

The Implementation of Reward and Punishment in Motivating Female Students' Learning at Ma Mu'allimat NW Anjani, East Lombok

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ABSTRACT

This study investigates the implementation of reward and punishment strategies to enhance female students' learning motivation at MA Mu'allimat NW Anjani, East Lombok. The research addresses challenges such as low motivation, tardiness, incomplete assignments, and rule violations, focusing on how structured rewards and educative punishments foster discipline, engagement, and active learning. A qualitative case study design was employed, with data collected through classroom observations, structured interviews with the vice principal, teachers, and students, and documentation of school programs and student achievements. Data analysis followed an interactive model of reduction, display, and verification. Findings indicate that rewards, including certificates of appreciation, symbolic gifts, and public announcements of students' names, effectively increase students' pride, self-confidence, and intrinsic motivation. Educative punishments, such as additional assignments or material repetition, promote responsibility and awareness of behavioral expectations. The study also identifies key supporting factors, such as collaboration among subject and homeroom teachers, a supportive school environment, and parental involvement, as well as inhibiting factors, including inconsistent teacher application, limited time and budget, and diverse student perceptions. When applied consistently, fairly, and thoughtfully, the combination of reward and punishment creates a balanced, competitive, and positive classroom environment, motivating students to actively engage in learning while fostering discipline and character development. These findings provide practical guidance for educators and reinforce behaviorist and Islamic educational principles in promoting effective student motivation.

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INTRODUCTION

Education is a deliberate effort by adults directed toward individuals who are not yet mature or have not yet acquired knowledge, culture, and applicable norms (Ladaria et al., 2020). According to Umdirah, education has developed alongside the emergence of humans on earth and is a fundamental necessity, as humans cannot live properly without it. Similarly, Made Pidarta asserts that education is inseparable from human life (Suryadi, 2023). Ki Hajar Dewantara, a prominent

Indonesian educator, describes education as guidance in the life development of children, directing their natural potential so they can achieve the highest level of safety and happiness as members of society. John Dewey, an American educational philosopher, defines education as the continuous reconstruction of experience aimed at enhancing individuals' capacity to face social life. Paulo Freire emphasizes that education should serve as a tool for liberation rather than oppression, actively involving students in dialogue and reflection on their life realities.

The Prophet Muhammad SAW also exemplifies an educator. As mentioned in the Qur'an, "He it is who has sent among the unlettered a Messenger from themselves, reciting to them His verses, purifying them, and teaching them the Book and wisdom" (Surah Al-Jumu'ah, 62:2), highlighting the educational role of guidance and moral development (Usiono, 2017). Just as children receive education from parents and continue this cycle as they grow, teachers and lecturers educate students in schools and higher education institutions.

Islamic religious education, delivered in schools, serves as a transformational medium addressing cognitive, affective, and psychomotor aspects to cultivate well-rounded human personality. Its goal is to produce individuals who strive to perfect their faith, piety, and noble character, including ethics, morals, and manners (Nasucha et al., 2022).

Reward and punishment strategies encourage students to improve behavior, refrain from harmful actions, and comply with norms for personal and communal benefit. These strategies serve as motivational tools to shape behavior and reinforce positive or negative responses (S. Anggraini et al., 2019). A reward represents teacher efforts to appreciate students' commendable behaviors to encourage repetition, while punishment is a negative reinforcement aimed at correcting mistakes (Puspita et al., 2022).

Research shows that reward and punishment can enhance student discipline, enthusiasm, and engagement in learning activities. In elementary schools, these strategies positively influence behavior and motivation, contributing to a competitive and conducive classroom environment (Jannah & Afrilianto, 2022). Teachers apply these strategies interactively, recognizing correct answers, active participation, or good behavior, and applying corrective measures for rule violations (Pribadi et al., 2021). Appropriately applied, reward and punishment encourage knowledge pursuit, achievement improvement, habit formation, and reduction of negative behaviors (Darmayanti et al., 2020).

Reward is a preventive and enjoyable educational tool motivating learning and appreciating students' positive behaviors (Ernata, 2017; Yuniarto et al., 2022). According to Arikunto, reward is given to children when they achieve predetermined goals, while Mulyasa emphasizes reward as a positive response that increases the likelihood of repeating good behavior. Ngalm Puwanto notes that reward makes students feel happy when their actions are recognized. Nugroho emphasizes that rewards can include compensation, prizes, or recognition to improve performance (Fadillah, 2022). Effective rewards must be timely, relevant to achievement, non-materialistic, and not overly expected. Islamic teachings also stress the importance of rewarding good deeds (QS. Al-Zalzalah [90]:7; QS. Al-Baqarah [2]:261) (Rohmat, 2017).

Rewards can be verbal, such as praise ("excellent," "well done"), or non-verbal, including gestures, proximity, certificates, or public acknowledgment. Objectives include motivating students, reinforcing positive behavior, fostering learning interest, and cultivating virtuous habits.

Punishment responds to rule violations to maintain order and comfort in learning (Jahroh, 2011). It creates unpleasant situations designed to reduce undesired behavior (Baharuddin & Wahyuni, as cited in Febianti, 2018) and motivates students to avoid future mistakes (Malik Fadjjar,

as cited in Febianti, 2018). Punishment must consider students' psychological conditions to prevent trauma. Islamic teaching also mentions punishment as a consequence for wrongdoing (QS. Al-Zalzalah [90]:8; QS. Al-An'am [6]:120). Effective punishment should be educational, non-physical, and focused on promoting behavioral correction. Types include preventive (to avoid violations) and repressive (applied after a violation occurs).

Reward and punishment are integral motivational strategies influencing student behavior and academic performance. MA Mu'allimat implements these strategies to address low motivation, tardiness, incomplete tasks, and school rule violations. Rewards, such as certificates and symbolic prizes, and punishments, like additional tasks or educational reprimands, aim to improve motivation and maintain a conducive learning environment (S. Anggraini et al., 2019; Puspita et al., 2022; Jannah & Afrilianto, 2022; Pribadi et al., 2021; Darmayanti et al., 2020).

Motivation is an internal force driving individuals to act consciously to achieve goals. High motivation correlates with academic success (Emda, 2018). Motivation may be intrinsic, from internal factors like interest and commitment (Bima et al., 2017; Djamarah, 2016), or extrinsic, from external factors such as rewards and guidance. Motivated students are diligent, persistent, problem-solvers, independent, and able to defend ideas (Nurhayati et al., 2016).

Learning motivation functions to drive student activity and guide behavior toward objectives (Ayu & Yunarta, 2021; Emda, 2018). Strategies include grades, competitions, recognition, and appropriately applied reward and punishment (Oktiani, 2017). Motivational success is influenced by aspirations, abilities, psychological and physical conditions, and the environment (Antonius, 2023).

