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Influence of Rewards and Punishments on the Motivation to Learn Arabic Language in Class X of Al-Munawir Krapyak Vocational High School

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Abstract:
Rewards are given to motivate someone because there is an assumption that by giving gifts for good behavior and work results, he will maintain a good attitude and work more optimally, especially if the prize given is a tempting prize. Conversely, punishment is given to motivate someone not to make a mistake in carrying out something This study aims to determine the effect of Reward and Punishment on class X students at SMK al-Munawwir Krapyak. This study used a quantitative approach, with a sample of 24 students in class X at SMK al-Munawwir Krapyak. The results showed that: reward had a positive and significant effect on the motivation to learn Arabic in class X students at SMK al-Munawwir Krapyak, punishment had a positive and significant effect on motivation to learn Arabic in class X students at SMK al-Munawwir Krapyak.

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Introduction (مقدمة)

According to Tatang S, "Reward is offering a prize to students who follow various commands and refrain from prohibitions" (Tatang, S Saebani, 2012). Reward can also be referred to as a reinforcing tool that is enjoyable. It is given to students who demonstrate good academic achievements or personal achievements, such as good behavior, diligence, and so on (Sabri, 2012).

According to Ngalim Purwanto, reward is one of the educational tools used to motivate students by making them feel happy when their actions or work receive appreciation (Rhain et al., 2023). Usually, students recognize that certain actions and behaviors lead to receiving good rewards (Sarwadi, 2023). As a result, educators aim to use rewards to encourage students to be more active in improving or enhancing their achievements. In other words, students become more determined to work or behave well again (Purwanto, 2007). From the above comments, it

can be concluded that rewards represent all forms of enjoyable appreciation given to students based on their obedience and good performance in learning with the aim of encouraging them to continue their good behavior.

In the world of education, rewards are used to motivate individuals because it is assumed that by providing incentives for good behavior and accomplishments, they will continue to exhibit that positive behavior (Hafidz, 2021). Conversely, punishment is used to motivate individuals not to engage in certain behaviors. If rewards are positive reinforcements, then punishment serves as a negative reinforcement(Fitrianto & Aimmah, 2023). However, when applied appropriately and wisely, both can be effective motivators for individuals to learn and grow. Islam also provides guidelines for the concept of punishment, emphasizing its benefits (Kholish et al., 2020). Required punishment is based on the principles of prevention, restraint, or retribution, and it is meant for children's education. Good punishment is one that is characterized by moderation, tolerance, and except for matters clearly regulated by religious law (Halim Purnomo & Khotimal, 2013).

According to Tatang S, "Punishment can be defined as imposing legal sanctions that are inherent to all students who violate regulations, either in the family, school, or surrounding areas" (Tatang, S; Saebani, 2012). Punishment is the last resort when warnings and reminders are no longer effective in avoiding violations. It is administered with the purpose of making the students aware of their mistakes and commit in their hearts not to repeat them (Sabri, 2012).

In the Islamic education system, excessive and physical punishment towards students is prohibited, especially for young children, as it may endanger them (Sumedi, Nashihin et al., 2020). Scholars like Ibn Khaldun, an Islamic education (Husna et al., 2022) expert, are against violence and cruelty in education. For him, punishment in education should not be absolute, but rather a means of achieving optimal results, except for cases clearly stipulated by Sharia (Warul Walidin, 2005).

In the field of education, punishments are imposed on actions that are deemed wrong or undesirable, which have been committed by students. Everyone can give rewards, but not everyone is allowed to punish students (Nashihin, 2017). Punishments are typically reserved for special figures, such as judges, parents, and teachers(Fitrianto et al., 2023). Therefore, punishments have a stronger impact compared to rewards, as punishments are under constant scrutiny and control, both from the legal system and community organizations responsible for such matters (Susanty, 2021).

Given the unique perspective of each individual towards rewards and punishments, it is generally believed that they have both positive and negative effects(Fitrianto & Aimmah, 2023). Acceptance of rewards and punishments, individual perceptions of them, and the psychological impact of rewards and punishments all play a role in this(Fitrianto et al., 2023). When using rewards and punishments, teachers should be careful and thoughtful. Moreover, the implications of the reward and punishment system are often overlooked, even though it has several important aspects that need to be considered in itsimplementation. Giving rewards will create a sense of joy in students, leading to increased motivation to study. On the other hand, students may struggle when faced with punishments, which helps minimize negative behavior (Bahtiar & Gustalika, 2022).

