

INCREASING MOTIVATION TO LEARN ISLAMIC RELIGIOUS EDUCATION POST-EARTHQUAKE THROUGH REWARDS AND PUNISHMENTS

Gusnarib Gusnarib¹, Askar Askar², Ali Ali³

¹Gusnarib, Universitas Islam Negeri Datokarama Palu, Indonesia

²Askar, Universitas Islam Negeri Datokarama Palu, Indonesia

³Ali, Universitas Islam Negeri Datokarama Palu, Indonesia

Abstract. The results of this study show that there are many ways that teachers can motivate students to learn at SMK Negeri 1 Palu after the earthquake, among others, by using various methods and activities. Because when the teacher uses the same method continuously, it can cause boredom and reduce the enthusiasm for learning students. Furthermore, the teacher can also increase the learning motivation of students by making students active. For example, after the earthquake, the teacher gave more prizes to students with high scores in Islamic Religious Education subjects such as tuition free scholarships for six months. Usually, the teacher gave praise that made students more motivated to learn. On the other hand, after the earthquake, students who violate Islamic religious education will be given educational punishments, namely two different punishments depending on the size or size of the mistakes made by students. The background of the formation of rewards and punishments at SMK Negeri 1 Palu is the desire to reward students who are active/accomplished and if they provide sanctions/penalties based on objective data.

Keywords: Learning Motivation, Post-Earthquake, Reward and Punishment.

Abstrak. Hasil penelitian ini menunjukkan bahwa ada banyak cara guru dapat memotivasi siswa untuk belajar di SMK Negeri 1 Palu pasca gempa, antara lain dengan menggunakan berbagai metode dan kegiatan. Karena apabila guru menggunakan metode yang sama secara terus menerus dapat menimbulkan kebosanan dan mengurangi semangat belajar siswa. Selanjutnya, guru juga dapat meningkatkan motivasi belajar siswa dengan membuat siswa aktif. Pasca gempa guru memberikan lebih banyak hadiah kepada siswa yang memiliki nilai tinggi dalam mata pelajaran Pendidikan Agama Islam seperti beasiswa gratis biaya kuliah selama 6 bulan dan biasanya guru memberikan pujian yang membuat siswa lebih termotivasi dalam belajar. Pasca gempa, siswa yang melanggar mata pelajaran pendidikan agama Islam akan diberikan hukuman

pendidikan, yaitu dua hukuman yang berbeda tergantung dari besar kecilnya kesalahan yang dilakukan oleh siswa. Latar belakang terbentuknya reward and punishment di SMK Negeri 1 Palu adalah adanya keinginan untuk memberikan reward kepada siswa yang aktif/berprestasi dan apabila memberikan sanksi/hukuman berdasarkan data yang objektif.

Keyword: Motivasi Belajar, Pasca Gempa, Reward and Punishment.

Introduction

Education is essentially an effort to develop the personality and abilities of students at school and outside of school. Education directly influences the development of all aspects of the human personality. Giving Gifts and Laws is considered something that improves the quality of student learning and can create a deterrent effect for students who violate a rule set by the school.¹ One of the teaching methods to generate students' learning motivation is how educators can provide a reward and punishment when the teaching and learning process is ongoing.

The definition of motivation itself is In the dictionary of psychology, motivation (motivation) is an energy giver to behavior. On the other hand, some theorists argue that motivational conditions are specific with specific drives and needs and should always be analyzed in terms of specific goals and objectives.² The term motivation comes from the English word. However, the original word is motive which has also been used in Malay, namely the word *motif*, which means a goal or any effort to encourage someone to do something. In summary, learning motivation can also be interpreted as a series of actions to provide certain conditions so that someone wants and wants to do something. If he doesn't like it, he will try to negate or avoid the feeling of dislike.³ The provision

¹Sulaiman Harun, *Sistem Pendidikan Islam*(Jakarta: Cipta Karya, 2007), 340.

²S. Reber dan S. Reber, *Kamus Psikologi*, 596

³Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), 78.

of learning motivation is an encouragement by educators to students in the learning process to increase motivation in learning.

Giving a reward and punishment in every learning process is expected to motivate students. Because it is feared that if a punishment is not held at all in the learning process, it will have a destructive impact on students' behavior. For example, when a learning activity takes place, there is a student who does not pay attention to the lesson or is busy playing alone, then the punishment action can be directly applied to the student. The punishment that we can give to the student is a warning.

With the application of punishment as above, a student will get a positive impact that we want to achieve as educators; namely, students will feel cared for and the actions that students do will make them aware that what they are doing is a violation cannot be ignored. During the learning process and awarding (rewards) in the process of teaching and learning activities, giving awards is also as important as giving punishment to students. In giving and determining rewards, ideally, teachers should use the principle of fairness between one student and another so that there is no social jealousy or un-social perception. In addition, giving such rewards will motivate students who have not had the opportunity to get, which is adjusted to what has become an achievement.