Previous research shows similarities in the use of reward and punishment by Islamic Religious Education teachers. Erna Marstiyaningtiyas (2022) examined its effect on students' learning motivation at SMPiP Islam Plus Baitul Maal-Pondok Aren, South Tangerang. The study found that reward and punishment could motivate positive behaviors but emphasized that this approach is not the only or best method due to its reliance on external factors. Nabila Fairuza (2022) studied the casual effect of reward and punishment at MA Al-Faridah, East Jakarta, using a quantitative causal design.

The present study differs by focusing on a behavioristic approach to implementing reward and punishment to enhance learning motivation among female students at MA Mu'allimat NW Anjani, East Lombok. Differences also include the research setting, subjects, objects, and timing. The similarity across these studies is their emphasis on reward and punishment as motivational tools.

The Gap of this study identified that at MA Mu'allimat NW Anjani, reward and punishment address issues such as low learning motivation, tardiness, incomplete assignments, and rule violations. Limited research has focused specifically on female students' learning motivation within Islamic boarding school contexts in East Lombok. The novelty of this study explores structured application of reward and punishment to motivate female students, highlighting its role in discipline, academic and non-academic motivation, and fostering a positive school environment aligned with Islamic values.

The Research Questions of this study are: (1) How are reward and punishment implemented at MA Mu'allimat NW Anjani?; (2) How does reward and punishment in classroom learning increase female students' learning motivation?; and (3) What are the supporting and inhibiting factors in implementing reward and punishment to motivate students?

The Objectives of this study are: (1) To identify the forms of reward and punishment implemented at MA Mu'allimat NW Anjani; (2) To examine how reward and punishment enhance students' motivation in classroom learning; and (3) To analyze factors that support or hinder the application of reward and punishment in motivating female students.

The Significance of this study are: (1) Theoretical: Provides insights into strategies that effectively motivate students and serves as a reference for future studies on learning motivation; and (2) Practical: Guides teachers in applying reward and punishment, supporting students in developing learning motivation, discipline, and positive behaviors.

METHOD

1. Research Type and Design

This research employed a qualitative approach, which seeks to understand phenomena experienced by research subjects such as behavior, perception, motivation, and actions in a holistic manner and expressed in words within a natural context, while utilizing various natural methods (Moleong, 2017:26). A qualitative approach provides opportunities for researchers to explore social phenomena in depth and within their complexity (Yaldi, 2022:94–102).

Within this qualitative paradigm, a case study design was adopted to understand how the application of reward and punishment is implemented at MA Mu'allimat NW Anjani. The case study approach enabled the researcher to explore how teachers applied strategies of reward and punishment in the classroom, and how these strategies affected students' learning motivation and discipline. This design was chosen because it allows the researcher to examine a single bounded case in detail, combining classroom observation, interviews with the principal, teachers, and students, and analysis of school policies and documentation. By using this approach, the study not only identified the forms of reward and punishment but also evaluated their acceptance and impact on students' enthusiasm, discipline, and learning attitudes. The case study design was therefore considered appropriate for providing a comprehensive and contextualized description of the phenomenon of reward and punishment in practice (Huda et al., 2023).

2. Research Setting and Duration

The study was conducted at **MA Mu'allimat NW Anjani**, located on Jl. Masjid Ma'Had Darul Qur'an Wal Hadist, East Lombok. The focus was limited to Grade VII, and the research was carried out for approximately **two months**.

3. Research Participants

The subjects of this study included:

- a. The principal of MA Mu'allimat NW Anjani.
- b. Teachers of MA Mu'allimat NW Anjani.
- c. Female students of MA Mu'allimat NW Anjani, both those living in the school dormitory and those residing at home.

Participants were selected purposively based on their relevance to the implementation of reward and punishment in the school context.

4. Data Collection Methods

a. Observation

Observation was conducted to systematically record behaviors and classroom activities through direct engagement with the research setting. Direct observation allowed the researcher to obtain information on the school's environment, infrastructure, and learning

processes. Observations particularly focused on how reward and punishment were implemented in classroom learning.

b. Interviews

Structured interviews were employed as a primary method of data collection. Structured interviews are characterized by predetermined questions and sequencing, ensuring consistency across participants (Anggraini et al., 2014). Interviews were conducted with the principal, teachers, and students to gather information about their perceptions, experiences, and practices related to reward and punishment.

c. Documentation

The documentation method was used to collect secondary data such as school profiles, organizational structures, teacher and student records, school programs, extracurricular activities, achievements, and photographs of learning activities. Documentation served to complement and triangulate the data obtained through observation and interviews.

5. Research Instruments

In qualitative research, the **researcher is the main instrument**, supported by guidelines to ensure systematic data collection (Djollong, 2014).

- a. **Interview instruments** included indicators and questions related to the forms, purposes, and effects of reward, punishment, and learning motivation.
- b. **Observation instruments** guided the researcher in identifying observation purposes, objects, and methods.
- c. **Documentation instruments** specified the types of documents to be analyzed, including school history, vision and mission, organizational structures, teacher and student data, school programs, and student development records.

6. Data Analysis

Data were analyzed using the interactive model of Miles and Huberman, which consists of three steps:

a. Data Reduction

Data obtained from observations, interviews, and documentation were summarized, selected, and focused on the most relevant information. The researcher identified core aspects, themes, and patterns to create an understanding of how reward and punishment were applied at MA Mu'allimat NW Anjani (Prasetyo & Andriani, 2021).

b. Data Display

Data were organized systematically in descriptive form to make them easier to interpret and analyze further (Sitompul & Abidin, 2023).

c. Conclusion Drawing/Verification

Conclusions were drawn continuously during data collection and verified against the data to ensure accuracy and validity (Ahmad & Muslimah, 2021).

7. Trustworthiness of the Data

To ensure the rigor of the study, the following criteria of trustworthiness were applied:

- a. **Credibility** – ensuring that findings reflect the participants' perspectives and can be trusted from their point of view (Listiwati & Kurniasari, 2019). Techniques used included prolonged engagement, persistent observation, triangulation, and peer debriefing.
- b. **Transferability** – providing thick descriptions so that readers can judge the applicability of findings to other contexts (Parnawi & Sumianti, 2023).

- c. **Dependability** – documenting research processes and acknowledging contextual changes that could influence results (Husnullail et al., 2024).
- d. **Confirmability** – maintaining transparency and audit trails to ensure that findings are grounded in the data and can be verified by others.

RESULTS

1. The Implementation of Reward and Punishment at MA Mu'Allimat NW Anjani

Based on interviews conducted with the Vice Principal for Student Affairs at MA Mu'Allimat NW Anjani, the implementation of reward and punishment takes both academic and non-academic forms.