However, when providing rewards and punishments to students, as an educator, one should consider various possible consequences, as they may bring both expected benefits and negative outcomes. According to Soeidjono, cited by Komprii, some guidelines for giving rewards include giving rewards fairly, without discriminating among students, regardless of their diligence, intensity, or capabilities. Rewards should match the character and nature of the students, and they should be given wisely.

Adrian Gostick and Chester Elton categorized rewards as giving praise, a smile, patting on the back for their work, and asking for comments from the students. Comments requested from the students will make them feel respected. On the other hand, types of punishment or penalty include giving signals, using facial expressions and body language, verbal warnings,

and verbal threats or conclusions of warnings. Punishments are meant to be educational efforts to correct and guide students towards better behavior (Komprii, 2015).

Motivation is the driving force that emerges within an individual, either consciously or unconsciously, to carry out specific actions with certain intentions or efforts that can lead the individual or group to achieve their desired goals or find satisfaction with their actions (Komprii, 2015). Motivation can be divided into two categories: intrinsic motivation and extrinsic motivation (Husna Nashihin, Yenny Aulia Rachman, Betania Kartika, Nurmasinta Fadhilah, 2023). Intrinsic motivation is the motivation that arises from within the individual without external stimuli (Nashihin, 2019d). On the other hand, extrinsic motivation is the motivation that arises due to external incentives (Wahab, 2015). Motivation serves as a driving force for efforts and achievement. Having good motivation in learning will result in good outcomes. Similarly, when someone experiences a series of positive learning desires and makes good efforts, it will lead to excellent achievement.

To motivate students in Arabic language education, educators can use various methods (Nashihin, 2019c), and one of them is by using a system of reward and punishment. Reward is an educational tool that motivates students who have achieved certain achievements in learning, showing progress, and good behavior to be an example for their peers (Sukmawati, 2017). Conversely, punishment is an educational effort to improve and direct students towards better behavior (Faidy & Arsana, 2014).

Method (منهج)

There are 48 students included in this study, representing 50% of the population. According to Ariikunto, if the research object is less than 100, it is considered acceptable to include the entire population, making it a population study. However, if a significant number of subjects can be sampled, it is recommended to take at least 10-15% or more, depending on the resources available and the time for research. Therefore, the selection of the sample is as follows (Veronica et al., 2022): Populations below 50 are all taken, Populations between 50-100 = 50%, Populations between 100-300 = 25%, Populations between 300-500 = 10-20%, and Populations above 500 = 5-15%.

This study uses a simple random sampling method because the population is less than 100. The sample is taken by random selection, resulting in 18 samples from Class X Putri and 10 more samples from Class X Putra. The Likert scale is used to measure the variables in this study, which provides quantitative data on the respondents' responses (Nashihin, 2019a). The respondents are asked to rate each level of the statement provided. Positive responses to the questions are considered for analysis (Machali, 2018).

Once the data is collected, classic assumption tests are conducted, including tests for normality, multicollinearity, and heteroscedasticity. Good data should have normally distributed residuals, no multicollinearity, and no heteroscedasticity (Rochmat Aldy Purnomo, 2016). After that, multiple linear regression analysis is carried out using SPSS 25 for Windows to analyze the relationships between the dependent and independent variables (Nashihin, 2023). The model assumes a linear relationship between the dependent variable and each independent variable (Janie, 2012). The measurement scale used is an ordinal scale. After the multiple linear regression analysis, t-tests are performed to determine partial effects, F-tests for simultaneous effects, and coefficient determination tests to measure the extent to which the independent variables (reward and punishment) influence the dependent variable (motivation to learn Arabic).

