



## REWARD AND PUNISHMENT AS LEARNING MOTIVATION AT MTS. AL-WASLIYAH DELI SERDANG REGENCY

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CMS (Full Note):

Naldi, Anri, et al. "Reward and Punishment as Learning Motivation at Mts.S Al-Wasliyah Deli Serdang Regency," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)* 12, no. 2 (December 2, 2024): 457–482, <https://doi.org/10.21093/sy.v12i2.9916>.

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Received: 10-07-2024

Revised: 01-09-2024

Accepted: 10-12-2024

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### Abstract

This research aims to analyze the application of reward and punishment as a learning motivation system. This type of research is qualitative with a phenomenological approach. The sampling technique used was purposive sampling from 19 educational institutions of MTs.S Alwasliyah throughout Deli Serdang. The sample population is MTs.S Alwasliyah Tembung, Tanjung Morawa and Lubuk Pakam. Data collection techniques were observation, interviews and document studies. Data analysis uses data reduction, data categorization, synthesis, and ends with compiling a working hypothesis. The results of the study found that the policy system and teacher policy system are learning motivation systems implemented at MTs.S Alwasliyah Tembung, Tanjung Morawa and Lubuk Pakam. The policy system (written rules) and teacher policy system (unwritten rules) function to regulate madrasah activities both giving rewards and punishments. Types of rewards such as awards and scholarships for educators, educators and students who excel, and free tuition for students who excel and disablin. and punishment such as letters of reprimand and sanctions for educators, educators and students who violate the policy system and teacher policy system. The conclusion of this research is reward and punishment as a learning motivation system in regulating learning activities in achieving learning objectives at MTs.S Alwasliyah throughout Deli Serdang. This research is a policy system in regulating activities for educators, teaching staff and students and is a policy in educational

institutions. Future research in making rewards and punishments as learning motivation can be researched through its effectiveness for educational institutions.

**Keywords:** *Learning approach, Influence of reward, Punishment, Motivation strategy, Student character development*

## 1. Introduction

Reward and punishment education is important to discuss because it is used as a learning motivation system. Rewards and punishments are instruments in social interaction, cultural values and rules that have been believed and agreed upon and used as instruments to regulate behavior in the world of education. In fact, educational institutions in today's digital and technological era are often faced with legal issues, public spotlight and public pressures through social media, which results in discrimination, acts of violence, persecution, harassment, experienced by educators and students which lead to violations of the law and Human Rights (HAM) initiated by the implementation of rewards and punishments as educational instruments.

According to Permendikbudristek Number 46 of 2023, violence can occur physically, verbally, nonverbally, and/or through information and communication technology media (including online)<sup>1</sup>. School violence cases increase by 100 per cent, most perpetrators are teachers<sup>2</sup>. Human rights violations in the school environment are still often found. Evidenced by the amount of news on the internet that informs us about such cases<sup>3</sup>. Police arrested two private Madrasah Tsanawiyah (MTs) students, perpetrators of the assault that killed a student of SMPN 1 Cicurug, Sukabumi<sup>4</sup>. And the case that most galvanised the public recently was Supriyani's teacher<sup>5</sup>

Evidence of the contradictory results of the study, is that 128 countries have banned corporal punishment in schools.<sup>6</sup> So teachers and education staff must be sensitive to physical punishment and its impact on students.<sup>7</sup> However, although physical punishment is banned, corporal punishment in schools is common around the world, including in countries that have

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<sup>1</sup> Direktorat Jenderal Pendidikan Vokasi and Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, "Kenali Dan Pahami, 7 Jenis Kekerasan Di Sekolah Menurut Permendikbudristek Nomor 46 Tahun 2023," Kenali dan Pahami, 7 Jenis Kekerasan di Sekolah Menurut Permendikbudristek Nomor 46 Tahun 2023, n.d., <https://vokasi.kemdikbud.go.id/read/b/kenali-dan-pahami-7-jenis-kekerasan-di-sekolah-menurut-permendikbudristek-nomor-46-tahun-2023>.

<sup>2</sup> "Kasus Kekerasan Di Sekolah Meningkatkan 100 Persen, Pelaku Terbanyak Guru," accessed February 1, 2025, <https://www.kompas.id/artikel/kasus-kekerasan-di-sekolah-meningkat-100-persen-pelaku-terbanyak-guru>.

<sup>3</sup> "Contoh Pelanggaran HAM Di Sekolah Dan Cara Mengatasinya," accessed February 1, 2025, <https://tirto.id/contoh-pelanggaran-ham-di-sekolah-dan-cara-mengatasinya-gS11>.

<sup>4</sup> "Dua Pelajar MTs Di Sukabumi Berurusan Dengan Polisi, Nyawa Siswa SMP Melayang Artikel Ini Sudah Tayang Di Tvonenews.Com Pada Hari Sabtu, 31 Agustus 2024 - 15:12 WIB Judul Artikel : Dua Pelajar MTs Di Sukabumi Berurusan Dengan Polisi, Nyawa Siswa SMP Melayang Link Artikel : <https://www.tvonenews.com/Berita/Nasional/241587-Dua-Pelajar-Mts-Di-Sukabumi-Berurusan-Dengan-Polisi-Nyawa-Siswa-Smp-Melayang> Oleh : Reporter : Tim Tvonenews.Com Editor : Dean Pahrevi," accessed February 1, 2025, <https://www.tvonenews.com/berita/nasional/241587-dua-pelajar-mts-di-sukabumi-berurusan-dengan-polisi-nyawa-siswa-smp-melayang>.

<sup>5</sup> "Kasus Supriyani Contoh Rentannya Profesi Guru Dikriminalisasi," accessed February 1, 2025, <https://emedia.dpr.go.id/2024/10/28/kasus-supriyani-contoh-rentannya-profesi-guru-dikriminalisasi/>.

<sup>6</sup> E.T. Gershoff, "School Corporal Punishment in Global Perspective: Prevalence, Outcomes, and Efforts at Intervention," *Psychology, Health and Medicine* 22 (2017): 224–39, <https://doi.org/10.1080/13548506.2016.1271955>.

<sup>7</sup> J.Y.D. Quansah, "The Ban on Corporal Punishment in a Senior High School in Ghana: The Perspicacity of Teachers at Northern School of Business," *Children and Society* 37, no. 2 (2023): 544–61, <https://doi.org/10.1111/chso.12610>.

imposed bans and does not seem to be decreasing with time<sup>8</sup>. Likewise, the actions of adults who discipline a child by causing pain or discomfort, which may or may not result in bodily injury, are still widely used<sup>9</sup>. In fact, the United Nations (UN) committee on the rights of the child has defined corporal punishment as any punishment that uses physical force and is intended to cause pain or discomfort to a certain extent, however mild, calling it a form of violence against children<sup>10</sup>. However, the results of research in several countries show that, even though physical punishment is prohibited, it is still done by an educator, there are certain factors that cause this to happen. Remaining religious beliefs and traditions such as the caste system have and influence the use of corporal punishment by teachers. In addition, the lack of resources also results in teachers continuing to use corporal punishment, despite the prohibition<sup>11</sup>.

Of course, the results of the above research prove that both in the family environment and educational institutions, there are still many uses of punishment as an instrument to discipline students, even though the impact caused by punishment is very detrimental to students. After analyzing from several research results, the main driving factor for the occurrence of corporal punishment is the strong transmission of corporal punishment between generations.<sup>12</sup> Factors of war, violence and poverty,<sup>13</sup> culture,<sup>14</sup> family environment<sup>15</sup>. Corporal punishment is given by both parents.<sup>16</sup> Low maternal self-efficacy and attitude that supports corporal punishment.<sup>17</sup> Certain stressors that involve interactions between parents, children, and the environment can trigger the use of corporal punishment.<sup>18</sup> Motivation deficit is a common symptom that occurs in various psychiatric and neurodegenerative disorders.<sup>19</sup> The negative spillover effects of children being subjected to corporal punishment at home.<sup>20</sup> Parenting and domestic violence<sup>21</sup>. Younger parents with more children, limited education, low socioeconomic

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<sup>8</sup> S.L. Heekes, "A Systematic Review of Corporal Punishment in Schools: Global Prevalence and Correlates," *Trauma, Violence, and Abuse*, 2022, <https://doi.org/10.1177/1524838020925787>.

<sup>9</sup> T. França, "Brazilian Psychologists' Attitudes Towards the Application of Corporal Punishment to Children for 'Educational' Purposes," *Trends in Psychology*, 2023, <https://doi.org/10.1007/s43076-023-00297-5>.