The Forms of Reward are:

a. Certificates of Appreciation

Certificates of appreciation represent one form of reward given by the school principal as recognition for students' achievements or positive behavior. Such certificates not only symbolize acknowledgment of students' efforts but also serve as strong motivators, encouraging them to continue improving their academic and non-academic performance. They are typically awarded in school ceremonies at specific occasions, such as at the end of the semester, during commemorations of educational milestones, or following competitions. Receiving a certificate instills a sense of pride in students, fosters healthy competition among peers, and serves as tangible proof of achievement that can be used for academic advancement or extracurricular selection (Amin & Roiyah, 2024).

The Vice Principal for Student Affairs explained that awarding certificates is an effective strategy to encourage learning motivation. He stated:

"We usually give certificates of appreciation to students who demonstrate good performance, such as achieving high scores on exams or being actively involved in class activities. These certificates are presented during the flag ceremony so that they also motivate other students. Those who receive certificates tend to be more confident and enthusiastic in learning, and even their peers become motivated because they want to achieve the same recognition." (Interview with Zurhaen, Thursday, June 10, 2025)

According to Arikunto (2010, p. 89), rewards are things that children like, given with the purpose of achieving specific outcomes in the learning process. In this context, certificates of appreciation motivate students not only to maintain but also to improve their academic and non-academic achievements.

Based on the research findings at MA Mu'Allimat NW Anjani, certificates of appreciation are proven to be one of the most effective forms of reward in enhancing students' learning motivation. They are awarded as recognition for academic achievement and active participation in learning activities, usually presented publicly during school ceremonies or formal events. This practice yields positive psychological impacts such as pride, confidence, and a healthy spirit of competition among students. Beyond motivating individual recipients, certificates also provide collective motivation by encouraging other students to strive for similar recognition. The Vice Principal emphasized that awarding certificates is not merely a form of appreciation but also a strategy for character building and discipline. Hence, at MA Mu'Allimat NW Anjani, certificates of appreciation function not only as formal symbols but also as effective educational tools for instilling values of responsibility, diligence, and continuous learning.

b. Symbolic Gifts

Symbolic gifts represent another common form of reward in the school environment, given as appreciation for students' achievements or positive behavior. These gifts usually carry little material value, such as stationery, notebooks, or small objects, but hold strong psychological meaning. Their purpose is to stimulate students' intrinsic motivation, foster healthy competition, and strengthen positive teacher–student relationships. Moreover, symbolic gifts serve as recognition of students' efforts, generating feelings of appreciation and respect. Although simple, such rewards often hold deeper meaning than formal recognitions, as they are delivered personally by teachers in supportive contexts (Nur, 2025).

The Vice Principal of Student Affairs stated that rewards are part of the school's character-building program:

"We give rewards to students who excel in the form of certificates or simple gifts like stationery. The goal is to provide encouragement and recognition so that students become more motivated to learn and remain disciplined." (Interview with Zurbaen, Thursday, June 10, 2025)

He further added that these forms of reward not only strengthen learning motivation but also enhance the teacher–student bond:

"Symbolic gifts are more personal. Students feel valued and cared for directly by their teachers, which makes them happy and eager to improve further." (Interview with Zurbaen, Thursday, June 10, 2025)

One student shared her personal experience of receiving a symbolic gift from her teacher:

"I once received a pen from my teacher because I often asked questions in class. It made me really happy. Even though it was just a small gift, it made me feel noticed." (Interview with Asmawati, Thursday, June 10, 2025)

She also mentioned that such gifts not only inspire her but also encourage her peers.

According to Djamarah (2011, p. 123), gifts represent a form of positive reinforcement provided to learners in recognition of success or good behavior. Symbolic gifts—such as stationery or praise—enhance students' learning motivation because they feel valued and recognized by their teachers.

Based on interviews with both the Vice Principal and students, symbolic gifts at MA Mu'Allimat NW Anjani prove to be an effective form of reward, despite their limited material value. Simple items like pens or notebooks yield significant psychological impacts by making students feel appreciated, recognized, and motivated to continue demonstrating positive behavior and academic performance. These findings align with Djamarah's view that symbolic gifts constitute positive reinforcement, capable of enhancing learning participation by fostering a sense of appreciation. Likewise, B. F. Skinner emphasized that positive reinforcement—such as symbolic gifts—can strengthen desired behavioral habits through pleasant repetition. In this context, teachers play a crucial role in selecting educationally relevant gifts that correspond to students' efforts.

Thus, symbolic gifts not only serve as rewards but also as strategies for character development and sustained learning motivation. When provided personally, sincerely, and consistently, symbolic gifts create a more positive, interactive, and healthily competitive learning atmosphere at both individual and group levels.

c. Public Announcement of Students' Names

The public announcement of students' names serves as a non-material form of reward that has a positive psychological impact in motivating learners. This practice is generally conducted during formal moments such as flag ceremonies, morning assemblies, or other school events, where the names of students who have achieved distinction or demonstrated positive behavior are

announced openly before the entire school community. Although seemingly simple, this type of recognition fosters pride, self-confidence, and enthusiasm in the students whose names are announced. Moreover, it creates a motivational effect for other students, encouraging them to strive for similar achievements and positive conduct in order to receive comparable acknowledgment. Thus, the public announcement of students' names functions not only as a form of appreciation but also as an effective strategy to cultivate a competitive and positive learning climate within the school environment.

The Vice Principal for Student Affairs affirmed:

"We usually announce the names of students who achieve the highest scores or who are active in class activities during the Monday flag ceremony. It is a simple form of appreciation, but it leaves a strong impression on them." (Interview with Zurbaen, Thursday, June 10, 2025)

According to B. F. Skinner, a prominent behaviorist, reinforcement is the key factor in shaping behavior. Skinner distinguished between two types of reinforcement: positive reinforcement and negative reinforcement. Publicly announcing students' names is classified as a form of positive reinforcement, since it provides pleasant social recognition that encourages the repetition of desirable behaviors such as discipline and academic achievement.

In Skinner's view, social reinforcements such as praise, recognition, and status hold significant power in motivating individuals. When a student's name is mentioned publicly due to her achievement, it generates pride, enhances self-esteem, and stimulates intrinsic motivation to sustain or improve her performance.

The practice of publicly announcing students' names represents a non-material reward that draws upon multiple theoretical frameworks: reinforcement theory (Skinner), social modeling (Bandura), goal-setting reinforcement (Locke), and the need for esteem (Maslow). This strategy proves effective in fostering learning motivation by providing social acknowledgment that builds self-confidence, self-worth, and a healthy spirit of competition among students.

Based on the interview findings with the Vice Principal for Student Affairs at MA Mu'Allimat NW Anjani, the public announcement of students' names is confirmed to be an effective form of non-material reward in enhancing female students' learning motivation. This practice is carried out regularly during school events—such as monthly ceremonies—with the primary goal of providing recognition for students' academic achievements, activeness, and discipline.

