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Internalization of Discipline Values through a Reward and Punishment Approach in Islamic Religious Education in Junior High Schools: A Multisite Study in Ponorogo

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Abstract

This study aims to analyze the internalization of disciplinary values through the reward and punishment approach in Islamic Religious Education learning at junior high schools. This research was motivated by the existence of various disciplinary problems among students, such as tardiness, lack of responsibility in completing assignments, and violations of school regulations. The research employed a qualitative descriptive approach with a multi-site study design conducted at SMP Negeri I Ponorogo, SMP Muhammadiyah I Ponorogo, and SMP Ma'arif I Ponorogo. Data were collected through observation, interviews, and documentation, while data analysis was carried out through data reduction, data presentation, and conclusion drawing using source and technique triangulation. The findings revealed that the implementation of reward and punishment in Islamic Religious Education learning had a positive impact on shaping students' disciplinary character. Rewards were given in the form of praise, verbal appreciation, additional scores, and appreciation for positive behavior, while punishments were applied educatively through warnings, advice, guidance, and educational assignments. In addition, the internalization of disciplinary values was

strengthened through positive habituation and teacher role modeling in daily school activities. The consistent implementation of reward and punishment was proven to improve students' learning motivation, responsibility, and compliance with school regulations. Therefore, reward and punishment can be an effective strategy in developing students' disciplinary character in junior high schools.

Keywords: Reward and Punishment, Islamic Religious Education, Disciplinary Character, Value Internalization

Abstrak

Penelitian ini bertujuan untuk menganalisis internalisasi nilai disiplin melalui pendekatan reward dan punishment dalam pembelajaran Pendidikan Agama Islam di Sekolah Menengah Pertama. Penelitian ini dilatarbelakangi oleh masih ditemukannya berbagai permasalahan kedisiplinan peserta didik, seperti keterlambatan masuk kelas, kurangnya tanggung jawab dalam menyelesaikan tugas, dan pelanggaran tata tertib sekolah. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif dengan desain studi multi situs di SMP Negeri 1 Ponorogo, SMP Muhammadiyah 1 Ponorogo, dan SMP Ma'arif 1 Ponorogo. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penerapan reward dan punishment dalam pembelajaran Pendidikan Agama Islam memberikan pengaruh positif terhadap pembentukan karakter disiplin peserta didik. Reward diberikan dalam bentuk pujian, penghargaan verbal, tambahan nilai, dan apresiasi terhadap perilaku positif peserta didik, sedangkan punishment diterapkan secara edukatif melalui teguran, nasihat, pembinaan, dan tugas edukatif. Selain itu, internalisasi nilai disiplin juga diperkuat melalui pembiasaan positif dan keteladanan guru dalam kehidupan sehari-hari di sekolah. Penerapan reward dan punishment secara konsisten terbukti mampu meningkatkan motivasi belajar, tanggung jawab, dan kepatuhan peserta didik terhadap tata tertib sekolah. Dengan demikian, reward dan punishment dapat menjadi strategi efektif dalam pembentukan karakter disiplin peserta didik di Sekolah Menengah Pertama.

Kata Kunci: Reward dan Punishment, Pendidikan Agama Islam, Karakter Disiplin, Internalisasi Nilai

A. Introduction

Islamic Religious Education plays a strategic role in shaping students' character, particularly in instilling the values of discipline, responsibility, and noble morality. In the context of modern education, character building has become one of the primary goals of education because students are not only expected to possess academic competence, but also good behavior and moral values. Discipline is one of the essential character traits that needs to be instilled from an early age because it is closely related to obedience to rules, responsibility, and self-control in daily life. Through Islamic Religious Education learning, students are guided to understand religious teachings

while simultaneously implementing moral values in social life and the school environment.¹ Therefore, Islamic Religious Education functions not only as a medium for transferring religious knowledge, but also as a means of comprehensively developing students' character.

In practice, character education through Islamic Religious Education learning is considered effective in shaping students' social and spiritual behavior through habituation, exemplary conduct, and the reinforcement of religious values within the school environment. Research conducted by Listrianti and Hafifa shows that Islamic Religious Education integrated with character education can increase students' awareness of the importance of discipline and responsibility.² In addition, Triyono and Subando explain that the integration of character education into Islamic Religious Education learning can help students develop disciplined behavior both in learning activities and daily life.³ The strengthening of religious values through worship habituation, courteous attitudes, and an Islamic school culture is also considered capable of fostering a sustainable culture of discipline among students.

One approach that can be used to instill disciplinary values in students is the implementation of reward and punishment. Reward refers to the appreciation given to students for positive behavior and discipline demonstrated, while punishment refers to educational actions given to students who violate school regulations. This approach is in line with behavioristic theory, which emphasizes that behavior can be shaped through consistent reinforcement and behavioral control.⁴ From the perspective of Islamic education, reward and punishment are viewed as educational methods aimed at developing students' moral awareness, responsibility, and self-control.⁵ Thus, the implementation of reward and punishment functions not only as a behavioral control tool, but also as a strategy for character building among students.

Several previous studies have shown that the implementation of reward and punishment has a positive impact on improving students' learning motivation and discipline. Research by Rasyid et al. indicates that the proportional application of reward and punishment can increase students' intrinsic motivation and compliance with school regulations. Furthermore, Novitasari and Abduh explain that positive reinforcement strategies implemented by teachers influence the improvement of

¹ Marzuki, *Pendidikan Karakter Islam*, 330 (Amzah, 2022) h. 156.

² Feriska Listrianti and Siti Hafifa, "OPTIMALISASI PERAN GURU PAI SEBAGAI SOLUSI PENINGKATAN MUTU PENDIDIKAN KARAKTER QUR'ANI DI MTsN," *SECONDARY: Jurnal Inovasi Pendidikan Menengah* 6 (April 2026): 660–71, <https://doi.org/10.51878/secondary.v6i2.10079>.

³ Agus Triyono and Joko Subando, "Peran Guru PAI dalam Menerapkan Metode Pembelajaran Berbasis Pembiasaan untuk Mengembangkan Karakter Religius dan Disiplin Peserta Didik," *TSAQOFAH* 6 (December 2025): 1741–59, <https://doi.org/10.58578/tsaqofah.v6i2.8628>.

⁴ Hamzah Uno, *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*, h.82 (Bumi Aksara, 2023).

⁵ Ria Safitri et al., "IMPLEMENTASI SISTEM REWARD DAN PUNISHMENT DALAM MENINGKATKAN KEDISIPLINAN SISWA SMA NEGERI 6 KOTA," *Kreativitas Pada Pengabdian Masyarakat (Krepa)* 7, no. 4 (2025): 441–50.

students' learning discipline at the junior high school level.⁶ Another study conducted by Ramadhan et al. also demonstrates that a reward approach based on spiritual appreciation is effective in increasing students' disciplinary awareness in Islamic Religious Education learning.⁷ These research findings indicate that reward and punishment can become effective strategies in shaping students' disciplinary character when implemented appropriately and consistently.