Result (نتائج)

Testing the Validity and Reliability of X1

Table 1. Validity Test of the Reward Method Variable (Sugiyono, 2019)

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	TOTAL_X1
X1.1	Pearson Correlation	1	.062	.408*	.368	-.042	.270	.565**
	Sig. (2-tailed)		.772	.048	.077	.846	.201	.004
	N	24	24	24	24	24	24	24
X1.2	Pearson Correlation	.062	1	.204	.092	-.042	.270	.428*
	Sig. (2-tailed)	.772		.339	.669	.846	.201	.037
	N	24	24	24	24	24	24	24
X1.3	Pearson Correlation	.408*	.204	1	.376	.511*	.410*	.848**
	Sig. (2-tailed)	.048	.339		.070	.011	.047	.000
	N	24	24	24	24	24	24	24
X1.4	Pearson Correlation	.368	.092	.376	1	-.131	.036	.495*
	Sig. (2-tailed)	.077	.669	.070		.543	.869	.014
	N	24	24	24	24	24	24	24
X1.5	Pearson Correlation	-.042	-.042	.511*	-.131	1	.003	.418*
	Sig. (2-tailed)	.846	.846	.011	.543		.988	.042
	N	24	24	24	24	24	24	24
X1.6	Pearson Correlation	.270	.270	.410*	.036	.003	1	.632**
	Sig. (2-tailed)	.201	.201	.047	.869	.988		.001
	N	24	24	24	24	24	24	24
TOTAL_X1	Pearson Correlation	.565**	.428*	.848**	.495*	.418*	.632**	1
	Sig. (2-tailed)	.004	.037	.000	.014	.042	.001	
	N	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

R Table = 0.432

Table 2. Interpretation of the Validity Test Results for the Reward Method (Sugiyono, 2019)

Item Pernyataan	R hitung	R tabel	Keterangan
X1.1	0,665	0,432	Valid
X1.2	0,428	0,432	Valid
X1.3	0,848	0,432	Valid
X1.4	0,495	0,432	Valid
X1.5	0,418	0,432	Valid
X1.6	0,632	0,432	Valid

All items' statements are valid. This conclusion is drawn from comparing the computed correlation values of each item statement in the variable 'reward method' (X1) with the tabled correlation value, and no computed correlation value greater than the tabled value (0.432) is found. This means that the computed correlation (r) ≥ tabled correlation (r table), indicating that all item statements in the variable 'reward method' (X1) are valid.

Reliability test

Table 3. Reliability Test of the Reward Method Variable (Ghozali, 2019)

Reliability Statistics	
Cronbach's Alpha	N of Items
.709	7

The statements of the 'reward method' variable (X1) obtained a Cronbach's alpha value of 0.709. The decision criteria for considering reliability is that if the Cronbach's alpha coefficient value is > 0.60, then it is considered reliable. Therefore, it can be concluded that the items in the 'reward method' questionnaire in this study are reliable or trustworthy as a measurement tool for the variable.

Validity and Reliability Test for X2

Table 4. SPSS Output Results for Validity Test of the Punishment Method Variable (Sugiyono, 2013).

Correlations								
		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	TOTAL_X2
X2.1	Pearson Correlation		.293	.332	.208	.143	.338	.552**
	Sig. (2-tailed)		.165	.113	.330	.505	.106	.005
	N	24	24	24	24	24	24	24
X2.2	Pearson Correlation	.293	1	.756**	.313	.439*	.144	.766**
	Sig. (2-tailed)	.165		.000	.136	.032	.501	.000
	N	24	24	24	24	24	24	24
X2.3	Pearson Correlation	.332	.756**	1	.521**	.553**	.109	.862**
	Sig. (2-tailed)	.113	.000		.009	.005	.612	.000
	N	24	24	24	24	24	24	24
X2.4	Pearson Correlation	.208	.313	.521**	1	.355	.362	.699**
	Sig. (2-tailed)	.330	.136	.009		.089	.082	.000
	N	24	24	24	24	24	24	24
X2.5	Pearson Correlation	.143	.439*	.553**	.355	1	.000	.625**
	Sig. (2-tailed)	.505	.032	.005	.089		1.000	.001
	N	24	24	24	24	24	24	24
X2.6	Pearson Correlation	.338	.144	.109	.362	.000	1	.451*
	Sig. (2-tailed)	.106	.501	.612	.082	1.000		.027
	N	24	24	24	24	24	24	24
TOTAL_X2	Pearson Correlation	.552**	.766**	.862**	.699**	.625**	.451*	1
	Sig. (2-tailed)	.005	.000	.000	.000	.001	.027	
	N	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-taile d).