Table 1: Forms of Reward at MA Mu'Allimat NW Anjani

No	Form of Reward	Method Giving	of Time/Place Implementation	of Impact on Students	Supporting Theory / Reference
1	Certificates of Appreciation	Certificates of academic and non-academic achievements	for Flag ceremony, end of semester, special occasions, competitions	Increases learning motivation, fosters pride, self-confidence, and healthy competition	Arikunto (2010), interview with Vice Principal of Student Affairs
2	Symbolic Gifts	Stationery, books, simple items	Given directly by the teacher to high-achieving students	Provides a sense of being valued, strengthens teacher-student relationship, fosters intrinsic motivation	Djamarah (2011), Skinner (reinforcement), interviews with teachers & students
3	Public Announcement	Mentioning names of high-	the Flag ceremony, morning assembly,	Fosters pride, self-confidence,	

No	Form of Reward	Method Giving	of Time/Place Implementation	of Impact on Students	Supporting Theory / Reference
of Names	Students' achieving students		school events	motivation to maintain achievements, inspires other students	

The table 1, shows various forms of rewards implemented at MA Mu'Allimat NW Anjani to enhance student motivation. Certificates of appreciation are formal recognitions that boost pride and healthy competition. Symbolic gifts, such as books or stationery, are personalized tokens that strengthen teacher-student relationships and intrinsic motivation. Publicly announcing students' names celebrates achievements openly, increasing self-confidence and inspiring peers. Each form of reward is supported by educational theories or interviews with school staff, highlighting their effectiveness in motivating students.

2. Reward and Punishment in Classroom Learning as a Means to Enhance Students' Learning Motivation

A teacher who also serves as the Vice Principal for Student Affairs at MA Mu'Allimat NW Anjani explained that the proper implementation of reward and punishment in teaching and learning activities has a significant impact on students' motivation. He stated:

"Rewards function as an encouragement tool for students. When they are aware of the rewards awaiting them, such as praise or additional grades, they become more active and enthusiastic in learning." (Interview with Zurbaen, Thursday, June 10, 2025)

The teacher further emphasized that punishments applied in the classroom are not intended to be harsh or intimidating but are instead educative in nature:

"The punishments we provide are not meant to frighten students, but to remind them and cultivate responsibility. For example, they may be required to complete an assignment in greater detail. This makes them more aware of the importance of discipline." (Interview with Zurbaen, Thursday, June 10, 2025)

The Vice Principal concluded that a balanced combination of rewards and educative punishments encourages students to be more focused and responsible:

"If rewards and punishments are carried out fairly and consistently, students become motivated. They clearly understand what goals to achieve and what behaviors to avoid." (Interview with Zurbaen, Thursday, June 10, 2025)

According to Suharsimi Arikunto, rewards in the form of praise, gifts, or recognition are capable of increasing students' learning enthusiasm because they feel appreciated and acknowledged for their efforts. Meanwhile, punishments—when applied appropriately and in an educative manner—can enhance students' awareness and sense of responsibility toward the rules enforced in the classroom (Arikunto, 2009).

From the above theoretical perspective, it can be concluded that the fair, consistent, and appropriate application of rewards and punishments in classroom learning can effectively enhance students' motivation. Rewards encourage learners to maintain and develop positive behaviors, while punishments instill awareness to avoid undesirable actions. Together, these mechanisms create a conducive, competitive, and educational classroom environment.

Based on the findings of interviews with the Vice Principal for Student Affairs at MA Mu'Allimat NW Anjani, it is evident that the implementation of reward and punishment in classroom learning contributes positively to enhancing female students' learning motivation.

Rewards—such as praise, extra grades, and small gifts—stimulate enthusiasm and encourage students to actively participate in learning activities. Students feel valued for their efforts, which fosters a desire to maintain or even improve their academic performance.

On the other hand, the punishments applied are constructive and aim to instill discipline and responsibility. Forms of punishment, such as additional assignments or material repetition, are not intended to humiliate students but to provide meaningful lessons that foster growth. The combination of these two approaches—when administered fairly, consistently, and wisely—has been proven to create a more conducive classroom atmosphere while fostering intrinsic motivation among students to engage more earnestly in their learning.

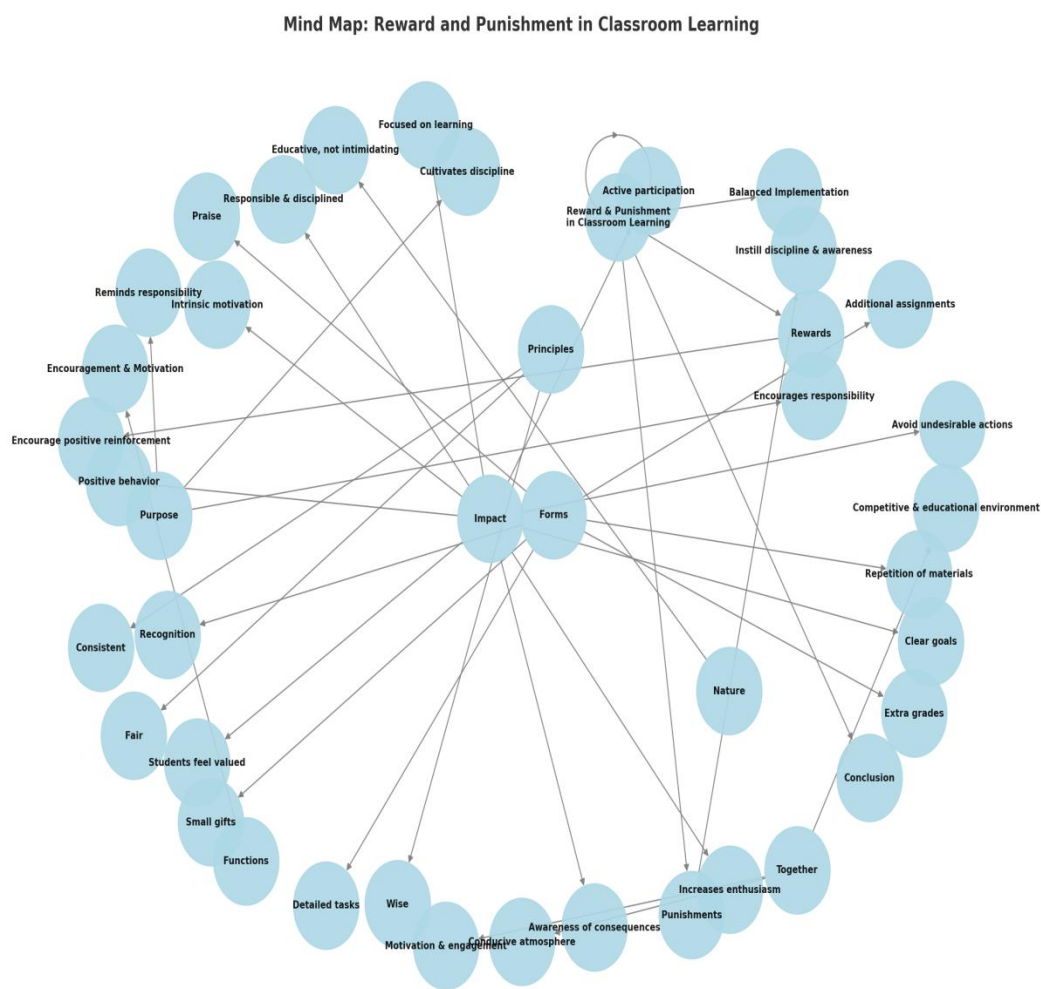
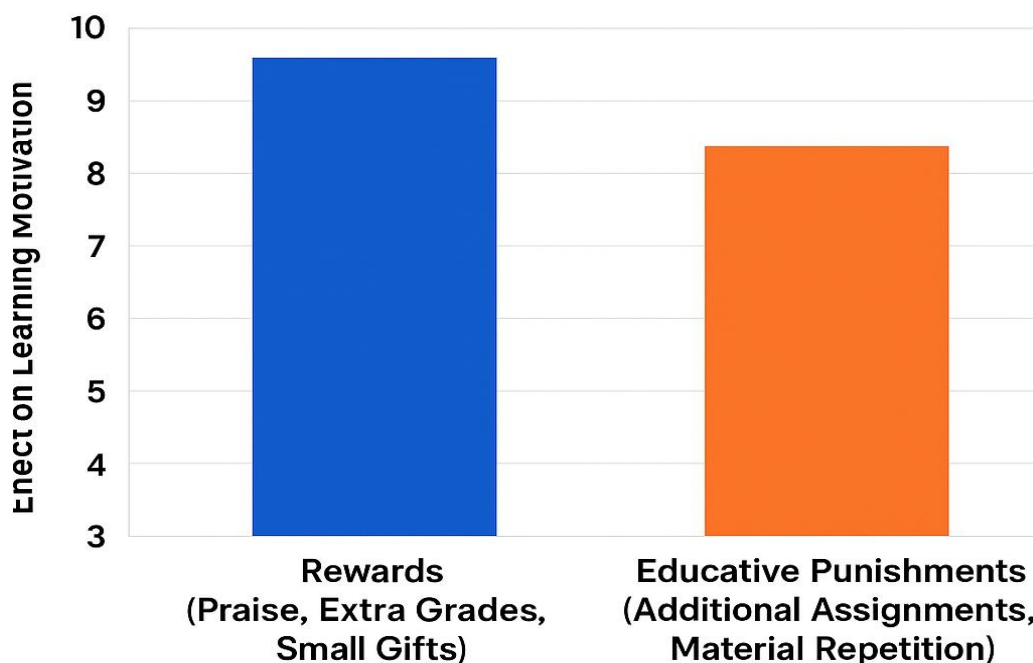