Strengthening disciplinary character through religious approaches and positive habituation is also considered capable of creating a conducive school culture that supports the development of students' morality. Metrahultikultura and Kumalasari state that a religious school culture can help increase students' awareness in obeying rules and being responsible for their obligations.⁸ Research by Wahyudi et al. also explains that a school environment implementing a discipline culture based on Islamic values can improve students' compliance and responsibility more effectively.⁹ In addition, collaboration between Islamic Religious Education teachers and parents becomes a supporting factor in the successful internalization of disciplinary values among students because character development is carried out not only at school, but also within the family environment.

Nevertheless, various disciplinary problems among junior high school students are still found and affect the effectiveness of learning and character formation. These problems can be seen in the following table.

Tabel 1. General Disciplinary Problems of Junior High School Students

No	Disciplinary Problems	Forms of Student Behavior	Impact on Learning
1	Late arrival to class	Arriving not on time	Disrupting classroom order
2	Lack of responsibility	Not completing assignments	Lowering learning outcomes
3	Violation of school regulations	Not wearing complete attributes/uniforms	Reducing the school's disciplinary culture

⁶ Dwi Novitasari and Muhammad Abduh, "Upaya Guru Dalam Melatih Karakter Disiplin Siswa Sekolah Dasar Berbasis Teori Behaviorisme," *Jurnal Basicedu* 6 (May 2022): 6373–78, <https://doi.org/10.31004/basicedu.v6i4.3261>.

⁷ Zulhari Ramadhan et al., "IMPLEMENTASI REWARD AND PUNISHMENT GURU PAI DALAM MENINGKATKAN KEDISIPLINAN DAN PRESTASI BELAJAR PESERTA DIDIK SMP IT DI KABUPATEN KARIMUN," *Jurnal Transformasi Pendidikan* 7, no. 2 (2026), <https://ejournals.com/ojs/index.php/jtp/article/view/4893>.

⁸ Metrahultikultura Metrahultikultura and Dyah Kumalasari, "Penguatan Pendidikan Karakter Religius Melalui Program Sertifikasi Keagamaan Bagi Peserta Didik di MAN 1 Boyolali," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 5, no. 1 (2023): 348–60, <https://doi.org/10.31004/edukatif.v5i1.4436>.

⁹ Akmal Wahyudi et al., "Implementasi Pembelajaran Akidah Akhlak Dalam Meningkatkan Karakter Religius Peserta Didik Studi Kualitatif Di Madrasah Aliyah Muhammadiyah Palu," *Social Science Academic* 4 (May 2026): 155–66, <https://doi.org/10.37680/ssa.9594>.

4	Lack of learning focus	Chatting during lessons	Decreasing learning effectiveness
5	Low disciplinary awareness	Ignoring classroom rules	Creating less orderly behavior

Based on the table above, it can be understood that students' disciplinary problems remain a challenge in the learning process at junior high schools. These problems not only affect the effectiveness of learning, but also influence students' character development. Therefore, appropriate strategies are needed to instill disciplinary values through Islamic Religious Education learning, one of which is through the educational and sustainable implementation of reward and punishment approaches. Based on the explanation above, this study was conducted to examine more deeply the internalization of disciplinary values through reward and punishment approaches in Islamic Religious Education learning. This study employed a multi-site study design at SMP Negeri 1 Ponorogo, SMP Muhammadiyah 1 Ponorogo, and SMP Ma'arif 1 Ponorogo with the aim of identifying the implementation of reward and punishment in shaping students' disciplinary character.

B. Literature Review

Islamic Religious Education and Character Education

Islamic Religious Education has a strategic function in creating a balance between the intellectual, emotional, and spiritual aspects of students. Islamic Religious Education learning does not merely focus on the transfer of religious knowledge, but also on the development of attitudes and behaviors that align with Islamic values. In its implementation, Islamic Religious Education teachers are expected to instill values of honesty, discipline, responsibility, and social awareness through contextual and applicable learning processes.

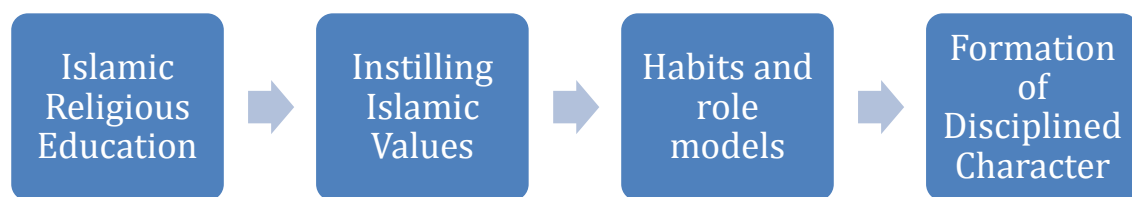


Diagram 1. Islamic Religious Education and Character Formation

The diagram illustrates that the implementation of reward and punishment in learning plays an important role in shaping students' disciplinary character. Providing rewards can increase students' learning motivation, while educational punishment helps foster awareness of discipline and responsibility. This motivation and disciplinary awareness are then strengthened through positive habituation carried out consistently within the school environment.

Positive habituation that is continuously practiced will shape students' disciplinary character, such as being orderly in learning, obeying rules, and being

responsible for tasks and obligations. Thus, the diagram shows that the combination of reward, punishment, and positive habituation can become an effective strategy in character education at school. This is supported by the research of Sinta Ma'sumah, which states that student discipline is more easily formed through consistent, educational guidance supported by teacher role modeling.¹⁰

Teacher role modeling is also a major factor in the process of internalizing disciplinary values among students. Teachers who demonstrate discipline, responsibility, and consistency toward school regulations become real examples for students. Students tend to imitate the behavior of teachers they observe every day in the school environment.

In addition to habituation and role modeling, the internalization of discipline is also strengthened through the synergy between reward and punishment in Islamic Religious Education learning. Rewards are given to reinforce positive behavior, while punishment is used as a means of guidance for rule violations. The combination of these two strategies helps students understand the consequences of every action they take.

Reward Theory in Learning

Reward is one of the effective learning strategies for improving students' motivation and discipline. Proper rewards can create a positive learning atmosphere and encourage students to maintain good behavior. Rewards are not always material in nature, but can also take the form of praise, recognition, or symbolic appreciation that makes students feel valued for their efforts. According to Habibah Ratnasari and Triono Mustofa, verbal rewards have been proven to increase students' enthusiasm for learning and self-confidence in participating in classroom activities.¹¹



Diagram 2. The Influence of Reward on Students

The diagram illustrates the theoretical flow regarding the influence of rewards on the formation of students' discipline. In the educational context, reward is understood as a form of appreciation given by teachers to students for positive behavior or achievements demonstrated during the learning process. Based on behavioristic theory, rewards function as positive reinforcement that can strengthen

¹⁰ Sinta Ma'sumah et al., "PERAN GURU DALAM MENANAMKAN KARAKTER DISIPLIN SISWA DI SMAN 1 TONGAS PROBOLINGGO," *Jurnal Pendidikan Islam* 15, no. 1 (n.d.).

