

Implementation of Reward and Punishment in Enhancing Motivation for Learning Indonesian Language at MIS Ulumul Qur'an Medan

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Abstract

This research aims to explore various aspects of Indonesian language learning at MIS Ulumul Qur'an Medan. The objectives include investigating the application of rewards and punishment, understanding their impact on student motivation, and evaluating how these strategies contribute to increased motivation in learning Indonesian. Conducted at MIS Ulumul Qur'an Medan, the research adopts a qualitative approach with a descriptive method, utilizing observation, interviews, and documentation for data collection. The analysis involves data reduction, presentation, and drawing conclusions. The findings reveal that rewards, such as praise, stationery, and food, are applied by teachers when students demonstrate positive actions, answer quizzes, or complete assigned notes. Conversely, punishments, including warnings, standing, or singing in front of the class, are employed when students violate established rules. Moreover, the research emphasizes the crucial role of reward- and punishment-based learning motivation in influencing student behavior. Students tend to emulate observed actions, making these approaches valuable tools for shaping positive learning attitudes. Ultimately, the application of rewards and punishment significantly contributes to heightened student motivation. Students exhibit increased enthusiasm for learning, a positive attitude toward attending school, a liking for the subject, and improved participation in answering questions posed by the teacher. These outcomes underscore the effectiveness of utilizing rewards and punishment as motivational tools in Indonesian language learning at MIS Ulumul Qur'an Medan.

Keywords– Reward, Punishment, Motivation



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1. Introduction

Education is a crucial aspect of human life, playing a central role in shaping an individual's character, knowledge, and abilities. According to Umdira (1990), education is a conscious effort made by adults towards those who are not yet considered adults or who do not understand knowledge, culture, and prevailing norms. Education is not only a necessity but a dynamic force that shapes various aspects of an individual's life, including psychological, mental, emotional, social, and ethical development (Ningrum, Salmina, & Rambe, 2020).

Schools, as formal educational institutions, have a significant responsibility in enhancing the quality of learning. The services provided by schools play a crucial role in fostering independence and student development. Effective learning processes in schools have a positive impact on student motivation, which, in turn, influences learning outcomes.

The importance of education is reflected in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop the potential of learners to have spiritual strength, religious understanding, self-awareness, personality, intelligence, noble character, and skills needed for life in society, nation, and state (Rosyid & Abdullah, 2018).

Motivation plays a key role in the teaching and learning process. Understanding motivation is essential for both teachers and students to improve the quality of education. Student motivation can be influenced by various factors such as maturity, the relationship with the teacher, verbal ability, a sense of security, and the teacher's communication skills (Arianty & Watini, 2022).

Indonesian language education, although considered a fundamental subject, poses its own challenges. Aspects such as speaking, asking questions, listening, and understanding create a complex learning environment. Therefore, appropriate strategies are needed to maintain student motivation and encourage achievement in this subject.

Reward and punishment methods are commonly used to manage student motivation. Suharsimi Arikunto (in Abdullah et al., 2023) defines reward as a gift or acknowledgment given as appreciation for a student's good behavior, while punishment is a sanction given for rule violations.

The reward and punishment method is drawn from the concept of behaviorist theory, where learning is considered a change in behavior resulting from the interaction between stimulus and response. However, the application of this method needs to be done wisely, considering that excessive punishment can have negative consequences.

Identification problems arising from the background involve a lack of implementation of rewards and punishments in the classroom, low student motivation, the suboptimal role of teachers in improving learning motivation, the lack of creativity of teachers in teaching, and the lack of student motivation for Indonesian language materials.

The purpose of this study is to determine the implementation of rewards in Indonesian language learning at MIS Ulumul Qur'an Medan; to determine the implementation of punishments in Indonesian language learning at MIS Ulumul Qur'an Medan; to determine student learning motivation based on rewards and punishments in Indonesian language learning at MIS Ulumul Qur'an Medan; to determine whether the implementation of rewards and punishments can increase student motivation.