Awards as a learning method have several forms, namely material and non-material. The material is in the form of fun and useful objects for students, for example, giving pencils, notebooks, pictures of stars, student scholarships, and others. Awards in the form of non-material in the form of encouraging words (praise, flattery), congratulations on achievements, giving applause, the teacher nods happily and confirms an answer given by students.

Reward and punishment in the learning process, a teacher, should be able to master several learning methods so that students do not experience

boredom in receiving lessons⁴. Before giving punishment, the teacher must provide socialization when pre-learning to students. If they violate predetermined provisions or the rules of the education unit, they will be subject to sanctions. That the purpose of punishment is not to give negative values that are pinned on students, but rather the purpose of giving punishment is to provide learning so that the value of discipline is a crucial principle to success in the future.

Giving educational rewards and punishments must have a position that human students highly respect. So that they genuinely recognize their authority towards human students. The greater the reward and punishment, the greater the influence on the morale of those rewarded and punished.⁵

The reward comes from English which means reward or reward.⁶ Meanwhile, according to psychological terms, reward means an award whose broad meaning is a pleasant or satisfying event/event or thing achieved when several requested tasks have been carried out.⁷ In the Indonesian dictionary, the word appreciation means something or an act of appreciation or an honor.⁸

Likewise, Punishment comes from English which means punishment or torment.⁹ According to the Indonesian dictionary, punishment means torture imposed on people who violate the law.¹⁰

This paper wants to describe how to increase students' learning motivation after the earthquake in Islamic religious education subjects through the provision of educational rewards and punishments at SMK Negeri 1 Palu?

⁴Amiruddin, A., Nurdin, N., & Ali, M. (2021). Islamic Education Teacher Communication Strategy in Increasing Students' Learning Interest. *International Journal of Contemporary Islamic Education*, 3(1), 41-61.

⁵M.Arifin. *Ilmu Pendidikan Islam Tinjauan Teoritis dan Praktis Berdasarkan Pendekatan Interdisipliner*. (Jakarta: Bumi Aksara. 2003), 157-158.

⁶John M. Echols dan Hassan Shadly, *Kamus Inggris Indonesia* (Cet. XXIII; Jakarta: Gramedia Pustaka Utama, 1996), 485.

⁷Arthur S. Reber dan Emily S. Reber, *Kamus Psikologi* (Cet. I; Yogyakarta: Pustaka Belajar, 2010), 835.

⁸Qodratilah, *et al.*, eds., *Kamus Bahasa*, 155.

⁹M. Echols dan Shadly, *Kamus Inggris*, 456.

¹⁰Qodratilah, *et al.*, eds., *Kamus Bahasa*, 165.

How do supporting and inhibiting factors increase students' learning motivation through the provision of rewards and punishments that educate the subjects of Islamic Religious Education after the earthquake at SMK Negeri 1 Palu?

Methodology

This study uses a qualitative research method with a case study approach^{11,12}. This study was conducted at State Vocational School 1 (SMK 1) Palu City. Data were collected using direct observation techniques, in-depth interviews with the school teachers, school principals, and students. Various documents related to increase the learning motivation of students by making students active were also analyzed. The qualitative research focuses on the shared meaning of a group of people socially and culturally in a site and a lifestyle¹³. Thus, the results of the interviews were coded to build the themes obtained in the interviews and observations¹⁴. The next stage of the data is interpreted by relating it to the theory used in this study.

Results and Discussion

By providing good and appropriate motivation, the child can realize the benefits of learning and the goals to achieve. Motivation can be a driving force or a direction that can strengthen and encourage students to behave. This means that each student's actions depend on the underlying motivation.

¹¹ Sutejo, E., Nurdin, N., & Syahid, A. (2021). The Implementation of Islamic Education in Building Preprimary Disabled Students Character *International Journal of Contemporary Islamic Education*, 3(2), 41-58.

¹² Jismin, J., Nurdin, N., & Rustina, R. (2022). Analisis Budaya Organisasi Dalam Meningkatkan Prestasi Kerja Pegawai Administrasi UIN Datokarama Palu. *Jurnal Integrasi Manajemen Pendidikan*, 1(1), 20-29.

¹³ Nurdin, N. (2021). Employing Online and Offline Qualitative Interpretive Case Studies in Understanding E-Procurement Effectiveness. *International Journal of Quantitative and Qualitative Research Methods*, 9(1), 23-41.

¹⁴ Nurdin, N., Stockdale, R., & Scheepers, H. (2014). Coordination and Cooperation in E-Government: An Indonesian Local E-Government Case *The Electronic Journal of Information Systems in developing Countries*, 61(3), 1-21.

The cause of the occurrence of energy that exists in humans so that it can affect the problem of psychological symptoms, the author argues that, with energy being a source of strength for the formation of motivation, it can also be said because the motivation to act then or do something. Therefore, learning motivation can be interpreted as a series of efforts in providing certain conditions so that students have a sense of wanting to do something.¹⁵ The motivation given by PAI teachers to students is the provision of rewards and punishments.

