IMPLEMENTATION OF REWARDS AND PUNISHMENTS FOR STUDENTS AT SP1 SIBAGINDAR STATE ELEMENTARY SCHOOL, ISLAMIC RELIGIOUS EDUCATION SUBJECT, PAGINDAR DISTRICT, PAKPAK BHARAT REGENCY

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Abstract: This study aims to analyze the application of rewards and punishments in improving students' motivation and behavior in Islamic Religious Education learning at SP1 Sibagindar Public Elementary School, Pagindar District, Pakpak Bharat Regency. This study uses a qualitative descriptive approach with data collection methods through observation, interviews, and documentation. This study was conducted in the 2023/2024 academic year, with informants consisting of teachers, students, and school staff at SP1 Sibagindar Public Elementary School. Data analysis was carried out using thematic analysis to categorize the findings based on the formulation of the research problem. The results of the study showed that the application of rewards was carried out by giving praise, certificates, and small prizes which aimed to motivate students to be more active and achieve better academic results. Meanwhile, punishment was applied in the form of verbal warnings and additional assignments for students who violated school rules. This study also found that although both methods were effective in improving student discipline, the application of punishment needed to be carried out proportionally so as not to have a negative effect on students' psychological development. This study concludes that a balanced approach in the use of rewards and punishments is essential to creating a conducive learning environment that supports students' motivation and character development.

INTRODUCTION

Attention and motivation are the main factors in the teaching and learning process. Without sufficient attention and motivation, the results obtained by students will be less than optimal (Suryono, 1992: 16). Therefore, educational tools are needed that can motivate students' interest in learning, one of which is the provision of rewards. The form and size of the reward are not so important, what is more important is recognition of students' efforts and achievements. This is very meaningful for students, because it can increase their self-confidence and enthusiasm in participating in learning activities at school. According to Kompri (2016: 289), reward is defined as a reward, prize, award, or reward. As explained by Sabartiningsih (2018), reward is a way given to appreciate someone who has completed

a task well, so that this can increase students' enthusiasm and motivation to continue to do tasks and activities better, and achieve more optimal results.

However, in the context of learning at SP1 Sibagindar State Elementary School, several factors can hinder students' enthusiasm for learning and influence their motivation, such as:

1. Dense routine: Every day, from Monday to Saturday, students attend SP1 Sibagindar Public Elementary School. After school, some students continue their extracurricular activities at school, while others continue their religious studies at the mosque or the teacher's house. This dense routine can make students feel tired, so that their enthusiasm for learning can decrease.

2. Monotonous learning approach: Students often feel bored with learning methods that are not varied. When the learning approach is too monotonous, students can lose interest in following learning, both in class and in extracurricular activities.

3. Limited environment: An environment that is less supportive, both physically and socially, can reduce students' enthusiasm for learning. For example, students may be influenced by an unhealthy social environment, such as the negative influence of bad friends or unproductive activities.

4. Lack of support from parents: Many parents feel that they have adequately met their children's financial needs, but provide little attention and support for their children's educational development, especially in terms of religious education and motivation to learn at school.

Rewards are very necessary in education, especially in SP1 Sibagindar State Elementary School. Teachers in this school should pay more attention to giving rewards to appreciate students' efforts and achievements, so that they are more motivated to study harder. Learning motivation is a factor that encourages students to be involved in learning activities and provides direction for these activities, so that learning objectives can be achieved (Sardiman AM, 1988: 75). By giving appropriate rewards, it is hoped that students in SP 1 Sibagindar State Elementary School will be more motivated to continue to attend and be active in learning, especially in Islamic Religious Education subjects, which are expected to support their character development positively.

FORMULATION OF THE PROBLEM

Based on the background above, the formulation of the problem in this study is as follows:

1. How to apply rewards and punishments to increase students' learning motivation in Islamic Religious Education subjectsPublic Alementary CchoolSP1 Sibagindar?

2. What are the factors that influence the effectiveness of implementing Rewards and Punishments in supporting Islamic Religious Education learning inPublic Alementary CchoolSP1 Sibagindar?

3. How do students perceive the application of Rewards and Punishments in Islamic Religious Education learning inPublic Alementary CchoolSP1 Sibagindar, and its impact on their attitudes and behavior?

