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Provision of Rewards and Punishments in Improving PAI Learning Outcomes at SMPN 2 Syamtalira Aron, North Aceh

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ABSTRACT

The learning delivered by Islamic Religious Education (PAI) Teachers often does not touch the motivation of students' learning, so that the learning process has not been able to improve learning outcomes as expected. This incident is not much different from that experienced by PAI teachers at Public Junior High School (SMPN) 2 Syamtalira Aron, which has an impact on poor learning outcomes due to the ability of PAI Teachers to encourage students to use punishment and reward methods that are in accordance with the conditions of their students. The research questions in this study are: 1) How is the implementation of the reward and punishment method to improve PAI learning outcomes? 2) What are the obstacles faced by PAI teachers? 3) How are the teachers' efforts in overcoming the existing obstacles? This type of research uses qualitative research with a phenomenological approach to the actual conditions of the research subject at the research location. Data collection techniques are carried out through observation, interviews, and documentation. Meanwhile, the data analysis techniques are data reduction, data presentation, and drawing conclusions. The provision of rewards and punishments in improving PAI learning outcomes at SMPN 2 Syamtalira Aron is carried out in various forms, for example, giving prizes and appreciation for those who excel and praise. Meanwhile, those who break the rules are given punishments that are educational both in groups and individually. The obstacles faced by PAI teachers in implementing rewards and punishments to improve PAI learning outcomes at SMPN 2 Syamtalira Aron are complex obstacles: 1) the students are mostly villagers, and most students are busy with activities to help their parents, 2) apathetic parents who do not want to know about their children's learning outcomes, 3) the obstacle is inadequate school facilities. The efforts made by PAI teachers in overcoming obstacles in implementing rewards and punishments to improve PAI learning outcomes at SMPN 2 Syamtalira Aron: 1) completing teaching administration, such as lesson plans, syllabus, media, and preparing learning materials; 2) activates the school MGMP (Subject Teachers Discussion).

Keywords: *Education; Learning Improvement; Rewards and Punishments*

ABSTRAK

Pembelajaran yang disampaikan oleh Guru Pendidikan Agama Islam (PAI) seringkali tidak menyentuh motivasi belajar siswa, sehingga proses pembelajaran belum mampu meningkatkan hasil belajar seperti yang diharapkan. Kejadian ini tidak jauh berbeda dengan yang dialami oleh guru PAI di Sekolah Menengah Pertama Negeri (SMPN) 2 Syamtalira Arun yang berdampak pada buruknya hasil belajar karena kemampuan Guru PAI dalam mendorong siswa untuk menggunakan metode *punishment* dan *reward* yang bersifat kondisional. Pertanyaan penelitian dalam penelitian ini adalah: 1) Bagaimana penerapan metode *reward* dan *punishment* untuk meningkatkan hasil belajar PAI? 2) Apa saja kendala yang dihadapi oleh guru PAI? 3) Bagaimana upaya guru dalam mengatasi kendala yang ada? Jenis penelitian ini menggunakan penelitian kualitatif dengan pendekatan fenomenologis terhadap kondisi aktual subjek penelitian di lokasi penelitian. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis datanya adalah reduksi data, penyajian data, dan penarikan kesimpulan. Pemberian *reward* dan *punishment* dalam meningkatkan hasil belajar PAI di SMPN 2 Syamtalira Aron dilakukan dalam berbagai bentuk, misalnya pemberian hadiah dan penghargaan bagi yang berprestasi dan pujian. Sedangkan bagi yang melanggar diberikan sanksi yang bersifat mendidik baik secara kelompok maupun individu. Kendala yang dihadapi guru PAI dalam menerapkan *reward* dan *punishment* untuk meningkatkan hasil belajar PAI di SMPN 2 Syamtalira Aron, antara lain adalah: 1) siswa sebagian besar penduduk desa, dan sebagian besar siswa sibuk dengan kegiatan membantu orang tuanya, 2) orang tua yang apatis tidak mau tahu tentang hasil belajar anaknya, 3) fasilitas sekolah yang kurang memadai. Upaya yang dilakukan guru PAI dalam mengatasi kendala penerapan *reward* dan *punishment* untuk meningkatkan hasil belajar PAI di SMPN 2 Syamtalira Aron, antar lain adalah: 1) melengkapi administrasi pengajaran, seperti: RPP, silabus, media, dan penyiapan bahan ajar; 2) mengaktifkan MGMP sekolah (Musyawarah Guru Mata Pelajaran).