Figure 1. Mind Map of Reward And Punishment In Classroom Learning

The Mind Map illustrates how reward and punishment in classroom learning can enhance students' motivation. Rewards, such as praise, extra grades, gifts, or recognition, serve as encouragement, helping students feel valued, more enthusiastic, and actively engaged in learning. On the other hand, punishments are applied in an educative manner rather than to intimidate. These can take the form of extra assignments or material repetition, reminding students of their responsibilities, fostering discipline, and increasing awareness of the consequences of their actions. When both rewards and punishments are implemented in a fair, consistent, and thoughtful way, students gain a clear understanding of learning goals, remain motivated, and develop responsibility

and focus. In conclusion, while rewards promote positive behaviors, punishments instill discipline; together, they create a conducive, competitive, and educational classroom environment that strengthens student engagement and motivation.

Impact of Reward and Punishment on Students' Learning Motivation



Picture 2. Bar Chart Of Rewards And Punishments On Students' Learning Motivation

The bar chart illustrates the influence of rewards and educative punishments on students' motivation in classroom learning. Rewards, including praise, extra grades, and small gifts, show the highest positive effect, stimulating students' enthusiasm and active participation. Educative punishments, such as additional assignments and material repetition, also positively affect motivation by fostering discipline and awareness, though slightly less than rewards. Together, these mechanisms contribute to a balanced and conducive classroom environment, promoting intrinsic motivation and responsible learning behavior.

3. Supporting and Inhibiting Factors in the Implementation of Reward and Punishment in Motivating Female Students' Learning at MA Mu'allimat NW Anjani

a. Supporting Factors

1) Collaboration Between Subject Teachers and Homeroom Teachers

Effective collaboration between subject teachers and homeroom teachers is a key factor in the successful implementation of reward and punishment. Both work together in providing recognition and corrective measures to students in a consistent and coordinated manner. This cooperation helps students better understand behavioral boundaries as well as the values appreciated by the school. It also reinforces the educational messages intended for students. The Vice Principal for Student Affairs at MA Mu'allimat NW Anjani stated:

"The collaboration between subject teachers and homeroom teachers plays a very important role in the implementation of reward and punishment. The main factor supporting this smooth collaboration is the open and intensive communication that is established. We routinely share information about the students'

conditions and progress, whether achievements worth appreciating or issues requiring guidance, so that all actions taken are aligned and mutually supportive.” (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview findings with the Vice Principal, it can be concluded that the main factor supporting collaboration between subject teachers and homeroom teachers in the implementation of reward and punishment is the presence of open and ongoing communication. This collaboration becomes more effective due to shared goals in student development, planned coordination, and harmonious relationships among educators. As a result, consistent actions are created and the educational message to students is reinforced, ensuring that the process of guidance through reward and punishment runs optimally.

2) Supportive School Environment

A supportive school environment, including the involvement of the principal and student affairs staff who care about character development, also strengthens the effectiveness of reward and punishment. The school provides both space and time for teachers to implement this system in a structured manner, including during ceremonies or classroom activities that serve as platforms for giving recognition. The Vice Principal for Student Affairs at MA Mu'allimat NW Anjani stated:

“The school environment at MA Mu'allimat NW Anjani demonstrates strong support for character development programs, particularly in the application of reward and punishment. The head of the madrasah plays an active role in creating a conducive atmosphere for teachers to implement the system effectively. He not only provides permission and flexibility for teachers to apply this strategy, but also shows direct involvement in various school activities. One example is his consistent attendance at important events such as Monday flag ceremonies, award presentations, and other official school activities, which serve as symbolic platforms in fostering a culture of appreciation within the madrasah environment.” (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview results, it can be concluded that the school environment plays a strategic role in supporting the success of reward and punishment implementation. The principal provides full support by establishing policies that give teachers the space and flexibility to apply the system in a structured way. The direct involvement of school leadership—such as attending ceremonies and award events—represents a concrete form of moral support and a source of motivation for students.

In addition, coordination among various elements of the school structure—such as teachers, homeroom teachers, and student affairs staff—strengthens the implementation of this system so that it runs in harmony without overlap. The school environment also provides facilities and appropriate moments, such as achievement boards, visual documentation, and official school events, which serve as media for appreciation and education. The school culture that upholds the values of discipline, recognition, and responsibility thus becomes an essential foundation in shaping students' character on an ongoing basis.

