

## Application of Online Learning Class Management through Reward and Punishment (A Study of Islamic Perspective)

\*Sri Marmoah<sup>1</sup>, Daru Nafisyah Ichlasita<sup>2</sup>, Hadiyah<sup>3</sup>

<sup>1,2,3</sup>Universitas Sebelas Maret, Jl. Ir. Sutami No.36, Surakarta, Central Java, Indonesia

\*marmuah@staff.uns.ac.id

**ABSTRACT:** *Rewards and punishments are needed so that learning in class runs smoothly and there are no significant problems. This study aims to describe the application of classroom management through reward and punishment in the online learning process in Class II SDIT Al Hasna Klaten from an Islamic perspective. The research approach used is descriptive qualitative research. The data in this study are the results of interviews with a class teacher and six students' second grade of SDIT Al Hasna Klaten, observations, and documentation. The data sources in this study were a class teacher and six second-grade students and the online learning process at SDIT Al Hasna Klaten. The data analysis technique in this study used interactive analysis techniques consisting of data collection, data reduction, data presentation, and conclusion. The validity of the data was tested by observing the persistence and triangulation of data sources. The results showed that at the planning, implementation, and evaluation stages of classroom management, rewards were given directly in the form of a positive response from the teacher by providing praise, emoticons, and other forms of added value. Children in the online learning process. In contrast, the punishment given by the teacher is entirely appropriate and wise in the form of warnings and additional assignments to students so that students continue to achieve good learning outcomes. In addition, punishment is given in a way that students are asked to do good things to make up for their mistakes, such as giving charity, istigfar, and apologizing. The results of this study can contribute to the improvement of online learning.*

*Reward dan punishment diperlukan agar pembelajaran di kelas berjalan lancar dan tidak ada masalah yang berarti. Penelitian ini bertujuan untuk mendeskripsikan penerapan manajemen kelas melalui *reward and punishment* dalam proses pembelajaran online di Kelas II SDIT Al Hasna Klaten dari perspektif Islam. Pendekatan penelitian yang digunakan adalah penelitian deskriptif kualitatif. Data dalam penelitian ini adalah hasil wawancara dengan wali kelas dan enam siswa kelas II SDIT Al Hasna Klaten, serta observasi, dan dokumentasi. Sumber data dalam penelitian ini adalah seorang guru kelas dan enam siswa kelas dua dan proses pembelajaran online di SDIT Al Hasna Klaten. Teknik analisis data dalam penelitian ini menggunakan teknik analisis interaktif yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji dengan mengamati ketekunan dan triangulasi sumber data. Hasil penelitian menunjukkan bahwa pada tahap perencanaan,*

pelaksanaan, dan evaluasi pengelolaan kelas, *reward* diberikan langsung berupa respon positif dari guru dengan memberikan pujian, *emoticon*, dan bentuk nilai tambah lainnya. Anak-anak dalam proses belajar online. Sebaliknya, hukuman yang diberikan oleh guru sepenuhnya tepat dan bijaksana berupa peringatan dan tugas tambahan kepada siswa agar siswa terus mencapai hasil belajar yang baik. Selain itu, hukuman diberikan dengan cara siswa diminta untuk melakukan hal-hal yang baik untuk menebus kesalahannya, seperti bersedekah, istigfar, dan meminta maaf. Hasil penelitian ini dapat memberikan kontribusi bagi peningkatan pembelajaran online.

**Keywords:** *Online Learning, Class Management, Reward, Punishment.*

*Received: April 17, 2022; Revised: May 5, 2022; Accepted: June 22, 2022*

## I. INTRODUCTION

One factor that influenced the learning process's success is the level of students' responses to teachers' instructions. Teachers must deliver the materials and create students' characteristics (Heru, 2019). Through education, students are expected to have the knowledge, skills, and good attitude for their future (Prasetyo, 2015). Therefore, students must have both good academic knowledge and personalities. According to UU SISDIKNAS (Law of the National Education System) No. 20/2003, education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for themselves, for the community, for the nation, and the state (Ikhwan, Farid, Rohmad, & Syam, 2020).

Permendiknas (National Education Ministerial Regulation) No. 41, the year 2007, about class management explains that the seating arrangement should be based on the students' characteristics and subjects, adjust the teaching material with the pace and students' ability, create orderliness, discipline, comfort, safety, compliance with the rules on providing the effective learning process from the beginning till the end as the scheduled time. Consequently, teachers have an essential role in managing the class competently to achieve the learning goals and create students with good characteristics. Following this, Pettasolong stated that teachers must be competent and able to provide facilities for learning activities when students are at school (Pettasolong, 2017). Good classroom management is not only applied to direct/face-to-face learning, but it also needs to be applied to online learning is happening now.

