Navigating Pedagogical Approaches: The Role of Rewards and Punishments in Fostering Student Discipline and Religious Commitment in Islamic Education

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Abstract	Article Info
This study examines the role of reward and punishment in improving student discipline and religious commitment in Islamic Religious Education (PAI) at SMAN 1 Bantan, Bengkalis. The research investigates how the implementation of these strategies affects students' academic and moral development in the context of Islamic education. The study aims to analyze the types of rewards and punishments applied, their effectiveness in improving discipline, and their contribution to forming religious commitment. A qualitative case study approach was employed, with purposive sampling involving PAI teachers, the vice principal, and 10–15 students. Data were collected through semi-structured interviews, observations, and document analysis. Interviews explored participants' experiences, observations focused on classroom behavior, and documents were reviewed to understand policy implementation. Data were analyzed using Miles, Huberman, and Saldana's interactive model: data condensation, display, and conclusion drawing. The findings show that material and symbolic rewards enhance motivation and positive behavior, while constructive punishments reinforce discipline. The integration of spiritual and moral values makes Islamic education distinct from conventional behaviorist approaches. Overall, the effective use of rewards and punishments strengthens student discipline and religious commitment, contributing to holistic character development. The study recommends further longitudinal and comparative research to examine long-term impacts on students' academic and spiritual growth.

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INTRODUCTION

In the dynamic landscape of modern education, fostering student discipline and cultivating strong character traits remains a paramount goal across various educational systems worldwide (Dewi & Masngudi, 2025; Winarti et al., 2025). Effective pedagogical approaches are crucial in shaping not only academic performance but also students' moral compass and social behavior. Among the widely discussed strategies for behavior management and motivation, the implementation of rewards and punishments has long been a subject of extensive scholarly inquiry. These methods, rooted in behavioral psychology, are commonly employed to reinforce desirable actions and deter undesirable ones, aiming to create conducive learning environments and instill a sense of order (Ryan & Deci, 2000; Skinner, 2019; Afita et al. 2023). The urgency of this issue intensifies within contexts where education transcends mere academic instruction, aspiring to cultivate holistic individuals deeply rooted in specific values, as is the case in Islamic education.

The existing literature on the application of rewards and punishments in education focuses on managing behaviour and motivation, with many influences from Western psychological frameworks. Several studies, such as by Ikhsan (2022), show that rewards can increase student motivation, while punishments should be applied with compassion. In the context of Islamic education, this approach is based on the teachings of the Qur'an and Hadith, with a focus on educational values and moral development. Thaib (2023) explains how rewards and punishments shape student behaviour, emphasizing that punishment should be applied with compassion and only as a last resort. On the other hand, in the paradigm of Islamic education, the application of rewards and punishments is based on the teachings of the Qur'an and Hadith, with a focus on educational values and compassion and punishment as a last resort. Irmawati's (2018) research shows the effectiveness of this method in increasing student engagement and learning outcomes by linking spiritual growth and pedagogical strategies. In addition, Islamic education is expected to integrate spiritual components in rewards and punishments. Kasrina (2023) emphasizes the importance of fostering religious commitment by combining religious principles and modern pedagogical techniques, although evidence is limited. This approach has the potential to increase students' cognitive and affective engagement. Many studies rely on anecdotal insights rather than strong empirical evidence to support claims regarding the optimization of rewards and punishments in increasing motivation in the Islamic context (Alam & Kamal, 2024).

Several studies have discussed the methodology of Islamic discipline. However, there is still a gap in examining its impact on students' motivation and discipline through a framework that combines Western psychology and Islamic teachings. Further exploration is needed regarding the effectiveness and moral implications of reward and punishment in Islamic education. Future research needs to integrate both theoretical perspectives to address the complexities of motivation and discipline.

The importance of reward and punishment in education has been recognized. Still, there is a significant gap in research examining these strategies' specific applications and profound impacts within an Islamic pedagogical framework. Questions arise about how these strategies are adapted to align with Islamic teachings, how they contribute to the development of student's religious identity and commitment, and what philosophical principles underlie their use by Islamic education practitioners. Research that deeply explores teachers' and students' lived experiences and perceptions toward using these pedagogical tools in Islamic school settings is minimal, leaving a significant gap in understanding "how" and "why" these strategies effectively instil strong religious values and sustained discipline. This gap suggests the need for research that goes beyond the behaviourist approach to explore the holistic impact of these strategies in the context of faith-based education.