¹¹ Habibah Ratnasari and Triono Mustofa, "Upaya Guru PAI Dalam Meningkatkan Kedisiplinan Belajar Peserta Didik Melalui Reward Dan Punishment Di SMPN 1 Nguntoronadi," *Ideguru: Jurnal Karya Ilmiah Guru* 9 (July 2024): 1663–71, <https://doi.org/10.51169/ideguru.v9i3.1217>.

students' good behavior, thereby encouraging them to repeat such behavior. Rewards may take the form of praise, additional scores, appreciation for participation, or other educational forms of recognition.

Increased learning motivation will then lead to positive behavior among students. Such positive behavior may include active participation in learning, compliance with classroom rules, responsibility in completing assignments, and courteous attitudes toward teachers and peers. In social learning theory, positive behavior that continuously receives reinforcement will develop into habits embedded within students. Therefore, rewards affect not only academic aspects but also the development of students' attitudes and character.

In Islamic Religious Education learning, rewards can also be used as a means of reinforcing students' religious values and morality. Teachers may give appreciation to students who are disciplined in performing worship, maintaining good manners, and actively participating in religious activities. This positive reinforcement helps students understand that good behavior has value and benefits in life.

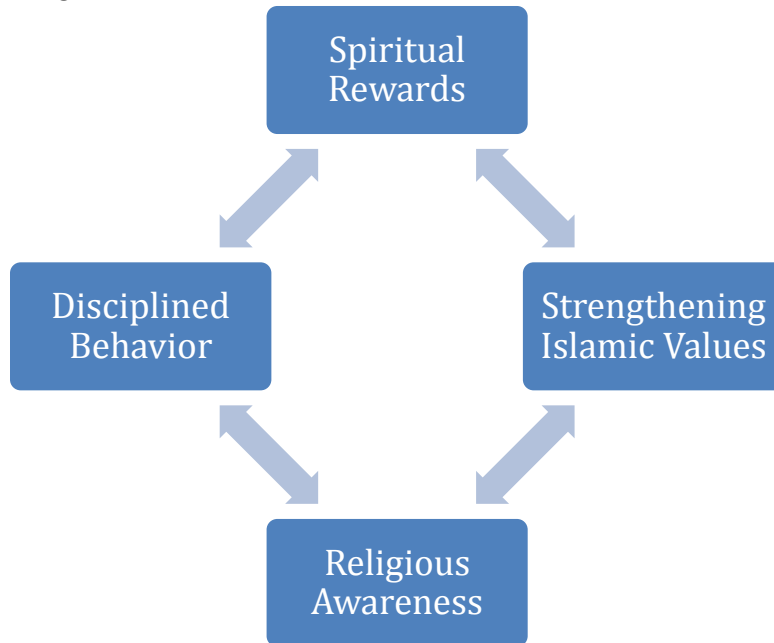


Diagram 3. Spiritual Reward Relationships

The diagram illustrates the relationship between spiritual rewards and the formation of students' disciplinary behavior through the reinforcement of Islamic values. Spiritual rewards are forms of appreciation given through religious approaches, such as Islamic praise, prayers, appreciation for good morals, and recognition of students' worship and commendable behavior. In the context of Islamic education, spiritual rewards are intended not only to increase learning motivation but also to instill faith values and noble character in students. According to research by Azizah

and Nashir, appreciation based on Islamic values can strengthen the formation of students' religious character and discipline.¹²

The reinforcement of Islamic values through spiritual rewards will foster religious awareness within students. This religious awareness encourages students to understand that discipline is part of Islamic teachings that should be implemented in everyday life. Values such as responsibility, trustworthiness, punctuality, and obedience to rules become more deeply embedded because they are based on religious awareness. In Islamic educational theory, character formation grounded in spiritual values tends to last longer because it arises from inner awareness and personal belief.

Besides improving discipline, rewards also function to build positive relationships between teachers and students. Students who receive appreciation tend to feel noticed and valued, making them more receptive to teachers' guidance. A positive emotional relationship between teachers and students creates a comfortable and conducive learning atmosphere.

Punishment Theory in Learning

Punishment in learning functions as an effort to control behavior so that students understand the boundaries and rules that apply at school. Educational punishment can help students realize their mistakes and gradually improve their behavior. In its implementation, punishment must be proportional, consistent, and free from elements of physical or verbal violence. Research by Putri and Intan shows that educational punishment is effective in reducing undisciplined behavior among students in the school environment.¹³

¹² Alfi Azizah and Muhammad Nashir, "Penanaman Karakter Religius Dan Disiplin Melalui Program Literasi Qur'an Pada Siswa Sekolah Menengah Atas Muhammadiyah 2 Gemolong Tahun Ajaran 2025/2026," *Mamba'ul 'Ulum*, April 15, 2026, 101–13, <https://doi.org/10.54090/mu.1111>.

¹³ Gadis Putri Amelia Pratama and Intan Anggraheni Zahrin Prasetyo, *Efektivitas Reward dan Punishment dalam Meningkatkan Disiplin dan Motivasi Belajar Siswa*, 9 (2025).

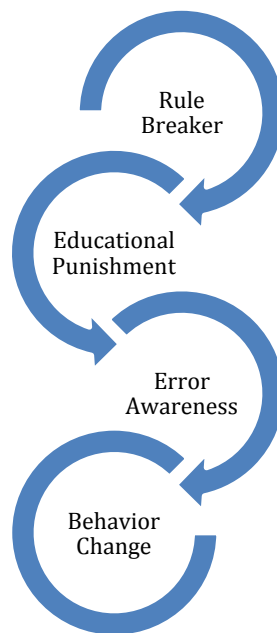


Diagram 4. The Function of Punishment in Learning

The diagram illustrates the theoretical process regarding the implementation of educational punishment in shaping behavioral change among students. The process begins with rule violations committed by students, such as arriving late, failing to complete assignments, or violating school regulations. In the educational context, rule violations are understood as behaviors that deviate from the norms and regulations established within the school environment. Therefore, corrective guidance is needed so that students become aware of their mistakes and do not repeat such behavior.