However, not all learning processes go well. Online learning problems include late assignments and students who are not disciplined in learning (Puspitasari, 2020). In addition, the issue during the online learning process is that students are honest in doing school assignments (Suprapmanto & Utomo, 2021). Furthermore, the problem with students' character in the online learning process is ignoring the speed of teachers and online assignments in chat groups and sending unnecessary spam messages (Suriadi, Firman, & Ahmad, 2021). Therefore, teachers need to reprimand students who violate the rules of learning and provide rewards for students who behave well during the learning process.

In essence, human nature has good and bad values, as we know by Allah's promise. Which has been written in His holy book, "Whoever does good will be rewarded with heaven," And whoever does terrible or evil, his recompense is Hell. Logically, from such a statement, the term punishment cannot be omitted in education because a reward always accompanies punishment. To strengthen the statement above, let's look at a history where Rasulullah SAW ordered his followers to teach their children when they were seven years old to learn to pray and ordered them to hit if the child was ten years old and reluctant to perform the five daily prayers. From Amr bin Shu'aib from his father to his grandfather that the Messenger of Allah said: Tell your children to pray from the time they are seven years old. Hit them if they neglect it when they are ten years old, and separate their beds (HR. Abu Daud).

Meanwhile, rewards in Islam are given to servants of Allah who do the work goodness as in the Qur'an Surah Ali Imron verse 148 Allah SWT has promised rewards or rewards to humankind who have to do good. The reward and punishment method is a positive theory coming from the behavioristic theory (Karmilawati, Azizah, & Saleh, 2021). Reward and punishment are contradictory, but they can boost the students' learning motivation and self-discipline (Rizkita & Saputra, 2020). Generally, the reward is described as praise and respect (Indrawati, Marzuki, & Syafi'urrohmah, 2021). In education, the reward is given when the students are well-behaved and accomplish specific goals.

Whereas the implementation of punishment functions to limit the students from behaviour which against the rules set by the teachers or school and prevent the students from making the same mistakes in the future, punishment is one of the ways done by someone to repair bad behaviour wisely (Subakti & Prasetya, 2020). Rewards and punishments have always existed in the educational environment as facilitators and indispensable practices of the education system. Rewards and punishments are means of external intervention on behaviour. They can be used for a variety of purposes, for example, giving gifts and punishment in the process of internal perception of learning and increased sensitivity in education (Aypay, 2018).

The implementation of reward and punishment is one of the methods done by the teachers to improve the student's learning motivation and discipline. A reward can be given directly or indirectly using verbal stimulus, which can improve satisfaction and appreciation for the student's achievement (Indrawati et al., 2021). A reward can be given in the form of compliments or gifts, so the students feel appreciated (Silaban, Lumban Gaol, Abi, & Situmorang, 2020).

Related research has been done by Yana, D., Hajidin, and Safiah, on reward and punishment as an effort to improve student achievement (Yana, D., Hajidin, Safiah, 2016). In addition, reward and punishment can increase student interest in learning online for Covid-19 (Septantiningtyas & Kholil, 2022). Sesmita & Reflinda also said that reward and punishment would increase students' learning motivation in online learning (Sesmita & Reflinda, 2021). The function of reward and punishment in the perspective of Islamic education is one of the tools to direct and guide the nature of students towards maximum growth and development, namely being able to understand, appreciate, and practice the teachings of Islam as well as possible (Ikhwan, 2021b).

Based on the interview, the teachers of the 2nd grade of SDIT Al Hasna Klaten have applied reward and punishment directly or indirectly during learning to build learning

motivation and students' self-discipline. This shows that reward and punishment are important to be understood because they can create a positive impact to create the student's characteristics and help achieve the learning goals.

Unlike the previous research, this research is concerned with strengthening the previous research about the use of reward and punishment in the learning process, not only in face-to-face learning but also in online learning. From the explanation above, the researcher aims to reveal the pattern of class management done by the teachers using reward and punishment in conducting online learning at SDIT Al Hasna Klaten. The shifting from face-to-face learning to online learning requires the teachers to adapt to various methods. Make this research needs to be discussed further so the teachers can prove the best and wise rewards and punishments related to the purpose and its concept in planning, action, and evaluating that the target can be achieved.

