



## **REWARD AND PUNISHMENT STRATEGIES OF ISLAMIC RELIGION TEACHERS IN IMPROVING STUDENT DISCIPLINE**

**Faizatul Qudriyah**

Universitas Nurul Jadid

Email: [pmb.faizatulqudriyah020102@gmail.com](mailto:pmb.faizatulqudriyah020102@gmail.com)

### **Abstract:**

The aim of this research is to identify reward and punishment strategies for student discipline at Mohammad Shodiq Middle School. Researchers used a qualitative descriptive approach using observation and interview methods. The location of this research was at Mohammad Shodiq Maron Middle School, Probolinggo. At Muhammad Shodiq Middle School, several disciplinary problems were found by students at school, such as not coming to school on time. So a strategy is needed by the teacher to make students more disciplined, one of which is through reward and punishment strategies. The results of the research state that the reward and punishment methods used by teachers are to motivate students to obey and comply with the rules set by the school with the aim of establishing student discipline. Using this reward and punishment strategy is able to provide motivation to Mohammad Shodiq Middle School students towards obeying and complying with existing regulations at school so that students become more disciplined at school.

**Keywords:** *Reward and punishment, discipline*

### **INTRODUCTION**

In the current digital era 5.0, education is an essential effort or process in human life. Education involves a conscious effort to create a learning atmosphere and implement teaching methods so that students can actively develop their existing abilities to possess strength in religious matters, self-control, and personality, which are essential for themselves, society, and the country. This is stated in the Republic of Indonesia Law Number 20 of 2003 concerning the pattern or System of Indonesian National Education (Sisdiknas), which formulates the functions and objectives of education in Indonesia. Article 3 of the Sisdiknas Law states that:

"The function of national education is to develop potential and shape the character and civilization of a nation that has dignity, with the aim of enlightening the life of the nation. This education aims to optimize the abilities of students, so that they can become individuals who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, skillful, creative, independent, and become democratic and responsible citizens (Sisdiknas)."

In the field of education, a prominent figure is needed to play a crucial role in the learning process. The figure referred to here is the teacher, where teachers have the task of shaping a nation. Thus, learning activities are at the core of comprehensive education. A series of activities carried out by a teacher and students are based on mutual feedback to achieve specific goals. The relationship between teachers and students is a prerequisite for the success of the learning process (Bahruddin, 2009). Looking at the current educational era, many students lack understanding of faith and discipline. Therefore,

education requires teachers to manage the discipline structure by implementing planned strategies.

In broad terms, a strategy can be defined as an effort made by someone to achieve a goal. In the Indonesian dictionary, strategy is a careful plan regarding activities to achieve specific (desired) goals (Hamdani, 2011). Learning strategy is one of the most important aspects of planning, consisting of a series of activities arranged to achieve a goal. The purpose of strategies is to cater to students' needs according to their diverse thinking processes. On the other hand, it helps teachers gain insight into how to facilitate students in their learning activities. This is done because students have different abilities (Zhou).

A teacher can be described as a process that uses specific methods to help someone acquire knowledge, understanding, and behavior that aligns with their needs. Education is considered an essential need for humans, as it teaches individuals new things they have not known before, making education a mandatory path for every human (Syah, 2009). Teachers, as educational professionals in schools, have responsibilities and authority over individual or class-based student education, both within and outside the school environment. Therefore, teachers, in addition to teaching subjects, also impart moral education, manners, and more. Teachers play a significant role in shaping students' morals, character, and etiquette (Syaiful Bahri).

In the preliminary research, the researcher conducted observation on November 2, 2023, and found that teachers mentioned they always provide rewards and punishments to their students during the learning activities. However, students still exhibit a level of discipline that does not meet the school's rules, indicating a lack of discipline. Student behavior includes not paying attention to the teacher, not listening, continuous laughing in class, chatting during class, arriving late, not completing homework on time, disrupting other students during the learning process, and being late to school.

In this context, an appropriate reward and punishment system is implemented to address student indiscipline. Reward is a positive reinforcement where teachers praise or express gratitude to students when they have completed their tasks well. On the other hand, punishment is a negative reinforcement where teachers punish students or give instructions to students if they violate class rules during learning. To make classroom learning more enjoyable and enhance student motivation, rewards and punishments must be practiced effectively (Febiianti, 2018).

Considering the problems mentioned above, the researcher feels the need to conduct research to prove the reward and punishment strategies used by Islamic religious education teachers in improving student discipline at SMP Muhammad Shodiq Maron Probolinggo. In line with these issues at SMP Muhammad Shodiq, it is a school that has the potential to foster discipline through character building. However, the existing system has not fully implemented the teachers' strategies, as it requires time, effort, and planning. This research was carried out in collaboration with the school principal, Islamic Religious Education Teachers, Discipline Teachers, and one student.