Kata kunci: Pendidikan; Pengembangan Pembelajaran; Penghargaan dan Hukuman

INTRODUCTION

Islamic Education (PAI) subject is an essential need in the life of muslims because the right and quality education will give birth to civilized individuals who will eventually emerge a moral and social life with character, noble values, and sincere values. According to Muhammad Fadil Al-Jamali, Islamic education is an effort to develop, encourage, and invite mankind to be more advanced based on high values and a noble life to form a perfect person related to reason, feelings, and actions (Al-Jamali, 2003).

The definition of education is very diverse, according to educational experts. In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is stated that the definition of 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 skills needed by a person himself/herself, society, nation, and state (Al-Jamali, 2003).

So, to realize education follows the wishes of education itself, methods are needed in its implementation. The term method is often encountered in the learning process. It is also a way for a teacher to deliver learning materials to students. In terms of language, the method comes from two words: "meta" (including) and "hodos" (a way)" (Arifin, 2003). Thus, it can be interpreted that the method is a way or path that must be passed to achieve a goal: improving student learning outcomes.

To overcome and provide good learning outcomes so the educational process can run smoothly and successfully, various prevention efforts are carried out, such as disciplinary regulations. These regulations must be obeyed and implemented by students to improve the quality and achievement of student learning outcomes. However, another way can be applied, motivating students to learn Islamic Education by providing rewards and punishment. Reward and punishment as one of the educational tools to intensify students' efforts to improve or enhance the achievements (Reskiana, 2019); (Nugroho et al., 2018) that have been achieved. Furthermore, using methods that can attract students' attention will make the material presented can be received well and optimally. It will also improve students' understanding, abilities, and achievement or learning outcomes.

Learning outcome is students' abilities after receiving their learning experiences. A learning outcome is a goal formulated before the teaching and learning process is carried out. In general, learning outcomes include knowledge, attitudes, and skills (Arifin, 2003); (Smedley et al., 2010); (Svanström et al., 2008). Then, Hamalik also states that learning outcome is when someone has learned there will be a change in behavior in that person, for example, from not knowing to know and from not understanding to understand (Malik, 2006).

Learning and learning outcomes are interconnected because, in learning, there are goals to be achieved. Students who previously did not know become aware and from not understand to understand after learning. The learning method's function is very important to improve the learning process to become effective and functional. Using methods in the learning process is intended to get better learning outcomes.

The learning method is decisive in every learning, including the subject of PAI at the junior high school level. Yusuf al-Qardhawi gives the understanding of Islamic education as education of a whole person, mind and heart, spiritual and physical, morals and skills (Al-Qardawi, 2001). Learning Islamic Education which has been taught in schools, has not gotten better results.

Sometimes, the methods used in schools only use conventional methods such as lectures and questions and answers, making students feel bored with the lessons given. This is evidenced by the number of students' morals that are not following the goals of education itself. For example, include fights between students, being late, neglecting assignments, truancy, being noisy in class, sending letters to each other during class, often playing cellphones during class hours, denying orders, and so on.

Another deviation from students in learning is that they often do not focus and do not pay attention to the lessons delivered by the teacher. With such circumstances, a teacher must be able to master the class and condition students whose attention is starting to split. Teachers should be able to provide a suitable method (Daulay & Ritonga, 2022) for students to make learning not boring but fun. This is a challenge for teachers to understand the study of ontology and epistemology, where does knowledge come from, and how should knowledge be extracted (Salabi, 2021). Teachers also must know how to create an engaging learning atmosphere, especially in Islamic Education subjects.

Often, students are lazy to study Islamic Education because they feel bored, and the learning atmosphere is uncomfortable and boring because teaching and learning activities only use the lecture and memorization method. Thus, reward and punishment, in addition to functioning as educational tools, also improve student learning (Sardiman, 2007); (Maag, 2001). Reward and punishment, in addition being an educational tool as well as a way for students to achieve the highest student achievement. For this reason, schools should provide rewards and punishments.

However, the facts that occur today in schools in implementing reward and punishment, teachers often make mistakes in implementing this method. When the teacher is wrong in applying it, it will automatically impact the student's psyche, lead to the motivation of student learning, and ultimately affect student learning outcomes later. Based on the initial observations, Public Junior High School (SMPN) 2 Syamtalira Aron, North Aceh is one of the schools that applies the reward and punishment method in learning.

Many problems have been experienced by schools classified as inland schools. However, they are very inspiring in applying Reward and Punishment when the learning process takes place. What's even more unique is this

hinterland area where most of the students come from a harsh life background, far from the hustle and bustle of urban areas and the vibrant development of technology that undermines students' general character. This research is very interesting to say in a scientific paper. The researchers write it in the article entitled *The Effectiveness of Implementation of Reward and Punishment Methods in Improving PAI Learning Outcomes at SMPN 2 Syamtalira Aron North Aceh*.