This study aims to bridge the critical gap by conducting an in-depth, qualitative investigation into the pedagogical approaches involving rewards and punishments within Islamic religious education. Specifically, it seeks to analyze the diverse forms and implementation strategies of rewards and punishments utilized by Islamic Religious Education (PAI) teachers, explore their perceived effectiveness in fostering student discipline, and investigate their role in cultivating students' religious commitment. The research addresses the following questions: What are the specific pedagogical approaches involving rewards and punishments implemented by PAI teachers? How do PAI teachers and students perceive the effectiveness of these approaches in fostering student discipline? In what ways do these reward and punishment strategies contribute to cultivating students' religious commitment to Islamic education? These questions are crucial as they explore not only behavioural control but also education's intrinsic and spiritual dimensions. They aim to uncover how these strategies contribute to genuine spiritual growth and character formation, a core aspiration of Islamic pedagogy and a significant challenge in contemporary global education.

This research is expected to make significant contributions in several areas. Theoretically, this study will enrich the scientific discourse on Islamic pedagogy by providing a holistic understanding of disciplinary and motivational strategies that go beyond conventional

behavioural models and insights into the formation of moral values and spiritual engagement. Methodologically, this study will demonstrate the value of in-depth qualitative case studies in exploring complex educational phenomena in specific cultural and religious contexts. Practically, the findings of this study will provide valuable insights and recommendations that can be applied to Islamic education practitioners, policymakers, and curriculum developers who wish to promote character-building and religious commitment effectively. Ultimately, this study aims to provide a more nuanced and culturally sensitive approach to student management that aligns with the comprehensive goals of Islamic education.

METHOD

This study aims to explore the role of rewards and punishments in improving student discipline and religious commitment in Islamic Religious Education (PAI) at SMA Negeri 1 Bantan, Bengkalis Regency, Riau Province. The location of this study was chosen because SMA Negeri 1 Bantan has a well-organized PAI curriculum structure and straightforward discipline implementation. This school represents a secondary education environment that integrates moral and spiritual aspects into the educational process, making it an appropriate location to explore the interaction between the implementation of rewards and punishments with students' discipline and religious commitment. Respondents in this study were selected using a purposive sampling technique, consisting of three main groups: PAI teachers, students, and the vice principal for curriculum and student affairs. Students were divided into two groups based on their responses to the implementation of rewards and punishments, with around 10 to 15 students interviewed.

Data collection was carried out using various techniques, namely interviews, observations, and document analysis. Interviews were conducted with PAI teachers, students, and vice principals using a semi-structured interview guideline designed to explore participants' experiences related to the implementation of rewards and punishments. Participatory observation was conducted to observe classroom dynamics and student responses to reward and punishment strategies. In contrast, document analysis was performed to examine school policies related to discipline and the implementation of rewards and punishments. The collected data will be analyzed using qualitative thematic analysis techniques following the interactive model of Miles, Huberman, and Saldana (2014), which consists of three stages: data condensation, data presentation, and conclusion. This study is expected to provide in-depth insights into the influence of rewards and punishments on students' discipline and religious commitment in the context of Islamic education, as well as provide recommendations for more effective practices in other schools with similar contexts.

RESULT AND DISCUSSION
General Description of Research Context

SMAN 1 Bantan is a public senior high school established on May 16, 1997, under the auspices of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. As a public educational institution, this school provides quality educational services for adolescent students in Bantan District, with a focus on character building, academic strengthening, and 21st-century skills development. The vision of SMAN 1 Bantan is to become an educational institution that produces superior, competitive, and highly integrated generations. The curriculum implemented not only meets national standards but also includes enrichment programs such as character strengthening, digital literacy, foreign languages, and career readiness.

The teaching staff at SMAN 1 Bantan consists of highly dedicated professionals who continue to undergo training and competency development. The latest educational technology, comfortable classrooms, and complete laboratories and practice facilities support learning. Students are also encouraged to participate actively in student organisations, academic and non-academic competitions, and social activities as part of character education. Habituating spiritual

activities such as congregational prayer and regular religious studies also plays a role in the formation of good morals.

Since its establishment, SMAN 1 Bantan has produced graduates who have successfully continued their education at leading universities or have entered the workforce directly with qualified skills. This school's commitment to quality education and character building makes it one of the most trusted educational institutions in the Bantan District.