The benefits of this research include theoretical and practical benefits. Theoretically, the results of this study can be used as a reference for the development of teaching competencies and an increased understanding of student motivation. Practically, this research can provide valuable information for teachers to improve the quality of teaching and serve as a reference for future research.

With the background and identification of the problems outlined, this research will delve deeper into the implementation of rewards and punishments to enhance Indonesian language learning motivation at MIS Ulumul Qur'an Medan.

2. Method

Research Methodology: Enhancing Student Motivation in Indonesian Language Learning

Introduction

Education is pivotal in shaping an individual's character, knowledge, and abilities. This study focuses on the motivation of students in Indonesian language learning, a subject presenting unique challenges in various aspects.

Research Objectives

This study aims to: Assess the implementation of rewards in Indonesian language learning at MIS Ulumul Qur'an Medan. Evaluate the implementation of punishments in Indonesian language learning at MIS Ulumul Qur'an Medan. Analyze student learning motivation based on rewards and punishments. Investigate whether the implementation of rewards and punishments can increase student motivation.

Research Design

Subjects include first-grade teachers, the school principal, and first-grade students facing difficulties in Bahasa Indonesia. Purposive sampling is employed to ensure specific considerations in subject selection. The research is conducted at MIS Ulumul Qur'an Medan due to its relevance and the researcher's prior experience during fieldwork. The school's characteristics, including its urban location and student demographics, contribute to the study's context.

The research is carried out in August 2023 and involves planning, execution, and finalization stages. Data sources include primary (interviews) and secondary (documents, journals) data. A qualitative approach with a descriptive method is chosen to delve into the intricacies of reward and punishment implementation, student motivation, and teaching strategies.

Data Analysis

Data is summarized, focusing on essential elements and themes related to the challenges in Indonesian language learning. Data is presented descriptively using tables and brief narratives to enhance clarity and understanding.

Conclusions are drawn based on the synthesized data, offering insights into the nuances of student motivation and effective teaching strategies.

Validation Techniques

Multiple data sources, such as interviews, observations, and documents, are compared for consistency and reliability. Thorough and continuous observation and scrutiny of data are employed to enhance the research's accuracy and credibility. External references, including photos depicting interactions, complement the data, adding depth and reliability. To ensure data accuracy, continuous field observations are conducted, allowing for refinement and confirmation of findings.

Expected Contributions

This research aims to provide valuable insights for educators, administrators, and researchers, contributing to the enhancement of Indonesian language education and student motivation. The study's theoretical and practical implications make it a valuable resource for educational improvement.

3. Result and Discussion

Specific Research Findings

In this specific findings section, the researcher will present the results of field research related to the application of rewards and punishments at MIS Ulumul Qur'an Medan. These findings encompass the school's perspective on rewards and punishments, their significance, the processes involved in their implementation, and various challenges encountered.

Implementation of Rewards in Indonesian Language Learning

MIS Ulumul Qur'an Medan employs rewards as an educational tool used by Indonesian language teachers. The school principal, Mr. Bukhori Muslim Lubis, emphasizes the effectiveness of rewards in developing students' interest in learning. Classroom teacher, Mrs. Nuraini, S.Ag, and students like Khaira and Myeisha also state that rewards can motivate students to study more diligently.

Implementation of Punishments in Indonesian Language Learning

Punishment is considered crucial in education at MIS Ulumul Qur'an Medan. The school principal, Mr. Bukhori Muslim Lubis,S.Ag, explains that punishments are applied to prevent students from violating rules. Classroom teacher, Mrs. Nuraini,S.Ag, and students like Harris and Zikri state that punishments make students more responsible and deter them from repeating mistakes.

Overall, rewards are seen as a motivator for learning enthusiasm and character development, while punishments are regarded as a tool to maintain discipline and prevent rule violations.

*Student Motivation through Rewards and Punishments in Indonesian
Language Learning at MIS Ulumul Qur'an Medan*

In Indonesian language education at MIS Ulumul Qur'an Medan, teachers utilize rewards and punishments to address various challenges in student behavior and performance. The school principal, Mr. Bukhori Muslim Lubis,S.Ag, grants teachers the freedom to apply these educational tools, emphasizing the importance of maintaining an educative and engaging learning environment.