This research is urgent to know the class management using the reward and punishment system. This research's uniqueness is related to the application of reward and punishment in online learning classroom management.

## II. METHOD

This is descriptive qualitative research. Descriptive qualitative research is research conducted to observe the situation in the form of detailed and in-depth sentence data (Nugrahani, 2014). The research approach used is a case study. The case study collects in-depth, detailed, intensive, holistic, and systematic data and information about people, events, social settings (social backgrounds), or groups using various methods and techniques. And many sources of information to effectively understand how people, events, and natural locations (social settings operate or function in acbycontext of the text (Yusuf, 2014). The subjects and objects of this study are a class teacher and six teachers in the second grade of SDIT Al Hasna Klaten. The reason for choosing class 2 as the subject of research is because, learning in class 2, the teacher applies rewards or punishments to students by giving charity if they make mistakes so that they teach goodness. This is interesting to research. The research was conducted from May 2020 until March 2020. The data in this research are primary data and secondary data. The primary data consists of an interview with a class teacher and six students from the 2nd grade. The secondary information is a literature study that comes from teachers' documents as supportive data. The data collection technique is the interview, observation, and documentation. Sources of data were obtained from interviews, observations, documentation, and teacher archives. The data analysis technique used for interactive analysis by Miles, M. B., Huberman, A. M., & Saldana consists of data collection, data reduction, data display, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldana, 2014);(Ikhwan, 2021a).

## III. RESULT AND DISCUSSION

There are several facts related to the implementation of reward and punishment during online learning at SDIT Al Hasna Klaten done by teachers for thematic subjects and Javanese language subjects and it is following Permendiknas No.19 in the year 2007. The implementation of rewards and punishment at school is undertaken to expand the students' motivation to learn and positive behaviour to improve learning outcomes (Amirudin, Nurlaeli, & Muzaki, 2020). Before the reward and punishment method is

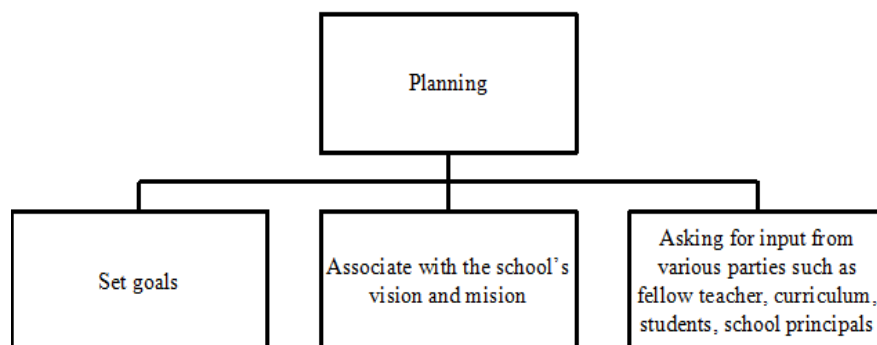
done, the teachers shall check several aspects needed and the student's condition. After the planning process, the management implementation of reward and punishment at SDIT Al Hasna Klaten was done in two methods; they are:

1. Adjust to the learning goals

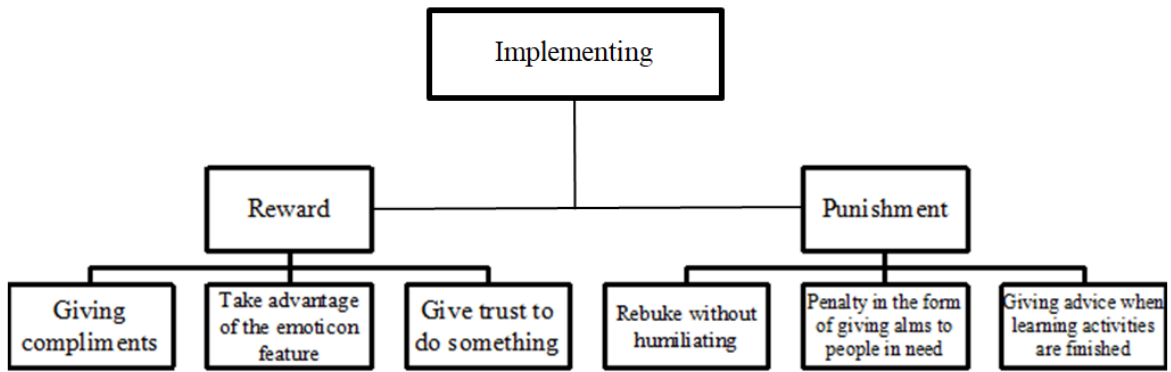
The teacher applied the method as it was planned. However, sometimes the expected behaviour is not achieved yet. Despite that, the teachers kept trying to make the student have better characters, obey the rules, have more manners, be more disciplined, and be more responsible.