3) The Role of Parents

Parental involvement in supporting school policies also serves as a reinforcing factor in the implementation of reward and punishment. When parents support teachers' initiatives—for example, by providing reinforcement at home—students become more motivated and more aware of the importance of discipline and academic achievement. The Vice Principal for Student Affairs at MA Mu'allimat NW Anjani stated:

“The role of parents is very important in the success of student development, particularly after they receive either rewards or punishments at school. Smooth communication between homeroom teachers and parents becomes a key supporting factor. We usually convey student progress during parent–teacher meetings. Many

parents are responsive and pay close attention to the school's reports." (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview, it can be concluded that parental roles have a significant influence in supporting the success of student guidance, especially after students receive rewards or punishments at school. A primary supporting factor is effective communication between homeroom teachers and parents, whether through WhatsApp groups or parent–teacher meetings, which ensures that information on students' progress is well delivered and positively responded to by parents.

b. Inhibiting Factors

1) Lack of Consistency Among Teachers

One major obstacle is that not all teachers are consistent in applying rewards and punishments. Some teachers regularly provide recognition or reprimands based on students' behavior, while others rarely do so. This inconsistency confuses students and reduces the overall effectiveness of the reward and punishment system. The Vice Principal for Student Affairs at MA Mu'allimat NW Anjani noted:

"Sometimes the obstacle is the lack of consistency among some teachers. There are teachers who diligently give recognition or reprimands according to the rules, but there are also those who pay less attention or consider it unimportant. As a result, students become confused and fail to clearly understand the behavioral boundaries expected of them." (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview, it can be concluded that the lack of consistency among teachers in implementing reward and punishment is one of the inhibiting factors in shaping students' behavior. The variation in teachers' attitudes—some being firm while others less attentive—makes it difficult for students to internalize the expected behavioral standards in the school environment.

2) Time and Budget Constraints

Providing rewards such as symbolic gifts or certificates requires both planning and resources, even if minimal. The lack of sufficient funding sometimes makes it difficult for teachers to provide recognition consistently, which can diminish student motivation. The Vice Principal for Student Affairs explained:

"The implementation of reward and punishment requires structured and consistent planning. However, time limitations often become an obstacle, especially when teachers face tight teaching schedules and other administrative tasks. These conditions prevent guidance programs and the provision of rewards from being carried out routinely, thereby reducing their effectiveness." (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview, it can be concluded that limited time is one of the inhibiting factors in the implementation of reward and punishment. The heavy teaching workload and administrative demands faced by teachers hinder the routine execution of guidance and recognition programs, thereby reducing the effectiveness and sustainability of the system in shaping student behavior.

3) Diverse Student Perceptions

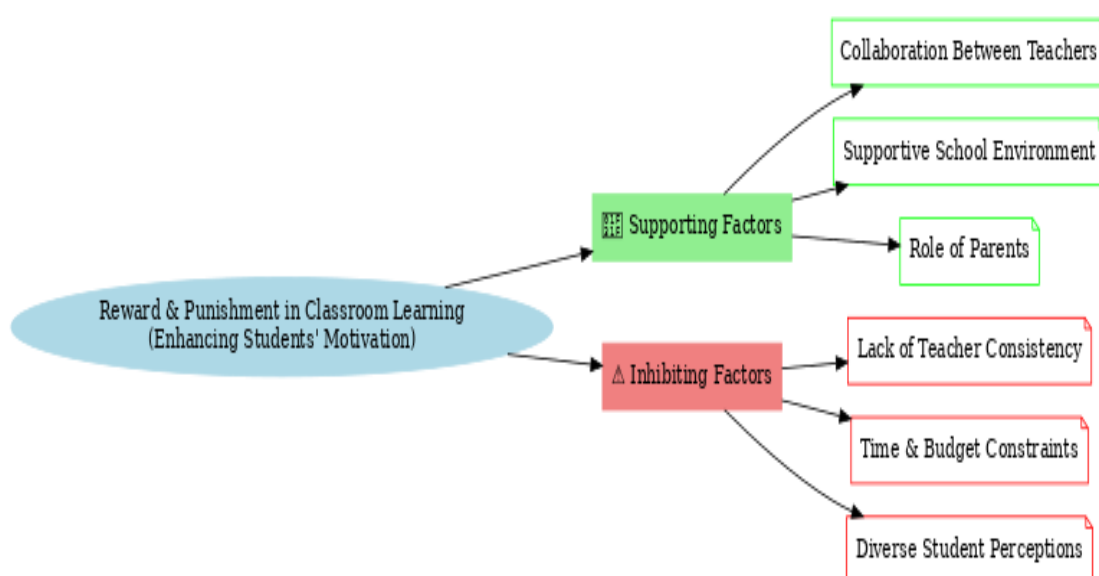
Not all students respond to rewards and punishments in the same way. Some feel motivated, while others may feel pressured or indifferent to the recognition or sanctions given. This diversity poses a challenge for teachers to adjust their approaches accordingly. The Vice Principal for Student Affairs at MA Mu'allimat NW Anjani remarked:

"Not all students respond to punishments in the same way. Some accept them openly and take them as learning experiences, but others feel embarrassed or resistant, especially if the punishment is given in public. These differences are influenced by each student's personality, emotional level, and background, meaning that

approaches to giving sanctions need to be adjusted so that they remain educational and do not produce negative effects.” (Interview with Zurbaen, Thursday, June 10, 2025)

Based on the interview, it can be concluded that the variety of students’ perceptions toward punishment is one of the inhibiting factors in its implementation. Some students accept sanctions constructively as lessons, while others feel embarrassed or uncomfortable. These differences—shaped by individual character and background—require that approaches to punishment be carefully adjusted to remain effective without producing adverse psychological impacts.

To better understand the dynamics of reward and punishment in classroom learning, a mind map was created to illustrate the supporting and inhibiting factors that influence its implementation. The mind map provides a visual representation of how these two elements interact in shaping students’ motivation. By outlining both the positive and negative aspects, the diagram helps clarify the conditions under which reward and punishment can be most effective in enhancing the learning process.



Picture 3. Mind Map of Reward and Punishment In Classroom Learning Enhance Students’ Motivation

The Picture 3 of mind map illustrates that the application of reward and punishment in classroom learning can effectively enhance students’ motivation when implemented properly. This effectiveness is supported by several key factors, such as collaboration among teachers that ensures consistency, a supportive school environment that strengthens the process, and the role of parents in providing reinforcement at home. However, the implementation also faces inhibiting factors, including a lack of teacher consistency that reduces its impact, limited time and budget that constrain proper execution, and diverse student perceptions that may lead to varied responses toward rewards and punishments. Thus, the success of this strategy depends on maximizing supporting factors while minimizing the inhibiting ones.