<sup>10</sup> Gershoff, "School Corporal Punishment in Global Perspective: Prevalence, Outcomes, and Efforts at Intervention."

<sup>11</sup> Ashwini Tiwari, "The Corporal Punishment Ban in Schools: Teachers' Attitudes and Classroom Practices," *Educational Studies* 45, no. 3 (2019): 271–84, <https://doi.org/10.1080/03055698.2018.1446330>.

<sup>12</sup> F. Wang, "Attitudes Mediate the Intergenerational Transmission of Corporal Punishment in China," *Child Abuse and Neglect* 76 (2018): 34–43, <https://doi.org/10.1016/j.chiabu.2017.10.003>.

<sup>13</sup> J. Cuartas, "Civil Conflict, Domestic Violence, and Poverty as Predictors of Corporal Punishment in Colombia," *Child Abuse and Neglect* 90 (2019): 108–19, <https://doi.org/10.1016/j.chiabu.2019.02.003>; J. Cuartas, "Corporal Punishment and Child Development in Low- and Middle-Income Countries: Progress, Challenges, and Directions," *Child Psychiatry and Human Development*, 2022, <https://doi.org/10.1007/s10578-022-01362-3>.

<sup>14</sup> M.E. Tadesse, "Corporal Punishment against Children in the Home Setting in Ethiopia," *African Journal of Social Work* 9, no. 2 (2019): 107–15.

<sup>15</sup> Y. Lee, "Corporal Punishment and Child Aggression: Ethnic-Level Family Cohesion as a Moderator," *Journal of Interpersonal Violence* 35, no. 15 (2020): 2687–2710, <https://doi.org/10.1177/0886260517704227>.

<sup>16</sup> C.J. Rebellon, "Corporal Punishment and Adult Antisocial Behavior: A Comparison of Dyadic Concordance Types and an Evaluation of Mediating Mechanisms in Asia, Europe, and North America," *International Journal of Behavioral Development*, 2017, <https://doi.org/10.1177/0165025417708342>.

<sup>17</sup> M. Fass, "Associations between Arab Mothers' Self-Efficacy and Parenting Attitudes and Their Children's Externalizing and Internalizing Behaviors: Gender Differences and the Mediating Role of Corporal Punishment," *Child Indicators Research* 11, no. 4 (2018): 1369–87, <https://doi.org/10.1007/s12187-017-9480-9>.

<sup>18</sup> E.M. Chiocca, "American Parents' Attitudes and Beliefs About Corporal Punishment: An Integrative Literature Review," *Journal of Pediatric Health Care* 31, no. 3 (2017): 372–83, <https://doi.org/10.1016/j.pedhc.2017.01.002>.

<sup>19</sup> C. Marangoni, "Pharmacological Characterisation of the Effort for Reward Task as a Measure of Motivation for Reward in Male Mice," *Psychopharmacology*, 2023, <https://doi.org/10.1007/s00213-023-06420-9>.

<sup>20</sup> K. Le, "Bad Apple' Peer Effects in Elementary Classrooms: The Case of Corporal Punishment in the Home," *Education Economics* 27, no. 6 (2019): 557–72, <https://doi.org/10.1080/09645292.2019.1667306>.

<sup>21</sup> A. Grogan-Kaylor, "Reductions in Parental Use of Corporal Punishment on Pre-School Children Following Participation in the Moms' Empowerment Program," *Journal of Interpersonal Violence* 34, no. 8 (2019): 1563–82, <https://doi.org/10.1177/0886260516651627>.

status, unemployment, living in rural areas, and parents who have a positive perception of violence committed by their spouses against women are more likely to approve of the use of corporal punishment.<sup>22</sup> Environmental and genetic factors related to the use of corporal punishment and children's behavioral problems.<sup>23</sup>

High levels of work-related stress and weaknesses in teacher recruitment were highlighted as the cause of "brutal/inhumane beatings" in schools.<sup>24</sup> Hitting children for disciplinary purposes.<sup>25</sup> Authoritarianism,<sup>26</sup> students from socially disadvantaged groups receive more punishment compared to other groups.<sup>27</sup> The nature and causes of student discipline problems are fundamental.<sup>28</sup> Schools with a high level of practice of other disciplines are more likely to apply corporal punishment, teacher attitudes that support corporal punishment, low socioeconomic status.<sup>29</sup>

The results of the study also found that by changing our perspective on student motivation and abandoning the reward and punishment models that we are already very familiar with and comfortable with.<sup>30</sup> The effectiveness of rewards and punishments as educational tools to get feedback from students will be obtained if delivered appropriately.<sup>31</sup> Rewards in the world of education should focus on the virtues of compassion, kindness and love when dealing with children and educating them. Because educating with compassion can have a strong influence on overall health.<sup>32</sup> As well as the importance of compassion involvement in forming relationships in fostering students' intrinsic motivation. What's more, increasing self-compassion and reducing self-criticism can help transfer extrinsic to intrinsic motivation.<sup>33</sup>

Loving pedagogy improves human relationships, communication, and well-being and requires consideration by educators as they consider their teaching practices and approaches. Students need to experience a loving learning environment to enable the translation of compassionate behavior into their professional practice in the future. Communication being at the cutting edge of pedagogical compassion by critically considering compassion-focused pedagogy will result in the role of compassion in higher employment education professionals will allow educators to advance in our teaching, our assessment practices, and our interactions with colleagues and students.<sup>34</sup>

Wrong rewards can be turned into punishments, and righteous punishments can be turned into rewards. As a result, encouragement and reprimand became the wings of education. Students can only

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<sup>22</sup> C.R. Nho, "Predictors of Cambodian Parents' Perceptions of Corporal Punishment," *Asian Social Work and Policy Review* 11, no. 2 (2017): 168–80, <https://doi.org/10.1111/aswp.12123>.

<sup>23</sup> K.L. Anderson, "Maternal Use of Corporal Punishment and Behavior Problems in Early Childhood: A Sibling Comparison Analysis," *Child Abuse and Neglect* 129 (2022), <https://doi.org/10.1016/j.chiabu.2022.105679>.

<sup>24</sup> I. Lakshman, "Can Sri Lankan Teachers Afford to Spare the Rod? Teacher Attitudes towards Corporal Punishment in School," *Cogent Social Sciences* 4, no. 1 (2018): 1–13, <https://doi.org/10.1080/23311886.2018.1536316>.

<sup>25</sup> C.A. Taylor, "Attitudes, Beliefs, and Perceived Norms about Corporal Punishment and Related Training Needs among Members of the American Professional Society on the Abuse of Children.," *Child Abuse and Neglect* 71 (2017): 56–68, <https://doi.org/10.1016/j.chiabu.2017.04.009>.

<sup>26</sup> V. Clemens, "Authoritarianism and the Transgenerational Transmission of Corporal Punishment," *Child Abuse and Neglect* 106 (2020), <https://doi.org/10.1016/j.chiabu.2020.104537>.

<sup>27</sup> V. Dehadray, "Discrimination Faced by the Socially Disadvantaged Students with Respect to Corporal Punishment," *Contemporary Voice of Dalit* 11, no. 2 (2019): 210–18, <https://doi.org/10.1177/2455328X19859660>.

<sup>28</sup> O.T. Obadire, "Learner Discipline in the Post-Corporal Punishment Era: What an Experience!" *South African Journal of Education* 41, no. 2 (2021), <https://doi.org/10.15700/saje.v41n2a1862>.

<sup>29</sup> Heekes, "A Systematic Review of Corporal Punishment in Schools: Global Prevalence and Correlates."

<sup>30</sup> Bob Sullo, *The Motivated Student Unlocking the Enthusiasm for Learning* (USA: ASCD Alexandria Virginia USA, 2009).

<sup>31</sup> Muhammad Fuad, Edi Suyanto, and Ulul Azmi Muhammad, "Can 'Reward and Punishment' Improve Student Motivation?" *European Online Journal of Natural and Social Sciences* 10, no. 1 (2021): 165–71.

<sup>32</sup> Colin Hesse, Alan C. Mikkelson, and Stephanie Saracco, "Parent–Child Affection and Helicopter Parenting: Exploring the Concept of Excessive Affection," *Western Journal of Communication* 82, no. 4 (2018): 457–74, <https://doi.org/10.1080/10570314.2017.1362705>.