Mrs. Nuraini,S.Ag, a language teacher and homeroom teacher, explained her approach to rewards and punishments. She initiates punishments at the beginning of lessons for students not focused during pre-study prayers, while rewards are given based on student participation and successful trial activities.

In the process, Mrs. Nuraini,S.Ag observes daily student activities, using rewards to motivate active participation and punishments to discourage disruptive behavior. The school principal and Mrs. Nuraini,S.Ag stress the crucial role of rewards and punishments in achieving educational goals, fostering positive outcomes and discipline.

Interviews with students, such as Myeisha, Zikri, and Zura, provided insights into their perspectives. Myeisha appreciates rewards, citing the usefulness of received items like books and erasers. Conversely, Zikri and

Zura, who faced punishments, acknowledge the importance of these measures in maintaining discipline.

Further interviews with students who received rewards, including Khaira, Hafidz, and Myeisha, revealed their positive experiences and increased motivation in learning. Harris, who received both rewards and punishments, expressed happiness over receiving a book and detailed how punishments, such as warnings, helped him refocus on studies.

Punishments, such as singing in front of the class or additional tasks, were given to students like Zikri and Zabdan for disruptive behavior or incomplete assignments. Zikri and Zabdan acknowledged the impact of punishments in correcting their behavior.

In summary, the interviews illustrate the significance of praise, rewards, and punishments in shaping student behavior and motivation at MIS Ulumul Qur'an Medan. The unique impact of these approaches emphasizes the need for a balanced and effective implementation of educational tools to create a positive learning atmosphere.

Reward and Punishment for Student Learning Motivation at MIS Ulumul Qur'an Medan

The implementation of rewards and punishments at MIS Ulumul Qur'an Medan has a positive impact on student learning motivation. This research examines how this approach affects students, highlighting both its positive and negative aspects.

The positive impact of rewards and punishments is evident in the increased motivation of students. The majority of students responded positively to this method, although there were some who were less enthusiastic. According to the School Principal, Mr. Bukhori Muslim Lubis, the positive impact includes increased activity, discipline, and student attendance. The negative impact is considered small, with the belief that it is not significant because it aims for student development.

The School Principal hopes that the implementation of rewards and punishments will improve the quality of the students, creating qualified and

successful individuals. Classroom teacher, Mrs. Nuraini, S.Ag, also aspires to increase student motivation in learning.

Rewards involve praise (verbal) and physical gifts (non-verbal). Praise such as applause and snacks has a positive impact. Non-verbal rewards such as books and pencils provide encouragement to students.

Punishments are divided into preventive and repressive. Preventive punishment, such as changing seats, aims to prevent mistakes. Repressive punishment, such as reprimands and additional assignments, aims to have a deterrent effect and improve behavior.

The impact of rewards and punishments depends on their implementation. Although the positive impact is more dominant, there is an understanding that the negative impact is minimal and not significant in the context of student development.

From interviews with teachers and students, rewards and punishments have a positive impact on increasing learning motivation. This approach helps create an active, disciplined, and directed learning environment at MIS Ulumul Qur'an Medan.

Discussion of Research Results

Educational tools are essential for teachers, providing knowledge and understanding that benefit educators themselves. One strategy employed by Indonesian language teachers at MIS Ulumul Qur'an Medan to enhance learning motivation and instill character is the use of rewards and punishments. Based on the gathered data, the researcher discusses the research findings as follows:

Implementation of Rewards in Indonesian Language Learning at MIS Ulumul Qur'an Medan

Based on the research conducted at MIS Ulumul Qur'an Medan regarding the implementation of rewards and punishments to enhance Indonesian language learning motivation, the researcher obtained optimal results. The research employed a methodology tailored to the study and

data available at MIS Ulumul Qur'an Medan, revealing compatibility between existing theories and research outcomes.

The first finding indicates the implementation of rewards and punishments in the process of Indonesian language learning at MIS Ulumul Qur'an Medan. Teachers can apply rewards through attention and praise, considering the diverse characteristics and learning processes of each student. According to Abu Ahmadi, attention is an active soul directed towards an object, either internal or external (Sipahutar, 2018: p. 71). Responsible students who can explain lessons may receive rewards such as praise and stationery. Each teacher employs strategies to observe the activeness of their students, allowing them to apply suitable rewards.

