

TEACHER'S EFFORTS IN IMPROVING STUDENT DISCIPLINE THROUGH THE REWARD AND PUNISHMENT METHOD IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SD INPRES 2 LERE

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ABSTRACT

Student discipline in the Islamic Religious Education (PAI) subject at SD Inpres 2 Lere requires specific interventions to address varying levels of classroom compliance. This study analyzes the teacher's structural efforts in utilizing the reward and punishment method to enforce discipline and shape student behavior. Using a qualitative descriptive design, data were extracted directly from the school principal, PAI teacher, and students via non-test instruments: passive observation, structured interviews, questionnaires, and documentation. The pedagogical intervention is executed in three distinct phases: planning, implementation, and evaluation. The planning phase sets explicit classroom rules and defines the boundaries of consequences. Implementation relies on delivering positive reinforcement—such as applause, verbal praise, and tangible gifts—to compliant students, countered by educational punishments, specifically the mandatory memorization of short Quranic surahs, for infractions. The data confirms that substituting physical sanctions with educational penalties significantly modifies student conduct. Observational metrics recorded a 76.66% discipline rate, placing student compliance squarely within the "Disciplined" threshold. Corroborating this, student questionnaires scored 86.54% ("Very Good"), proving the method's reception as fair and motivating. The systematic integration of reward and punishment acts as a definitive mechanism to elevate learning motivation, curb classroom disruptions, and build a sustained, orderly environment for Islamic educational instruction.

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INTRODUCTION

Islamic education is a process of forming spiritual, moral, social, and intellectual attitudes, which aims to foster humans, individually and in groups. Islamic education can foster humans, form values and principles, as well as exemplary life for the purpose of preparing for life in this world and the future (Daulay et al., 2022). Education is something that is instilled slowly in humans. "A process of instilling" means the method and system used to provide education gradually to someone. Islamic education is essentially a comprehensive and integrated educational process that leads to the formation of the personality of learners, both individuals and society, based on Islamic teachings. Islamic education also always strives to foster understanding and awareness that humans are equal before Allah SWT, and what distinguishes them is only their level of piety (Dr. Aris, 2022). Based on the quote above, it can be known that education is a coaching process carried out gradually with the aim of forming the personality and morals of students based on Islamic values, so that they grow into people of faith, knowledge, and piety.

Islam views science and knowledge as a very important part of life, even requiring its people to continue learning. Therefore, the learning process becomes the underlying thing in human life. The Qur'an and hadith provide many encouragements and principles about learning which are the basis for Muslims in developing themselves intellectually and spiritually. Allah SWT says in surah al-Mujadilah verse 11: O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do (Q.S. Al-Mujadillah [58]:11). The verse explains that Allah gives a degree increase to people who believe and people who have knowledge. Because faith is the basis for obeying Allah, while knowledge helps humans understand and practice His teachings correctly. This verse also explains that knowledge has a very important position in Islam. Allah Subhanahu wa Ta'ala specifically mentions that people who believe and have knowledge will get a high degree. This shows that knowledge is not only a way to understand the world, but also becomes one of the determinants of someone's success and glory in the sight of Allah Subhanahu wa Ta'ala (Ahmad Zumaro, et al 2025).

One of the efforts to achieve success in education is by applying discipline to students. Without good discipline, educational goals are difficult to achieve optimally. Discipline aims to build character and guide students to have better behavior. Therefore, teachers and schools need to enforce rules as a form of control and coaching in the learning process. Based on the results of preliminary observations on Thursday, January 8, 2026, several things related to discipline in SD Inpres 2 Lere in Islamic Religious Education learning were found. The observation results show that student discipline still varies; some students are already in the classroom before the lesson begins, but are still outside when the bell for the next lesson rings. When the teacher enters the class, the students' condition is also not fully orderly because there are still students playing and making the class atmosphere somewhat noisy so the teacher needs to give a reprimand. In addition, when the teacher is explaining the subject matter, there are still some students talking, so their attention to the teacher's explanation is not good enough. On the other hand, some forms of discipline have looked good, as students take part in praying activities before and after learning in an orderly and solemn manner. Most students answer the teacher's questions politely, although there are a few who still speak loudly or yell. When given an assignment, some students can complete it on time, but there are also students who complete their assignments after the deadline set by the teacher. In group discussion activities, cooperation among students seems quite good because they can discuss without causing a commotion. However, in terms of keeping the classroom clean, there are still some students who do not pay attention to the cleanliness of their desks and seat drawers because there is trash inside. Overall, the initial observation results show that students' disciplinary attitudes are starting to form, but still need to be improved with more consistent guidance from the teacher.