The next stage is the implementation of educational punishment. Educational punishment refers to punishment that is educational in nature, not intended to hurt or humiliate students, but rather to provide learning experiences and behavioral improvement. Punishment may take the form of verbal warnings, advice, educational tasks, or spiritual guidance. According to research by Chairunnisa and Syamsul, punishment delivered proportionally and humanely can help improve students' disciplinary awareness without causing excessive psychological pressure.¹⁴

The implementation of educational punishment will foster awareness of mistakes within students. This awareness emerges when students realize that their behavior does not align with the rules and carries certain consequences. In behavioristic theory, punishment functions to reduce negative behavior so that students are encouraged to improve their attitudes. Awareness of mistakes becomes an important step in the character-building process because students learn to take responsibility for their actions.

¹⁴ Chairunnisa Sahril Chaniago and Syamsu Nahar, "Implementasi Reward and Punishment dalam Membina Akhlak Siswa di SMP Sinar Husni Medan," *Jayapangus Press Kamaya: Jurnal Ilmu Agama* 8, no. 3 (2025): 550–58.

From the perspective of educational psychology, punishment aims to create a deterrent effect while also providing moral lessons for students. Teachers need to pay attention to students' emotional conditions so that punishment does not cause excessive fear or psychological trauma. Therefore, the recommended forms of punishment include advice, warnings, educational assignments, or constructive guidance.

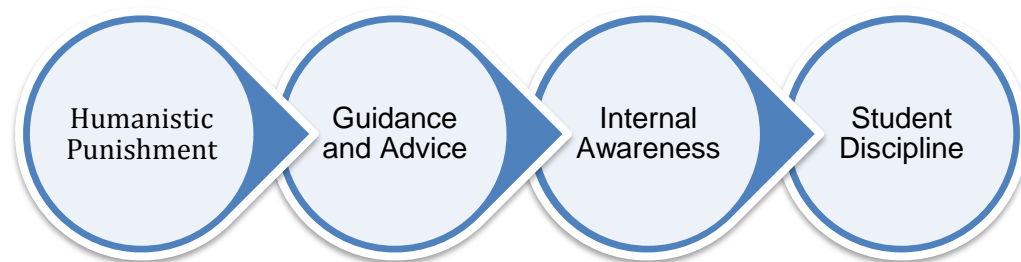


Diagram 5. The Influence of Humanistic Punishment

The diagram illustrates the humanistic punishment approach in fostering students' discipline. This approach emphasizes that punishment is not merely about creating a deterrent effect, but is more directed toward guidance that respects students' dignity and psychological development. Humanistic punishment is implemented through educational methods such as dialogue, guidance, and persuasive approaches so that students can understand their mistakes without feeling pressured or humiliated.

The next stage of mentoring is implemented through guidance and educational advice provided by teachers with the aim of helping students understand the consequences of their behavior while instilling the values of responsibility and discipline. Through this humanistic educational approach, students do not merely receive consequences for violations, but are guided to consciously improve their behavior in order to develop consistent internal awareness without external coercion. In the context of sustainable character formation, this internal awareness becomes the main determinant so that disciplinary behavior manifested through rule compliance, punctuality, and social order arises from personal understanding and becomes permanent in everyday life. Thus, the implementation of humanistic punishment has proven to be an effective guidance strategy because it integrates educational approaches with the comprehensive strengthening of students' self-awareness. This is supported by the research of Grimalda et al., which states that humanistic approaches

in discipline development can improve students' self-control and responsibility more positively.¹⁵

Internalization of Disciplinary Values in Islamic Religious Education

The internalization of disciplinary values in Islamic Religious Education is carried out through a process of habituation that continuously takes place within school life. Habits such as arriving on time, participating in congregational worship, maintaining cleanliness, and obeying school regulations can help students naturally develop disciplined behavior. According to Rahayu and Bahri, positive habituation consistently practiced has a significant influence on shaping students' disciplinary character.¹⁶

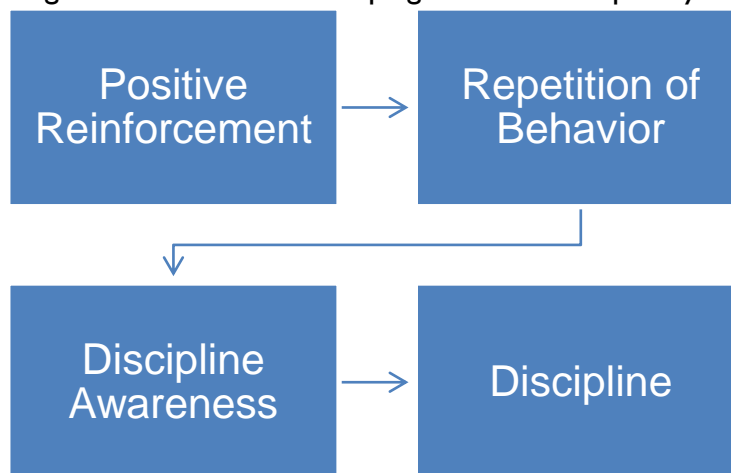


Diagram 6. Internalization of Discipline in Islamic Religious Education

The diagram illustrates the process of forming disciplinary character through positive habituation carried out continuously within the educational environment. Positive habituation refers to good activities or behaviors implemented consistently, such as arriving on time, maintaining cleanliness, praying before learning, and obeying school regulations. In the context of character education, habituation becomes one of the effective methods for instilling disciplinary values in students because repeatedly practiced behavior is more easily embedded in daily life.

Teacher role modeling also becomes a primary factor in the process of internalizing disciplinary values among students. Teachers who demonstrate discipline, responsibility, and consistency toward school regulations become real examples for students. Students tend to imitate the behavior of teachers they observe every day in the school environment.

¹⁵ Martsa Grimalda et al., "Strategi Pembentukan Karakter Siswa Melalui Pembelajaran Humanis," *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 26 (December 2021): 248–64, <https://doi.org/10.24090/insania.v26i2.6000>.

¹⁶ Tri Rahayu and Husnul Bahri, "Strategi Pembinaan Karakter Mandiri Dan Disiplin Santri Di Pondok Pesantren," *Indonesian Journal of Character Education Studies* 2 (November 2025): 83–92, <https://doi.org/10.64420/ijces.v2i2.329>.