Based on the background of the problem above, the researchers focus on the following research questions, 1) How is the implementation of reward and punishment method in improving PAI learning outcomes at SMPN 2 Syamtalira Aron? What are the obstacles teachers face in implementing the reward and punishment method to improve PAI learning outcomes at SMPN 2 Syamtalira Aron? How are the teachers' efforts in overcoming the obstacles in implementing the reward and punishment method to improve PAI learning outcomes at SMPN 2 Syamtalira Aron?

METHOD

The type of research that the researcher uses is qualitative research. Qualitative research describes and analyzes phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups (Sukmadinata, 2010). According to Kirk and Miller, qualitative research is a particular tradition in social science that is fundamentally dependent on observations of humans both in terms of their area and in terms (Moleong, 2009).

Qualitative research intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, holistically and by means of descriptions in the form of words and language, in a special context that naturally and by utilizing various natural methods (Yusuf, 2014). Sources of data are principals, teachers, and several students. Data collection technique used is observation, interviews, and documentation. Data analysis is carried out simultaneously through data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

Reward and Punishment

The reward and punishment method are a form of positive reinforcement theory from Behavioristic theory. According to Behavioristic theory, learning is a behavior change resulting from the interaction between stimulus and response. In other words, learning is a form of change experienced by students

in terms of their ability to behave in new ways due to the interaction between stimulus and response (Asri Budiningsih, 2005).

Reward, according to language, comes from English reward, which means award or prize (John M. Echols dan Hasan Shaldly, 1996). Meanwhile, according to the term reward, several opinions will be stated. According to M. Ngalim Purwanto, "reward is a tool to educate children so that children will feel happy because their actions or work get an award and appreciation." (M. Ngalim Purwanto, 2006) According to Amir Daien Indrakusuma, "reward is a positive assessment of student learning." (Amir Daien Indrakusuma, 2002).

Based on some of the opinions above, it can be concluded that a reward is any award that pleases students' feelings because they get good results in the educational process. The role of reward in the teaching process is quite important, especially as an external factor in influencing and directing student behavior. This is based on various logical considerations, including rewards can usually boost student learning motivation, and rewards also have a positive influence on student's lives.

A reward is a positive assessment of student learning. Rewards given to students take various form (Ching, 2012). Broadly in Amir Daien Indrakusuma (2002), rewards can be divided into four types:

1. Praise

Praise is one of the easiest forms of reward. Praise can be in the form of words such as: good, well done, perfect, etc, but it can also be in the form of suggestions. For example: "Well, next time will be better." "I hope you will be more diligent in studying," etc.

2. Honor

Rewards in the form of honor can be in 2 forms. The first is a coronation; students who receive the honor are announced and displayed in front of their friends. It can also be in front of classmates, school friends, or maybe in front of friends and parents. For example, at the farewell night at the end of the year, students who have succeeded in becoming class stars are then shown and honored. The coronation and appearance of student stars for a city or region are usually held in public, for example, in a series of ceremonies for the proclamation of independence celebration. The second is giving opportunities to do something. For example, for a student who successfully solves a difficult problem, they will be told to present/show their answer on the blackboard for their friends to imitate.

3. Gift

What gifts mean here are rewards in the form of goods. Rewards in the form of giving these items are also called material rewards. Gifts in the form of

these items can consist of school supplies, such as pencils, rulers, books, and others.

4. Token of appreciation

If the gift is a reward in the form of goods, then the token of appreciation is the opposite. Token of appreciation is not judged in terms of item's price and usefulness, as is the case with gifts. Instead, award marks are judged in terms of their "impression" or "remembrance value." Therefore, this reward or token of appreciation is also called a symbolic reward. This symbolic reward can be in the form of letters of service or certificates.

From the four kinds of rewards mentioned above, in its application, teachers can choose various forms of rewards that are suitable for students and adapted to situations and conditions, both students' situations and conditions or financial situations and conditions, if it involves financial problems.

According to the language, punishment comes from English, the word *punishment*, which means Law (punishment) or torture." (John M. Echols dan Hasan Shaldly, 1996). Meanwhile, according to its term definition, there are several opinions expressed by education experts about punishment, including the following: according to Malik Fadjar, punishment is an educational effort to improve and direct students in the right direction, not the practice of punishment and torture that stifle creativity (Malik Fajar, 2005). According to Roestiyah, punishment is an unpleasant act from a person of a higher position for violations and crimes, intending to correct the student's mistakes. (Y. Roestiyah, 2001); (Hood, 2001).