2. Conducted with terms and conditions

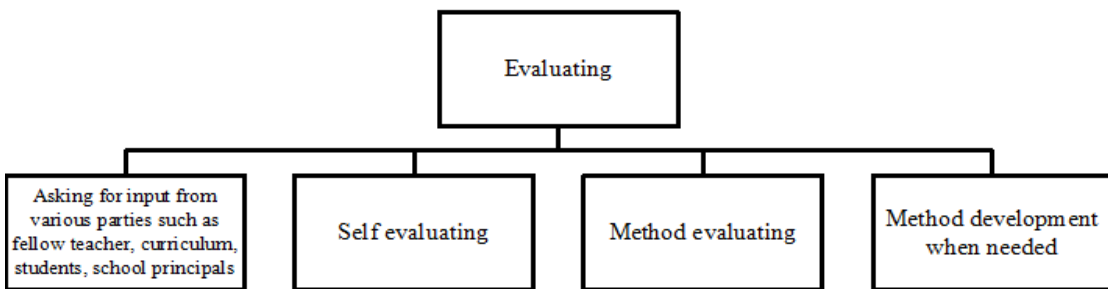
The teacher has never given a punishment that breaks the students' mental; on the contrary, the teachers give a punishment that makes students act better. The teachers have to consider the punishment before they give it. The punishment is given in the form of a warning. The relationship between the teacher and students remains good enough. Distance and low-quality internet connections become the main obstacles in the implementation. The teacher usually gives rewards through compliments, emoticons, and point-plus. These are suitable for the student's needs. The teacher gave the reward spontaneously, without promising before the class started. The teacher explained why they gave the reward. The students would give feedback, and they would apologize when they made some mistakes. Several changes can be seen where the students become more disciplined, confident, responsible, and have better learning motivation. Therefore, the positive response given by the teacher gives a good stimulus for the student's learning motivation. To make students achieve the best learning outcomes, students have to possess a strong motivation to study to make learning, and students must have a solid motivation to learn that guarantees the continuity of the study (Anggraini, Siswanto, & Sukamto, 2019). Based on the results of observations, reward and punishment are applied in all stages of online learning, namely planning, implementation, and evaluation.



*Figure 1. Planning Stage Realization*



*Figure 2. Implementing Stage Realization*



*Figure 3. Evaluating Stage Realization*

### **Reward and Punishment at SDIT Al Hasna Klaten**

Three stages are considered in this research. The first is the planning stage. The planning carried out by the teacher is helpful in preparing rewards and punishments because class conditions are dynamic and unpredictable. The second is implementation. Students have protection laws in Indonesia since there is no violence in education. The teacher has a right and an obligation to be obeyed. It mentioned that a teacher has a right to give the student sanctions only on one condition: it is based on the code of educators' ethics (Istikomah, Ma'mun, & Mustofa, 2019). The teacher begins to give rewards and punishments to the target with the stipulation that punishment is given without physical or mental violence, commensurate with the student's actions, given with a cool head, no revenge motive, and staying in touch with students.

Rewards are given according to the needs of students and should not be too frequent because it will cause dependence so that learning independence is not formed. Islam also emphasizes the rules in imposing punishment, and the rules are in the form of stages and mechanisms in providing punishment as well as the limitations that must be considered in providing punishment, both in aspects of the type of punishment, quality of punishment, and intensity of punishment (Ilham, 2021). The punishment given by the teacher leads to good deeds. Students are asked to give alms or istighfar with a lot to make up for their mistakes. The reward given is explained by the reason for what so that the student knows what he has done. The teacher also does not promise that students will learn independently. The third stage is evaluation. The third stage is after the reward and punishment are given, the teacher reflects on whether the method is right on target by asking students how they respond afterwards. The teacher also asked other teachers for advice on this method. After that, the teacher also asked the

students' parents about the reward and punishments they received. The aim of this stage is for the teacher to find out the rewards and punishments students can receive. This creates cooperation between teachers and parents in educating students. So that education at school and home can be synchronized.