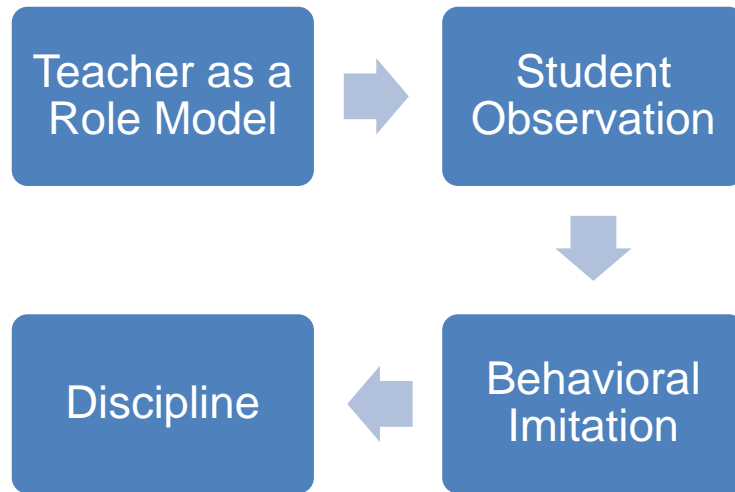


Diagram 7. The Influence of Teacher Role Modeling

The diagram illustrates that teacher role modeling plays an important role in shaping students' disciplinary character. Teachers, as educational figures, become real examples for students through disciplined attitudes, responsibility, punctuality, and obedience to school regulations. The behavior demonstrated by teachers will be observed by students through the process of observation. In the social learning theory proposed by Albert Bandura, individuals tend to learn through observing the behavior of others in their surrounding environment.¹⁷ Therefore, students who observe disciplined teachers will be encouraged to understand and evaluate such behavior as a positive attitude worthy of implementation in daily life.

The results of this observation process will lead students to imitate behaviors such as arriving on time, obeying regulations, maintaining cleanliness, and behaving politely. Repeated behavioral imitation then develops into positive habits and forms students' disciplinary character. Thus, the diagram shows that teacher role modeling is an effective strategy in character education because students more easily imitate real behavior than merely receiving verbal advice. This is reinforced by the research of Prihatini et al., which states that teacher role modeling significantly influences the formation of students' disciplinary character and responsibility at school.¹⁸

In addition to habituation and role modeling, the internalization of discipline is also strengthened through the synergy between reward and punishment in Islamic Religious Education learning. Rewards are given to reinforce positive behavior, while punishment is used as a means of guidance for rule violations. The combination of these two strategies helps students understand the consequences of every action they take. Research by Musdalifah and Rahman explains that the balanced implementation

¹⁷ Albert Bandura, *Social Learning Theory*, (Prentice Hall, 1977). h.115

¹⁸ Nurul Prihatini et al., "Guru Sebagai Teladan: Membentuk Karakter Disiplin Peserta Didik Melalui Budaya Pembiasaan Di Sekolah," *Karimah Tauhid* 3, no. 1 (2024): 371–85, <https://doi.org/10.30997/karimahtauhid.v3i1.11653>.

of reward and punishment can sustainably improve students' disciplinary awareness and responsibility.¹⁹

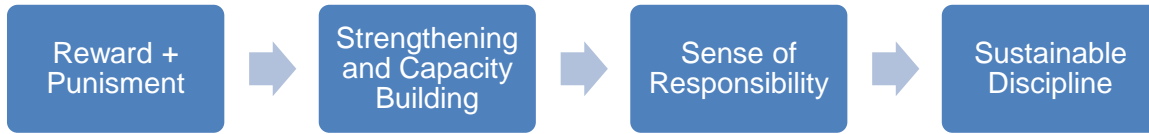


Diagram 8. Factors of Reward and Punishment Success

The diagram illustrates that the simultaneous implementation of reward and punishment can become an effective strategy in forming sustainable student discipline. Reward functions as reinforcement for students' positive behavior, while educational punishment serves as guidance to improve behavior that does not align with regulations. Through this process of reinforcement and guidance, students will understand the consequences of every action they take, thereby fostering a sense of responsibility within themselves. Consistently developed responsibility awareness will then evolve into sustainable discipline, both in learning activities, obedience to school regulations, and daily social behavior. Thus, the combination of reward and punishment is not only intended to control student behavior but also to shape disciplinary character and responsibility more optimally.²⁰

Overall, this theoretical review demonstrates that the formation of students' disciplinary character can be achieved through the implementation of rewards, educational punishment, positive habituation, spiritual rewards, and teacher role modeling consistently carried out within the school environment. Rewards function as reinforcement for positive behavior and students' learning motivation, while educational punishment serves as guidance to foster awareness of mistakes and responsibility. Positive habituation and teacher role modeling further strengthen the process of internalizing disciplinary values through repeated behavior and real examples observed by students. Therefore, the combination of reinforcement, guidance, habituation, and role modeling can develop responsibility awareness and create sustainable discipline among students in academic, social, and religious aspects

C. Research Method

This study employed a qualitative descriptive approach with a multi-site study design to analyze the internalization of disciplinary values through reward and

¹⁹ Musdalifah Musdalifah and Ulfiani Rahman, "Efektivitas Intervensi Reward Dan Punishment Behavioristik Dalam Pembentukan Karakter Tanggung Jawab Pada Anak Sekolah Dasar," *QISTINA: Jurnal Multidisiplin Indonesia* 4 (December 2025): 1600–1607, <https://doi.org/10.57235/qistina.v4i2.7369>.

²⁰ Siti Meisaroh et al., "Peran Reward Dan Punishment Dalam Mengembangkan Karakter Disiplin Peserta Didik Di SDIT Bina Bangsa," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 13, no. 3 (2025), <https://jurnal.uns.ac.id/jkc/article/view/102449>.

punishment approaches in Islamic Religious Education learning at junior high schools. This approach was chosen because the study focuses on understanding students' behavior and the implementation of disciplinary values in Islamic Religious Education learning activities.²¹

The research was conducted at SMP Negeri I Ponorogo, SMP Muhammadiyah I Ponorogo, and SMP Ma'arif I Ponorogo. The research subjects consisted of Islamic Religious Education teachers, homeroom teachers, and students who were directly involved in the learning process and the implementation of school regulations.

Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to examine the implementation of reward and punishment in Islamic Religious Education learning. Interviews were conducted with teachers and students to identify the process of internalizing disciplinary values and its impact on students' behavior. Documentation was used to complement the data in the form of school regulations, student attendance records, and records of student violations.²² Data analysis was conducted through data reduction, data presentation, and conclusion drawing using source and technique triangulation to ensure the validity of the research data.²³

D. Research Findings

The findings of the study conducted at SMP Negeri I Ponorogo, SMP Muhammadiyah I Ponorogo, and SMP Ma'arif I Ponorogo indicate that the implementation of reward and punishment in Islamic Religious Education learning has a positive influence on the formation of students' disciplinary character. This approach was implemented through various learning activities and character-building programs consistently carried out by Islamic Religious Education teachers. Rewards were given to students who demonstrated disciplined behavior, such as arriving on time, actively participating in learning activities, maintaining classroom order, and completing assignments according to regulations. The forms of rewards included praise, additional scores, verbal appreciation, and direct recognition from teachers. The provision of rewards made students feel appreciated, thereby motivating them to maintain positive behavior in teaching and learning activities.²⁴

²¹ Sugiyono, *Metode Penelitian : Kuantitatif, Kualitatif, dan R&D*, Cet.27, vol. 334, (Bandung : Alfabeta, 2022) h. 156.