According to Amri (2013), the term discipline comes from the Latin word *dicilina* as a form of activity from teaching and learning activities. In English, the term discipline means orderly, obedient, self-mastery, and control over behavior. It is training to shape, straighten, and perfect something which is a mental ability and moral character. Furthermore, it involves punishment in the form of training and improvement, as well as a collection and system of rules for behavior (Samuel Mamonto et al, 2023). Discipline is something related to a person's self-control towards forms of rules. Disciplinary attitudes are always shown to people who are always present on time, obey the rules, behave in accordance with applicable norms. Preferably, a less disciplined attitude is usually aimed at people who do not obey the applicable rules and regulations, whether originating from the government, society or school (Maryam, 2023). Basically, discipline is something that can be trained, and through training, it is expected to improve self-control, personality, order, and efficiency. Thus, discipline is closely related to a person's ability to self-regulate, distinguish between positive and negative behaviors, and encourage long-term responsible behavior (Ulum et al., 2023).

Islamic Religious Education (PAI) is a learning process that aims to develop understanding, beliefs, and practices of Islamic teachings in everyday life (Zainuddin, 2013). PAI includes teaching about the basics of faith, worship, morals, Islamic laws, history, and Islamic culture (Jumahir et al, 2024). Islamic Religious Education does not only teach knowledge about Islam, but also shapes the beliefs, attitudes, and behaviors of students in everyday life. PAI acts as a process of character building and instilling moral values so that students are able to position themselves as servants of Allah and carry out Islamic teachings consciously and responsibly.

Discipline can be established through the application of reward and punishment. Punishment is given as a form of consequence for violating the rules, while rewards are given as a form of appreciation for student achievement or positive behavior. The application of punishment should be balanced with the provision of rewards to create a balance between coaching and motivation. Reward and punishment basically aim to improve student behavior and improve the quality of the teaching and learning process (Firdaus, 2020). However, the application of the reward and punishment method in improving student discipline can also face various challenges. Based on previous research conducted by (Ratnasari & Mustofa, 2024), it shows that the application of reward and punishment in Islamic Religious Education learning can indeed improve student discipline, but still faces several challenges. For example, consistency is needed in implementing the system, as well as the importance of providing fair sanctions in accordance with the level of error. In addition, there are inhibiting factors, such as low student motivation and lack of support from the surrounding environment. This shows that how successfully giving rewards and punishments greatly depends on the teacher's readiness, help from the school, and the nature of the students in each school.

Reward is one way to increase enthusiasm for learning at school. The gift given by the teacher to the students aims to make students more motivated. This has a positive impact because generally students really want a gift from their teacher in appreciation for their efforts. Gifts can be of various kinds, such as stationery or reading books. In addition, other forms of rewards can be in the form of giving awards to students (Fitriya et al., 2025). Punishment is an educational effort that aims to correct and direct students so that their path is more correct. With punishment, it is hoped that students can realize the mistakes they have made so that they are more careful in taking actions and decisions in the future. Punishment has an important influence in changing a person's behavior; if punishment is given appropriately by providing the appropriate stimulus, the subject will change behavior and do things differently (Hamruni et al., 2021). Punishment will be effective if given wisely, not excessively, and aims to educate, so that students want to improve their behavior with their own self-awareness. The application of the reward and punishment method in education is in line with the behavioristic theory put forward by B. F. Skinner. In operant conditioning theory, Skinner explains that behavior can be shaped through reinforcement given after the behavior occurs. Skinner

states that a positive reinforcer is a stimulus whose presentation can strengthen the likelihood of a response occurring, so that behavior followed by positive reinforcement will tend to be repeated (Skinner, 1953).