Implementation of Punishments in Indonesian Language Learning at MIS Ulumul Qur'an Medan

The second finding illustrates the implementation of punishments in Indonesian language learning at MIS Ulumul Qur'an Medan. Teachers can impose punishments through verbal reprimands, standing in front of the class, singing in front of the class, or changing seating arrangements weekly for students who commit mistakes. Students are held accountable for their actions.

Teachers employ diverse strategies in the teaching process to make it engaging. An interesting teaching strategy motivates students, and consistent punishments create a deterrent effect for those who violate rules. Punishments are tailored to the specific issues and conditions of the students. According to Irawati (Yuliana and Faizatul Ummiya, 2023: p. 65), punishment serves as compensation given to a child for undesirable behavior.

Student Learning Motivation Based on Rewards and Punishments in Indonesian Language Learning at MIS Ulumul Qur'an Medan

The third finding indicates that student learning motivation is based on rewards and punishments in Indonesian language learning. Through observation and interviews, the researcher found that student motivation

towards rewards and punishments in Indonesian language learning is crucial. Students receiving rewards express joy and share their achievements with classmates, fostering motivation through positive reinforcement.

On the other hand, students receiving punishments, such as standing or singing in front of the class, experience embarrassment and must be accountable for their mistakes. This motivates them to avoid repeating the same errors, driven by the desire to receive rewards like their peers. Various forms of rewards and punishments include verbal praise, non-verbal rewards, preventive punishments, and punitive punishments. However, it is acknowledged that rewards and punishments have both advantages and disadvantages, such as promoting improvement in student behavior but potentially creating a disruptive and fearful atmosphere.

Implementation of Rewards and Punishments Can Enhance Student Learning Motivation

The fourth finding demonstrates that the implementation of rewards and punishments can enhance student learning motivation. Observations and interviews conducted by the researcher highlight that motivation originates from within the students when their achievements and efforts inspire enthusiasm for learning.

For instance, when teachers provide rewards such as books, pencils, erasers, or stickers as additional value in Indonesian language lessons, students feel motivated. Praise and applause also contribute to motivation. Similarly, punishments, such as verbal reprimands, can create motivation by instilling fear in students. Other punishments, like standing or singing in front of the class, induce embarrassment, motivating students to avoid repeating mistakes. The motivation arises from the comparison between receiving punishment and observing peers receiving rewards, creating a desire to attain rewards.

The researcher noted that the use of rewards, such as stickers for completing tasks quickly, fosters a sense of pride in students. Those who do

not receive stickers express a desire to attain them, generating motivation to complete tasks. Various factors contribute to enhancing and awakening student learning motivation, including enthusiasm for learning, enjoying coming to school, liking the subject, eagerness to answer questions or participate in quizzes, and finding pleasure in completing assigned tasks.

The role of Indonesian language learning at the elementary level is crucial in improving student learning motivation, as it helps students recognize letters, read quickly, and serves as a benchmark for their thinking abilities (Subakti & Prasetya, 2020: p. 110).

4. Conclusion

Based on the research conducted at MIS Ulumul Qur'an Medan, the implementation of rewards in Indonesian language learning involves praise and gifts for responsible students. Punishments are administered in response to rule violations, such as standing in front of the class or singing. Student learning motivation is closely tied to rewards and punishments, influencing discipline, responsibility, and academic achievement.

The implementation of rewards and punishments can enhance student learning motivation. Motivation arises from students' achievements, whether through rewards or punishments. While the positive impact is increased motivation, the negative impact is minimal, such as a lack of deterrence for students subjected to frequent punishments.

In the field of education, teachers should strive to provide the best services to help students achieve learning goals. It is recommended that teachers be more creative in delivering rewards and punishments to ensure students feel motivated without being burdened. Additionally, teachers should offer motivation and serve as positive examples for their students, acting as role models that inspire and guide.

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