Based on some opinions above, researchers can conclude that punishment is an unpleasant act, in the form of suffering given to students consciously and intentionally so that they are aware in their hearts not to repeat it. Punishment is given not as a form of physical or spiritual torture but as an effort to return students to a good direction and motivate them to become imaginative, creative, and productive individuals (Malik, 2006). In giving punishment, teachers must not act arbitrarily. The punishment given must be pedagogical and not for revenge. Punishment can be successful if it can cause feelings of regret for the actions that have been done. In addition, punishment also has the following effects:

1. Inflict feelings of revenge on the punished student. This is the result of arbitrary and irresponsible punishment.
2. Causing students to become better at hiding violations.
3. Can improve the punished students' behavior.

4. Causing the punished student to lose the feeling of guilt because their mistake considered have been paid for with the punishment they have suffered.
5. Another consequence is to strengthen the punished students will do good (M. Ngalim Purwanto, 2006).

Here, there are several opinions regarding the types of punishment, which are as follows:

1. Preventive punishment

Preventive punishment (Husak, 2011) is a punishment that is carried out with the intention that there is no violation. This punishment is intended to prevent a violation from occurring. So, it is applied before the violation is committed (M. Ngalim Purwanto, 2006). Included in the preventive punishment are as follows:

- a. Regulation

A regulation is a series of rules that must be obeyed in a situation or in life order, for example, classroom rules, school exam rules, family life rules, etc.

- b. Suggestions and Commands

c. A suggestion is a recommendation or invitation to do something useful. For example, suggestions for studying every day, suggestions for always being on time, suggestions for saving money, etc.

- d. Prohibition

Prohibition is the same as an order. If an order is a must to do something useful, then a prohibition is a must not do something harmful. For example, it is forbidden to talk in class, and it is not permitted to make friends with lazy children.

- e. Coercion

Coercion is an order with violence against students to do something. Coercion is carried out to ensure that the course of the educational process is not disrupted and hampered.

- f. Discipline

Discipline means a willingness to comply with rules and restrictions. Compliance here is not only obedient because of external pressures, but compliance is based on an awareness of the value and importance of these regulations and prohibitions (Amir Daien Indrakusuma, 2002).

Learning Outcomes

Learning outcomes include knowledge, attitudes, and skills. Students will obtain learning outcomes after their learning experience or teaching and learning process. Sudjana states that learning outcomes are the abilities that students have after they receive their learning experiences (Sujana, 2006); (Nusche, 2008).

The teaching and learning process and learning outcomes are interconnected because there are goals to be achieved in teaching and learning activities. Students who previously did not know become aware and from not understand to understand after learning. Hamalik states that learning outcomes are when someone has learned there will be a change in behavior in that person, for example, from not knowing to know and from not understanding to understand (Malik, 2006).

The Implementation of Reward and Punishment Method in Improving PAI (Islamic Education)

Learning Outcomes at SMPN 2 Syamtalira Aron

PAI learning at SMPN 2 Syamtalira Aron applies reward, a fun repressive educational tool. Rewards can also boost motivation for students to study more diligently and will have a good impact on their learning outcomes. Not only rewards that can give students a motivation to learn, but punishment also aims to facilitate the process of implementing education. It can also be a driving tool for students to do better and learn better. Thus, it can be seen the reward and punishment method are quite influential on PAI learning outcomes at SMPN 2 Syamtalira Aron. This is following the theory that reward and punishment can be a driving force for students to learn better (St Asriati & Setiadi, 2021). With the study results, it can be concluded that there is a match between the theory and the actual situation.

SMPN 2 Syamtalira Aron's principal states:

"We have implemented various ways to achieve learning goals. In general, all the school elements here, including PAI teachers, move together in building education with this method (reward and punishment) to the extent that we must arrive a little earlier to bring order to the students. For example, in the morning, I, especially the principal and several other picket teachers, stand at the gate in a row greeting and waiting for students to arrive. Usually, all teachers who have come to school early will go to the gate. This has been entrenched in our school, maybe if people see this, it will look uncommon when the teacher is waiting for students, but for us, it is a big thing. We, the teachers, aim to exemplify good things: coming to school earlier than admission. Besides that, we can also give a warning to students who are less pleasing to the eye to enter school, such

as one who with clothes that are not neat, we can immediately reprimand. Vice versa, we will praise students who are neat and good. We can show them to their friends as motivation." (Syafuruddin, 2019)