Implementation of Rewards and Punishments in Islamic Religious Education (PAI) Learning

This study reveals the implementation of rewards and punishments in Islamic Religious Education (PAI) learning at SMAN 1 Bantan, which aims to improve student discipline and strengthen their character development and religious commitment. Based on data obtained through interviews, participatory observations, and document analysis, the following are findings related to the types of rewards implemented by Islamic Religious Education teachers.

Types of Rewards Implemented

Material Rewards:

Based on interviews with Islamic Religious Education Teachers, material rewards such as additional marks, small gifts, charters/certificates, and food or soft drinks are given to students who show exemplary achievements, both in academic and spiritual aspects. Islamic Religious Education Teacher 1 stated,

> "We give additional marks or certificates to students who are active in religious activities such as congregational prayers and attending regular studies. Small gifts or snacks are often given to students who show progress in memorizing certain prayers."

The researcher also observed that charters or certificates are usually given at Islamic holidays or the end of the semester as a form of appreciation for students who excel. Material rewards motivate students to be active in religious activities and memorization, reinforcing positive behavior. This strategy supports character and spiritual development, though it should be balanced with efforts to build intrinsic motivation so students act based on sincere religious awareness, not just external rewards.

Non-Material/Verbal Rewards:

Non-material rewards are more often applied to encourage students who behave well or are active in class discussions. Islamic Religious Education Teacher 2 said,

> "I often give praise or applause every time students answer questions well or are active in class discussions. This is important to maintain their enthusiasm for learning."

Non-material rewards such as praise and applause effectively reinforce positive behavior and boost student confidence. This approach nurtures intrinsic motivation and supports the development of a supportive, engaging learning environment without relying on tangible incentives.

Figure 1. Active learning atmosphere in PAI class at SMAN 1 Bantan.

Observations in the classroom showed that praise and applause were given consistently, especially when students managed to answer questions correctly or played an active role in group

activities. Students were also given the opportunity to become teacher assistants in religious activities, such as leading prayers or helping friends who had difficulty understanding the material.

Symbolic Rewards:

Islamic Religious Education teachers provide symbolic awards such as award stars, stickers in books, or writing names on the achievement board. Based on the documentation obtained, every month, there is an achievement board containing the names of students who have achieved both in academics and religious activities. In an interview, Islamic Religious Education Teacher 3 explained,

"We give stars or stickers as recognition of students' hard work in memorizing prayers or their involvement in congregational prayer activities."

This symbolic reward is not only given to students who achieve academically but also to those who show high discipline in religious activities. Symbolic rewards like stars and achievement boards serve as visible recognition of students' efforts, fostering a sense of pride and motivation. This method reinforces positive behavior in a non-material way and encourages healthy competition while promoting consistency in religious practice and moral discipline.

Interviews with Islamic Religious Education teachers have revealed that the types of rewards given are adjusted to the context and students' achievements. Material rewards are offered as a form of appreciation for specific, measurable achievements, such as memorizing prayers or academic achievements. Non-material rewards are more often used to reinforce positive behaviour and create an atmosphere that supports the spirit of learning. Symbolic rewards, such as stars or stickers, serve as recognition of students' efforts in discipline and religious activities.

Each Islamic Religious Education teacher's approach varies slightly, but in general, they try to provide rewards that are in accordance with the principle of compassion and guide students to become closer to religious values. According to Islamic Religious Education Teacher 1, "The philosophy of giving rewards is to encourage students not only to excel in academics but also to have strong character, noble morals, and good discipline."

Through observation, it was found that rewards were given with the aim of strengthening students' intrinsic motivation, which is more than just seeking recognition or material rewards. This can be seen from the existence of awards for active participation in religious activities that aim to instil deep spiritual values in students. By giving awards, teachers want to emphasize that students' efforts in practising religious teachings are worthy of appreciation and can be a motivation to continue to improve themselves.

Based on document analysis, symbolic rewards given through the achievement board also reflect an appreciation for students' efforts in religious discipline, which plays an essential role in character education. This shows that rewards are not only a tool to encourage academic achievement but also to strengthen students' religious commitment in accordance with the educational goals at SMAN 1 Bantan.