Several relevant studies support these concepts. Amini and Hasibuan (2024) in their research entitled "The Role of PAI Teachers in Improving Student Learning Discipline Through the Reward and Punishment Method at SMA PAB 4 Sampali" state that the application of the reward and punishment method carried out by Islamic Religious Education teachers has a positive influence on improving student learning discipline. After the method is applied consistently, students show behavioral changes that are more orderly, obedient to class rules, and more responsible in following the learning process. The rewards given are able to increase student motivation, while educational punishments serve as a reminder so that students do not repeat violations. Furthermore, Alwaidin, et al. (2024) in their research entitled "Analysis of Reward and Punishment Policies on Improving Student Discipline at SMP Islam Asshiddiq Bone" state that the reward and punishment provision policy implemented by the Islamic school has proven effective in improving student discipline. The results showed that students became more obedient to school rules, such as arriving on time, participating in learning activities in an orderly manner, and obeying applicable rules. Similarly, Hidayat and Hidayat (2024) in their research entitled "Analysis of Student Discipline Character Building Through the Reward and Punishment Method in Islamic Boarding School-Based Madrasah Ibtidaiyah" state that the application of the reward and punishment method in a pesantren-based madrasah ibtidaiyah environment significantly contributes to the formation of student discipline character. The rewards given are in the form of positive awards and recognition, while punishments are in the form of certain consequences according to rule violations, helping students understand acceptable behavioral boundaries.

Based on the explanation above, researchers are interested in learning more about how the reward and punishment method is used in Islamic Religious Education learning, as well as the teacher's efforts in instilling and improving student discipline through this method. Therefore, researchers feel the need to conduct deeper research in order to get a complete understanding of how teachers apply reward and punishment in Islamic Religious Education subjects.

METHOD

This type of research is qualitative research using a descriptive approach, which Nugrahani in Rahmalia's research (2023) defines as research that aims to collect data in the form of words, sentences, or pictures that have meaning and are able to spur the emergence of a more real understanding than just numbers or frequencies. Researchers emphasize notes with detailed, complete, and in-depth sentence descriptions that describe the actual situation to support data presentation. Through this approach, researchers can analyze how the planning, implementation, and evaluation of the application of the reward and punishment method in PAI learning are carried out by teachers, and how this process has an impact on improving student discipline during learning activities. This research was conducted at SD Inpres 2 Lere, located on Jl. Asam 2 No.28, West Palu District, Palu City, Central Sulawesi, during the even semester of the 2025/2026 academic year in March. The subjects of this research were the Islamic Religious Education (PAI) teacher, the school principal, and several students involved in the PAI learning process.

The research design was structured using a qualitative descriptive method, aiming to systematically, factually, and accurately analyze and describe the teacher's efforts in improving student discipline through the application of the reward and punishment method. This research uses a field research approach, where the researcher is directly involved in the situation being studied. Data collection was carried out using non-test techniques. The type of observation used is passive participatory observation, where the researcher is present to observe the ongoing activities but does not participate or interact with the observed subjects. Interviews were conducted to obtain more in-depth information from

the PAI teacher, school principal, and students based on previously prepared guidelines. Questionnaires were also compiled in the form of open-ended questions so that respondents could provide answers freely and in-depth. Furthermore, documentation in the form of related data or archives and photographs taken during learning activities, along with recording devices, were used to support the research.

The research instruments consisted of observation sheets, interview guidelines, questionnaires, and documentation. Observation sheets were used to observe student discipline in PAI learning utilizing the reward and punishment model. Interview guidelines were explicitly prepared to obtain information regarding efforts, obstacles, school policies, and student responses towards the applied method. The open-ended questionnaires aimed to dig into information regarding the forms of reward and punishment given, the delivery methods, and the students' experiences. To test the validity and reliability of the qualitative data, researchers used the triangulation method to increase data credibility. This research utilized technical triangulation, carried out by checking data to the same source using different data collection techniques (observation, interviews, and documentation), and source triangulation, conducted by comparing and rechecking data obtained from several different sources.

Data analysis according to Miles and Huberman (2014) is divided into three flow of activities that occur simultaneously: data condensation, data display, and drawing conclusions. Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data obtained from field notes, interviews, documents, and various other data sources so that the data becomes more directed and easier to analyze. In qualitative research, data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like, which makes it easier to understand what is happening and plan further work. The third step is drawing conclusions and verification, where initial conclusions are temporary and will change if strong evidence is not found to support the next data collection stage. The conclusions drawn must be relevant to the research focus, research objectives, and research findings that have been interpreted and discussed.