DISCUSSION

A. Analysis of Results

1. Forms of Reward and Punishment at MA Mu’allimat NW Anjani

The application of reward and punishment at MA Mu’allimat NW Anjani reflects the fundamental principles of behaviorist theory proposed by B.F. Skinner, which emphasizes that

student behavior can be shaped through systematically controlled stimuli and responses via reinforcement. Rewards at this school are provided in the form of certificates of appreciation, symbolic gifts such as stationery, and public announcements of outstanding students. These rewards function as positive reinforcement, significantly enhancing students' enthusiasm and motivation to learn (Skinner, 1953). Meanwhile, punishments are applied in an educational manner, such as verbal warnings, additional assignments, or the reduction of participation scores, rather than physical or degrading penalties. This approach aligns with Sardiman (2011), who asserts that educational punishments help students recognize their mistakes and improve their behavior without causing trauma. Teachers at MA Mu'allimat NW Anjani consistently apply rewards to strengthen positive behaviors and punishments to reduce negative ones, thereby fostering a learning environment that is conducive, disciplined, and healthily competitive. Thus, the forms of reward and punishment in this school are not merely instruments of behavioral control, but also integral components in character formation and the enhancement of students' learning motivation.

Rewards represent one of the strategies of positive reinforcement in education, aimed at encouraging students to repeat desirable behaviors or improve their academic performance. In practice, rewards take multiple forms—verbal, non-verbal, symbolic, and material. Verbal rewards include praise such as “good,” “excellent,” or “well done,” delivered directly by teachers to acknowledge student effort. Non-verbal rewards may involve gestures like smiling, nodding, or clapping to recognize achievement. Symbolic rewards include certificates of appreciation or the public announcement of students' names for recognition. Material rewards may consist of small items such as stationery, books, or other modest gifts (Sanjaya, 2016). Mulyasa (2013) emphasizes that rewards must be given thoughtfully and proportionally in relation to students' efforts and achievements to avoid jealousy among peers. Therefore, appropriately designed and consistently implemented rewards can serve as effective motivational tools that foster enthusiasm for learning and instill positive character traits in students.

a. Certificates of Appreciation

Certificates of appreciation are a symbolic form of reward that hold formal value in educational contexts, serving as recognition of both academic and non-academic achievements. Certificates not only act as written evidence of students' accomplishments but also function as motivators to sustain and enhance future performance. According to Sardiman (2011), certificates fall under extrinsic motivation, encouraging students to study harder due to the social acknowledgment they represent. Additionally, certificates strengthen students' self-esteem and instill pride, especially when awarded publicly in front of their peers. Sanjaya (2016) further notes that such awards foster healthy competition among students and form part of effective teaching strategies aimed at improving educational quality. Consequently, teachers and schools should design a system of awarding certificates that is objective, consistent, and proportional, ensuring that they serve as constructive positive reinforcement within the learning process.

b. Symbolic Gifts

Symbolic gifts represent a non-material form of reward used in education to provide positive reinforcement for students' achievements or good behavior. Typically, these gifts consist of simple items such as stationery, small books, or other objects that carry psychological rather than economic value. According to Skinner's behaviorist theory, the provision of positive reinforcement in the form of symbolic gifts strengthens desired behaviors, motivating students to repeat them in learning contexts (Slameto, 2010). Symbolic gifts function not only as expressions of appreciation but also as sources of intrinsic motivation, as students feel acknowledged and valued. Arifin (2012)

asserts that symbolic gifts serve as an effective teacher strategy to create a joyful learning atmosphere and to cultivate positive interpersonal relationships between teachers and students. Moreover, symbolic gifts promote a healthy competitive culture within the classroom, motivating students to demonstrate their best efforts. To be effective, symbolic rewards must be delivered promptly, aligned with students' achievements, and free from discriminatory practices, ensuring that they truly reflect educational values and comprehensively enhance students' motivation to learn.

c. Public Announcement of Students' Names as a Non-Material Reward

The practice of publicly announcing students' names during school events, such as flag ceremonies and morning assemblies, serves as a non-material form of recognition that significantly enhances student motivation. This method of acknowledgment not only celebrates individual achievements but also fosters a sense of pride and belonging among students. According to a study by Jostens Renaissance (2023), public recognition, such as announcing students' names, plays a crucial role in reinforcing positive behaviors and academic excellence. The study emphasizes that such recognition contributes to a positive school culture and encourages students to strive for continuous improvement.

Furthermore, research by the Center for Responsive Schools (2023) highlights that public acknowledgment of students' accomplishments can lead to increased self-esteem and motivation. The report suggests that when students are recognized in front of their peers, it not only validates their efforts but also sets a standard for others to emulate. This practice aligns with the principles of Positive Behavioral Interventions and Supports (PBIS), which advocate for the use of recognition to promote desired behaviors and academic success.

Incorporating the public announcement of students' names as a regular practice in school events effectively utilizes non-material rewards to motivate students. This approach not only acknowledges individual achievements but also cultivates a competitive and positive learning environment, encouraging all students to engage actively in their educational journey.

2. Supporting and Inhibiting Factors in the Implementation of Reward and Punishment at MA Mu'allimat NW Anjani

a. Collaboration Between Subject Teachers and Homeroom Teachers

Strong collaboration between subject teachers and homeroom teachers plays a pivotal role in the successful implementation of reward and punishment. Both parties work together in delivering recognition as well as sanctions in a consistent and coordinated manner, enabling students to better understand behavioral boundaries and the values upheld by the school. This cooperation also reinforces the educational messages conveyed to students. According to Sudrajat (2010), collaboration among teachers—including subject teachers and homeroom teachers—constitutes an essential component of effective educational management. The main supporting factors in such collaboration are open communication, mutual trust, and a shared vision in student development. Sudrajat further emphasizes that teacher coordination has a direct impact on the success of the educational process and the character formation of students.

b. Supportive School Environment

A supportive school environment, including the commitment of the principal and student affairs staff to character development, further strengthens the effectiveness of reward and punishment. The school provides opportunities and platforms for teachers to implement this system in a structured manner, including during ceremonies or classroom activities that serve as venues for giving recognition. The Indonesian Ministry of National Education (2005) highlights that a conducive school environment is one of the key factors supporting the success of the educational process. Such an environment includes a safe and orderly school climate, harmonious

relationships among school members, and adequate facilities to support learning and student development. A supportive environment thus creates a positive learning atmosphere and reinforces the implementation of programs such as reward and punishment.

c. Role of Parents

Parental involvement in supporting school policies also acts as a strong reinforcement in the implementation of reward and punishment. When parents support teachers' efforts—such as by providing reinforcement at home—students become more motivated and more aware of the importance of discipline and academic achievement. Joyce L. Epstein argues that parental involvement in children's education takes several forms, each significantly contributing to school success. According to Epstein, parental support becomes a critical factor when parents actively communicate with teachers, provide reinforcement at home, and participate in school activities. Such involvement ensures that the reward and punishment system implemented by the school is reinforced by consistent responses from parents, thereby maximizing its effectiveness.