Furthermore, based on the results of interviews with classroom teachers, teachers use the reward and punishment method at the learning planning stage so that the class becomes conducive. Rewards will be carried out in the form of praise and giving encouraging emoticons after the task is assessed. The target is students who behave well or even exceed the target. Punishment will be carried out in the form of a warning. The target is children who behave defiantly, for example, participants who spam the chat.

In the implementation stage of learning, the teacher said that the teacher carried out punishment in various ways according to the level of student error. The goal is to provide a deterrent effect for those who violate during the learning process. The teacher punishes students with a low level of discipline when working on and collecting assignments. In addition, a reprimand is given by the teacher to those who do not pay attention during the learning process. However, with the warning, students are more diligent in studying and can carry out their duties optimally. Rewards made by teachers during the implementation of learning are carried out to inspire the spirit of learning and discipline. Awards can also increase student motivation. They are giving rewards when online learning is more straightforward than offline learning. The teacher applies it by giving praise, additional points or points, and emoticons. The target students who can get awards are students who send assignments on time, get good grades, are enthusiastic about learning, have a good attitude, and can answer questions from the teacher. The awarding also has no limits and is flexible according to conditions.

Positive and educational punishment can provide a change in a positive direction, not mental decline and psychological, and punishments described in Islamic sharia or social sciences are both explained that punishment should not be in verbal form, physical and psychological violence for making unstable and aggressive behaviour that can lead to negative behaviour (Saputra, Maksum, & Ali, 2022). During the process of implementing learning, students do not feel objections when the teacher applies rewards and punishment. They think that they can become more disciplined and responsible by being punished. As for rewards, the awards obtained by students make them more enthusiastic, motivated, and confident during online learning activities. They also testified that teachers often gave rewards in the form of words of praise, good grades, and using emoticons.

In the evaluation stage, the teacher evaluates himself and the method for implementing the reward and punishment method. Self-evaluation is helpful to find out whether the method he provides can be accepted by students, while method evaluation is useful so that the method given in the future is better and follows the student's circumstances. The teacher will change the method if the method is not to the behaviour or abilities of students. Changes to the method are carried out periodically if necessary. He also evaluates the impact of the given method. The teacher also received input and criticism from various parties, such as students, parents, and fellow teachers. The teacher received various inputs on dealing with a less conducive class during online learning, namely to train focus by asking students individually.

Based on the observation result and interview above, there are differences in reward and punishment; between online learning and face-to-face learning. The implementation is limited but still refers to the rules. First, the teacher reads the rules and orders for the learning so the students will understand and obey them. Punishment is given in the form of a warning and additional assignments or reviews. Punishment is given to the student who breaks the rules, such as being late in submitting the assignment. There is no threat, no physical abuse, it is given calmly, and it keeps a good relationship between the teacher and the students. Punishment can be done when a student shows misbehaves or break the norms set by the school and does not achieve the target set (Heru, 2019).

The reward is used in emoticons, compliment sentences, and point-plus. The teacher rarely gives a reward and never promises something to prevent jealousy among the students. The reward is given spontaneously to well-behaved students who are willing to answer the questions and are disciplined. The teacher also receives a good response from the students. Those who got punishment accepted it well. They would take a lesson. Despite the distant limitation, this is quite effective and well done during online learning. The teacher must keep the class condition effective and be responsible for building the student's motivation. Giving a reward spontaneously will not affect the student's psychologist towards behaviour and accept it as a positive response (Syahrul, 2017).

These are in line with Purwanto in his book titled "Theoretical and Practical Education Science" (Purwanto, 2006). He states several requirements when giving a reward and punishment. When offering a reward, the teacher needs to understand the students so they will put respect the teacher too; the reward should not make the other students feel envious, do not give the reward continuously and blurs its essential meaning, never promises something before the students perform well, and do not make students take as their wages. When giving the punishment, the teacher must be responsible and corrective, not an act of revenge; never give punishment when the teacher is angry, full of consideration, never give any physical punishment, and not destroy the relationship between the students and the teacher, willing to apologize. Furthermore, the punishment can be in the form of a warning, omitting privilege, making them stay in the class, and suspension for coming to school. Based on the observation and interview, the teacher at SDIT, Al Hasna Klaten has already met the requirement stated by Ngalim Purwanto and Amier Daien Indrakusuma. The teacher never gives any physical punishment and breaks the student mentally.