The statements of the 'reward method' variable (X1) obtained a Cronbach's alpha value of 0.709. The decision criteria for considering reliability is that if the Cronbach's alpha coefficient value is > 0.60, then it is considered reliable. Therefore, it can be concluded that the items in the 'reward method' questionnaire in this study are reliable or trustworthy as a measurement tool for the variable.

Table 5. Interpretation of the Validity Test Results for the Instrument of Variable X2 (Sugiyono, 2013).

Item Pernyataan	R hitung	R tabel	Keterangan
X2.1	0,552	0,432	Valid
X2.2	0,766	0,432	Valid
X2.3	0,862	0,432	Valid
X2.4	0,699	0,432	Valid
X2.5	0,625	0,432	Valid
X2.6	0,451	0,432	Valid

All items' statements are valid. This conclusion is drawn from comparing the computed correlation values of each item statement in the variable 'punishment method' (X2) with the tabled correlation value, and no computed correlation value greater than the tabled value (0.432) is found. This means that the computed correlation (r) ≥ tabled correlation (r table),

indicating that all item statements in the variable 'punishment method' (X2) are valid.

Reliability Test

Table 6. Results of the Reliability Test for Variable X2, Punishment Method (Ghozali, 2018)

Reliability Statistics	
Cronbach's Alpha	N of Items
.766	7

The statement from the variable 'Method of Punishment (X2)' obtained a Cronbach's alpha value of 0.766. The decision criteria for the acceptance state that if the Cronbach's alpha coefficient is > 0.60, then the instrument (Method of Punishment variable) is considered reliable. Hence, it can be concluded that the method of punishment used in this research is considered reliable or trustworthy as a measurement tool.

Validity and Reliability Test Y

Table 7. SPSS Output Results of Arabic Language Learning Motivation Variable Validity Test (Sugiyono, 2013)

Correlations

		Y1	Y2	Y3	TOTAL_Y
Y1	Pearson Correlation	1	.293	.526**	.800**
	Sig. (2-tailed)		.165	.008	.000
	N	24	24	24	24
Y2	Pearson Correlation	.293	1	.292	.646**
	Sig. (2-tailed)	.165		.166	.001
	N	24	24	24	24
Y3	Pearson Correlation	.526**	.292	1	.833**
	Sig. (2-tailed)	.008	.166		.000
	N	24	24	24	24
TOTAL_Y	Pearson Correlation	.800**	.646**	.833**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8. Interpretation of the Results of the Validity Test for the Arabic Language Learning Motivation Variable (Sugiyono, 2013)

Item Pernyataan	R hitung	R tabel	Keterangan
Y.1	0,800	0,432	Valid
Y.2	0,646	0,432	Valid
Y.3	0,833	0,432	Valid

All statements are valid. This conclusion is drawn from comparing the computed r-values of each item statement of the Arabic Language Learning Motivation variable (Y) with the critical r-value table. No computed r-value is found to be lower than the critical r-value of 0.432. This means that r-computed ≥ r-table, indicating that all item statements in the Arabic Language Learning Motivation variable (Y) are considered valid.

Table 9. Results of the Reliability Test for the Arabic Language Learning Motivation Variable (Sugiyono, 2013)

Reliability Statistics	
Cronbach's Alpha	N of Items
.809	4

The statement from the variable 'Arabic Language Learning Motivation (Y)' obtained a Cronbach's alpha value of 0.809. The decision criteria for acceptance state that if the Cronbach's alpha coefficient is > 0.60, then the instrument (Arabic Language Learning Motivation variable) is considered reliable. Hence, it can be concluded that the item questionnaire of Arabic Language Learning Motivation (Y) in this study is reliable and can be considered a trustworthy measurement tool for the variable.

