process. Motivation, as the name suggests, moves us and drives us. That's why everything done. In addition, according to Ryan & Deci (2021), motivation is an important component of teaching and learning. For teachers, lack of motivation has long been one of the most frustrating obstacles to student learning. Teachers are a key factor in motivating students to participate in learning activities in their education.

Effect of Learning with Behavioral Contract Techniques by using zoom on Learning Achievement through Learning Activities as an interveing variable for MI students in Salatiga City

The fifth hypothesis has positively and significantly demonstrated the existence of an indirect influence between innovative learning in the achievement of learning through the variable between the interventions of the learning activities carried out by the FI in the city of Salatiga. The results showed that the direct impact of innovative learning on learning attainment was less than the indirect impact. That is, when teachers want to improve learning performance, innovative learning must also increase learning activities to improve the learning performance of IF Saltiga students.

According to Timothy (2016), learning activities are resources that contribute to the achievement of the objectives of the learning program. But when the The learning program is engaging and immersive, it will encourage better learning. Learning activities encourage the student to participate more actively in a learning program. There are several ways to make learning activities interesting. Engaging learning activities can turn boring and cognitively heavy learning modules into an engaging and meaningful learning experience.

To be effective, learning activities must take into account the level of experience of the learners and identify the objectives to be achieved with these activities. Educators must also determine the amount of time they want to devote especially to each activity to achieve the objective they want. Storytelling, gamification, virtual learning, augmented reality, and using others can promote better learning to create learning activities.

These tools can be used to reduce students' cognitive load and create learning activities that can be used to foster better learning. However, when designing learning activities, educators must remember, like anything else, that learning activities must have an appropriate context. For example, the development of obedience games has not been as effective as the use of infographics or interactive quizzes, which will be more important in the context. (Sailer, et al., 2021).

Conclusion

Based on With the results of the analysis and the data discussed, this study can conclude that: First, there are positive and significant effects on innovative learning motivation. Second, innovative learning has a positive and significant impact on learning activities. Third, innovative learning has a positive and significant impact on learning achievement. Third, innovative learning has a positive and significant impact on learning achievement through indirect learning motivation. Fourth, during the COVID-19 pandemic, innovative learning through at-home learning activities using Zoom on MI students in Salatiga City indirectly has a positive and significant impact on learning achievement.

The limitations of this The study is only in the method of determining the location of the research conducted in the city of Salatiga and has not yet reached the regency or cities of the entire province of Central Java. Similarly, the variables used were limited to innovative learning variables with behavioral agreement strategies, learning motivation, learning activities, and learning achievements, not other interesting variables.

Future researchers should carry out more studies, analyzing the expected variables, so that they help formulate policies really related to education.

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