The implementation of reward and punishment must be based on the same purpose, wisely and fairly, building students learning outcomes and making good personalities. Wijaya et al., in their research titled "Analysis of Rewards and Punishments on Disciplined Attitudes in SD N 01 Sokaraja Tengah" explains that reward and punishment can improve student discipline, the reward is not only given to intelligent students but also to one who is disciplined by complimenting them and stars or gifts. The research done by Risqiyah and Lestari about "The Effect of Reward and Punishment Methods on the Moral Development of Elementary School Students" shows that reward focuses on creating cognitive and affective components, and students' behaviour is adjusted based on the condition and existing case. Therefore, the reward makes students stay well-behaved, and the punishment will deter the student from breaking the rules (Rizqiyah & Lestari, 2021).

## Reward and Punishment an Islamic Perspective

When giving the punishment, an emotional reaction is expected. So the students feel a deterrent, but the punishment must not embarrass them because it can break their minds, and the students will consider it bullying while the reward is better given in more varied ways so it can improve students' good behaviour, not only learning achievement. In Islam, several terms have meanings commensurate with punishment, namely *hudud*, *qishash*, and *ta'zir*, all of which have a different implementations. *Hudud* is a punishment whose form and amount have been determined by syara' for certain acts such as theft, robbery, and adultery. While the term *Qishash*, as explained in the Qur'an, offences that require *Qishash* punishment are caused by hurting other people's limbs, either by how to injure or kill, given the punishment commensurate with what he did. *Ta'zir* means punishment that is not determined in the form and amount that must be carried out against all forms of immoral acts other than *hudud* and *kaffarat*, whether the violation involves the rights of Allah or the rights of private humans (Syarbaini, 2018). Indonesia's laws on punishment prohibit punishments that involve physical violence. Therefore, the implementation of punishment at SDIT Al Hasna adjusts to the needs, and how severe it depends on the actions that have been carried out but still follow Islamic teachings. During online learning, reward and punishment at SDIT Al Hasna Klaten are more creative and varied and follow the terms and conditions, such as rewards in the form of compliments and emoticons. It motivates students to respond to the questions and makes them well-behaved.

The results of this study regarding reward and punishment carried out by teachers by the provisions of Islamic teachings as stated in Q.S. Al-Zalzalah: 7-8 following:

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ، وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ.

"Whoever does well as heavy as a dzarrah, surely he will see (the reward), and whoever does evil as heavy as a dzarrah, surely he will see the reward." (QS. al-Zalzalah: 7-8).

The verse explains that a reward is a form of appreciation for students who have done good or actions following the rules that have been set even though the value is not much. Vice versa, students will also get a reward in the form of punishment if they commit a crime or act that is not by the rules (Suhaimi, 2020).

In addition, teachers do reward and punishment based on Islamic rules, not only from the human aspect, and do not look at personal and group interests. The basic rules in giving rewards and punishment are Al-Quran and Hadith, as stated in QS. A-Maidah verse 44 means, "Therefore do not be afraid of humans, (but) fear Me. And do not sell My verses at a low price. Whoever does not judge according to what Allah has revealed is the wrongdoer." In addition, the Prophet Sallallahu 'alaihi Wasallam said, "I leave you two things if you hold fast to them, then you will not go astray. These two things are the Qur'an and the Hadith" (Nugraha, Andewi, & EQ, 2020).

It can be concluded that the implementation of reward and punishment at the 2nd grade SDIT Al Hasna Klaten during online school is already suitable with the theories and receiving students' responses. The students are aware of their mistakes and their ability. Both reward and punishment were well-conducted even though during online learning and change the reward method into compliments, emoticons, and point plus, while the punishment is in the form of a warning. Per those facts, Melinda & Susanto,

in the research, states that reward and punishment are essential parts of the learning process to motivate students to be more confident and responsible for their duties (Melinda & Susanto, 2018).

#### IV. CONCLUSION

The results of research that have been carried out on all aspects listed in the data from interviews, observations, and documentation studies show that direct rewards are given to students. Some considerations for giving rewards made by teachers are based on several things, namely: teachers understand their students so that they understand how to appreciate; the rewards given do not cause the envy of other students; rewards are not given continuously so as not to take away the essence itself; not promising before students show their work performance. In giving punishment: can be accounted for; corrective; no revenge motive; not punishing when angry; the punishment given is conscious and considered; no corporal punishment; does not damage the excellent relationship between students and teachers; would like to apologize between the two. Giving rewards in the form of praise, emoticons, and added value. Punishment is in the form of reprimands and warnings. This implementation received a good response, and there was a change in attitude from students. For teachers, the results of this study are used as input for teachers and prospective teachers to reflect on themselves regarding the classroom management that has been carried out and the character of students that has been achieved by paying attention to the right method following existing rules and theories. For students, the results of this study are used as input for students to find out the purpose of giving rewards and punishments, namely forming a better character.