THEORETICAL REVIEW

A. Definition of Reward (Award)

Rewards or awards are a form of appreciation for the achievements or efforts made by someone, including students at school. Rewards can be in the form of praise, gifts, or other forms of appreciation that aim to motivate students to be more active in learning. According to Kompri (2016: 289), rewards are rewards, prizes, awards, or remuneration given to someone as a form of appreciation for the achievements or results they have achieved. At school, giving rewards can increase students' motivation to learn better and be more disciplined in participating in learning, including in Islamic Religious Education subjects.

The implementation of rewards for students at SP1 Sibagindar State Elementary School, in the context of Islamic Religious Education learning, aims to encourage students to be more enthusiastic in studying Islamic religious material, which is very important for the formation of their character. Rewards can be in the form of awards in the form of direct praise by teachers, certificates, gifts in the form of stationery or books, and other appreciation given to students who show achievements or positive attitudes.

B. Forms of Rewards

There are two forms of rewards that can be applied in schools, namely material rewards and non-material rewards.

1. Material Reward

Material rewards are awards given in the form of objects, such as trophies, certificates, or other physical gifts. At SP1 Sibagindar Public Elementary School, this reward can be given to students who show the best achievements in Islamic Religious Education subjects, for example by giving a certificate of appreciation to students who successfully memorize certain surahs or hadiths, or giving gifts in the form of religious books that can support their learning.

In the context of religion, awards or rewards in the form of objects can also be seen in Islamic teachings, as written in the Qur'an in Surah Ash-Shaffat verse 45: "A cup (filled with water) from a spring (of heaven) will be distributed to them." This describes the award or reward given for a person's success in achieving a good goal.

2. Non-Material Rewards

Non-material rewards can be words or actions that please students, such as praise (for example, "Masha Allah, you are great!"), smiles, or giving applause (thumbs up). At SP1 Sibagindar Public Elementary School, these non-material rewards can be motivational words that build students' enthusiasm to continue to achieve, such as praise for students who actively ask questions or who show good behavior during Islamic Religious Education learning.

In the context of the Islamic religion, these non-material rewards are also reflected in the verses of the Qur'an which show appreciation for good deeds, as in Surah Ali Imran verse 148: "So, Allah grants them rewards (in) this world and good rewards (in) the afterlife. Allah loves those who do good."

C. Definition of Punishment

Punishment is an action given to someone as a consequence of behavior that is not in accordance with applicable rules. In the context of learning at SP1 Sibagindar Elementary

School, punishment is used as a means to teach discipline to students. According to Suryono (1992: 16), punishment can be used to provide a deterrent effect, so that students do not repeat wrong behavior. However, punishment must be applied wisely so as not to have a negative impact on students' psychological development.

In Islamic Religious Education learning, punishment can be applied when students break the rules, such as not doing assignments or talking while the teacher is teaching. This punishment aims to remind students of the importance of discipline in learning, which is also part of character education in Islam.

D. Motivation in Learning

1. Understanding Motivation

   Motivation is an urge that comes from within a person to do an action or activity. Sardiman AM (1988: 75) defines learning motivation as the overall driving force within students that gives rise to learning activities and provides direction to those activities, so that the goals desired by students can be achieved. Motivation in this context is very important to encourage students at SP1 Sibagindar Elementary School to be more enthusiastic in studying Islamic Religious Education, so that they can achieve a better understanding and implement religious values in their lives.

2. Types of Motivation

   There are two types of motivation that can influence the learning process of students at SP1 Sibagindar State Elementary School:

   a. Extrinsic Motivation

      Extrinsic motivation arises due to external stimuli or factors, such as rewards. For example, students who receive awards or prizes will feel motivated to perform better. Rewards are expected to foster students' extrinsic motivation to be more active and disciplined in learning Islamic Religious Education.

   b. Intrinsic Motivation

      Intrinsic motivation comes from within the students themselves. Students who have high intrinsic motivation tend to have great curiosity and enthusiasm to learn Islamic Religious Education material without expecting awards or rewards

from outside. Therefore, although rewards are important, developing intrinsic motivation is also very important so that students can learn with full awareness and interest.