The researchers also found that in the research observations, the students are enthusiastic about shaking hands with the teacher when they first enter the school area. This can be seen that there is a very harmonious relationship between students and their teachers. There are a few jokes when they shake hands with the teaching council. This looks familiar because the researcher saw that there was one student whose clothes were not neat because it was not ironed yet. Then, the teacher asked the student about his clothes were like that. The student answered: "His mother did not have time to iron his clothes". Then, the teacher's action is to teach the student by motivating him so that next time he will not expect his clothes to be ironed by his mother but learn to iron himself. These phenomena are considered an extraordinary sight by researchers. (Syafuruddin, 2019)

The provision of rewards and punishments in learning is fully given to teachers in their respective fields of study. Regarding implementing this method (reward and punishment), we completely give it to the teachers in their respective fields of study. In PAI, the implementation is fully handed over to the teachers. At the same time, Syafuruddin (2019) states:

"We still carry out control because this is the principal's job. Most importantly, all of what is being done in this case is educational only, both in giving punishment, not because of teacher dissatisfaction, because this impacts children's psychology. Although punishing, it must remain in the context of love, and giving gifts must also be educational, lest after giving the gift, the student becomes *ek baho* and becomes arrogant. It would be nice if this impact could increase the enthusiasm for learning of students who get the rewards and their friends. This will affect their learning achievement late."

The reward is a fun educational tool when learning Islamic Education (PAI). With this reward, it is hoped it can restore students' enthusiasm that is starting to fade caused of a boring and lazy learning atmosphere. This reward can increase motivation to learn PAI and ultimately affect the learning outcomes, as Syafuruddin states:

"When implementing reward and punishment method, we always consider the impact or effect. For example, in applying punishment, the teachers always pay attention and choose a fine or what is suitable for students to give. Because this will have a bad effect if the punishment we give is inappropriate, and the punishment we give is gradual, not necessarily. We first agree with the students at the beginning of school through agreements. If they violate or ignore it, the teacher immediately

reprimands them. If it continues, the teacher gives punishment. For students who excel, we give awards soon without going through certain stages. Events like this will have an impact on students' enthusiasm for learning and will ultimately affect student learning outcomes later."

Then, Syafruddin continues his statement:

"As a teacher, the administration is a prerequisite in teaching. I prepare learning administration at the beginning of the year for two semesters, starting from the annual program, semester program, weekly program, syllabus, lesson plans, etc. The reward and punishment method are also included because if the teacher is not ready, it will have an impact on student learning outcomes later. Although not in the format of one of the methods included in the lesson plans, I have applied this one to create learning objectives."

These results show that all teachers at SMPN2 Syamtalira Bayu North Aceh use the reward and punishment method in PAI learning. Also, according to researchers' observations at SMPN 2 Syamtalira Aron, researchers find that all PAI teachers use this reward and punishment method. Furthermore, implementing the reward and punishment method at SMPN 2 Syamtalira Aron includes praise, respect, gifts, and fines and threats aim to achieve learning outcomes. Syafruddin states:

"There are two targets, students who excel and those who violate. So, for students who have problems, we give punishment. However, we don't give this punishment immediately because before they make a mistake, we first make a contract before studying. For example, if a student makes a mistake such as being late for class, then as a penalty, the student is ordered to stand in front of the class to read three memorized short surah in Alquran, and if the student repeats it, they must memorize six short surah and study in front of the class without being allowed to sit on a chair. If the student repeats it, it will be reported to the homeroom teacher. This will make other students afraid of making mistakes made by their friends. This punishment is educational, not based on annoyance from the teacher to students. The provision of this punishment must be reasonable, especially now that there are Human Rights (HAM). The point is not to hurt the student's body. Maybe it is okay if we embarrass them in front of their friends or make additional assignments so there is a deterrent effect, and they will be an example for other friends."

In other cases, an award or prize is given to students with personality and achievement who follow the learning rules properly and orderly. The teachers give good grades every time the assessment; at the time of assessment, they announce the results of the grades. They will also boast of students who excel in front of their friends and, if necessary, get to other classes. For example, in the third test of the learning chapter, there are announcements in each class, which

class has the highest score, and whoever gets the highest score, will be shouted student's name, and this makes other students' friends become motivated.

Giving the prize does not mean giving too much, such as chocolates or souvenirs for diligent students, but rather praise. The award can be in the form of good grades and prizes at the end of the semester. One of the students conveyed:

"We are often praised if we study hard and our Islamic Education (PAI) teacher also makes a point assessment which makes us study harder. Giving punishments for those who violate the rules agreed upon when we first study. For example, if we are late to enter the class, then we are obliged to memorize short verses of a surah, and we must present the memorization to the office during break hours and have to study in front the class.