Based on the problems mentioned above, this research is needed with the title "Reward and Punishment Strategies of Islamic Religious Education Teachers in Improving Student Discipline at SMP Muhammad Shodiq Maron Probolinggo."

Research on the reward and punishment strategies of Islamic religious education teachers in improving student discipline is not the first to be conducted. Several previous researchers have explored this theme, such as a thesis titled "Islamic Religious Education Teacher Strategies in Improving Student Discipline at Tsalawiyah Islamic Boarding School Ujung Jampang District, Palimanan Regency" by Ramlah. The results obtained from this research show that teachers in fostering student discipline must have strategies, such as praising disciplined students. Conversely, teachers should provide punishment to students who do not follow discipline by conducting socialization after completing a flag-raising ceremony with examples of good behavior (Ramlah, 2017/2018). There is also a study by Ayu Marlina, Tri Ratna Dewi, Alhamdulillah Taufiq Yuliantoro, Faculty of Education and Teaching Science, UIN Nurul Hudal, titled

"Teacher Strategies in Improving Student Discipline. Based on the results obtained, teachers in fostering good behavior and discipline in students always act as motivators, set personal examples, and interact with students. Likewise, students are expected to respect teachers, fellow students, and everyone else (Ayu Marlina, 2022). Additionally, there is a study conducted by Samrin, titled "Teacher Strategies in Improving Character Education and Discipline in Students at SMP 5 Kendari," with the results showing that teachers who guide.

## **RESEARCH METHODS**

The qualitative method was chosen by the researcher as it aligns with the nature of the research, which involves texts and falsification (Sugiono, 2010). Data Sources: In this research, there are primary data which, according to Nasution, are data obtained directly from the field, usually in the location being studied with direct observations (Nasution, 2004). The second type is secondary data, which is a kind of data derived from existing sources, such as library materials. Additionally, secondary data consists of various school documents, books, magazines, journals, and other relevant materials related to the research context.

Data Collection Techniques: In this writing, several data collection techniques were used, including Observation, which, according to Nasution, serves as the foundation of knowledge. In the realm of science, observation acts as a basis for exploration, acquiring information about the real world through the process of direct experience with actual phenomena (Sugiono, Research Methods in Management, 2015). The second technique is interviews, involving individuals such as the School Principal, Islamic Religious Education Teachers, Guidance and Counseling Teachers, Discipline Teachers, and one student.

Qualitative data analysis is a method used to process data through stages such as data collection, sorting to group relevant data, identifying significant themes, and determining patterns that are effective for presenting findings, as well as deciding the concepts that will be presented to stakeholders (Moleong). This description outlines essential steps in the qualitative data analysis process in the context of the research objectives. The main principle in qualitative research is to develop theories based on the data at hand (Moleong).

## **RESULTS AND DISCUSSION**

Strategy for rewarding and punishing Islamic Religious Education teachers to improve student discipline at SMP Muhammad Shodiq Maron Probolinggo: Reward and punishment determined in consultation with the School Principal, Teachers, and Students.

The strategy implemented by teachers involves discussing and implementing punishment based on mutual agreement. This consensus is reached among the School Principal, teachers, and students. This approach is emphasized by Mr. Rakhmad Fajar S.Pd, the School Principal at SMP Muhammad Shodiq Maron Probolinggo, who, as the head of the school, collaborates with teachers and students. This was corroborated by the researcher's interview with Mr. Rakhmad Fajar S.Pd. The strategy mentioned here aims to involve all students, who are constantly supervised by both teachers and members of the Student Council (OSIS) responsible for maintaining discipline and working alongside class monitors. The Student Council's role is crucial, as they enforce the rules and award points to students for maintaining order. This system is applied on a weekly basis.

This approach is also echoed by Mrs. Walhyu Zidni Maghfiroh S.Pd, who serves as the head of the Discipline Team at SMP Muhammad Shodiq Maron Probolinggo. She stated that the strategy, implemented collaboratively with the OSIS and class monitors, includes setting points for students who violate rules. If a student accumulates three violations, they are referred to the guidance counselor for further action.

Mrs. Tutik Lalisiana, the Guidance and Counseling Teacher at SMP Muhammad Shodiq Maron Probolinggo, also highlighted the strategy of addressing disciplinary

issues through collaboration with various school components. She emphasized that students who violate rules and accumulate three warnings are referred to the guidance counselor and, in the final step, to the school's leadership.

Punishment must be given with love to achieve the desired transformation for the future. The strategy employed by all teachers aims to discipline students and transform them into more responsible individuals, both in and out of school. Since SMP Muhammad Shodiq is associated with an Islamic boarding school (Pondok Pesantren Muhammad Shodiq), the teachers' strategy is to communicate effectively with the boarding school to ensure consistency in discipline. Mr. Rakhmad Fajar S.Pd, the School Principal, emphasized that the goal of this punishment strategy is to transform the students into disciplined individuals, despite the challenges they may face both within and outside the school environment.