<sup>33</sup> Yasuhiro Kotera et al., "Motivation of UK Graduate Students in Education: Self-Compassion Moderates Pathway from Extrinsic Motivation to Intrinsic Motivation," *Current Psychology* 42, no. 12 (2023): 10163–76, <https://doi.org/10.1007/s12144-021-02301-6>.

<sup>34</sup> Martin B. Andrew et al., "The Role of Compassion in Higher Education Practices," *Journal of University Teaching and Learning Practice* 20, no. 3 (2023), <https://doi.org/10.53761/1.20.3.01>.

fly higher and farther by always maintaining their balance.<sup>35</sup> Furthermore, the provision of rewards and punishments is able to make students enthusiastic and motivated in learning, the provision of rewards and punishments can be used as one of the alternative teachers in teaching.<sup>36</sup> This means that it is still possible for the consequences of mistakes to occur. The impact arising from the provision of rewards and punishments has mostly had a positive impact and a small part had a negative impact.<sup>37</sup> Of course, although the negative impact is small, in today's age of technology and information can bring disaster to our education.

The systems approach in education is not a new term. The need for a system in education is an inseparable part between the parts of the education system. The reward and punishment education system is important because the parts of reward and punishment cannot be separated because the implementation of the system will run well if each of the existing components can be fulfilled and realized.

Education is an effort to develop the potential of students in a learning environment. So that in achieving these educational goals, it will not be separated from a good learning system. So it needs to be understood that: learning activities are a whole unit (system) to achieve an expected goal; there are components of the learning system which broadly consists of input, process, output-outcome, and specifically consists of goals, material, methods, media, evaluation; there are several factors that affect the learning system, namely educators, students, infrastructure, and the learning environment<sup>38</sup>. The systems approach can be defined as the totality of all strategies designed to manage, control and organise educational processes and outputs<sup>39</sup>. The education system is essentially a set of means that are patterned to cultivate the cultural values of the community that can undergo changes in form and model in accordance with the demands of the community's life needs in order to pursue the ideal of a prosperous life both physically and mentally.<sup>40</sup>

The reward and punishment system because it is related to social interaction and community cultural values, of course, there must be rules or norms that have been believed and agreed upon and used as a benchmark for behavior. Thus, it is clear that the function of these social values and norms is to be the "reel" and guide of every behavior that must be understood by every individual behavior in its truth and obeyed by every individual.<sup>41</sup> Social norms that are part of the implementation of a reward and punishment system are very important to be understood by individuals or community groups. Social norms will be the way to form a harmonious relationship between individuals and each other. Therefore, social norms must cover several aspects in their implementation, including religious norms, norms of politeness, norms of morality, customary norms and legal norms.<sup>42</sup> This means that a reward and punishment system in education because it is related to the values and social norms of the community, must be formed in the norms of religion, politeness, morality, customs and law.

A system is a group of parts that work together as a whole based on a common goal.<sup>43</sup> The term system is often synonymous with the word system. The word system in the layman's sense has meanings: ways, tips, methods, strategies, tactics and tactics. The word system comes from the Greek word which means to stand together. A system is a group of elements that interact with each other, interrelated or

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<sup>35</sup> Wensheng Wu and Hao Chen, "Educational Reward and Punishment and the Effect of Psychological Intervention on Adolescent Depression," *Journal of Environmental and Public Health* 2022 (2022), <https://doi.org/10.1155/2022/3919519>.

<sup>36</sup> Atik Heru Prasetyo, Singgih Adi Prasetyo, and Ferina Agustini, "Analysis of the Impact of Reward and Punishment in the Mathematics Learning Process," *Journal of Pedagogy and Learning* 2, no. 3 (2019): 402, <https://doi.org/10.23887/jp2.v2i3.19332>.

<sup>37</sup> Keke Efri Wani and Sutarini, "Analysis of the Impact of Reward and Punishment on the Thematic Learning Process of Grade IV Students of SDN 064955 Medan," *EduGlobal: Journal of Educational Research* 1, no. 3 (2022): 233–47.

<sup>38</sup> A. Qomarudin, "AKTIVITAS PEMBELAJARAN SEBAGAI SUATU SISTEM" 4 (September 30, 2021): 24–34, <https://doi.org/10.32478/PIWULANG.V4I1.774>.

<sup>39</sup> Israel Chijiuka Oparaji and Chika Nonye Eziamaka, "The Role of Systems Approach in Educational Management," *UNIZIK Journal of Educational Research and Policy Studies* 17, no. 1 (2024): 102–11.

<sup>40</sup> Rahmat Hidayat dan Abdillah, *Ilmu Pendidikan Konsep Teori dan Aplikasinya* (Medan: LPPPI, 2019).

<sup>41</sup> Moh, *Zifil Rosyid Ulfatur Rahmah Rofiqi, Reward and Punishment Concept and Application of Family Concepts and Community Company Islamic Boarding Schools* (Malang: Nusantara Literacy, 2019).

<sup>42</sup> Moh.

<sup>43</sup> Abdul Qodir, *Guidance and Teaching* (Yogyakarta: K-Media, 2017).

dependent on each other to form a complex whole. From these understandings, the words wholeness, unity, and correlated emerge.<sup>44</sup>

The system in the terminology of experts has different meanings. Some experts define a system, with a complete and rounded unity. Most experts define a system as a set of overall relationships between components that are interrelated and bound to each other in a dynamic, synergistic and harmonious manner to achieve a goal.

Evidence of research results that have intersections shows the novelty and gap of this article with previous studies, for example, as explained in the research conducted by Salminawati in Madrasahs in Medan City, the application of rewards and punishments is left to each class teacher because the class teacher is considered to understand and understand each character. Educators are expected to master the reward and punishment method. Teachers often experience difficulties in classroom management and difficulties in triggering students' learning motivation. Hopefully, with the correct and educational application of reward and punishment methods, the teaching and learning process will be more controlled and enjoyable so that the learning objectives can be achieved optimally by the students so that they know better what punishment is suitable to be applied.<sup>45</sup> The results of research conducted by Faizin et al, explain that the application of rewards and punishments in madrasahs is proven to be able to increase student motivation and discipline.<sup>46</sup>

The use of rewards and punishments is proven to increase students' attention, confidence and satisfaction with the learning process. Students often become more active and responsible in their learning tasks. As the results of research conducted by Syahrir et al, the application of rewards and punishments are: (1) The level of student attention to learning increases; (2) The level of student confidence in their ability to do learning tasks; (3) The level of student satisfaction with the learning process that has been carried out; and (4) Determine the actions that must be taken. Likewise, research conducted by Muhammad Fuad et al explained that the application of rewards and punishments has a positive effect on student learning motivation.<sup>47</sup>

The results of research conducted by Maya Dwi Kusumawati ddk, explain the effectiveness of rewards and punishments as an educational tool to get feedback from students will be achieved if given appropriately.<sup>48</sup> The results of research conducted by Fauzi ddk, stated that the positive impact of applying rewards is to motivate students to always do good, be happy and excited during the teaching and learning process and be disciplined. The negative impact of rewards is feeling arrogant and doing something just to get prizes and praise. Meanwhile, the positive impact of punishment is motivating students not to repeat their mistakes and always obey school rules and provide a deterrent effect. The negative impact of the application of punishment is that there are some students who do not obey the teacher's orders.<sup>49</sup>

In research conducted by Sminawati et al, Abdul Rosid et al, Aidah et al and Syahril explained that the use of rewards and punishments in madrasah serves as an effective tool to increase student motivation and discipline if applied carefully. However, educators must balance these methods carefully to foster a positive learning environment that encourages academic achievement and personal growth.<sup>50</sup>

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<sup>44</sup> Akrim, *Education Science in an Islamic Perspective* (Yogyakarta: Bildung, 2020).

<sup>45</sup> S. Salminawati, "Implementasi Reward Dan Punishment Dalam Pembelajaran Di Madrasah Se-Kota Medan" 2 (June 28, 2019): 1–13, <https://doi.org/10.30821/ALFATIH.V2I1.21>.

<sup>46</sup> Faizin Faizin, Fathor Rozi, and Ratna Sari, "Penerapan Metode Pembelajaran Reward and Punishment Dalam Melatih Child Psychology," *FONDATIA*, March 1, 2023, <https://doi.org/10.36088/fondatia.v7i1.2894>.

<sup>47</sup> Fuad, Suyanto, and Muhammad, "Can 'Reward and Punishment' Improve Student Motivation?"