E. Relationship between Reward and Punishment in Learning

The implementation of appropriate rewards and punishments at SP1 Sibagindar State Elementary School can create a more conducive learning environment and support increased student motivation and discipline. Rewards aim to increase students' enthusiasm for learning, while punishments are used to provide a deterrent effect for students who violate the rules, but must be applied proportionally so as not to have a negative impact on students' psychology. These two things, if applied wisely, can complement each other in supporting the learning process at SP1 Sibagindar State Elementary School, especially in Islamic Religious Education learning.

RESEARCH METHODS

This study uses a qualitative descriptive approach with the aim of analyzing the application of rewards and punishments in Islamic Religious Education learning at SP1 Sibagindar State Elementary School. This approach was chosen because it aims to understand the phenomenon in depth and comprehensively in a natural context in the field.

Data collection methods were carried out by observation, interviews, and documentation. Observations were conducted to directly observe the implementation of rewards and punishments in Islamic Religious Education learning activities in the classroom and their influence on student motivation and behavior. Interviews were conducted with various related parties, such as Islamic Religious Education teachers, principals, and students, to obtain their views and experiences regarding the implementation of rewards and punishments. Documentation was used to collect supporting data, such as archives of learning activities, records of awards given, and other related evidence. This qualitative research aims to describe the phenomena that occur at SP1 Sibagindar Elementary School in a comprehensive and in-depth manner, as well as to provide a clearer understanding of how

rewards and punishments are implemented and how they impact student learning motivation and behavior.

RESEARCH RESULTS AND DISCUSSION

1. Implementation of Rewards and Punishments to Increase Student Learning Motivation in Islamic Religious Education Subjects at SP1 Sibagindar State Elementary School

The implementation of rewards and punishments can have a significant impact on students' learning motivation. Rewards are usually given to appreciate achievements or positive behavior, such as giving praise, awards, or even physical gifts such as stickers or certificates. This can increase students' self-confidence and intrinsic motivation to study harder, because they feel appreciated for their efforts and achievements.

Punishment, on the other hand, is applied to correct negative behavior or to give consequences for students' failure to follow the rules. Constructive punishment, such as additional assignments or point deductions, can help students learn from their mistakes and avoid unwanted behavior. However, the application of punishment must be done wisely so as not to cause trauma or negatively affect students' psychology.

To increase learning motivation in Islamic Religious Education, a balanced approach between reward and punishment needs to be applied. Rewards for achievement and serious efforts are expected to increase the spirit of learning, while fair and appropriate punishments can help students improve themselves and avoid negligence in learning.

2. Factors that influence the effectiveness of the implementation of Rewards and Punishments in supporting Islamic Religious Education learning at SP1 Sibagindar State Elementary School

Several factors that influence the effectiveness of implementing rewards and punishments in Islamic Religious Education learning include:

1) Student Characteristics: Each student has a different character and motivation. Some students may be more motivated by rewards, while others may be more responsive to punishment. Therefore, understanding individual characteristics is essential in determining the right approach.

2) Teacher Consistency: The application of rewards and punishments must be consistent and fair. Teachers need to ensure that punishments or rewards are given in an equal manner to all students and in accordance with established rules. Inconsistency can cause confusion for students.

3) Relevance of Rewards and Punishments: Rewards and punishments given must be relevant to the actions or achievements made by the students. Appropriate rewards can increase students' pride, while appropriate punishments can encourage them to change.

4) Learning Environment: A positive and supportive classroom atmosphere greatly influences students' acceptance of rewards and punishments. A harmonious environment can facilitate the learning process and acceptance of rewards and punishments.

5) Role of Parents and Community: Support from parents and the community also influences the effectiveness of the implementation of rewards and punishments. Parental involvement in supporting teacher policies on rewards and punishments can strengthen student learning.

3. Students' perceptions of the application of Rewards and Punishments in Islamic Religious Education learning at SP1 Sibagindar State Elementary School, and its impact on their attitudes and behavior.

Students' perceptions of the implementation of rewards and punishments depend heavily on how teachers deliver them. If rewards are given sincerely and give a sense of pride, students will feel appreciated and more motivated to continue trying hard in learning. Conversely, if rewards are considered too frequent or not in accordance with students' efforts, this can reduce their motivation.

Punishment, when applied fairly and constructively, can help students improve their behavior. Students who feel that the punishment given is educational and not just a punishment are more likely to show positive changes in their attitudes and behavior. However, if punishment is applied in a way that is too harsh or inappropriate, it can lead to dissatisfaction, fear, or even hatred towards the lesson and the teacher.