3. Inhibiting Factors in the Implementation of Reward and Punishment at MA Mu'allimat NW Anjani

a. Lack of Consistency Among Teachers

One of the main obstacles is the lack of consistency among teachers in implementing reward and punishment. While some teachers regularly provide recognition or sanctions in line with student behavior, others do so infrequently. This inconsistency confuses students and undermines the overall effectiveness of the system. Mulyasa (2009) stresses that teacher consistency in enforcing rules, providing guidance, and applying teaching approaches is a critical determinant of character education success. Inconsistency in giving rewards or sanctions can blur behavioral expectations, diminish teacher authority, and weaken the process of character building and discipline formation among students.

b. Limited Time and Budget

The provision of rewards such as symbolic gifts or certificates requires time for planning and execution, as well as financial resources, even if modest. A lack of sufficient budget sometimes makes it difficult for teachers to provide rewards regularly, which may reduce student motivation. Burhanuddin (2009) notes that ineffective time management is one of the main barriers in educational activities. Teachers juggle multiple responsibilities—teaching, administrative tasks, and extracurricular activities—which, if not well managed, hinder the implementation of programs such as reward and punishment. Time limitations also restrict teachers from consistently carrying out non-academic reinforcement activities such as giving recognition and sanctions.

c. Diverse Student Perceptions

Not all students respond to rewards and punishments in the same way. Some feel motivated, while others may feel pressured or indifferent to the recognition or sanctions they receive. This presents a challenge for teachers in adapting appropriate approaches. Slameto (2010) explains that individual differences among students encompass physical, intellectual, emotional, social, and family background factors. These differences influence how students respond to learning and guidance. In the context of reward and punishment, diverse student perceptions arise from variations in personality, values, and emotional sensitivity, resulting in significantly different reactions to recognition or sanctions.

B. Comparison with Previous Studies

The findings of this study indicate that the implementation of reward and punishment at MA Mu'allimat NW Anjani effectively motivates female students, enhances discipline, and fosters

positive learning behaviors. This aligns with prior studies conducted in Indonesian Islamic schools. For instance, Marstiyaningtiyas (2022) found that rewards and punishments could increase learning motivation at SMP/IP Islam Plus Baitul Maal, South Tangerang, although the study highlighted that external motivation alone might not be sufficient for sustainable behavior change. Similarly, Fairuza (2022) reported that at MA Al-Faridah, reward and punishment strategies positively influenced students' learning motivation, especially when consistently applied. The current study expands these findings by focusing specifically on female students in an Islamic boarding school context in East Lombok and incorporating a structured, behavioristic approach. While previous research emphasized general motivational effects, this study also identifies practical implementation techniques, such as certificates, symbolic gifts, and public announcements, and highlights their direct influence on female students' engagement and self-confidence.

C. Implications of Findings

The results have both theoretical and practical implications. Theoretically, they reinforce behaviorist perspectives on positive and negative reinforcement (Skinner, 1953) by demonstrating that rewards, including non-material recognition, enhance intrinsic motivation when applied fairly and consistently. Public announcements of students' achievements serve as social reinforcement, promoting pride, self-esteem, and a competitive yet supportive learning environment. Practically, these findings provide actionable guidance for teachers and school administrators: structured reward systems can motivate students not only academically but also in terms of discipline and participation. Furthermore, understanding the balance between reward and punishment can help educators cultivate a positive, conducive, and ethically aligned classroom climate that integrates Islamic values.

D. Limitations of the Study

Despite these contributions, this study has certain limitations. First, the sample is limited to Grade VII female students at a single school, which may reduce the generalizability of the findings. Second, the qualitative design relies on self-reported perceptions and observations, which may be subject to bias or selective reporting. Third, external factors such as family influence, peer pressure, and previous educational experiences were not controlled, potentially affecting students' motivation and responses to reward and punishment. Future research could expand the sample size, include multiple schools, and adopt mixed-method approaches to triangulate quantitative and qualitative data.

Based on the findings, it can be partially concluded that the structured implementation of reward and punishment is an effective motivational strategy for female students at MA Mu'allimat NW Anjani. Rewards, whether material (certificates, symbolic gifts) or non-material (public acknowledgment), encourage positive behaviors, self-confidence, and academic engagement. Punishments, when applied educationally, help maintain discipline and awareness of responsibilities. Together, these strategies contribute to a positive, competitive, and value-oriented learning environment that aligns with both behaviorist theory and Islamic educational principles.

CONCLUSION

This study concludes that: (1) The implementation of reward and punishment at MA Mu'allimat NW Anjani, East Lombok, shows a significant positive influence on students' learning motivation. Rewards are given in the form of certificates of appreciation, symbolic gifts, and public recognition of outstanding students, which successfully stimulate enthusiasm for learning, enhance students' self-confidence, and create a healthy competitive atmosphere among female students.

Meanwhile, punishments are applied in an educational and constructive manner, such as verbal warnings, additional assignments, and content repetition. These methods aim to instill discipline, responsibility, and awareness of the importance of following school rules and respecting the learning process; (2) The study reveals that the consistent, fair, and wise use of rewards and punishments in classroom learning contributes to motivating female students to actively engage in academic activities. Rewards boost intrinsic motivation by fostering a sense of achievement and recognition, while constructive punishments strengthen extrinsic motivation by teaching students responsibility and discipline. Together, these strategies create a conducive classroom environment that promotes student participation, responsibility, and a stronger commitment to academic success; (3) The effectiveness of reward and punishment at MA Mu'allimat NW Anjani is supported by collaborative efforts between subject teachers and homeroom teachers, a supportive school environment shaped by active leadership, and reinforcement from parents at home. However, several challenges hinder optimal implementation, including inconsistencies in application among teachers, limited instructional time, and financial constraints. These inhibiting factors highlight the need for improved consistency, better time management, and sufficient resource allocation to maximize the benefits of the reward and punishment system.

From a theoretical perspective, this research supports behaviorist principles by demonstrating that reinforcement and corrective feedback directly shape student behavior and motivation. Practically, it provides valuable insights for teachers and school administrators on the importance of structured, consistent, and context-sensitive approaches in character formation and motivation building. Future research may explore the long-term effects of reward and punishment on students' academic achievement and character development, or compare its implementation across different educational levels and cultural settings. Additionally, examining students' perceptions more deeply could provide a nuanced understanding of how rewards and punishments are internalized and how they influence intrinsic motivation. In conclusion, the implementation of reward and punishment at MA Mu'allimat NW Anjani not only addresses behavioral control but also plays a crucial role in fostering motivation, shaping character, and supporting the overall quality of education. This study underscores the importance of strategic, collaborative, and reflective educational practices in preparing students to become disciplined, responsible, and motivated learners.

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