Student will response to what they get, if the reward is seen, the student response is very happy and becomes more active in learning, and it has an impact on learning outcomes. As punishment, the student's response is to correct their mistakes and be more active in learning. This will also impact learning outcomes, and both have a good impact if we pay attention.

Student responses are very clearly seen from the application of the reward and punishment method also depend on the background of students making mistakes. Most of the problems are student desires, not other factors. For example, some students are late for school when we ask if the reason is a flat tire (bike). So, syafruddin states:

"We must accept this reason even though we punish them. Other reasons, such as why they don't make assignments and go to the fields to help their parents, are the reasons. So, we have to accept the reason because we know the students' background here is the weak economic community. There is also a motive for following up with his friends. For example, his friend is naughty, he is friends with him, and he is naughty, and most of this happens outside the classroom, and if inside the classroom, it doesn't happen."

Students who often get rewards seem to learn more actively and continue to improve their skills because they seem happy to get this reward. It will automatically have an impact on their learning outcomes. Students who often get punished are seen to continue to avoid mistakes, correct them, and continue to learn even more actively. It's the same with the students who got the reward earlier. Giving rewards and punishments, of course, has results, be it positive or negative results. After being given rewards and punishments, students' absorption and learning outcomes increase because the learning atmosphere is

already fun but tense. Thus, the students concentrate entirely on learning and no longer play games.

Furthermore, it has not completely changed regarding student learning outcomes after the reward and punishment method is applied. Although it did not change significantly, changes for the better do exist. "We can see from the results of subsequent tests that, for example, only ten students passed a test in one class previously. However, after this (reward and punishment), there are big changes in learning outcomes. "Only three or four people have not passed. Most children are more diligent in studying when there is pressure and threats, which is different from us who are adults. Otherwise, we cannot study under pressure, Syafruddin (2019) states.

The previous condition shows that, before we give rewards or punishments, students only get ordinary learning outcomes, not satisfying us as teachers. Those who are smart are just that, their abilities are nothing more, and they don't feel competitive. Likewise, those whose abilities are lacking do not want to learn harder to cover up their weaknesses.

After being given rewards and punishments, student learning outcomes change, improve, and increase. Researchers observed student attendance list at PAI teachers showed an increase in the number of students who passed the test even though they had to make remedial again. Applying reward and punishment in PAI learning at SMPN 2 Syamtalira Aron affects PAI learning outcomes. This has been considered effective because it has impacted the result. If it is analyzed with the theory of effectiveness, according to the Great Indonesian Dictionary (KBBI), the definition of effectiveness is something that has an influence or effect, is effective, brings results, and is a success of a business or action. Said states that effectiveness means trying to be able to achieve the goals that have been set following the necessary needs, following the plan in the use of data, facilities, and time or trying through certain activities both physically and non-physically to obtain maximum results both quantitatively and qualitatively and can also be seen from the acquisition of student learning outcomes in the appendix.

So, it can be concluded that applying the reward and punishment method in SMP Negeri 2 Syamtalira Aron affects student learning outcomes in Islamic Education (PAI) subjects, giving a better influence. The purpose of praise is to give praise to students who have achieved predetermined goals. Praise can be in the form of words and gestures. With this praise, it is hoped that it can increase students' learning motivation. This coronation can be given to students who have become the best in PAI lessons.

Students who become the best will be announced in front of other friends. So, with this coronation, it is hoped that students will continue to study hard to be the best in PAI learning. Students who can do PAI assignments will have the opportunity to work on questions in front of other friends. This will be able to make students confident in their abilities.

Although the indicator of giving this gift can be in the form of goods such as school equipment, it can also be in the form of money. In this study, with prizes, students are expected to participate enthusiastically in PAI learning. Meanwhile, the indicators regarding awarding these tokens can be in the form of certificates, trophies, and letters of appreciation. It is hoped that students will be proud of this award so that they try to get the mark of the award. Although at SMP Negeri 2 Syamtalira Aron, the award given is not in the form of money or other, only in the form of praise or words, it can have a big impact because words can soften a hard heart, extinguish the fire of division, and provoke affection.

Obstacles to Islamic Education (PAI) Teachers in Applying Reward, and Punishment Methods to Improve PAI Learning Outcomes at SMPN 2 Syamtalira Aron

Carrying out an activity certainly cannot be separated from obstacles, some of which can be avoided, and some are unavoidable to carry out an activity. Likewise, there are obstacles faced by Islamic Education (PAI) teachers in developing their professionalism through applying the reward and punishment method to improve PAI learning outcomes at SMPN 2 Syamtalira Aron. An issue in classroom management lies in students, usually, it is the character of students and the completeness of school facilities.