<sup>48</sup> Maya Dwi Kusumawati, Mohammad Fauziddin, and Rizki Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students," *AL-ISHLAH: Jurnal Pendidikan*, January 10, 2023, <https://doi.org/10.35445/alishlah.v15i1.2856>.

<sup>49</sup> Sayid Ahmad Fauzi and B. Permadi, "Penerapan Reward Dan Punishment Dalam Meningkatkan Kedisiplinan Siswa di Kelas IV Mi Miftahul Ulum Pandan Arum," *Academicus: Journal of Teaching and Learning*, October 23, 2023, <https://doi.org/10.59373/academicus.v2i2.23>.

<sup>50</sup> Salminawati, "Implementasi Reward Dan Punishment Dalam Pembelajaran Di Madrasah Se-Kota Medan"; Abdul Rosyid and Siti Wahyuni, "Metode Reward and Punishment Sebagai Basis Peningkatan Kedisiplinan Siswa Madrasah Diniyah," *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, August 31, 2021, <https://doi.org/10.33367/ji.v11i2.1728>; Oleh Aidah et al., "PENERAPAN Metode Reward And Punishment Dalam Meningkatkan Prestasi Peserta Didik Pada Mata Pelajaran Al Quran Hadits," *Journal of Innovation Research and*

From the explanation above, it instructs us that a system is a form or structure that has components that are inseparable from each other. So, a system must have three important aspects that must be fulfilled so that a system can run well, these aspects are goals, processes and content. In the reward and punishment education system, the components from the aspect of objectives, processes and content must be fulfilled to be implemented as a reward and punishment education system in motivating learning.

The potential implication of the research for educational practice is that the application of reward and punishment in education can have a positive impact on students' learning motivation. The application of rewards and punishments in education can be an effective strategy to improve student motivation and discipline. With proper implementation, these strategies can help create a more positive and productive learning environment and improve students' academic performance. However, it is important to ensure that rewards and punishments are applied fairly and consistently for optimal results.

## 2. Research Method

This research uses a qualitative method with an exploratory descriptive approach. The qualitative method allows researchers to dig into data in depth regarding the perceptions, experiences, and meanings possessed by the research subjects. As Creswell explains,<sup>51</sup> this approach offers more flexibility in understanding social phenomena, as researchers can interact directly with informants and observe the context in which those interactions occur. The exploratory descriptive approach allows researchers to get a comprehensive picture of how rewards and punishments are applied as a learning motivation system in schools. This is in line with Patton's opinion,<sup>52</sup> which emphasizes that qualitative research is very effective in digging up the meaning of individual experiences, so that researchers can gain richer insights into ongoing educational practices. The research subjects consisted of educators and education staff at three Alwasliyah MTs.S located in Tembung, Tanjung Morawa, and Lubuk Pakam. The subjects were selected using purposive sampling from 19 educational institutions.

In qualitative research, it is very closely related to contextual factors. So, the purpose of sampling in this case is to capture as much information as possible from various sources and buildings. The goal is not to focus on the differences that will later be developed into generalizations. The purpose is to detail the specificities that exist in a unique context concoction, the second purpose of sampling is to dig up the information that is the basis of the design and theory that emerges. Therefore, in qualitative research there is no random sample, but purposive sampling is to determine the sample according to certain intentions and objectives. A person or something is taken as a sample because the researcher considers that the person or something has the necessary information for the researcher.<sup>53</sup>

The research informants consisted of educators and education staff at three MTs.S Alwasliyah. The data in this study were collected through interview, observation and documentation techniques. The data obtained was analyzed using the Miles and Huberman analysis model which consisted of three steps of data reduction, data

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*Knowledge*, September 18, 2023, <https://doi.org/10.53625/jirk.v3i3.6494>; S. L. et al., "The Implementation Of Rewards And Punishments Towards Students Motivation In English Learning," *La Ogi: English Language Journal*, January 19, 2023, <https://doi.org/10.55678/loj.v9i1.840>.

<sup>51</sup> J.W. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," in *Sage Publications*, 4th ed. (SAGE Publications, 2014), 56–60.

<sup>52</sup> M.Q. Patton, "Qualitative Research & Evaluation Methods," in *Sage Publications*, 3rd ed. (SAGE Publications, 2002), 14–16.

<sup>53</sup> Lexy J. Moleong, *Qualitative Research Methodology* (Bandung: Remaja Rosda Karya, 2014).

presentation and conclusion drawn.<sup>54</sup> To ensure the validity of the data, this study uses Triangulation techniques, member checking and prolonged engagement.<sup>55</sup>

### 3. Finding and Discussion

#### Reward Purpose

The purpose of implementing rewards and punishments as explained at the beginning is as motivation and reinforcement, the main purpose of reward education is to motivate students to be enthusiastic and have a sense of competition to always display positive behaviors or achievements that are possible for them to achieve. And the purpose of punishment is basically an instrument to, maintain the nature of students to remain pure and clean, and pray to Allah SWT, foster the personality of students to remain istiqamah in doing virtue (amal al-shalihah) and have morals al-karimah in every behavior and deed, and improve themselves from various traits and uncommendable deeds (amal al-shay'at) that they have done. Both from the perspective of religion and the values and norms that apply in a society are to provide reinforcement and motivation (motivation and reinforcement) so that a person continues to be istiqamah in doing good deeds or doing the best in all his behaviors throughout his life on this earth.<sup>56</sup> Builds positive relationships between individuals and provides a deterrent effect.<sup>57</sup> To improve behavior, personality, morals and discipline.<sup>58</sup> The above must of course be fully realized so that the negative effects that always affect can be avoided and eliminated so that the goal of implementing rewards and punishments in educational activities can be achieved.

#### Reward Process

The process carried out in the implementation of rewards and punishments is as an educational instrument, carried out in ways and rules that have been agreed both in physical and non-physical forms based on the basics of reward and punishment implementation. In this case, the process must pay attention and consider in implementing it in education. The implementation needs to pay attention to the basic concept in applying it in education, in this case the provision of rewards needs to be considered: Give rewards for the deeds or achievements they have achieved, do appropriate and proportional rewards according to their behavior or achievements, give rewards in the form of good things, according to their needs, avoid giving rewards to compare someone, give rewards according to their needs.<sup>59</sup>

Likewise, punishment is given by paying attention: Avoid punishment, if you have not tried your best and earnestly in educating, training and guiding with full effort and knowledge and abilities and good mentality. Avoid punishing, when the educator has not informed and explained the consequences of the actions committed. Avoid punishment, prioritize warnings. Avoid punishment, prioritize getting used to commendable behavior. Avoid punishment, and give students the opportunity to improve themselves

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<sup>54</sup> M.B. Miles and A.M. Huberman, "Qualitative Data Analysis," in *SAGE Publications, An Expanded* (SAGE Publications, 1994), 10–12.

<sup>55</sup> Moleong, *Metodologi Penelitian Kualitatif*.

<sup>56</sup> Al Rasyidin, "The Philosophy of Islamic Education Builds an Ontology, Epistemology, and Axiology Framework of Islamic Educational Practices" (Medan, Citapustaka Media Perintis, 2008).

<sup>57</sup> Moh, *Ziful Rosyid Ulfatur Rahmah Rafiqi, Reward and Punishment Concept and Application of Family Pesantren School Community Company*.

<sup>58</sup> Anri Naldi, Wahyudin Nur Nasution, and Syaokani, "Teachers' Perceptions of Punishment and Madrasah Ibtidaiyah Medan Tembung District," *EDU RILIGLA 2* (n.d.): 319.

<sup>59</sup> Rasyidin, "The Philosophy of Islamic Education Builds an Ontology, Epistemology, and Axiology Framework of Islamic Educational Practice."



from their mistakes. Avoid punishment and try to mediate and advise to change their behavior.<sup>60</sup>

If punishment is needed after the above things have been done, there are several conditions for using punishment for students: It is not allowed to punish students when they are angry. It is not permissible to punish with grudge and hurt. Carrying out punishment is in accordance with the mistakes he has made. Punishment must be fair, avoid favoritism or unfairness in punishment. It is not permissible to punish to degrade one's self-esteem or dignity, because it can damage a soul that is still pure, clean, and tends to be good. It is not allowed to punish to the point of injuring and damaging his body and soul. Give punishment that can encourage him to immediately realize and correct his mistake or mistake. Always pray to Allah SWT, istigfar to Him after giving punishment so that he immediately realizes his mistake.<sup>61</sup>

### **Reward Implementation**

The content of the implementation of rewards and punishments must refer to education, namely as an effort to strengthen and motivate, not to hurt so that the purpose of implementing rewards and punishments as motivation and reinforcement can be achieved. *First*, reinforcement. There are four important elements in the implementation of learning reinforcement given to students, namely, a policy, a reward signal, a value function, and, optionally, a model of the environment. This means that in every implementation of learning reinforcement, there must be rules, reward signals, value functions and optionally an environmental model, namely the learning environment.<sup>62</sup> Second, Motivation. Motivation in the psychology view explains the content of motivation is different, this can be seen from several views ranging from behavioral, humanistic, cognitive and social views. The Behavioral view, emphasizes external rewards and punishments as the key in determining student motivation. The Humanistic view, emphasizes on the capacity of students to develop personality, the freedom to choose their fate. This view is closely related to Abraham Maslow's view that certain basic needs must be satisfied first before satisfying higher needs.