Normality Test

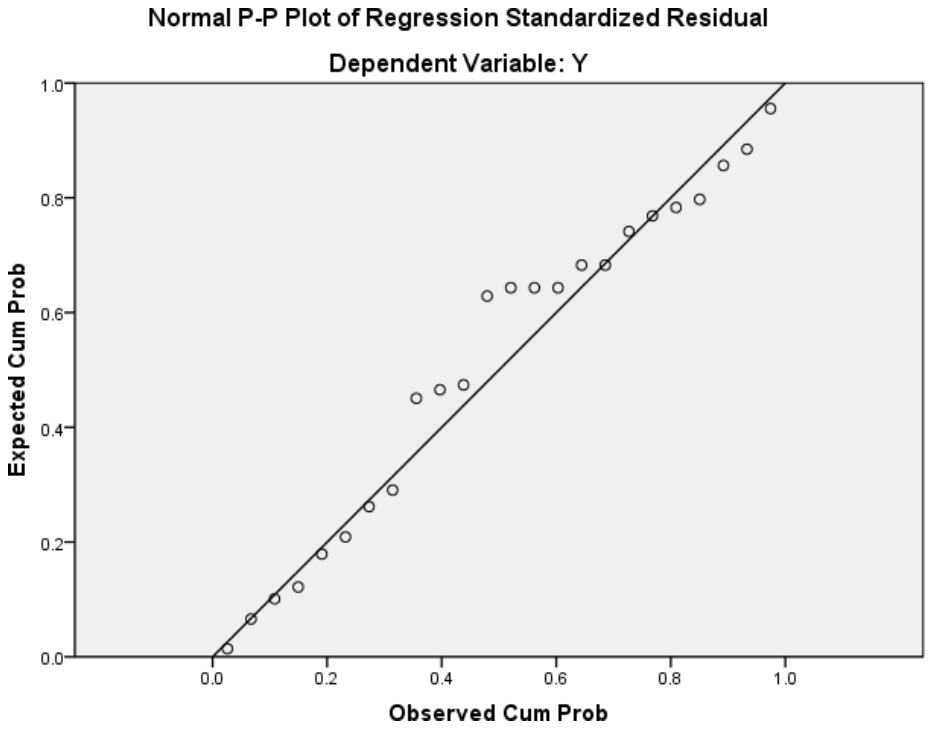
Table 10. Kolmogorov-Smirnov Normality Test (Ghozali, 2018)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.90715978
Most Extreme Differences	Absolute	.176
	Positive	.067
	Negative	-.176
Kolmogorov-Smirnov Z		.863
Asymp. Sig. (2-tailed)		.446

a. Test distribution is Normal.
b. Calculated from data.

Figure 1. Normal P-P Plot of Regression Standardized Residuals



In the Kolmogorov-Smirnov column, it can be observed that the significance value Asymp. Sig. (2-tailed) is greater than 0.05, specifically 0.446. Therefore, it can be concluded that the research data follows a normal distribution. Furthermore, the data can be considered to have a normal distribution if the plotted points (dots) representing the actual data closely follow the diagonal line. The plotted points in the graph adhere to or approximate the diagonal line. Hence, the normality test using the probability plot technique confirms that the data follows a normal distribution.

Classical Assumptions Test

Multicollinearity Test

Table 11. Results of the Multicollinearity Test (Ghozali, 2018)

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1	.939	1.065
	X2	.939	1.065

a. Dependent Variable: Y

The tolerance values for the variable 'Reward Method (X1)' are 0.939, and for 'Punishment Method (X2)' are also 0.939. Both tolerance values are > 0.10. Additionally, the VIF (Variance Inflation Factor) for 'Reward Method (X1)' is 1.065, and for 'Punishment Method (X2)' is also 1.065. Both VIF values are < 10. Therefore, it can be concluded that there is no multicollinearity issue among all the independent variables in the regression model constructed.