²² Muhammad Pahleviannur et al., *Metodologi Penelitian Kualitatif*, vol. 233, (Pradian Pustaka, 2022), h. 86

²³ Djam'an Satori and Aan Komariah, *METODOLOGI PENELITIAN KUALITATIF*, Cet. ke-8, vol. 378, METODE PENELITIAN (Bandung : Alfabeta, 2022), h. 117

²⁴ Yunika Fitri and Siti Ain, "Pengaruh Reward Dan Punishment Terhadap Motivasi Belajar Siswa Kelas IV Sekolah Dasar," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4 (March 2022): 291–308, <https://doi.org/10.37680/scaffolding.v4i1.1337>.

Tabel 2. The Impact of Reward and Punishment in Each School

No	Schools	Forms of Reward	Forms of Punishment	Impact
1	SMP Negeri 1 Ponorogo	Praise and additional scores	Warnings and educational assignments	Improved learning discipline
2	SMP Muhammadiyah 1 Ponorogo	Verbal appreciation and recognition	Advice and guidance	Increased student responsibility
3	SMP Ma'arif 1 Ponorogo	Rewards for active participation in learning	Written warnings	Reduced violations of school regulation

Based on the table above, the implementation of reward and punishment in the three schools showed relatively similar results, namely improvements in students' discipline and responsibility. Although the forms of reward and punishment applied differed in each school, all were intended to shape students' positive behavior through educational approaches. Islamic Religious Education teachers played an important role as role models in implementing discipline so that students could imitate the disciplined attitudes demonstrated by teachers in daily activities. Teacher role modeling became one of the main factors contributing to the successful internalization of disciplinary values within the school environment.²⁵

In addition to reward and punishment, the internalization of disciplinary values was also carried out through habituation of orderly behavior and obedience to school regulations. Teachers accustomed students to praying before lessons, arriving on time, maintaining classroom cleanliness, and respecting teachers and peers. These habits were continuously practiced so that they became part of students' daily behavior. Through consistent habituation and supervision, students gradually understood that discipline is not merely a school obligation, but also part of moral conduct that should be applied in everyday life.

²⁵ Jamiatul Qolbiah Rambe and Irwanto Irwanto, "STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER DISIPLIN PESERTA DIDIK DI MTs.S DARUSSALAM PARMERAAN KEC. DOLOK," *Taushiah: Jurnal Hukum, Pendidikan Dan Kemasyarakatan* 13, no. 2 (2023): 170–80, <https://doi.org/10.30743/taushiah.v13i2.9130>.



Diagram 9, The Process of Internalizing Disciplinary Values through Reward and Punishment

The diagram above illustrates that reward and punishment have complementary roles in the process of internalizing students' disciplinary values. Reward functions as reinforcement for positive behavior so that students are encouraged to maintain their discipline. Meanwhile, punishment functions as behavioral control so that students understand the consequences of violations they commit. Through this process, students gradually develop attitudes of discipline, responsibility, and obedience to school regulations.

The findings also revealed that the implementation of reward and punishment had an impact on increasing students' learning motivation in Islamic Religious Education classes. Students became more active in asking questions, more orderly during lessons, and more responsible in completing assignments given by teachers. In addition, the level of violations of school regulations decreased after the reward and punishment approach was consistently implemented. This indicates that the approach functions

not only as a method of behavioral control, but also as an effective strategy for shaping disciplinary character in junior high schools.

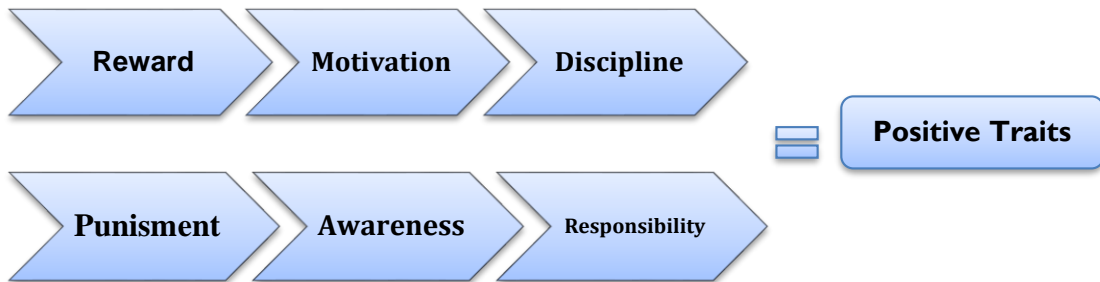


Diagram 10, The Impact of Reward and Punishment on Students' Disciplinary Character

Based on these findings, it can be understood that the implementation of reward and punishment in Islamic Religious Education learning at junior high schools functions not only as a method for controlling students' behavior, but also as a means of internalizing disciplinary values and forming positive character. Rewards are capable of increasing students' motivation, learning enthusiasm, and self-confidence, while punishment helps students realize their mistakes and develop responsibility toward school regulations. Through habituation, teacher role modeling, and consistent supervision, students gradually develop disciplined attitudes both in learning activities and in daily life. Therefore, the reward and punishment approach in Islamic Religious Education learning can become an effective strategy for shaping students' disciplinary character at the junior high school level.

E. Discussion

The Implementation of Reward in Islamic Religious Education Learning

The implementation of rewards in Islamic Religious Education learning at SMP Negeri I Ponorogo, SMP Muhammadiyah I Ponorogo, and SMP Ma'arif I Ponorogo demonstrates that appreciation has a significant influence on improving students' discipline. Rewards were provided in the form of praise, verbal appreciation, additional scores, recognition for active participation in learning, and giving students trust to become role models in the classroom. These forms of appreciation created a sense of pride and recognition among students, encouraging them to consistently maintain positive behavior.

The provision of rewards also created a more active and conducive learning atmosphere. Students became more enthusiastic in participating in Islamic Religious Education learning because they felt that every positive behavior they demonstrated

received attention from teachers. This condition indicates that rewards function not only as behavioral reinforcement, but also as a strategy for increasing students' intrinsic motivation in learning. This finding is consistent with behavioristic theory, which states that positive reinforcement can shape and maintain desired behavior.²⁶

Tabel 3. Forms of Reward and Their Impact on Students

No	Forms of Reward	Impact on Students
1	Verbal praise	Increases self-confidence
2	Additional scores	Motivates students to study harder
3	Appreciation for active participation	Encourages learning participation
4	Appreciation for discipline	Develops orderly habits
5	Trust from teachers	Builds responsibility

Based on the table above, the implementation of rewards in learning has a positive influence on students' motivation and character development. Verbal praise can increase students' self-confidence because they feel appreciated for their efforts and achievements. In addition, additional scores are capable of motivating students to study harder and demonstrate better academic performance. From the perspective of behavioristic theory, rewards are a form of positive reinforcement that can strengthen students' positive behavior in the learning process.