The Cognitive View, recommends that students be given more opportunities and responsibilities to control the outcome of their achievements. This view is in line with R.W. White's idea of proposing the concept of competency motivation, which is the idea that people are motivated to deal with their environment effectively mastering their world and processing information efficiently. Social View, emphasizing the need for affiliation or connectedness is the motive for safely connecting with others. This requires the formation, maintenance and restoration of warm and intimate personal relationships. Students' need for affiliation is reflected in their motivation to spend time with friends, close comrades, their interest in parents and their desire to establish positive relationships with teachers.<sup>63</sup>

From several psychological views ranging from behavioral, humanistic, cognitive and social, it can be concluded that the content of motivation is reward and punishment according to behavioral, developing personality, the freedom to choose their fate according to the needs of students according to humanistic, the concept of motivation

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<sup>60</sup> Rasyidin.

<sup>61</sup> Rasyidin.

<sup>62</sup> Richard S. Sutton Andrew G. Barto, *Reinforcement Learning Second Edition* (England: The MIT Press, 2018).

<sup>63</sup> Santrock John W and Educational Psychology, "Second Edition Translated from the original book Education Psychologi Edition" (Jakarta, Kencana, 2007).

competence according to cognition and the need for affiliation or connectedness according to social. There are several important considerations in the application of these two instruments as a learning motivation system;

*First*, humanism. In accordance with the results of the research, humanist implementation must respect the emotional and psychological needs of students as well as education related to psychological intervention for adolescent depression.<sup>64</sup> Rewards can provide positive motivation that supports students' self-development. However, punishment needs to be applied carefully so as not to cause negative impacts such as fear or low self-esteem. And it can affect students' extrinsic motivation if applied appropriately.<sup>65</sup> Moving away from a reward-based approach and placing more emphasis on creating an environment that facilitates true learning and personal growth.<sup>66</sup> A constructive corrective approach, the relationship between reward addiction and sensitivity to punishment and students' social and emotional skills such as guidance or counseling, is often more recommended.<sup>67</sup>

*Second*, differentiation. In accordance with the results of the research, Adjust the teaching method to the individual needs of students.<sup>68</sup> The importance of flexibility in teaching and how teachers can design learning experiences that meet the academic and social-emotional needs of students.<sup>69</sup> Exploring various assessment strategies, such as formative, summative, and rubric assessments, as well as how teachers can tailor assessments to fit students' learning needs without sacrificing academic standards.<sup>70</sup> Differentiated learning to meet the diverse needs of students in the classroom.<sup>71</sup> Profile of teachers' classroom management styles in terms of the use of rewards, praise, and punishment.<sup>72</sup>

*Third*, balanced. In accordance with the results of the research, balanced and strategic implementation in awarding, with the main goal of building long-term motivation and academic success of students.<sup>73</sup> The importance of a balanced approach in the use of rewards to reinforce positive behaviors and punishment to correct

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<sup>64</sup> Wu and Chen, "Educational Reward and Punishment and the Effect of Psychological Intervention on Adolescent Depression."

<sup>65</sup> Mohammad Fauziddin, Maya Dwi Kusumawati, and Rizki Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students," *Jurnal Pendidikan* 15, no. 1 (2023): 183–92, <https://doi.org/10.35445/alishlah.v15i1.2856>.

<sup>66</sup> A. Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* (Houghton Mifflin Harcourt, 2014).

<sup>67</sup> Cihan Kiliç and Özgül Mutluer, "The Relationship of Reward Addiction and Punishment Sensitivity with Social and Emotional Learning Skills in High School Students," *E-International Journal of Educational Research*, 2023, <https://doi.org/10.19160/e-ijer.1309400>.

<sup>68</sup> Carol Ann Tomlinson, *The Differentiated Classroom. Responding to the Needs of All Learners* (ASCD, 2017); Dahlia Fisher, "European Journal of Educational Research," *European Journal of Educational Research* 11, no. 1 (2021): 69–81.

<sup>69</sup> K. Doubet and J. Hockett, *The Differentiated Classroom: Responding to the Needs of Elementary Learners* (ASCD, 2015).

<sup>70</sup> R. Wormeli, *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom* (Stenhouse Publishers, 2018).

<sup>71</sup> Intan Putri Nur Zulaikha and Anita Fatimatul Laeli, "Differentiated Learning in Diverse Students to Meet Curriculum Targets," *International Social Sciences and Humanities* 2, no. 2 (2023): 436–41, <https://doi.org/10.32528/issn.v2i2.259>.

<sup>72</sup> Özgür Bolat, "The Profiles of Teacher's Classroom Management Styles in Terms of Reward and Praise: A Latent Profile Analysis," *International Journal of Educational Research Review* 8, no. 4 (2023): 1024–37, <https://doi.org/10.24331/ijere.1350775>.

<sup>73</sup> S. Kagan, *The Power of Positive Reinforcement: Using Extrinsic Motivation to Achieve Academic Excellence* (Kagan Publishing, 2018).

unwanted behaviors.<sup>74</sup> Rewards can motivate students to maintain good behavior, while punishment applied wisely can prevent unwanted behavior without damaging students' intrinsic motivation.<sup>75</sup> Reward is used to reinforce positive behavior, while punishment serves as a corrective tool to prevent negative behavior.<sup>76</sup> Both can increase learning motivation and discipline if applied correctly.<sup>77</sup> And it has a lot of positive impacts on student motivation and performance.<sup>78</sup>

This balanced implementation helps to create a safe and productive learning environment, where students are motivated to learn and behave well.<sup>79</sup> Rewards and punishments, when applied in a balanced manner, can help shape students' character. Rewards encourage positive behaviors, such as discipline, responsibility, and hard work, while punishment applied wisely can help students realize the consequences of their negative actions and encourage future behavior improvements.<sup>80</sup> The right combination of reward and punishment can increase students' intrinsic and extrinsic motivation. Rewards provide recognition for effort and achievement, which can increase confidence and the desire to continue learning. On the other hand, punishment that is applied fairly and consistently can improve student discipline and reduce unwanted behavior.<sup>81</sup> Education that integrates reward and punishment in a balanced manner helps develop quality human resources.<sup>82</sup>

### **The social and cultural context of the student**

Maag emphasized that effective strategies must be tailored to the cultural and social background of students to be more relevant and successful.<sup>83</sup> Slavin emphasized that any approach in teaching must consider the social and cultural context of the student. Cultural differences, social backgrounds, and class dynamics can affect the effectiveness of educational approaches, including the use of rewards and punishments. With this understanding, educators can design more inclusive and effective strategies.<sup>84</sup> Teachers can use rewards and punishments effectively by paying attention to the cultural background of students.<sup>85</sup> Important perspectives on how rewards can impact differ depending on the cultural and social context of the student.<sup>86</sup> The use of rewards and punishments, taking into account social and cultural factors that affect their

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<sup>74</sup> H.M. Knoff, *The Classroom Behavior Management Book* (Corwin Press, 2014).

<sup>75</sup> C.C. Charles and G.W. Senter, *Building Classroom Discipline* (Pearson, 2018).

<sup>76</sup> Mazda Leva et al., "Reward or Punishment, Which Is Better to Use in Elementary Schools?" *Bulletin of Science Education* 3, no. 1 (2023): 1–16.

<sup>77</sup> Inda Indrawati, Universitas Madako Marzuki, and Agung Rinaldy Malik, "Investigating the Effect of Reward and Punishment on the Student'S Learning Achievement and Discipline," *English Education and Art (LEE A) Journal* 4, no. 1 (2021): 2597–3819.