Heteroscedasticity Test

Figure 2. Scatterplot

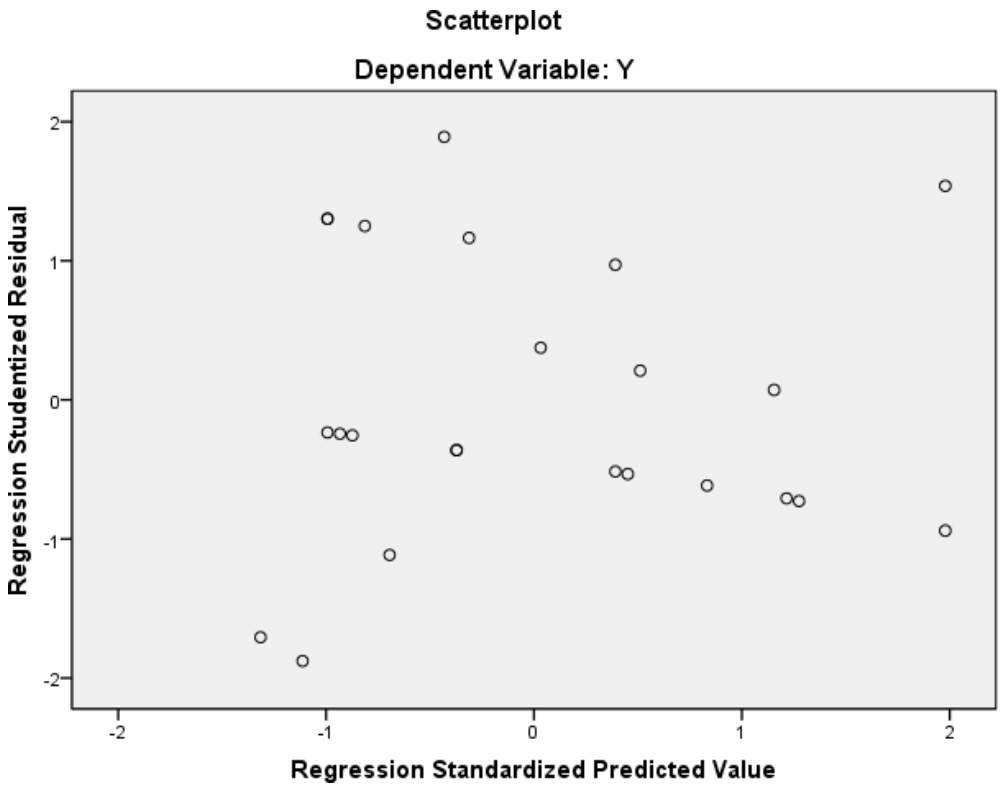


Table 12. Results of Heteroscedasticity Test (Sugiyono, 2013)

Coefficients[a]

Model		Unstandardized Coefficients			
		B	Std. Error	t	Sig.
1	(Constant)	.590	1.726	.342	.736
	X1	-.020	.057	-.349	.730
	X2	.026	.047	.556	.584

a. Dependent Variable: ABS_RES

The Scatter Plot above indicates that the points on the diagram do not form a clear pattern. The points are scattered randomly and evenly above and below the 0 line on the Y-axis. Therefore, it can be inferred that there is no heteroscedasticity issue in the regression model. The significance value for the variable 'Reward Method (X1)' is 0.730, which is greater than 0.05 (0.730 > 0.05), and for the variable 'Punishment Method (X2)' is 0.584 > 0.05. Thus, it can be considered that there is no occurrence of heteroscedasticity.

Multiple Linear Regression Test

Table 13. Results of Multiple Linear Regression Test (Ghozali, 2018)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-1.090	3.152	
	X1	.349	.104	.583
	X2	.221	.087	.441

a. Dependent Variable: Y

Based on the multiple linear regression test, the regression model can be formulated as follows:

$Y = \alpha + b1X1 + b2X2 + b3X3 + ei$

$Y = 1.090 + 0.349X1 + 0.221X2 + ei$

Interpretation:

The constant value (α) is -1.090, which means that when the variables 'Reward Method (X1)' and 'Punishment Method (X2)' are both equal to zero, the Arabic Language Learning Motivation will have a value of -1.090.

The regression coefficient for the variable 'Reward Method (X1)' is 0.349. It indicates a positive relationship, meaning that if the 'Reward Method' variable increases by 1 unit, the Arabic Language Learning Motivation will increase by 0.349 units, assuming all other independent variables are constant.