RESULTS AND DISCUSSION

Teacher's Efforts in Improving Student Discipline Through the Reward and Punishment Method in Islamic Religious Education Subjects

Reward and Punishment Planning

Based on the research results, the religious teacher has carried out planning before applying the reward and punishment method in the learning process. This planning is carried out as an initial step to ensure that the application of the method can run effectively and in accordance with the learning objectives, specifically to improve student discipline. The planning carried out by the teacher includes setting class rules, determining the form of reward and punishment, and communicating these rules to students. Setting class rules aims to provide clear boundaries regarding expected and unexpected behavior during the learning process. In addition, the teacher also determines the form of rewards given to students who show disciplined behavior, as well as the form of educational punishments for students who violate the rules.

Based on observation results, the teacher has planned the provision of rewards as an effort to improve student discipline. The forms of rewards prepared include praise, applause, and giving gifts. On the other hand, the teacher also planned educational punishments, such as giving additional assignments or memorizing short surahs for students who violate the rules. In addition, the teacher establishes clear consequences for each violator, so that students can understand the relationship between their actions and the consequences received. As conveyed in the interview with the Islamic Religious Education teacher:

"The reward that I usually give in class is in the form of appreciation, it can be in the form of applause or praise for students who can answer correctly. While the punishment I usually give is punishing children who play during prayer with the punishment of re-memorizing the prayer recitations."

She also stated:

"Students are entitled to get a reward when they successfully obey class rules and do the assignments given. While students who get punishment are students who violate the rules and do not do the assignments that have been given."

A similar sentiment was also expressed by the Principal of SD Inpres 2 Lere, who stated that the application of reward and punishment needs to be planned so that it is in accordance with the goal of student character building:

"Giving rewards in the form of motivation to students who excel, not necessarily money but motivated to study harder for their talents."

She also added:

"Students who deserve to get a reward are students who are polite in behavior, brave, honest in everyday life, and disciplined."

Based on these interview results, it can be known that reward and punishment planning is carried out by considering the objectives of building students' disciplinary character, so that the method applied is not only oriented towards punishment, but also towards providing motivation and appreciation to students. This shows that the teacher does not only focus on the results, but also on the process of forming student character. With this good planning, students better understand the rules and consequences of every behavior they do. This condition indirectly encourages the formation of an attitude of discipline in students, both in participating in learning and in obeying school rules. Thus, the planning of applying the Reward and Punishment method carried out by the teacher has made a positive contribution in efforts to improve student discipline.

Implementation of the Reward and Punishment Method

The implementation of reward and punishment is carried out directly in the Islamic Religious Education learning process in class. The teacher applies this method as an effort to shape and improve student discipline through the provision of positive reinforcement and educational consequences. Based on observation results, the teacher has implemented the provision of rewards to students who show disciplined behavior, such as arriving on time, paying attention to the teacher's explanation, and doing assignments well. The forms of rewards are verbal praise, applause, and simple gifts. Giving this reward aims to provide appreciation while motivating students to maintain this positive behavior.

On the other hand, the teacher also gives punishments to students who violate the rules. The forms of punishment given include verbal reprimands and memorization tasks such as memorizing short surahs. The punishments applied are educational and do not contain elements of violence, so they still provide coaching to students without causing negative impacts. Interview results with students show that the application of reward and punishment in Islamic Religious Education learning provides direct experience to students regarding the importance of discipline during the learning process. As stated by a 5th-grade student of SD Inpres 2 Lere:

"I was asked to come forward to read Surah At-Tin with its meaning, after I finished reading the teacher gave applause and the teacher gave a gift in the form of money."

Another interview with a 4th-grade student revealed:

"When I was looking for the 3rd-grade teacher, it turned out the teacher was in the toilet. When the teacher entered the class and saw we were not there, the teacher thought we left the class during lesson hours, finally we got a punishment because of that."

In addition, students expressed that giving rewards made them feel happier and motivated to learn:

"Very happy, I became motivated because of the reward." (interview with 3rd-grade student)

Regarding punishment, a 5th-grade student stated:

"Sad and wanted to cry because I was punished, but that way I realized and will not repeat it again."