<sup>78</sup> Sri Andriani Sidin, "The Application of Reward and Punishment in Teaching Adolescents," *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020) 539*, no. Icla 2020 (2021): 251–55, <https://doi.org/10.2991/assehr.k.210325.045>.

<sup>79</sup> Maemunatun Maemunatun, "Pendidikan Agama Islam Dan Budi Pekerti," in *Proceedings Series on Social Sciences & Humanities*, vol. 9 (Jakarta: PT RajaGrafindo Persada, 2022), <https://doi.org/10.30595/pssh.v9i.655>.

<sup>80</sup> Abdul Mun'im, Renny Oktafia, and Taufiq Churrahman, "Reward and Punishment to Motivate Performance in Islamic Perspective," in *Proceedings of The ICECRS 6*, 2020, 1–2, <https://doi.org/10.21070/icecrs2020375>.

<sup>81</sup> Fauziddin, Kusumawati, and Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students."

<sup>82</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

<sup>83</sup> J.W. Maag, *Classroom Management: A Guide to Implementing Positive Behavior Supports* (Pearson Education, 2014).

<sup>84</sup> R.E. Slavin, *Educational Psychology: Theory and Practice*, 11th ed. (Pearson Education, 2017).

<sup>85</sup> A.R. Kemper, *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access* (Oxford University Press, 2015).

<sup>86</sup> Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*.

effectiveness. The <sup>87</sup> wise application of rewards and punishments can have a significant positive impact on student motivation and performance, as long as it is applied taking into account the social and cultural context of the student.<sup>88</sup> The combination of reward and punishment is an effective educational tool, but it must be adapted to the level of moral development of the child and the context of the school culture.<sup>89</sup> (Leva et al., 2023). Rewards and punishments can significantly affect students' extrinsic motivation if done appropriately, and should take into account local cultural values.<sup>90</sup>

### Technological development

Gamification, or the application of game elements in non-gaming contexts, can be used as an effective tool to motivate individuals in a variety of areas, including education, business, and everyday life. Kim discusses how digital rewards such as points and badges can be used appropriately to support learning. The importance of understanding audiences, setting clear learning objectives, and strategically using game elements such as rewards and punishments to increase motivation and engagement. The "gameful" approach that uses game design elements and principles in non-game situations can affect motivation, behavior, and skill development. Based on the background above, to see how far this instrument is done. How is the implementation of reward and punishment as a learning motivation system carried out in educational institutions. So the researcher chose Madrasah Tsanawiyah Private Al Washliyah in Deli Serdang as the research site. This study aims to analyze rewards and punishments as a learning motivation system implemented at Madrasah Tsanawiyah Alwasliyah in Deli Serdang Regency. Based on the results of observations in three MTs.S Alwasliyah in Deli Serdang Regency, a comparison of the number of educators, educators and students in the 2024/2025 school year can be mapped as follows:

**Table. 1**

**Data on the Condition of Educators, Education Personnel and Students**

No	Name of Educational Unit	Number of Educators and Education Personnel	Number of Students
1	MTs.S Al Washliyah Tembung	64	1.017
2	MTs.S Al Washliyah Tanjung Morawa	34	391
3	MTs.S Al Washliyah Lubuk Pakam	7	43

It can be explained that the number of educators and education staff at MTs.S Alwasliyah Tembung is 64 and with a total of 1,017 students. The number of educators and education staff at MTs.S Alwasliyah Tanjung Morawa is 23 and the number of students is 391. The number of educators and education staff at MTs.S Alwasliyah Tembung is 7 and with the number of students 43.

<sup>87</sup> R.T. Tauber, *The Psychology of Classroom Discipline*, 3rd ed. (Praeger, 2016).

<sup>88</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

<sup>89</sup> Leva et al., "Reward or Punishment, Which Is Better to Use in Elementary Schools?"

<sup>90</sup> Fauziddin, Kusumawati, and Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students."

### Implementation of Reward and Punishment as a Learning Motivation System

After direct observation in the field by researchers, it can be described that the implementation of reward and punishment as a learning motivation system is carried out with two systems, namely *a policy system* based on madrasah regulations and *a teacher policy system* with teacher authority in implementing rewards and punishments as a learning motivation system both in terms of cognitive, affective and psychomotor students.



Figure 1: Policy system formation meeting

The policy system is planned through the results of the meeting decided by the decree of the head of the madrasah as a madrasah discipline intended for teachers, employees and students. And the results of the decision were applied at MTs.S Al Wasliyah in Deli Serdang Regency based on rules that had been made together. From the results of this meeting, it became an invitation in the application of rewards and punishments to become a learning motivation system at MTs.S Alwasliyah Se Deli Serdang. Which applies well to teachers, employees and students.

**Table 2**  
**Forms of *Policy System* at MTs.S Alwasliyah Se Deli Serdang**

<i>Nama Madrasah</i>	<i>Policy system</i>
MTs.S Alwasliyah Tembung	<ul style="list-style-type: none"> <li>- Written warning.</li> <li>- Written warning and parents are called to school with an agreement that they will not roll again</li> <li>-Excluded from MTS Al-Washliyah applicable legislation.</li> </ul>
MTs.S Alwasliyah Tanjung Morawa	<ul style="list-style-type: none"> <li>-Coaching and Discipline</li> <li>-Other sanctions given by teachers and heads of madrasah</li> <li>-Suspension or Expulsion from Madrasah</li> </ul>

<p>MTs.S Alwasliyah Lubuk Pakam</p>	<ul style="list-style-type: none"> <li>-Verbal Reprimand: For minor offenses such as delay.</li> <li>-Written Warning: If the violation is committed more than twice.</li> <li>-Parental Calls: For more serious offenses, such as fights.</li> <li>-Special Sanctions: For example, social work or participating in special coaching programs.</li> <li>-Suspension: For serious offenses, after passing a meeting with the teacher council and principal.</li> </ul>
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From the results of interviews conducted by researchers with informants at the research site, it shows that there is planning and implementing rewards and punishments as a learning motivation system carried out in the learning process. Muhammad Yunus, as the Head of Madrasah MTs. Al-Washliyah Tembung, views the rules of order as an important guide to create an orderly, disciplined, and harmonious madrasah environment. He emphasized that discipline for students, teachers, and education staff is the foundation to achieve quality education that supports moral, academic, and shared responsibility development. The implementation of rewards and punishments at MTs. Al Washliyah Tembung is based on a structured discipline to create collective discipline. With a large number of students, this approach is important to maintain order and create a harmonious learning environment. Reward is used to motivate students in academic achievement and good behavior, while punishment educates them to take responsibility for actions that violate the rules.

Edi Jatmiko, as the Head of MTs. Al Washliyah Tanjung Morawa, emphasized that the code of conduct includes comprehensive disciplinary rules, such as the obligation to be present on time, dress according to the rules, maintain cleanliness, and strict prohibitions on behavior such as fights, bullying, and drug use. He emphasized the importance of strict sanctions to create a safe, orderly, and supportive madrasah environment. Seeing rewards and punishments as strategic tools that are implemented through mutual agreement-based rules. In medium-sized schools, he emphasized the importance of fairness in the implementation of this policy. Rewards function to foster student motivation, while punishment is strictly implemented to prevent bad behavior such as bullying or other violations, which can disrupt the learning environment.

The goal is to be a guideline in carrying out duties, responsibilities, and obligations as teachers and educators for the achievement of the educational goals of MTs Al Washliyah Tanjung Morawa. Teachers and/or Educators have responsibility to the Head of Madrasah. Teachers also have duties and obligations in carrying out the learning process actively and effectively.

Salmiati, as the Head of MTs.S Al-Washliyah Lubuk Pakam, views discipline as a guide to create discipline on a small but effective scale. He emphasized the importance of shared responsibility, intensive communication, and educational sanctions to create a conducive and harmonious learning atmosphere. This approach is carried out personally and intensively. Reward is used to motivate students in every aspect of learning, while punishment is emphasized on coaching, with direct supervision from teachers, to ensure harmony between students' cognitive, affective, and psychomotor development in a familial atmosphere.



Wawancara dengan  
Kepala MTs.S Alwasliyah  
Tembung



Wawancara dengan  
Kepala MTs.S Alwasliyah  
Tanjung Morawa



Wawancara dengan  
Kepala MTs.S Alwasliyah  
Lubuk Pakam

Picture. 2 Documentation of Interview with Madrasah Heads

Meanwhile, *the teacher policy system* is planned and implemented based on the derivatives of the *policy system* as the policy of classroom teachers and teachers in the field of study during the learning process. Based on observations made in educational institutions, *the teacher policy system* is carried out based on the situation and conditions experienced by teachers in the teaching and learning process.