Types of Punishment Applied

Light/Non-Physical Punishment:

Based on interviews with Islamic Religious Education Teachers at SMAN 1 Bantan, light punishments such as verbal warnings, standing in the corner of the class, writing punishments, reducing assignment grades, repeating memorization or material, and calling parents are applied when students commit minor violations such as being late, not doing assignments, or not participating in class activities properly. Islamic Religious Education Teacher 2 explained, "For example, if there are students who do not do their assignments or are late to class, I will give them a verbal warning or ask them to repeat the material they missed." In some cases, students are also asked to rewrite material or memorization that they have not mastered. If violations are repeated, parents are called to discuss the problems faced by the students. The purpose of giving light punishments is to provide warnings and remind students of their obligations as part of the educational effort.

Heavier Punishment:

Heavier punishments, such as light suspensions, are rarely applied in the context of Islamic Religious Education classes. Based on an interview with Islamic Religious Education Teacher 1,

"We rarely use more severe punishments. This only happens if the violation is very serious and after giving a warning or light punishment does not provide a deterrent effect."

Suspension or other severe actions are very rare and usually follow school policy procedures. At SMAN 1 Bantan, school policy ensures that more severe punishments do not conflict with the principles of education that prioritize character building and students' moral understanding.

Islamic Religious Education Teachers at SMAN 1 Bantan ensure that the punishments given are educational, not just punishments. Islamic Religious Education Teacher 3 emphasized, "We do not only punish but rather provide students with the opportunity to improve themselves and learn from their mistakes." Punishment is given with the aim of providing learning, not just sanctions. This can be seen from the use of light punishments that aim to improve student behaviour, not to hurt or lower their self-esteem.

Regarding the hierarchy of punishment, teachers follow the order according to the level of violation committed by students. Initially, verbal reprimands or asking students to repeat the material are forms of punishment given. If violations continue, more severe punishments such as reducing grades or calling parents will be applied. However, more severe punishments, such as suspension, are only given for severe violations after careful consideration and in accordance with school policy.

Students' responses to punishments vary. Based on observations, most students accept light punishments well and consider them an opportunity to improve themselves. However, some students feel uncomfortable with specific punishments, such as standing in the corner of the class or having their grades reduced, which they consider to be a form of humiliation. Nevertheless, most students can understand the purpose of punishment as part of the learning process and the formation of better character.

Criteria and Procedures for Giving Rewards and Punishments
Criteria for Giving Rewards:

Based on the results of interviews with Islamic Religious Education Teachers, rewards are given to students who show activeness in class, have good memorization, demonstrate commendable behaviour, or achieve academic achievement. Islamic Religious Education Teacher 1 stated,

"Students who are active in class discussions or succeed in memorizing certain prayers will receive awards, either in the form of praise or small gifts."

In addition, students who demonstrate good behaviour and are in accordance with religious values, such as praying in congregation regularly or being involved in school social activities, also receive rewards. The purpose of giving this reward is to appreciate students' efforts in improving themselves both academically and in building their character.

Criteria and Procedures for Giving Punishment:

Punishment is given to students who do not do their assignments, are not disciplined, violate class rules, or do not respect teachers. PAI Teacher 2 explained,

"If students are late in submitting assignments or do not follow class rules, they will be given a verbal warning first. If the problem continues, they will be asked to repeat the memorization or missed material, and if the behaviour is repeated, parents can be called."

Punishment is also given according to the level of violation committed by the student. The punishment procedure begins with a light warning, followed by more severe action if the breach continues, according to the policies in force at the school.

The reward and punishment procedures at SMAN 1 Bantan have been implemented with a good level of transparency, allowing students to understand the criteria used in the process clearly. The Islamic Religious Education teacher at the school stated, "We always explain to students about the criteria used in giving rewards and punishments. They know that rewards are given for good achievements or behavior, while punishments are given to correct violations." This

is in line with findings that show that a clear understanding of reward and punishment criteria can help students better recognize and learn from their behaviour, thereby increasing motivation and positive behaviour in the classroom (Putri et al., 2023).

Observation notes indicate variations in the application of reward and punishment criteria by teachers, with some tending to be more flexible while others are more strict in their application. Research shows that diversity in approaches to discipline management can create a learning environment that accommodates different learning styles and student characters (Race, 2024). While these diverse methods can present challenges in consistency, it is essential to ensure that all teachers remain oriented towards the same principles in education and instil the necessary values into every educational action they take (Mortimore et al., 1988).