The Islamic Religious Education teacher also stated that the application of reward and punishment brought changes to student behavior:

"Effective, because by giving rewards students are more diligent in working on or completing assignments."

She also explained the impact of punishment on student discipline:

"One of the impacts of punishment on student behavior is that students become more obedient to the existing rules and do not have the courage to violate the rules."

Thus, the interview results show that the implementation of reward and punishment has a positive impact on learning motivation and student disciplinary behavior in Islamic Religious Education learning. However, in its implementation, the provision of rewards has not been fully carried out consistently at every meeting. This shows that there are still obstacles in the application of the method, which have the potential to affect its effectiveness in forming student discipline optimally. The results of interviews with students show that they feel happy when they get a reward, thus fostering enthusiasm in participating in learning. Students also expressed that the punishment given made them feel deterred, so they tried not to break the rules again. This shows that the application of the reward and punishment method has a positive impact on changes in student behavior. Thus, the implementation of the reward and punishment method in PAI learning has run quite well, although there still needs to be an improvement in consistency so that the results obtained can be more optimal in improving student discipline.

Evaluation of the Reward and Punishment Method

The evaluation of the application of the reward and punishment method in PAI learning is carried out to determine the level of effectiveness and success of the method in improving student discipline. This evaluation is based on the results of observations and interviews that have been conducted during the research process. Based on the calculation results of the observation sheets that have been carried out, the percentage of student discipline was obtained at 76.66% which is in the good category. This achievement can be seen in several indicators, such as students' punctuality in entering the class, seriousness in following lessons, and responsibility in completing assignments given by the teacher.

Observation results show that the effectiveness of this method is not yet fully optimal. One of the obstacles found was the lack of teacher consistency in giving rewards at each meeting. This inconsistency has the potential to reduce student motivation, because the positive reinforcement that should be given continuously is not always done. In addition, variations in the provision of rewards are also still limited, so that in the long run it has the potential to cause boredom in students. Meanwhile, in giving punishments, although they have been educational in nature, there still needs to be reinforcement in the form of further coaching so that they do not only feel deterred, but also truly understand their mistakes and improve their behavior.

Based on the interview results, the teacher stated that the evaluation of the application of reward and punishment is carried out through observing changes in students' daily behavior at school. As conveyed in the interview with the Islamic Religious Education teacher:

"From the student behavior that we observe, when given a reward or punishment whether there is a change in student behavior, this situation can be seen from the students' daily lives at school."

In addition, the teacher also stated that in the future, punishments will be directed more towards activities that have Islamic religious education value:

"I want to focus the form of punishment on memorizing short surahs or punishments that can educate students about religion, so that in the future the impact of this punishment can be useful for students."

The principal also stated that evaluations are carried out by involving the students' parents:

"Make a meeting between parents of students and the school and make an agreement according to the results of the meeting."

She also added:

"I want to give gifts to students who excel, for example stationery."

Meanwhile, the results of interviews with students show that students feel rewards and punishments have an influence on their disciplinary behavior:

"I am more motivated to read the Al-Qur'an surah because I got a reward." (interview with 4th-grade student)

Another student also conveyed:

"I don't go out of the class anymore after the punishment was given." (interview with 3rd-grade student)

Based on these interview results, it can be known that the evaluation of the reward and punishment method is not only carried out through teacher observations, but also through changes in student behavior and the involvement of parents in supporting the formation of student discipline.

Application of Reward and Punishment in Islamic Religious Education Subjects

Planning, at this stage the teacher communicates class rules to students, an explanation of the forms of reward and punishment, and the purpose of applying the method in learning. The teacher explains that punishment will be given to students who violate the rules. This explanation is so that students understand the consequences of every action they take during the learning process. The Islamic Religious Education teacher explained that before the application of reward and punishment is carried out, students are first given an understanding of the rules and consequences that apply during learning. As per the interview with the Islamic religious education teacher:

"Important, because by students understanding the rules and consequences of reward and punishment we can increase students' enthusiasm and motivation in being disciplined."