Irwansyah, explained that the *teacher policy system* is in the form of written and unwritten. Mila Rakhmadani, S. Sos.I also explained in writing and herself, the goal is to make students enthusiastic in learning, comply with school regulations and make students not get bored quickly in learning. Sri Murni, S. Pd explained the implementation by making games, guessing about the science that has been explained last week or has just been done. Fahreza, S. Pd explained the implementation by making a quiz with prizes to be more enthusiastic, which cannot be separated from the lesson.

Kamila Sari Lubis, explained that praise is given to those who do good. giving gifts or awards giving punishment to violators. providing guidance and counseling to the guilty. Nadia Ulfa, S. Pd explained that the rewards given were snack prizes, money for active and active students and punishments were given such as recording surahs. Vredy Syahputra, S. Pd explained that the punishment implementation system is a system of violation points for both teachers and students. Muhammad Irsyad, S. Pd and Rahmadasyah, S. Pd explained that prizes for children with achievements such as talent search are carried out at school.



Gambar. 3 Documentation of Interview with Madrasah Head

**Table 3**  
**The Implementation of Reward and Punishment in Deli Serdang Regency**

<i>Humanist</i>	<p>The system built through <i>the policy system and the teacher policy system</i> has fulfilled the <i>humanist</i> principles, both rewards, namely praise, rewards, awards and punishments, namely through verbal and written warnings before actions are issued.</p> <p>It is required to be friendly, polite and polite to direct superiors and colleagues, as well as to guests who come teachers, to use face-to-face time (minimum 15 minutes) to conduct moral development for children.</p>
<i>Differentiation</i>	<p>For the policy system, more emphasis is placed on the implementation of discipline for both teachers, employees and students, but the implementation of <i>the teacher policy system</i> has been categorized according to the needs of students inside and outside the classroom</p>
<i>Balanced</i>	<p>The use of rewards and punishments in the form of a policy system has not been balanced, because the use of teacher and student discipline is more highlighted in existing policies. However, in the teacher policy system, teachers are able to provide balance by providing rewards for those who excel and providing punishment for those who violate the rules in the classroom and outside the classroom.</p>
<i>The social and cultural context of the student</i>	<p>The implementation carried out is an Islamic culture, where the approaches taken, both the policy system and the teacher policy system, Islamic culture are inherent in the application of rewards and punishments in schools.</p>
<i>Technological developments</i>	<p>The implementation carried out is close to technological development, where <i>the teacher policy system</i> is a rule that is adjusted by teachers themselves in the learning process using games and quizzes which is a form of following technological developments</p>



## Discussion

### Implementation of Reward and Punishment as a Learning Motivation System

The implementation of rewards and punishments is carried out based on the regulations that have been prepared based on the results of the meeting and agreed upon, which is called *the policy system*, the content of this policy system is in the form of regulations that must be obeyed by teachers, employees and students which is a learning motivation system that applies to all madrasah residents. And The implementation of the agreed policies and the authority of teachers is called *the teacher policy system* The content is the policies taken by classroom teachers and subject matter teachers in the classroom in the form of written and unwritten. Of course, in these policies, the goal is to provide student learning motivation.

The education system is essentially a set of means that are patterned to cultivate the cultural values of the community that can undergo changes in form and model in accordance with the demands of the community's life needs to pursue the ideal of a prosperous life both physically and mentally.<sup>91</sup> However, it was found that in the implementation of rewards and punishments that stood out was the application of discipline which is part of punishment. Meanwhile, the rewards given to teachers, employees and students are not contained in the policy system and *teacher policy system*. Be it the form of awards, prizes and others that are part of the implementation of rewards as a learning motivation system. While punishment is effective, the combination with reward is also important. Reward can increase motivation and positive behavior, while punishment reduces negative behavior.<sup>92</sup>

In accordance with the results of the research, balanced and strategic implementation in awarding, with the main goal of building long-term motivation and academic success of students.<sup>93</sup> The importance of a balanced approach in the use of rewards to reinforce positive behaviors and punishment to correct unwanted behaviors.<sup>94</sup> Rewards can motivate students to maintain good behavior, while punishment applied wisely can prevent unwanted behavior without damaging students' intrinsic motivation.<sup>95</sup> Reward is used to reinforce positive behavior, while punishment serves as a corrective tool to prevent negative behavior.<sup>96</sup> Both can increase learning motivation and discipline if applied correctly.<sup>97</sup> And it has a lot of positive impacts on student motivation and performance.<sup>98</sup>

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<sup>91</sup> Hidayat, *Ilmu Pendidikan Konsep Teori dan Aplikasinya*.

<sup>92</sup> Sandi Nasrudin Wibowo et al., "The Effect of Reward and Punishment on Work Discipline," *Research Trend in Technology and Management*, October 17, 2022, <https://doi.org/10.56442/rttm.v1i1.4>; M. Putri, Enjang Suherman, and Flora Patricia Angela, "WORK DISCIPLINE REVIEWED BASED PUNISHMENTS AND REWARDS (STUDY OF PT. ACTMETAL INDONESIA)," *Value: Jurnal Manajemen Dan Akuntansi*, August 15, 2023, <https://doi.org/10.32534/jv.v18i2.4076>; Sofyan Iskandar et al., "The Use of Reward and Punishment in Classroom Management in Elementary Schools," *Journal of Pedagogi*, June 27, 2024, <https://doi.org/10.62872/8z79k273>.

<sup>93</sup> Kagan, *The Power of Positive Reinforcement: Using Extrinsic Motivation to Achieve Academic Excellence*.

<sup>94</sup> Knoff, *The Classroom Behavior Management Book*.

<sup>95</sup> Charles and Senter, *Building Classroom Discipline*.

<sup>96</sup> Leva et al., "Reward or Punishment, Which Is Better to Use in Elementary Schools?"

<sup>97</sup> Indrawati, Marzuki, and Malik, "Investigating the Effect of Reward and Punishment on the Student'S Learning Achievement and Discipline."

<sup>98</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

This balanced implementation helps to create a safe and productive learning environment, where students are motivated to learn and behave well.<sup>99</sup> Rewards and punishments, when applied in a balanced manner, can help shape students' character. Rewards encourage positive behaviors, such as discipline, responsibility, and hard work, while punishment applied wisely can help students realize the consequences of their negative actions and encourage future behavior improvements.<sup>100</sup> The right combination of reward and punishment can increase students' intrinsic and extrinsic motivation. Rewards provide recognition for effort and achievement, which can increase confidence and the desire to continue learning. On the other hand, punishment that is applied fairly and consistently can improve student discipline and reduce unwanted behavior.<sup>101</sup> Education that integrates rewards and punishments in a balanced manner helps develop quality human resources.<sup>102</sup>

### **Considerations for applying reward and punishment in learning motivation**

The system built through the policy system and the teacher policy system has fulfilled the humanist principles, both rewards, namely praise, rewards, awards and punishments, namely through verbal and written warnings before actions are issued. In accordance with the results of the research, humanist implementation must respect the emotional and psychological needs of students as well as education related to psychological intervention for adolescent depression.<sup>103</sup> Rewards can provide positive motivation that supports students' self-development. However, punishment needs to be applied carefully so as not to cause negative impacts such as fear or low self-esteem. And it can affect students' extrinsic motivation if applied appropriately.<sup>104</sup> Moving away from a reward-based approach and placing more emphasis on creating an environment that facilitates true learning and personal growth.<sup>105</sup> A constructive corrective approach, the relationship between reward addiction and sensitivity to punishment and students' social and emotional skills such as guidance or counseling, is often more recommended.<sup>106</sup>

For the policy system, it emphasizes more on the application of discipline for both teachers, employees and students, but the implementation of the *teacher policy system* has been categorized as adjusting to the needs of students inside and outside the classroom. In accordance with the results of the research, Adjust the teaching method to the individual needs of students.<sup>107</sup> The importance of flexibility in teaching and how teachers can design learning experiences that meet the academic and social-emotional needs of students.<sup>108</sup> Exploring various assessment strategies, such as formative,

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<sup>99</sup> Maemunatun Maemunatun, "Islamic Religious Education and Ethics," in *Proceedings Series on Social Sciences & Humanities*, vol. 9 (Jakarta: PT RajaGrafindo Persada, 2022), <https://doi.org/10.30595/pssh.v9i.655>.