Research by Daily (2020) shows that educational institutions that have clear and consistent discipline policies can increase students' sense of security and ownership of the learning process. The existence of supportive policies also helps create a favourable school climate, which in turn affects students' academic success and social-emotional development (López et al., 2017). Thus, although the reward and punishment procedures are transparent and communicative, the diversity in the criteria applied by teachers at SMAN 1 Bantan needs to be appropriately managed. This step must be balanced with ongoing training for teachers to ensure that all students receive equal treatment and understanding, which ultimately contributes to positive character development in accordance with national education goals.

The Role of Rewards and Punishments in Building Student Discipline

This section explores how the implementation of rewards and punishments contributes to the formation of student discipline at SMAN 1 Bantan, based on the perspectives of teachers and students, as well as a deeper analysis of the long-term impacts of using these methods.

Teacher Perspectives:

Rewards and Punishments as Tools to Enforce Discipline

Islamic Religious Education teachers at SMAN 1 Bantan see rewards and punishments as important tools to enforce classroom and school discipline. In an interview, Islamic Religious Education Teacher 1 stated, "We use rewards and punishments to create an orderly and productive classroom atmosphere. Rewards are given to motivate students to always follow the rules, while punishments are applied to remind students who are not disciplined." Another Islamic Religious Education teacher added that the purpose of giving rewards is to reinforce positive behavior, while punishments serve as reminders for students who break the rules.

The Effectiveness of Rewards and Punishments in Changing Student Behavior

Based on observations, there are several cases where the implementation of rewards and punishments has proven effective in changing students' indiscipline. For example, Islamic Religious Education Teacher 2 said, "One of the students who was often late to class was reprimanded and asked to repeat the missed material. After that, he started coming earlier and showed improvement in attendance." This case illustrates how punishment applied in a constructive way can encourage students to improve their behavior.

Challenges in Enforcing Discipline

Islamic Religious Education teachers face challenges in implementing rewards and punishments, especially when dealing with students who are unresponsive to punishment or are not interested in rewards. Islamic Religious Education Teacher 3 explained, "Some students do not respond well even though they have been given rewards or punishments. They may need a more personal approach to understand the importance of discipline." This challenge reflects the need for a more holistic approach to building student discipline, rather than relying solely on punishment or reward mechanisms.

Student Perspectives:

The Effect of Rewards and Punishments on Discipline

Students at SMAN 1 Bantan have varying views on rewards and punishments. Based on interviews, some students feel that rewards help them to be more obedient and motivated. One student said, "I feel more motivated to come on time because I know there is a reward if I do well."

However, some other students felt a little stressed by the punishment applied, especially when they felt the punishment was too severe or did not match the mistake made.

The Role of Rewards in Motivating Student Discipline

Students consider rewards as an effective tool to motivate them to behave in a disciplined manner. As expressed by another student, "I am more enthusiastic about doing assignments if I know there is an award or praise from the teacher." This shows that rewards can provide positive encouragement for students to be more disciplined, especially in terms of lateness and completion of assignments.

The implementation of rewards and punishments at SMAN 1 Bantan not only produces external obedience but also has the potential to foster internal discipline. Based on observations, some students began to show self-awareness and proactively change their behaviour without expecting rewards or fear of punishment. For example, a student who had been reprimanded for not doing assignments began to manage his time better and was no longer late. This shows that consistent implementation of discipline can help students internalize the value of discipline within themselves.

Teachers at SMAN 1 Bantan try to foster discipline from within students by combining positive discipline theory and intrinsic motivation. Most rewards are given to reinforce good behaviour that comes from students' intrinsic motivation, such as the desire to learn or behave in accordance with religious values. However, there are still elements of extrinsic motivation that play a role through material rewards and social recognition. PAI teacher 1 explained, "We try to foster intrinsic motivation in students by linking rewards to spiritual achievements, not just academic grades." This shows an effort to build discipline that is more than just external obedience and encourages students to develop self-discipline based on their understanding and awareness.

The Role of Rewards and Punishments in Cultivating Students' Religious Commitment

This section will explore how the implementation of rewards and punishments contributes to shaping students' religious commitment, as well as how they influence or even limit true internal transformation within them.

Integration of Religious Values:

Linking Rewards and Punishments to Islamic Teachings

Islamic Religious Education teachers at SMAN 1 Bantan link rewards and punishments to Islamic values, such as the concept of rewards and sins and the importance of seeking knowledge. Islamic Religious Education teacher 1 explained,

"We adjust our rewards to the values in Islam, for example, by giving praise to students who participate in religious activities well or who show a sincere attitude in learning."