Implementation, at this stage the teacher applies the reward and punishment method directly in the PAI learning process. Rewards are given to students who actively participate in learning and complete assignments well. The forms of reward given are praise, applause, appreciation and simple gifts. While punishment is given to students who violate rules such as not paying attention to the teacher's explanation or not doing assignments. The forms of punishment given are verbal reprimands and educational tasks such as memorizing short surahs. Based on questionnaire results, students stated that they felt happy when getting a reward, and assessed that the punishment given was educational and not excessive; besides that, students also assessed that the teacher had tried to be fair in giving rewards and punishments. The principal also stated that the application of reward and punishment had an impact on the courage and discipline of students:

"Giving rewards is effective because students dare to express their opinions, dare to appear in public, express speeches, lectures, read short surahs, and others."

Evaluation, the application of the reward and punishment method is carried out to determine student responses and the impacts felt during the learning process. This evaluation is based on the results of the questionnaires given to students. Based on the questionnaire results, the majority of students gave a positive response to the application of the reward and punishment method. Students stated that giving rewards encouraged them to be more

enthusiastic in participating in learning, while punishments made them more careful in acting. Questionnaire results show that the application of the reward and punishment method in PAI learning received a good response from students and ran quite effectively in supporting student discipline during the learning process. Based on student interview results, the application of reward and punishment is considered quite fair and helps students become more disciplined:

"It's fair, we are punished because we are wrong."

In addition, students also provided suggestions so that the application of reward and punishment involves parents:

"My suggestion is better to tell parents so that their children are educated from home."

Discussion

Teacher's Efforts in Improving Student Discipline through the Reward and Punishment Method

Based on the research results, the teacher's efforts in improving student discipline through the reward and punishment method in Islamic Religious Education subjects at SD Inpres 2 Lere have been implemented through the stages of planning, implementation, and evaluation. The application of this method is carried out as a way to form student disciplinary behavior during the learning process.

In the *planning* stage, the teacher first sets class rules, determines the forms of reward and punishment, and explains these rules to students. This planning is important so that students understand acceptable and unacceptable behavior during the learning process. The teacher also designed forms of rewards such as praise, applause, and simple gifts, while punishments are given in educational forms such as reprimands and memorization of short surahs. Research results show that the planning carried out by the teacher has helped students understand the consequences of every action taken. This is in line with the opinion that the application of reward and punishment must be planned so that the goal of discipline formation can be achieved effectively. With clear rules, students become more directed in their attitudes and actions during the learning process.

In the *implementation* stage, the teacher applies rewards to students who show disciplined behavior, such as arriving on time, doing assignments, paying attention to the teacher's explanation, and being active in learning. Rewards are given in the form of praise, applause, appreciation, and simple gifts. The provision of these rewards has proven to be able to increase students' enthusiasm and motivation in learning Islamic Religious Education. Meanwhile, punishment is given to students who violate rules, such as not paying attention to the teacher, playing during lessons, or not doing assignments. Punishments given are reprimands and the task of memorizing short surahs. The punishment is educational and does not contain elements of violence so it still provides coaching to students. Interview results show that students feel happy when getting a reward because it makes them more motivated to learn and be disciplined. On the other hand, punishments make students feel deterred so they try not to repeat the same mistakes. Thus, the application of reward and punishment has a positive influence on changes in student behavior. The results of this study are strengthened by behavioristic theory which explains that a person's behavior can be shaped through the provision of reinforcement. Reward is a form of positive reinforcement given to maintain good behavior, while punishment is a consequence given to reduce inappropriate behavior. In learning, these two methods can help teachers in shaping students' disciplinary character if applied appropriately and consistently.

However, research results also show that the application of rewards has not been fully carried out consistently at every meeting. This condition is one of the obstacles in applying the reward and punishment method. A lack of consistency can affect student motivation because positive reinforcement is not given continuously. In addition, variations in rewards that are still limited can also cause boredom in students if done continuously in the same form.

In the *evaluation* stage, the teacher observes changes in student behavior after the application of reward and punishment. Based on observation results, the percentage of student discipline obtained is 76.66% within the disciplined category. These results indicate that the application of the reward and punishment method is quite effective in improving student discipline in Islamic Religious Education subjects. Furthermore, the teacher observation results obtained a percentage of 87.5% with a very good category. This shows that the teacher has implemented the application of reward and punishment well although there are still some aspects that need to be improved, particularly in terms of consistency in giving rewards and varying the forms of awards to students.