Mrs. Walhyu Zidni Maghfiroh S.Pd, the Discipline Team Leader at SMP Muhammad Shodiq Maron Probolinggo, echoed this sentiment. She stated that the strategy's purpose is to bring about positive change in the students' discipline, not only within the school but also in their daily lives. From the various perspectives shared by school leaders and teachers, the intention is clear: to use disciplinary measures to shape students who are always ready to progress and contribute positively to society.

Punishment must be in accordance with the gravity of the misconduct. When administering punishments, teachers must consider the severity of the misconduct, aligning them with the rules outlined in the school's code of conduct. Mrs. Walhyu Zidni Maghfiroh S.Pd, the Discipline Team Leader at SMP Muhammad Shodiq Maron Probolinggo, stated that punishments must be commensurate with the written rules in the code of conduct. For instance, if a student violates the rules three times, the case is referred to the guidance counselor for follow-up.

Mrs. Tutik Lalisiana, the Guidance and Counseling Teacher at SMP Muhammad Shodiq Maron Probolinggo, echoed a similar sentiment. She emphasized that punishments should be in line with the established rules and procedures. Starting with a warning, if a student accumulates three warnings, they are referred to the guidance counselor for further action. If the student continues to violate the rules, reaching more than 50 points, a special counseling session involving parents or guardians is arranged.

In conclusion, the strategies employed by teachers involve collaboration with various school components and a consistent approach to punishment. The goal is to shape disciplined students who can contribute positively to their future. The punishments administered are meant to instigate positive changes in students' behavior, and the severity of the punishment is tailored to the gravity of their misconduct.

Strategy of Reward and Punishment at SMP Muhammadiyah Shodiq Malang Probolinggo, The implementation of the strategy of reward and punishment at SMP Muhammadiyah Shodiq Malang Probolinggo is crucial to maintain discipline among students. The reward system is designed to acknowledge and appreciate students who have shown exemplary behavior. Balancing this, the punishment system aims to motivate students to be more disciplined in their future actions. Rewards are typically given at the end of each semester or twice a year after completing final exams. Students without significant disciplinary issues may receive rewards more frequently.

The discipline strategy, as supervised by Mr. Rakhmadi Fajar S.Pd and Mrs. Wahyu Zidni Maghfiroh S.Pd, emphasizes maintaining order in the school. The punishment strategy is meant to provide additional motivation for students to be disciplined and responsible. Awards are usually given to students with fewer disciplinary issues, while punishments are determined by students with a higher number of disciplinary problems.

Within the disciplinary strategies, changes have been made at SMP Muhammadiyah Shodiq Malang Probolinggo to address the challenges students face. Mr. Rakhmadi Fajar S.Pd, the school principal, emphasized that maintaining discipline goes beyond academic achievements. While discipline is instilled through education, the focus should be on shaping students who do not require constant supervision.

In dealing with disciplinary changes for female students, the school leadership,

together with the guidance of the female teachers, is actively addressing the challenges faced by female students. The strategies aim to improve discipline among students and encourage self-discipline through a carefully designed system of rewards and punishments.

As stated by one female student at SMP Muhammadiyah Shodiq in her testimony, strictness is necessary and should be done consistently. However, it should be done with understanding and care for the students. The implementation of punishments and rewards is seen as effective in maintaining discipline and encouraging improvement.

The combination of reward and punishment strategies at SMP Muhammadiyah Shodiq has been well-received by the teachers and has resulted in positive outcomes. It has contributed to maintaining discipline, reducing disciplinary problems, and creating a conducive learning environment.

The strategy emphasizes the importance of teachers' involvement in shaping students' behavior, and it serves as a model for other schools to adopt effective reward and punishment systems for maintaining discipline. The school's commitment to instill discipline is reflected in the policies and procedures for implementing rewards and punishments.

The article concludes by highlighting the positive impact of the reward and punishment strategy at SMP Muhammadiyah Shodiq Malang Probolinggo. It asserts that the combination of both strategies is essential for shaping disciplined and responsible students, preparing them for future challenges.

## CONCLUSION

From the implementation of disciplinary measures to the conclusion of the discipline system, it is evident that mistakes occur to fulfill written or unwritten rules. The application of these punishments to female students is a form of responsibility, requiring every action taken to align with the existing rules, whether explicit or implicit. Recognizing mistakes is not only about admitting fault externally but also acknowledging and understanding the importance of the established regulations. Taking responsibility means not evading consequences and, from the perspective of SMP Muhammadiyah Shodiq Malang Probolinggo, implementing a strategy of punishment and reward serves as a means to create disciplined, responsible, and forward-thinking students.

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