Rewards are not only given for academic achievement but also for behaviour that reflects Islamic teachings, such as honesty, helping each other, and obedience in worship.

Figure 2. Religious activities of students at SMAN 1 Bantan.

Behaviour that Reflects Islamic Values

Islamic Religious Education teachers also reward behaviour that reflects Islamic values. For example, students who diligently perform congregational prayers, demonstrate honesty in assignments or help each other will be given praise or even award stars. As conveyed by Islamic Religious Education Teacher 2,

"We give awards to students who behave in accordance with Islamic values, not only in academic aspects but also in their morals."

This aims to strengthen students' religious commitment and connect their daily behaviour with spiritual principles.

Punishment for Behavior Contrary to Islamic Values

Punishment is given to students who commit violations that are contrary to Islamic values, such as indiscipline in worship or impolite behaviour. Islamic Religious Education Teacher 3 stated, "If there are students who are often late for prayers or do not respect teachers, we give them a warning or ask them to repeat the memorization that they missed. This is a reminder for them about the importance of discipline in religion." Punishment here is not only physical punishment but also more about coaching so that students can improve themselves and return to the right track according to Islamic teachings.

Impact on Religious Commitment:

Based on interviews and observations, many students felt that rewards and punishments motivated them to study religious teachings more deeply. One student said, "After receiving praise for being active in congregational prayers, I felt more motivated to be diligent in worship." Other students also reported that the rewards they received encouraged them to study religion more actively so that they felt more connected to the worship practices taught in school.

Some students showed improvements in worship and morals in response to rewards and punishments. For example, a student who was previously often late for prayer began to show positive changes after receiving a reprimand and a reward in the form of an award for his involvement in congregational prayers. "I started praying more regularly after getting recognition in class because I felt that it was a good thing," said the student. This shows that rewards and punishments can motivate students to practice religious teachings in their daily lives.

Although most students felt positive changes, some students felt that rewards and punishments only made them appear religious on the outside, without any internal changes. One student said, "Sometimes I feel like I'm just doing it to get the award, not because of my own awareness." This shows the complexity of implementing rewards and punishments, where some students may not have fully internalized the religious values taught.

PAI teachers at SMAN 1 Bantan use rewards and punishments not only as a means of controlling behaviour but also as a pedagogical means to shape students' Islamic character and spiritual commitment. In an interview, PAI Teacher 1 said, "We don't just give rewards or punishments, but rather guide students to understand the essence of every behavior they do in the context of Islamic teachings." With this approach, the main goal is to guide students so that they not only behave well on the outside but also form a deep internal awareness of religious values.

The application of rewards and punishments in Islamic Religious Education (PAI) aims to build students' Muslim identity by linking every action to moral and spiritual consequences. This method not only regulates discipline but also supports the development of character and noble morals in accordance with the principles of tarbiyah and tazkiyatun nafs in Islamic education (Ulfah et al., 2018; Widodo et al., 2024). Rewards such as praise, extra marks, and punishments in the form of cleaning tasks encourage students to understand religious teachings better and act in accordance with Islamic values (Jailani et al., 2023; Rumiana et al., 2023). The habit of praying in congregation and the application of fair rewards and punishments can strengthen students' character and discipline, increase their motivation to learn and strengthen their religious commitment (Samadi et al., 2023; Sofiati, 2021). With a loving approach, rewards and

punishments can help students internalize religious values and achieve holistic educational goals (Warcham & Sa'diyah, 2021).