Furthermore, the trust given by teachers can foster students' sense of responsibility and independence. When students are entrusted with responsibilities in classroom activities, they are encouraged to carry out their duties properly. Therefore, the proportional and educational implementation of rewards is very important for creating a conducive learning atmosphere, increasing learning motivation, and optimally supporting students' character development.²⁷



Diagram 11, The Impact of Reward and Punishment on Students' Disciplinary Character

²⁶ Ranto Jagad Kelana Hasibuan et al., "EFEKTIVITAS REINFORCEMENT POSITIF DALAM MENINGKATKAN MOTIVASI BELAJAR MAHASISWA," *JURNAL MEDIA AKADEMIK (JMA)* 3 (June 2025), <https://doi.org/10.62281>.

²⁷ Faiz Rifaaldi and Hady Hadijah, "Meningkatkan Prestasi Belajar Melalui Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 6 (November 2021): 17–31, <https://doi.org/10.17509/jpm.v6i1.40822>.

The diagram illustrates that the provision of rewards has a gradual influence on the development of students' behavior. Rewards given by teachers can increase students' learning motivation because students feel appreciated for their efforts and achievements. High motivation encourages students to become more active, enthusiastic in participating in learning, and eager to maintain their achievements. According to research conducted by Bela et al., the provision of appreciation in learning has been proven to significantly increase students' engagement and enthusiasm for learning.²⁸

Increased learning motivation then forms positive habituation, such as discipline, responsibility, and consistency in learning. These habits gradually produce disciplinary character among students, both in obeying school regulations and carrying out academic tasks. Thus, rewards function not only as a form of appreciation, but also as a character education strategy that supports the development of students' positive attitudes.

The Implementation of Punishment as an Educational Tool

The punishment implemented in the three schools emphasized guidance rather than physical punishment. Islamic Religious Education teachers provided punishment in the form of warnings, advice, special guidance, memorization of short Qur'anic verses, educational assignments, and written warnings to students who violated school regulations. This approach aimed to help students realize their mistakes and gradually improve their behavior without causing psychological trauma.

The findings revealed that punishment given proportionally was capable of reducing the level of school regulation violations. Students became more careful in their actions because they understood that every violation carried consequences. This condition indicates that punishment functions as social control and as a means of character education in developing students' responsibility.

Tabel 4. Forms of Educational Punishment in Three Junior High Schools in Ponorogo

No	Forms of Punishment	Purpose
1	Verbal warnings	Reminding students of their mistakes
2	Advice and guidance	Developing disciplinary awareness
3	Educational assignments	Training responsibility
4	Memorization of short Qur'anic verses	Spiritual guidance

²⁸ Bela et al., "Pengaruh Motivasi Belajar Terhadap Peningkatan Prestasi Akademik Siswa Siswi SMA Global Indonesia School," *Jurnal Pengabdian Cendekia* 1 (June 2025): 159–63, <https://doi.org/10.71417/jpc.v1i2.46>.

5	Written warnings	Providing an educational deterrent effect
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Based on the table above, the forms of punishment implemented in learning aimed to guide students' behavior to become more disciplined and responsible. Verbal warnings were used as the initial step to remind students of their mistakes without exerting excessive pressure. In addition, advice and guidance became educational approaches that helped students understand the importance of obeying rules and consciously improving their behavior.

Furthermore, the provision of educational assignments and memorization of short Qur'anic verses demonstrates that punishment is not merely intended to create a deterrent effect, but also to build responsibility and students' spiritual development. Educational assignments train students to become more responsible for their obligations, while memorization of short Qur'anic verses helps strengthen religious values and positive character. Written warnings also function as formal reminders so that students do not repeat the same violations. Therefore, the proper implementation of punishment can become a means of developing students' disciplinary character, responsibility, and morality in an educational manner



Diagram 12, The Mechanism of Punishment in Forming Discipline.

The diagram illustrates the process of implementing punishment in learning, which is directed toward gradually developing students' discipline. Educational punishment, such as warnings, advice, and guidance assignments, aims to make students aware of the mistakes they have committed. Through this process, students are expected to engage in self-reflection, leading to awareness and behavioral improvement.

Through consistently implemented guidance, punishment can develop positive habits such as responsibility, obedience to rules, and self-control. These habits then evolve into disciplined attitudes in everyday learning life. Thus, the diagram demonstrates that punishment functions not only as a form of sanction, but also as a means of character education to shape students into more orderly and responsible individuals.

The Internalization of Disciplinary Values through Habituation and Teacher Role Modeling

The internalization of disciplinary values in the three schools was carried out not only through reward and punishment, but also through habituation and teacher

role modeling in Islamic Religious Education. Teachers accustomed students to arriving on time, reciting prayers before lessons, maintaining classroom cleanliness, dressing neatly, and respecting teachers and peers. These habits were continuously practiced so that they became part of the school culture supporting the formation of students' disciplinary character. Habituation activities carried out consistently helped students understand the importance of discipline as part of morality in daily life. Through such habituation, students became disciplined not merely because of fear of punishment, but also because of internal awareness to obey school regulations and respect the learning environment.

Teacher role modeling became the main factor in the successful internalization of disciplinary values. Teachers who demonstrated discipline in arriving on time, speaking politely, dressing neatly, and obeying school regulations were more easily imitated by students. The findings revealed that students tended to follow the behavior of teachers whom they regarded as role models in everyday life. This finding is consistent with the social learning theory proposed by Albert Bandura, which states that individual behavior is formed through observation and imitation of the surrounding environment. Therefore, Islamic Religious Education teachers function not only as providers of learning materials, but also as behavioral models who provide real examples of the importance of discipline and responsibility.

In addition to teacher role modeling, the establishment of a religious school culture also became a supporting factor in improving students' discipline. Activities such as collective prayer before lessons, Qur'anic recitation, congregational prayer, and habituation of greetings and politeness positively influenced students' character formation. A religious school environment can create an orderly and conducive learning atmosphere, enabling students to more easily develop disciplined behavior in daily life. Research by Arfaiza et al. explains that a religious culture developed through habituation and teacher role modeling can strengthen students' disciplinary character, responsibility, and respectful attitudes toward school regulations and social norms within society.²⁹

Tabel 5. Forms of Students' Disciplinary Habituation

No	Forms of Habituation	Character Values Developed
1	Arriving on time	Discipline
2	Praying before learning	Religiosity
3	Maintaining classroom cleanliness	Responsibility
4	Respecting teachers	Politeness
5	Completing assignments on time	Responsibility and independence

²⁹ Shafina Alya Arfaiza et al., "Keteladanan Guru Sebagai Sarana Penerapan Pendidikan Karakter Siswa," *Jurnal Sinektik* 8, no. 1 (2025): 24–31, <https://doi.org/10.33061/js.v8i1.9182>.