<sup>100</sup> Mun'im, Oktafia, and Churrahman, "Reward and Punishment to Motivate Performance in Islamic Perspective."

<sup>101</sup> Fauziddin, Kusumawati, and Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students."

<sup>102</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

<sup>103</sup> Wu and Chen, "Educational Reward and Punishment and the Effect of Psychological Intervention on Adolescent Depression."

<sup>104</sup> Fauziddin, Kusumawati, and Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students."

<sup>105</sup> Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*.

<sup>106</sup> Kiliç and Mutluer, "The Relationship of Reward Addiction and Punishment Sensitivity with Social and Emotional Learning Skills in High School Students."

<sup>107</sup> Tomlinson, *The Differentiated Classroom. Responding to the Needs of All Learners*; Fisher, "European Journal of Educational Research."

<sup>108</sup> Doubet and Hockett, *The Differentiated Classroom: Responding to the Needs of Elementary Learners*.

summative, and rubric assessments, as well as how teachers can tailor assessments to fit students' learning needs without sacrificing academic standards.<sup>109</sup> Differentiated learning to meet the diverse needs of students in the classroom.<sup>110</sup> Profile of teachers' classroom management styles in terms of the use of rewards, praise, and punishment.<sup>111</sup>

The use of rewards and punishments in the form of a policy system has not been balanced, because the use of teacher and student discipline is more highlighted in existing policies. However, in the teacher policy system, teachers are able to provide balance by providing rewards for those who excel and providing punishment for those who violate the rules in the classroom and outside the classroom. In accordance with the results of the research, balanced and strategic implementation in awarding, with the main goal of building long-term motivation and academic success of students.<sup>112</sup> The importance of a balanced approach in the use of rewards to reinforce positive behaviors and punishment to correct unwanted behaviors.<sup>113</sup> Rewards can motivate students to maintain good behavior, while punishment applied wisely can prevent unwanted behavior without damaging students' intrinsic motivation.<sup>114</sup> Reward is used to reinforce positive behavior, while punishment serves as a corrective tool to prevent negative behavior.<sup>115</sup> Both can increase learning motivation and discipline if applied correctly.<sup>116</sup> And it has a lot of positive impacts on student motivation and performance.<sup>117</sup>

The implementation carried out is an Islamic culture, where the approaches taken, both the policy system and the teacher policy system, Islamic culture are inherent in the application of rewards and punishments in schools. In accordance with the results of the study, Maag emphasized that effective strategies must be adapted to the cultural and social background of students to be more relevant and successful.<sup>118</sup> Slavin emphasized that any approach in teaching must consider the social and cultural context of the student. Cultural differences, social backgrounds, and class dynamics can affect the effectiveness of educational approaches, including the use of rewards and punishments. With this understanding, educators can design more inclusive and effective strategies.<sup>119</sup> Teachers can use rewards and punishments effectively by paying attention to the cultural background of students.<sup>120</sup> Important perspectives on how rewards can impact differ depending on the cultural and social context of the student.<sup>121</sup> The use of rewards and punishments, taking into account social and cultural factors that affect their effectiveness. The <sup>122</sup> wise application of rewards and punishments can have a significant positive impact on student motivation and performance, as long as it is applied taking

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<sup>109</sup> Wormeli, *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*.

<sup>110</sup> Zulaikha and Laeli, "Differentiated Learning in Diverse Students to Meet Curriculum Targets."

<sup>111</sup> Bolat, "The Profiles of Teacher's Classroom Management Styles in Terms of Reward and Praise: A Latent Profile Analysis."

<sup>112</sup> Kagan, *The Power of Positive Reinforcement: Using Extrinsic Motivation to Achieve Academic Excellence*.

<sup>113</sup> Knoff, *The Classroom Behavior Management Book*.

<sup>114</sup> Charles and Senter, *Building Classroom Discipline*.

<sup>115</sup> Leva et al., "Reward or Punishment, Which Is Better to Use in Elementary Schools?"

<sup>116</sup> Indrawati, Marzuki, and Malik, "Investigating the Effect of Reward and Punishment on the Student's Learning Achievement and Discipline."

<sup>117</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

<sup>118</sup> Maag, *Classroom Management: A Guide to Implementing Positive Behavior Supports*.

<sup>119</sup> Slavin, *Educational Psychology: Theory and Practice*.

<sup>120</sup> Kemper, *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*.

<sup>121</sup> Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*.

<sup>122</sup> Tauber, *The Psychology of Classroom Discipline*.

into account the social and cultural context of the student.<sup>123</sup> The combination of reward and punishment is an effective educational tool, but it must be adapted to the level of moral development of the child and the context of the school culture.<sup>124</sup> (Leva et al., 2023). Rewards and punishments can significantly affect students' extrinsic motivation if done appropriately and should consider local cultural values.<sup>125</sup>

The implementation carried out is close to technological development, where *the teacher policy system* is a rule that is adjusted by teachers themselves in the learning process using games and quizzes which is a form of following technological developments. Gamification, or the application of elements of play in a non-gaming context, can be used as an effective tool for motivating individuals in a variety of areas, including education, business, and daily life.<sup>126</sup> Kim discusses how digital rewards such as points and badges can be used appropriately to support learning.<sup>127</sup>

### **Limitations Of the Study and Suggest Avenues for Future Research**

This study is limited to the application of rewards and punishments in a small scope, namely madrasas in Deli Serdang Regency. Of course, the results of the study provide benefits for limited educational institutions, so future research needs to review the effectiveness of rewards and punishments as a learning motivation system. Further research on the effectiveness of this system needs to be done to ensure that this approach makes a positive contribution to improving learning motivation and the quality of education in other educational institutions.

The results of research on the effectiveness of learning systems and learning motivation show that various innovative approaches can make a positive contribution to improving learning motivation and the quality of education. Research shows that educational games can improve learning outcomes, problem-solving skills, and critical thinking. However, the effects on student motivation can vary, both positive and negative.<sup>128</sup> Active learning methodologies, such as collaborative learning, can increase motivation and learning effectiveness. Although there was no significant change in intrinsic or extrinsic motivation, this method was more effective than traditional lecture methods in increasing theoretical knowledge.<sup>129</sup> Human factors, such as attitudes, experiences, and student-teacher interactions, have a significant impact on the effectiveness of learning management systems. These factors can improve user satisfaction and the quality of education in blended learning environments.<sup>130</sup>

## **4. Conclusion**

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<sup>123</sup> Sidin, "The Application of Reward and Punishment in Teaching Adolescents."

<sup>124</sup> Leva et al., "Reward or Punishment, Which Is Better to Use in Elementary Schools?"

<sup>125</sup> Fauziddin, Kusumawati, and Ananda, "The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students."

<sup>126</sup> B. Burke, *gamify: How Gamification Motivates People to Do Extraordinary Things* (Bibliomotion, Inc, 2014).

<sup>127</sup> B. Kim, *Designing Gamification in the Right Way: Factors That Influence Learners' Motivation in Education* (Routledge, 2015).

<sup>128</sup> Zhonggen Yu, Min Gao, and Lifei Wang, "The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction," *Journal of Educational Computing Research* 59 (November 2, 2020): 522–46, <https://doi.org/10.1177/0735633120969214>.

<sup>129</sup> Diego Vergara et al., "The Challenge of Increasing the Effectiveness of Learning by Using Active Methodologies," *Sustainability*, October 20, 2020, <https://doi.org/10.3390/su12208702>.

<sup>130</sup> Majdi Alomari et al., "A Framework for the Impact of Human Factors on the Effectiveness of Learning Management Systems," *IEEE Access* 8 (January 29, 2020): 23542–58, <https://doi.org/10.1109/ACCESS.2020.2970278>.

The learning motivation system applied in MTs.S Alwasliyah se-Deli Serdang through the policy system (written regulations) and teacher policy system (unwritten regulations) has a crucial role in managing educational activities. The provision of rewards, such as awards, scholarships, and exemption from school fees for students who excel and are disciplined, aims to encourage enthusiasm for learning and improve academic achievement. Meanwhile, the application of punishment, in the form of reprimands and sanctions for those who violate the rules, serves as a control mechanism so that all elements of the madrasah stick to the prevailing norms and ethics. With this system, it is expected that educators, education personnel, and students will be more encouraged to create a learning environment that is disciplined, productive, and oriented towards improving the overall quality of education.

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