Overall, the wise implementation of rewards and punishments can improve students' discipline, improve their behavior, and increase their motivation to learn, especially in Islamic Religious Education subjects. It can also foster a more positive attitude towards learning and interaction with fellow students and teachers.

CONCLUSION

Based on the results of research on the application of Rewards and Punishments in increasing students' learning motivation in the subject of Islamic Religious Education at SP1 Sibagindar State Elementary School, the following conclusions can be drawn:

1. Implementation of Rewards and Punishments: Giving appropriate and balanced rewards and punishments can increase students' learning motivation. Rewards provide positive encouragement and increase students' self-confidence, while constructive punishments can improve students' bad behavior and help them learn from their mistakes.

2. Factors Affecting Effectiveness: The effectiveness of the implementation of rewards and punishments is influenced by several factors, such as student characteristics, teacher consistency, relevance of rewards and punishments, and a supportive learning environment. All of these factors must be considered so that the implementation of rewards and punishments can achieve the desired goals, namely increasing student motivation and discipline in learning.

3. Student Perception and Its Impact: Student perception of the implementation of rewards and punishments greatly determines its impact on their attitudes and behavior. If the provision of rewards and punishments is considered fair and relevant, students will respond more positively and be motivated to behave well, which in turn will improve their learning outcomes.

Overall, the wise implementation of rewards and punishments can encourage changes in students' attitudes and behavior in a more positive direction, as well as increase their motivation to learn, especially in the subject of Islamic Religious Education at SP1 Sibagindar State Elementary School.

SUGGESTION

Based on the results of this study, several suggestions that can be given to increase the effectiveness of the implementation of Rewards and Punishments in Islamic Religious Education learning at SP1 Sibagindar State Elementary School are as follows:

1. Optimizing the Implementation of Rewards and Punishments

The implementation of rewards and punishments must be done in a more structured and consistent manner. Teachers are advised to provide rewards fairly and on target, and to avoid giving punishments that are too harsh or inappropriate for the violations committed by students. Both of these approaches must be adjusted to the development and characteristics of each student to be more effective in increasing student motivation and behavior.

2. Involving Parents in the Learning Process

Parents play an important role in supporting policies implemented by schools. Therefore, it is important for teachers to communicate reward and punishment methods to parents, so that they can provide similar support at home. Cooperation between schools and parents will strengthen students' understanding of the importance of learning motivation and discipline.

3. Improving Teachers' Understanding of Student Characteristics

Teachers need to better understand the characteristics and individual needs of students in order to choose the appropriate types of rewards and punishments. Training or workshops for teachers on child psychology and classroom management techniques can help them understand effective ways to motivate students, as well as how to provide educational punishments.

4. Creating a Positive and Supportive Classroom Environment

Creating a positive and conducive learning environment is very important so that the implementation of rewards and punishments can be well received by students. Teachers need to create an open, communicative, and supportive atmosphere, so that students feel safe and comfortable in learning. Thus, they will be more open to the provision of rewards and punishments.

5. Using Varied and Attractive Rewards

To increase student motivation, rewards must be varied and interesting for students. Not only physical rewards, but also non-material rewards such as praise, certificates, or the opportunity to lead activities in class can be effective forms of rewards. This variety of rewards will make students more enthusiastic and eager to continue to achieve.

6. Applying Constructive Punishment

Punishment should not only focus on penalties or physical punishment, but more on educational consequences. For example, asking students to do additional tasks related to the lesson or giving assignments that motivate students to study harder. This educational punishment can help students learn from their mistakes and correct negative behavior.

7. Periodic Evaluation and Reflection

To determine the effectiveness of the implementation of rewards and punishments, it is important for teachers to conduct regular evaluations and reflections. This can be done by asking for feedback from students about how they feel about the implementation of rewards and punishments, and how it affects their motivation and attitudes. Based on this evaluation, teachers can make adjustments or improvements in the teaching methods applied.

By implementing these suggestions, it is hoped that students' learning motivation can increase, and Islamic Religious Education learning at SP1 Sibagindar State Elementary School can be more effective and have a positive impact on the development of students' character and achievements.

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