The obstacle in managing the implementation of learning methods is the lack of media. Syafruddin states:

“For example, if we want to use LCD in school, we don't have one, likewise other media. In addition, the obstacle is the students who have low interest in learning and possibly have low parental support. It may be said that some of the student's parents are apathetic and do not want to know about their children. Maybe this is the difference between the village community and the city community: once a month they come to school asking about their child's condition. The obstacles are complex. For example, from the students themselves, the students here are the villagers. We know they are very busy with activities to help their parents, such as going to the fields, and taking care of the cows in the afternoon, even though they can still learn. Sometimes, the parents do not want to know about their children's learning outcomes. The other obstacle is inadequate school facilities. Our prayer room is unclear; if we want to go to the

mosque, they do not respond well to our requests even though we continue to use it for Dhuhur prayers together all this time. Maybe there is one thing they consider because we also know how the children of this junior high school are still in their condition. It is enough, and the other is not a significant obstacle" (Syafruddin, 2019).

However, the principal continues lobbying with related parties regarding the completeness of learning media to create a learning atmosphere as expected. So, it can be concluded that the obstacle for PAI teachers in managing reward and punishment is the minimal media factor at SMPN 2 Syamtalira Aron. Based on the results of field observations, this media factor is still lacking, especially for Islamic religious education subjects. Also, the factor of the desire and interest of students in learning, coupled with the attitude of parents who are less concerned about the educational development of their children.

Teachers' Efforts in Overcoming Obstacles in the implementation of Reward and Punishment Methods to Improve PAI Learning Outcomes at SMPN 2 Syamtalira Aron

The efforts that have been made by PAI teachers at SMPN 2 Syamtalira Aron in the implementation of reward and punishment methods improve Islamic Education (PAI) learning outcomes at SMPN 2 Syamtalira Aron, as follows:

1. Completing Teaching Administration

Completeness of administration in teaching for a teacher is an absolute requirement before teaching. Teachers always prepare a Lesson Plan (RPP) to make it easier to manage the learning activity. This means that before teaching, the readiness of learning tools is needed.

2. Prepare Materials

The material is an important part of the learning process because the purpose of teaching is to deliver and present learning material to students. At SMPN 2 Syamtalira Aron, the teacher's effort to manage learning activity is to prepare learning materials. Teacher readiness in the learning material before teaching is very influential in classroom management. If the teacher runs out of material in front of students, it will create an awkward and boring atmosphere because a teacher must deliver knowledge above student knowledge.

3. School MGMP (Subject Teachers Discussion)

Furthermore, one of schools' efforts to develop teachers' skills is by creating the School Subject Teachers Discussion (MGMP). Here, teachers can share and exchange experiences. SMPN 2 Syamtalira Aron held training every year, both in materials and administrative equipment. School MGMP

supports teachers to provide afternoon lessons course to students, extracurricular both academic and non-academic, spirituality, such as the addition of study hours for TBTQ (Complete reciting and writing Quran), and others.

The principal is very intense in managing this. Their figure has a high leadership motivation. Syafruddin states:

"We continue to make rules that can make students bound to learn. For example, every time students want to go to class, they are required to bring a certificate of reciting Quran at night. This is also an opportunity to make students study at night and not spend time in front of the television or other places. The place of reciting Quran will not issue a letter if the student does not study there. Every time we meet with the parents, we ask them to pay attention to their children's learning outcomes. So, they can direct their children to study harder.

The other effort made is to make a suspension system. For example, for anyone who makes assignments, asks questions, writes to the blackboard, participates in discussions, etc., "we will give a score. Later, we will add up the scores and become an additional score at the end of the semester. Another effort is to make an announcement of grades and activate the wall magazine as a means of assisting us teachers in boosting student motivation (Syafruddin, 2019).

Based on the results of the study, it can be analyzed that PAI teachers at SMPN 2 Syamtalira Aron show the results of improving student learning outcomes with the support of peers also invites the community to continue to strive to improve the quality of education so that graduates of SMPN 2 Syamtalira Aron can obtain higher knowledge. Efforts have been made by PAI teachers to prepare learning administration as well as material readiness and join MGMP in improving the quality of education at SMPN 2 Syamtalira Aron.

Discussion

The implementation of the reward and punishment method in improving Islamic Education (PAI) learning outcomes at SMPN 2 Syamtalira Aron, apparently not only in PAI lessons, but in all aspects of education at SMPN 2 Syamtalira Aron also applies this reward and punishment. As seen in the interview above, the principal promotes giving gifts and punishments. Starting from the morning when they come to school at the gate there is an extraordinary sight, which we rarely see in other schools. Teachers and students look friendly and unpretentious in shaking hands when they come through the gate while the teacher is already sweetly waiting for their students. They advise students who deserve advice, give praise to students who deserve praise, and

provide motivation for all students who come already. This thing looks very understated.