Based on this discussion, it can be understood that the reward and punishment method has an important role in improving student discipline. Providing rewards can increase students' learning motivation, while punishments help students understand their mistakes and encourage them to improve their behavior. Therefore, the application of the reward and punishment method needs to be done consistently, fairly, and educationally so that the goal of forming student disciplinary character can be achieved optimally.

Application of Reward and Punishment in Islamic Religious Education Subjects

Based on research results, the application of reward and punishment in the Islamic Religious Education subject at SD Inpres 2 Lere is carried out through three stages, namely planning, implementation, and evaluation. These three stages are implemented sequentially to support the creation of a disciplined and conducive learning environment.

In the *planning* stage, the teacher explains class rules, forms of reward and punishment, and the purpose of applying the method to students. This explanation aims to help students understand that every behavior has certain consequences. The teacher also provides an understanding that rewards are given to students who show disciplined behavior, while punishments are given to students who violate rules. Research results show that students understand the purpose of applying reward and punishment in PAI learning. This understanding makes students more careful in acting and more motivated to show disciplined behavior during the learning process.

In the *implementation* stage, the teacher applies rewards to students who are active and disciplined in participating in learning. The forms of reward given are praise, applause, appreciation, and simple gifts. The reward has a positive impact on student motivation because students feel appreciated for the effort and good behavior they show. Meanwhile, punishments are given to students who violate learning rules, such as playing during lessons, not paying attention to the teacher's explanation, or not doing assignments. Punishments given are reprimands and memorization of short surahs. This form of punishment shows that the teacher tries to apply punishments that are educational and still relate to Islamic Religious Education learning.

Questionnaire results show that the majority of students gave positive responses to the application of reward and punishment. Students feel more enthusiastic in learning when getting a reward, while punishment makes them more careful not to break the rules. Questionnaire results also show that students assess the teacher has given rewards and punishments quite fairly. The percentage of the questionnaire results is 86.54%, which is in the very good category. These results indicate that the application of reward and punishment in Islamic Religious Education learning received a positive response from students and was quite effective in supporting the improvement of student discipline.

In addition, the application of reward and punishment also helps create a more orderly and conducive learning atmosphere. Students pay more attention to the teacher's explanation, are more responsible in doing assignments, and are more compliant with the rules applicable at school. Thus, the application of reward and punishment not only impacts the improvement of student discipline but also supports the creation of a more effective learning process. Nevertheless, the application of reward and punishment still needs to be improved, especially in terms of consistency and variation in the forms of rewards so that students do not feel bored. Teachers also need to continue providing

educational punishments so that students do not feel pressured, but are able to understand their mistakes and improve their behavior.

Based on this discussion, it can be concluded that the application of reward and punishment in the Islamic Religious Education subject at SD Inpres 2 Lere has run quite well and has a positive impact on improving student discipline. Therefore, this method can be used as an alternative learning strategy in forming student disciplinary character in schools.

CONCLUSION

Based on the research results regarding the teacher's efforts in improving student discipline through the reward and punishment method in the Islamic Religious Education subject at SD Inpres 2 Lere, it can be concluded that the teacher's efforts are carried out through the planning, implementation, and evaluation stages. In the planning stage, the teacher establishes class rules, determines the forms of reward and punishment, and explains these rules to the students. In the implementation stage, the teacher gives rewards to disciplined students in the form of praise, applause, appreciation, and simple gifts. Meanwhile, punishment is given to students who violate the rules in the form of reprimands and the memorization of short surahs which are educational. In the evaluation stage, the teacher observes changes in student behavior after the application of the reward and punishment method. The observation results show that the level of student discipline obtained a percentage of 76.66% with the disciplined category. This shows that the reward and punishment method is quite effective in improving student discipline.

The application of reward and punishment in the Islamic Religious Education subject at SD Inpres 2 Lere has run quite well. The teacher applies reward as a form of appreciation to students who show disciplined behavior, while punishment is given as a form of coaching for students who violate the rules. Based on the questionnaire results, the majority of students gave a positive response to the application of the method. The questionnaire results obtained a percentage of 86.54% with the very good category. This shows that the application of reward and punishment is able to increase learning motivation, discipline, and help create a more orderly and conducive learning atmosphere.

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