Figure 3. Implementation of Rewards and Punishments in Islamic Religious Education
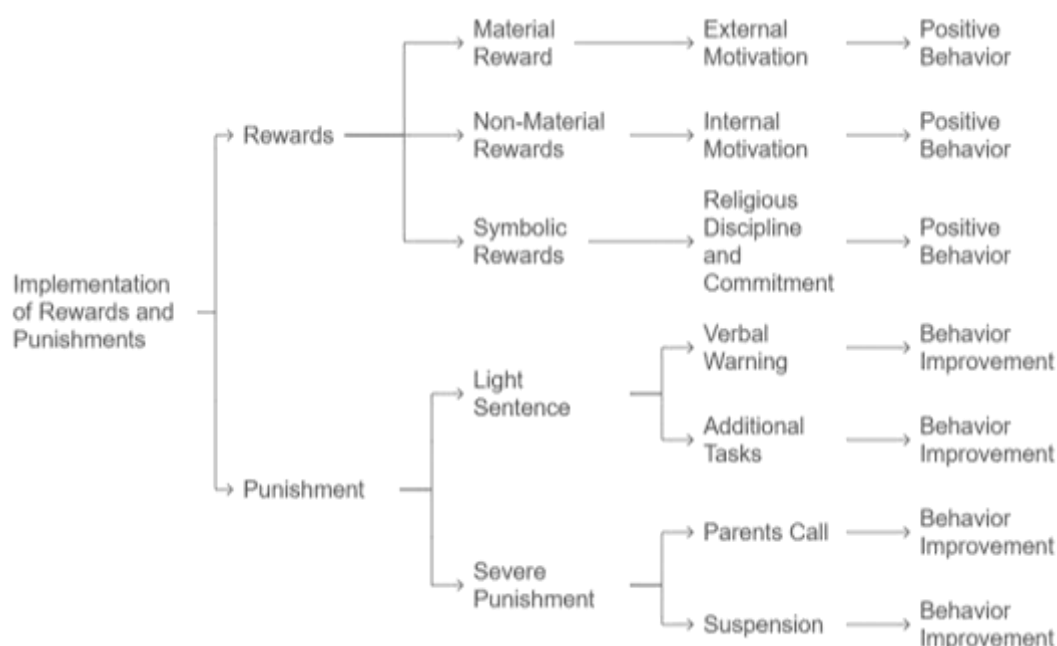
DISCUSSION

In this discussion, the researcher will examine a new understanding of the application of rewards and punishments in Islamic education, as well as the relevance of motivation theory and student character development at SMAN 1 Bantan. The results of this study indicate that the approach to rewards and punishments is not only an external behavioural control mechanism but also functions as a tool to shape students' morals and spirituality in line with the values taught in Islam.

In the context of Islamic education at SMAN 1 Bantan, the use of rewards and punishments shows a shift from the classical behaviourism model described by Skinner and Pavlov, which focuses more on stimulus-response relationships. In this paradigm, rewards and punishments are considered tools to control student behaviour, with rewards given to reinforce positive behaviour and punishments to reduce negative behaviour (Aquil et al., 2024; Iskandar et al., 2024). However, in Islamic education, there is an emphasis on the integration of moral and spiritual values in the application of both mechanisms. Rewards in this context are not only in the form of physical or academic awards but also reflect obedience in worship and character building (Nuraisah et al., 2023). This shows that rewards and punishments in Islamic education have a deeper and more holistic dimension, which goes beyond the more limited behaviourist approach.

The application of rewards and punishments in Islamic Religious Education (PAI) learning at SMAN 1 Bantan is in line with the self-determination theory (SDT) developed by Deci and Ryan, where students' intrinsic motivation is essential in the learning process (Caranfil et al., 2024; Ganotice et al., 2023). Research findings show that rewards given to students who demonstrate good behaviour can increase their intrinsic motivation to continue behaving positively, both in academic and spiritual aspects (An et al., 2025). Students feel appreciated, which makes them more connected to the religious values taught, strengthening the statement that reward experiences have a positive impact on the development of students' character and morality (Kusumawati et al., 2023; PARİN et al., 2023). This is also in line with Kohlberg's theory of moral development, where students who face consequences that are in accordance with religious values are more likely to internalize those values in their daily lives (Coil & Charles, 2023). The findings of this study provide significant insights for education practitioners on how rewards and punishments can be implemented ethically and effectively to support student character

development. Teaching strategies should prioritize appreciation for the process and efforts of students, not just the result. For example, rewarding students who strive to improve their behaviour and understanding of religion can encourage better intrinsic development. In addition, punishment in Islamic education should be educational, not merely punitive, with the aim of helping students learn from their mistakes and improve their behaviour.

Islamic religious education teachers can integrate these mechanisms into broader classroom management, which not only manages behavior but also fosters students' religious commitment. By introducing religious values in the context of rewards and punishments, students are encouraged to internalize these values, which impacts their discipline and motivation to learn.