In the classroom, Islamic Education (PAI) teachers apply the same reward and punishment method. They do not necessarily give direct punishment in implementing it but must be preceded by making an MoU first between students and educators or teachers when the agreement is mutually agreed upon. They will be fined according to the mistake. The stages taken are not directly on the punishment but pass through the reprimand stage first, then a warning and finally a fine as a deterrent effect. If the mistakes made by students continue, they will be brought to the homeroom teacher. Students will be guided by the homeroom teacher with the help of counseling guidance teachers. Then, if the meditation from the homeroom teacher is not working, they will be sent to the principal. If the principal cannot handle them, they will be returned to the parents. All are done to increase student learning motivation which will ultimately have an impact on student learning outcomes.

Based on the interview result above with several informants and observations in the field, it turns out that the application of reward and punishment in PAI learning at SMPN 2 Syamtalira Aron affects PAI learning outcomes. It has been considered effective because it impacts the results of implementing the reward and punishment method. It is analyzed with the theory of effectiveness; according to the Great Indonesian Dictionary (KBBI), the definition of effectiveness is something that has an influence or effect, is effective, brings results, and is the success of a business or action (Georgopoulos & Tannenbaum, 1957).

Effectiveness means trying to achieve the goals that have been set following the required needs. It is also following the plan in the use of data, facilities, and time or trying through certain activities both physically and non-physically to obtain maximum results both quantitatively and qualitatively (Georgopoulos & Tannenbaum, 1957) and can also be seen from the acquisition of student learning outcomes in the appendix.

In this case, effectiveness can be seen from the specific instructional objectives have been proclaimed. Learning methods are said to be effective if the specific instructional objectives that are proclaimed are achieved. The purpose of applying the reward and punishment method is to boost learning motivation and ultimately impact learning outcomes at SMPN 2 Syamtalira Aron. This reward and punishment method has an impact on better PAI learning outcomes, and it is useful.

Furthermore, the obstacles teachers face in applying the reward and punishment method to improve PAI learning outcomes at SMPN 2 Syamtalira Aron are complex: 1) most students at SMPN 2 Syamtalira Aron are villagers (they are busy with activities to help their parents, for example, going to the fields, and looking after cows in the afternoon, although they can still study), 2) apathetic parents who do not want to know about their children's learning outcomes, and 3) inadequate school facilities.

Teachers' efforts in overcoming obstacles in the application of the reward and punishment method in improving PAI learning outcomes at SMPN 2 Syamtalira Aron: are completing teaching administration because administrative completeness in teaching for a teacher is an absolute requirement before teaching, such as lesson plans, syllabus, media, and other aids, and preparing materials, because materials are an essential part of the learning process, because the purpose of teaching is to convey material to students, and also activates the school MGMP (Subject Teachers Discussion), because here, teachers can share and exchange their teaching experiences and also solve problems.

The teacher asks students to bring a certificate of reciting Quran from the recitation hall or the Islamic boarding school as an effort to bind students to keep learning. At every meeting with the student's guardian, the teacher asks them to be able to pay attention to their child's learning outcomes so that they can assist their child in studying harder. For students, PAI teachers create a suspension system, make grade announcements, and activate school wall magazines.

CONCLUSION

Implementing the rewards and punishments method to improve Islamic Education (PAI) learning outcomes at SMPN 2 Syamtalira Aron is carried out in various forms: giving prizes and appreciation for those who excel and giving educational punishment for those who violate both in groups and individually. The obstacles faced by PAI teachers in implementing rewards and punishments to improve PAI learning outcomes at SMPN 2 Syamtalira Aron are complex obstacles: 1) the students are mostly villagers, and most students are busy with activities to help their parents, 2) apathetic parents who do not want to know about their children's learning outcomes, 3) the obstacle is inadequate school facilities.

The efforts made by PAI teachers in overcoming obstacles in implementing rewards and punishments to improve PAI learning outcomes at SMPN 2 Syamtalira Aron: 1) completing teaching administration, such as lesson

plans, syllabus, media, and other aids, and also preparing materials/materials; 2) activates the school MGMP (Subject Teachers Discussion); 3) the teacher asks the students to bring a certificate of Quran recitation from the recitation hall or pesantren; 4) at every meeting with the student's guardians, the teacher asks the parents to pay attention to their children's learning outcomes; 5) For the students, PAI teachers make a suspension system, make grades announcements, and activate school wall magazine.

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