#### V. ACKNOWLEDGEMENTS

The researcher would like to thank the teachers and second-grade students of SDIT Al Hasna Klaten who have been willing to be the subjects of this research. The researcher also expresses gratitude and assistance to all parties who have helped during the research process and in writing this article.

#### VI. REFERENCES

- [1] Amirudin, A., Nurlaeli, A., & Muzaki, I. A. (2020). Pengaruh Metode Reward AND Punishment Terhadap Hasil Belajar Siswa pada Bidang Studi Pendidikan Agama Islam (Studi Kasus Di SDIT Tahfizh Qur'an Al-Jabar Karawang). *TARBAWY: Indonesian Journal of Islamic Education*, 7(2), 140–149. <https://doi.org/10.17509/t.v7i2.26102>
- [2] Anggraini, S., Siswanto, J., & Sukamto. (2019). Analisis Dampak Pemberian Reward And Punishment Bagi Siswa SD Negeri Kaliwiro Semarang. *Jurnal Mimbar PGSD Undiksha*, 7(3), 221–229.
- [3] Aypay, A. (2018). Is Reward A Punishment? from Reward Addiction to Sensitivity to Punishment. *International Journal of Psychology and Educational Studies*, 5(2), 1–11. <https://doi.org/10.17220/ijpes.2018.02.001>

- [4] Heru, K. (2019). Pengaruh reward dan punishment terhadap motivasi belajar siswa pada mata pelajaran Matematika di SMP Yasidik Parakansalak. *Pendidikan Matematika*, 0812(50), 491–496.
- [5] Ikhwan, A. (2021a). *Metode Penelitian Dasar (Menenal Model Penelitian dan Sistematikanya)*. Tulungagung: STAI Muhammadiyah Tulungagung.
- [6] Ikhwan, A. (2021b). *Pendidikan Agama Islam Berbasis Islam Kontemporer Perspektif Indonesia*. Klaten: CV. Tahta Media Group.
- [7] Ikhwan, A. (2022). *Manajemen Lembaga Pendidikan Islam*. Ponorogo: NAJAH.
- [8] Ikhwan, A., Farid, M., Rohmad, A., & Syam, A. R. (2020). Revitalization of Islamic Education Teachers in the Development of Student Personality. *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)*, 162–165.
- [9] Ilham, L. (2021). Punishment in Islamic Education Perspective. *KONSELING: Jurnal Ilmiah Bimbingan Dan Konseling*, 2(3), 70–76. <https://doi.org/10.31960/konseling.v2i3.959>
- [10] Indrawati, I., Marzuki, & Syafi'urrohman. (2021). Investigating the Effect of Reward and Punishment on the Student ' S Learning. *Linguistic, English Education and Art (LEEA)*, 4(2), 337–350.
- [11] Istikomah, R., Ma'mun, M. A., & Mustofa, A. (2019). Reward And Punishment In Islamic Education. *Istawa: Jurnal Pendidikan Islam*, 4(1). <https://doi.org/10.24269/ijpi.v4i1.1662>
- [12] Karmilawati, K., Azizah, L., & Saleh, N. (2021). Penerapan Metode Pembelajaran Reward And Punishment dalam Keterampilan Berbicara Bahasa Jerman. *Interference: Journal of Language, Literature, and Linguistics*, 2(2), 98. <https://doi.org/10.26858/interference.v2i2.20474>
- [13] Melinda, I., & Susanto, R. (2018). Pengaruh Reward dan Punishment terhadap Motivasi Belajar Fikih Siswa MTs Islamiyah Ciputat. *International Journal of Elementary Education*, 2(2), 81–86.
- [14] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis : A Methods Sourcebook*. Thousand Oaks: SAGE Publications, Inc.
- [15] Nugraha, M. T., Andewi, A. S., & EQ, N. N. (2020). Reward (Al-Tsawab) and Punishment (Al-Iqab) Through the BISCUIT Approach in Islamic Education. *Jurnal Tarbiyatuna*, 11(2), 101–113. <https://doi.org/10.31603/tarbiyatuna.v11i2.3508>
- [16] Nugrahani, F. (2014). *Metode Penelitian Kualitatif*. Surakarta.
- [17] Pettasolong, N. (2017). Implementasi Budaya Kompetisi Melalui Pemberian Reward and Punishment Dalam Pembelajaran. *TADBIR : Jurnal Manajemen Pendidikan Islam*, 5(2), 38–52.
- [18] Prasetyo, H. E. (2015). Hubungan Persepsi Penerapan Metode Tgt, Teknik Reward and Punishment Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas V Sdn I Ngrejo Tulungagung. *Konstruktivisme: Jurnal Pendidikan & Pembelajaran*, 7(2),