Based on the table above, the habituation implemented in schools plays an important role in shaping students' character values. Activities such as arriving on time and completing assignments according to schedule can instill discipline, responsibility, and independence among students. In addition, the habit of praying before learning also helps shape religious character and increase students' spiritual awareness in daily life.

On the other hand, maintaining classroom cleanliness and respecting teachers demonstrate the importance of character education in developing students social attitudes. Maintaining cleanliness trains students' sense of responsibility toward the environment, while respecting teachers reflects values of politeness and ethics in social interaction. Therefore, simple habits continuously practiced can become effective means of developing discipline, religiosity, responsibility, independence, and politeness among students.



Diagram 13. The Internalization of Disciplinary Values through Teacher Role Modeling

The diagram illustrates that teacher role modeling is the primary factor in shaping students' character through the process of positive habituation. Teachers who provide examples of discipline, politeness, and responsibility are more easily imitated by students in everyday life. Such role modeling is then strengthened through positive habituation consistently practiced within the school environment, thereby fostering disciplinary awareness among students.

The disciplinary awareness formed through positive habituation will develop into better student character, such as responsibility, religiosity, independence, and politeness. Thus, the diagram illustrates that character education is not only carried out through theory, but also through real examples and sustainable school culture.

The Impact of Reward and Punishment on Students' Disciplinary Character

The findings demonstrate that the consistent implementation of reward and punishment positively influences the formation of students' disciplinary character. Students became more orderly in participating in learning activities, more responsible in completing assignments, and more active in Islamic Religious Education learning

activities. In addition, the level of school regulation violations decreased after the reward and punishment approach was implemented continuously.

The implementation of rewards increased students' learning motivation and self-confidence because they felt appreciated for their efforts and positive behavior. Meanwhile, punishment helped students understand the consequences of every violation, enabling them to learn responsibility for their actions. The combination of these two approaches produced a more effective process of disciplinary character formation compared to using only one approach.

Tabel 6. The Impact of Reward and Punishment on Students' Character

No	Impact	Indicators
1	Increased learning motivation	Active participation in asking questions and discussions
2	Improved discipline	Arriving on time
3	Increased responsibility	Assignments completed on time
4	Reduced violations	Decreased tardiness
5	Development of positive attitudes	Polite and orderly behavior in class

Based on the table above, the implementation of disciplinary guidance and positive habituation had a significant impact on students' development. Increased learning motivation could be observed through students' active participation in asking questions, engaging in discussions, and participating in classroom learning activities. In addition, improved discipline was reflected in students' habits of arriving on time and obeying school regulations. Research conducted by Jannah et al. indicates that a culture of discipline in schools positively influences students' motivation and engagement in the learning process.³⁰

On the other hand, increased student responsibility was reflected in students' ability to complete assignments on time and fulfill their learning obligations properly. Consistent implementation of discipline also resulted in a reduction of violations, such as tardiness and disorderly behavior in the classroom. Students' positive attitudes developed through more polite, orderly, and respectful behavior toward teachers and peers. Therefore, disciplinary habituation not only supports academic success, but also continuously shapes students' social character.

³⁰ Miftakhul Jannah et al., "PENGARUH DISIPLIN BELAJAR MOTIVASI BELAJAR DAN FASILITAS BELAJAR TERHADAP PRESTASI BELAJAR SISWA DI SMPN 1 SIDOREJO MAGETAN," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 5, no. 4 (2025): 1751–62, <https://doi.org/10.51878/learning.v5i4.7511>.

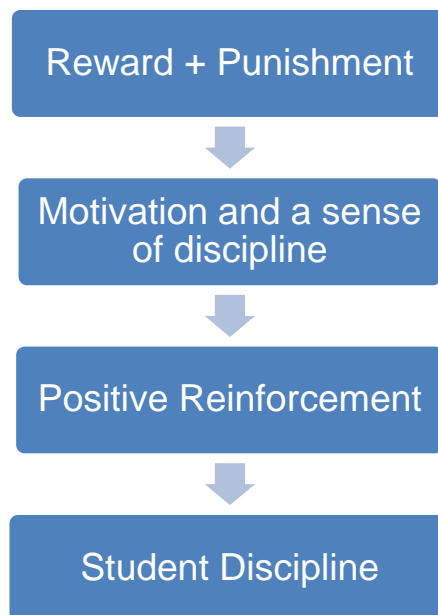


Diagram 14. The Implementation of Reward and Punishment in Learning

The diagram illustrates that the implementation of reward and punishment in learning plays an important role in shaping students' disciplinary character. The provision of rewards can increase students' learning motivation, while educational punishment helps foster disciplinary awareness and responsibility. This motivation and disciplinary awareness are then strengthened through positive habituation consistently practiced within the school environment.

Overall, the findings demonstrate that the proper and educational implementation of reward and punishment positively affects learning motivation, disciplinary awareness, and students' character formation. Through consistently implemented positive habituation, students develop not only academically, but also in terms of discipline, responsibility, and positive social behavior. Therefore, teachers play an important role in creating a learning environment that supports the optimal development of students' character.

Conclusion

Based on the findings of the study conducted at SMP Negeri I Ponorogo, SMP Muhammadiyah I Ponorogo, and SMP Ma'arif I Ponorogo, it can be concluded that the implementation of reward and punishment in Islamic Religious Education learning has a positive influence on the formation of students' disciplinary character. Rewards provided in the form of praise, verbal appreciation, additional scores, and recognition were able to increase students' learning motivation, self-confidence, and enthusiasm in participating in learning activities. Meanwhile, punishment implemented in an educational manner through warnings, advice, guidance, and educational assignments helped students realize their mistakes and understand the importance of obeying school regulations, the implementation of reward and punishment functions not only as a method of behavioral control, but also as a means of internalizing disciplinary values and forming students' positive character. This internalization process was strengthened through positive habituation and the role modeling of Islamic Religious Education teachers in daily school life. Teachers who demonstrated discipline, responsibility, and politeness became role models for students, making disciplinary values easier to apply in learning activities as well as in students' social lives. Habits such as arriving on time, maintaining cleanliness, and respecting teachers also helped create a culture of discipline within the school environment, overall, the implementation of reward and punishment carried out proportionally, humanely, and continuously proved to be effective in improving students' learning motivation, responsibility, and discipline at the junior high school level. This approach also had a positive impact on the formation of students' religious character and social behavior. Therefore, Islamic Religious Education plays a strategic role in supporting character education through the integrated implementation of rewards, punishment, positive habituation, and teacher role modeling, overall, based on the findings of this study, the researcher recommends that Islamic Religious Education teachers continue implementing reward and punishment in an educational, proportional, and consistent manner within the learning process to support the formation of students' disciplinary character. Schools are also expected to strengthen the culture of discipline through positive habituation, teacher role modeling, and collaboration between schools and parents in supervising and fostering students' character development.

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