As with any research, this study has limitations, including the focus on one school, so the findings cannot be generalized to all Islamic education contexts in Indonesia. Further research with quantitative and comparative approaches across educational institutions would broaden the understanding of the impact of rewards and punishments on students' character development and religious commitment. Longitudinal studies would also be a significant contribution to dissecting the long-term impact of these mechanisms.

Figure 4. Rewards and Punishments in Islamic Education
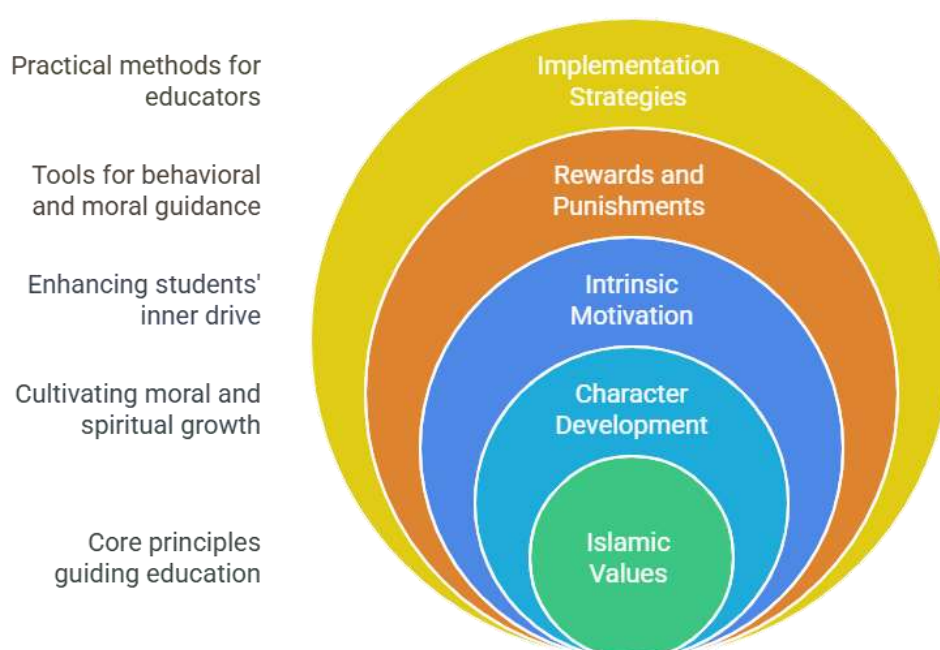
This study contributes to the development of Islamic education by bridging the gap between traditional behaviourism theory and holistic approaches in Islamic education. This study broadens the understanding of how rewards and punishments in Islamic education can affect students' behaviour and spiritual development. This study also emphasizes the importance of integrating moral and spiritual values in classroom management to encourage students' character development and religious commitment. The results of this study support the application of intrinsic motivation theory in Islamic education and highlight the positive impacts that can arise when these strategies are connected to deep religious values.

Further research could be conducted using a longitudinal approach to examine the long-term impact of reward and punishment implementation on students' moral development and religious commitment. In addition, comparative research across schools or educational systems could provide further insight into how contextual factors influence the effectiveness of this strategy. A quantitative approach could also be used to measure the impact statistically, particularly in terms of students' academic performance and religious engagement. Further research on the relationship between intrinsic and extrinsic motivation in Islamic education is

also needed to understand how these two factors can be integrated to support optimal student development.

CONCLUSION

This study examines the role of rewards and punishments in improving student discipline and religious commitment in Islamic Religious Education (PAI) at SMAN 1 Bantan. The findings show that rewards, both material and symbolic, play an important role in improving students' intrinsic motivation and encouraging involvement in both academic and spiritual aspects. Rewards are effective in reinforcing positive behaviours that are in line with Islamic values, such as active participation in congregational prayer and academic achievement. Punishment, when applied constructively, helps students to reflect on and improve their behaviour, ensuring discipline in the classroom. This study also shows that the integration of moral and spiritual dimensions in the application of rewards and punishments distinguishes Islamic education from the classical behaviourism model. The focus on the teachings of the Qur'an and Hadith makes rewards and punishments not only a tool for controlling behaviour but also a means to strengthen students' religious commitment.

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AUTHOR CONTRIBUTION STATEMENT

Citra Solehati: Assisted in data collection and literature review.
Haris Riadi: Contributed to data analysis and the discussion of research findings.
Rusiah: Assisted in data collection and provided input during the writing and editing stages of the manuscript.

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