- 119–129. <https://doi.org/10.30957/konstruk.v7i2.311>
- [19] Purwanto, M. N. (2006). *Ilmu Pendidikan: Teoritis dan Praktis*. Bandung: Remaja Rosdakarya.
- [20] Puspitasari, N. (2020). Analisis Proses Pembelajaran Dalam Jaringan Masa Pandemi Covid 19 Pada Guru Sd Negeri Dukuhwaru 01. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 11(2), 170–186. <https://doi.org/10.31942/mgs.v11i2.3943>
- [21] Rizkita, K., & Saputra, B. R. (2020). Bentuk Penguatan Pendidikan Karakter pada Peserta Didik dengan Penerapan Reward dan Punishment. *Pedagogi: Jurnal Ilmu Pendidikan*, 20(2), 69–73. <https://doi.org/10.24036/pedagogi.v20i2.663>
- [22] Rizqiyah, N., & Lestari, T. (2021). Pengaruh Metode Reward dan Punishment Terhadap Perkembangan Moral Siswa Sekolah Dasar. *Edumaspul: Jurnal Pendidikan*, 5(2), 242–249. <https://doi.org/10.33487/edumaspul.v5i2.1361>
- [23] Saputra, J. A., Maksum, M. N. R., & Ali, M. (2022). The Theory of Punishment According to the Qur'an and Its Implications for Education. *Proceedings of the International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)*, 676(Icims), 319–326. <https://doi.org/10.2991/assehr.k.220708.040>
- [24] Septantiningtyas, N., & Kholil, M. (2022). Efektifitas Pembelajaran Daring melalui Aplikasi Zoom terhadap Minat Belajar Siswa. *Edukatif: Jurnal Ilmu ...*, 4(4), 6267–6278.
- [25] Sesmita, & Reflinda. (2021). Students' Perception on Reward and Punishment Given by English Teachers. *Modality Journal: International Journal of Linguistics and Literature*, 1(1), 30. <https://doi.org/10.30983/mj.v1i1.4762>
- [26] Silaban, P., Lumban Gaol, R., Abi, A., & Situmorang, H. (2020). Pengaruh Reward Dan Punishment Terhadap Hasil Belajar Matematika Siswa Kelas Iii Sd Hkbp. *Jurnal Educatio FKIP UNMA*, 6(2), 278–281.
- [27] Subakti, H., & Prasetya, K. H. (2020). Pengaruh Pemberian Reward and Punishment Terhadap Motivasi Belajar Bahasa Indonesia Siswa Kelas Tinggi Di Sekolah Dasar. *Jurnal Basataka (JBT)*, 3(2), 106–117.
- [28] Suhaimi, A. (2020). Hakikat Reward and Punishment Dalam Pendidikan Islam. *Jurnal Tarbiyatuna*, 11(2), 156–168.
- [29] Suprapmanto, J., & Utomo. (2021). Analisis Permasalahan Pembelajaran Daring Selama Pandemi Covid 19 dan Solusinya. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 3(2), 15–19. <https://doi.org/10.52005/belaindika.v3i2.70>
- [30] Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 165–173. <https://doi.org/10.31004/edukatif.v3i1.251>
- [31] Syahrul, A. R. (2017). Reward, punishment terhadap motivasi belajar Siswa IPS Terpadu Kelas VIII MTsN Punggasan. *Economica*, 2(1), 1–9.
- [32] Syarbaini, A. (2018). Teori Ta'zir dalam Hukum Pidana Islam. *Jurnal Ius Civile:*

*Refleksi Penegakan Hukum Dan Keadilan*, 2(2), 1–10.

- [33] Yana, D., Hajidin, Safiah, I. (2016). Pemberian Reward Dan Punishment Sebagai Upaya Meningkatkan Prestasi Siswa kelas V di SDN 15 Lhoksumawe. *Ilmiah Pendidikan Guru Sekolah Dasar*, 41(2), 11–18.
- [34] Yusuf, A. M. (2014). *Metode Penelitian*. Jakarta: PT Fajar Interpratama Mandiri.