The regression coefficient for the variable 'Punishment Method (X2)' is 0.221. It also shows a positive relationship, suggesting that if the 'Punishment Method' variable increases by 1 unit, the Arabic Language Learning Motivation will increase by 0.221 units, assuming all other independent variables are constant.

Coefficient of Determination Test

Table 14. Coefficient of Determination Test Results (Ghozali, 2018)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639[a]	.408	.351	.949

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

The value of Adjusted R-Square is 0.351, indicating that there is a 35.1% proportion of the dependent variable (Motivation in Speaking Arabic - Y) influenced by the independent variables, Reward Method (X1), and Punishment Method. Meanwhile, the remaining 64.9% represents the influence of other variables not included in this study.

Partial t-test

Table 15. Results of Partial t-test (Ghozali, 2018)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.090	3.152		-.346	.733
	X1	.349	.104	.583	3.364	.003
	X2	.221	.087	.441	2.547	.019

a. Dependent Variable: Y

To determine the value of the t-table, df = n-k-1 = 24-2-1 = 21, with a significance level of 0.025. Hence, the t-table value is found to be 2.0796. The explanation of the t-test results is as follows:

The variable Reward Method (X1) has a computed t-value greater than the t-table value, which is 3.364 > 2.0796, and it has a significance value of 0.003 < 0.05. This means that the Reward Method has a significant partial influence on Arabic Language Learning Motivation (Y). The variable Punishment Method (X2) has a computed t-value greater than the t-table value, which is 2.547 > 2.0796, and it has a significance value of 0.019 < 0.05. This means that the Punishment Method has a significant partial influence on Arabic Language Learning Motivation (Y).

F-Test (Simultaneous Test)

Table 16. Results of Simultaneous F-Test (Ghozali, 2018)

Anova[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.031	2	6.515	7.229	.004[a]
	Residual	18.928	21	.901		
	Total	31.958	23			

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

df1 = k-1 or 2-1 = 1, and df2 = n-k or 24-2 = 22. This means that the F-table value can be observed in the probability distribution at 5% (0.05) significance level, with df in row 1 and df in column 22, resulting in an F-table value of 4.30.

Comparison between the computed F-value and the F-table value (7.229 > 4.30) shows a significance value of 0.004 < 0.05. Therefore, the Reward Method (X1) and the Punishment Method have a simultaneous or joint significant influence on Arabic Language Learning Motivation (Y).

Discussion (مناقشة)

Reward has a positive influence on student performance in learning Arabic language (X) at SMK al-Munawwiir Krapyak when the reward system is more fair, such as providing rewards in the form of increased grades, giving smiles, showing appreciation for their efforts (Nashihin, 2019b), and seeking comments from peers or others which make them feel respected and valued. This positive influence on motivation to speak Arabic will lead to an increased ability to learn Arabic language proficiently, regardless of the setting, thus creating a broader scope for using Arabic language.

Rewards are essential for every individual student in Class X at SMK al-Munawwiir Krapyak who is willing to learn Arabic and enthusiastic about developing their speaking skills. The school principal should recognize that students will be more inclined to embrace the Arabic culture with the hope of meeting their learning needs and desires. The existence of punishments also ensures that students are more disciplined and adhere to rules, thereby elevating their motivation to learn the Arabic language. Therefore, if these variables are combined and related

simultaneously to student performance, the impact will be even higher. When both rewards and punishments are present, it will further enhance motivation to learn the Arabic language."

Conclusion (خاتمة)

The results of the study indicate that the variable Reward (X1) has a positive and significant influence on Arabic language learning motivation among students in Class X at SMK al-Munawwiir Krapyak. This is because the presence of rewards makes students more enthusiastic and productive in learning Arabic. The findings also show that the variable Punishment (X2) has a positive and significant influence on students in Class X at SMK al-Munawwiir Krapyak. This is because the presence of punishments limits undesirable behavior, ensuring that students adhere to expected conduct.

Furthermore, the F-test results presented in the table above indicate that both Reward and Punishment variables have a computed F-value of 13.031 with a significance level of 0.004. This demonstrates that Reward and Punishment simultaneously have a positive and significant influence on students in Class X at SMK al-Munawwiir Krapyak.

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