Reward and Punishment in Giving Motivation

Giving motivation through reward and punishment before the earthquake, the teacher rewards students with an additional value of about a few percent of their learning outcomes. Before the earthquake, the rewards given were only in the form of praise, such as applause and special scholarships for the underprivileged. Another thing that is given is added value that can make students compete to get it.¹⁶

Many students are satisfied with the reward given by the teacher in the form of added value. With this, students' learning motivation in following Islamic Religious Education subjects is even better. Before the earthquake occurred, students were given a reward that could support their learning achievement. The number of students competing in learning to get the maximum value, the hat can make the teacher's performance considered successful in the application of educational rewards. The various motivations for punishment include:

A. Punishment through Low Scores

¹⁵Masrum Wakasek Bidang Kepeserta didikan dan Islamic Education Teacher SMK Negeri 1 Palu, "Interview" ruang wakasek, 13 Mei 2020.

¹⁶Nur Hasanah, Peserta didik SMK Negeri 1 Palu "Interview" di rumah peserta didik 28 May 2020.

According to Elizabeth B. Hurlock, punishment is punishing someone for an offense or mistake as a reward or compensation.¹⁷ The idea to apply reward and punishment resulted from an agreement with all parties in the school, especially teachers in the field of study and principals at SMK Negeri 1 Palu, which was applied by the teacher council in every subject. It is not only teachers who support the existence of reward and punishment but also the students who support it. The following is the result of the author's interview with one of the students at SMK Negeri 1 Palu.

Students who violate such as skipping classes will be punished, and we as students agree with the rules set by the school. With the punishment applied by Islamic Religious Education teachers, students feel afraid of giving low grades. When the teacher gives a punishment some students immediately obey it. However, there are still students who constantly repeat their mistakes many times. Students who are fed up with the punishment given will immediately do their job well and will not repeat it. Meanwhile, those who haven't done their job usually play truant in the canteen and don't want to take lessons.¹⁸

From the explanation above, the author concludes that teachers at SMK Negeri 1 Palu always give punishment only in the form of reducing grades to students. However, the punishment is not maximal because many students still commit violations and do not obey the rules set by Islamic Religious Education teachers, which reduces students' value.

B. *Punishment through Assignment*

For students who make mistakes during lessons or are late for entering subjects, the way I motivate students through educational punishment is by standing behind and memorizing students according to the material being

¹⁷ Elizabeth Bergner Hurlock, *Child Develoment* (Cet. III; Tokyo-Japan: Grawhill, kogakhusa, 2000), 396.

¹⁸ Zhulian Febrina, peserta didik SMK Negeri 1 Palu, "Interview" rumah peserta didik, 26 May 2020.

taught. When they have memorized it, then they are allowed to sit back.¹⁹ The author also interviewed Andi's mother, who stated:

Suppose students violate the lesson during class or are late for entry. In that case, they are given educational punishment so that they are motivated by first asking whether they have memorized the prayer readings. If not, they are told to remember the prayer readings, memorize short surahs and read the Qur'an for about 2 to 10 minutes. Three sheets. Usually, they are given a penalty in form of writing and memorizing the material being taught at that time.²⁰

From the explanation above, the author concludes that the provision of punishment or punishment must be educational and able to make students better than before and not repeat the previous mistakes. With the punishment, it can make students feel the deterrent effect.

C. *Punishment through Positive Discipline*

Alfian Akbar states:

After the teacher applies positive discipline and learning strategies that are varied and centered on active learners, so what if there are still students whose learning motivation has not increased then educational punishment is used to motivate students. In this case, if students violate it will be given sanctions for example if students are 15 minutes late after learning takes place, they will be punished with their notes keep attending lessons, but they are counted as absent or absent and stand behind until the lesson is over with the excuse that they don't fall behind in the subject as well as motivate them not to repeat other mistakes.²¹

Based on the interviews above, the author can conclude that the provision of punishment is the provision of positive discipline carried out by the

¹⁹ Fatrinawati Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 17 May 2020.

²⁰ Andi Rosidah Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 13 May 2020

²¹ Alfian Akbar , Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 15 May 2020.

teacher to revive the students' learning motivation. The punishment given to students for their repeated mistakes, who had previously been told that it should not be done or violated, had been reprimanded and had received a warning. Concerning punishment that educates, in the application of teachers who explain students' mistakes so that they can be accepted and succeed in their duties.

Reward and Punishment Motivation after The Earthquake

The author found that after the earthquake there were differences in the distribution of rewards and punishments to students. Natural disasters, one of which is an earthquake, is an event that suddenly, unexpectedly, cannot be prevented and results in loss and damage.

Reward and punishment motivation after the earthquake by releasing funds at SMK Negeri 1 Palu was an effort by one teacher who tried to seek help and establish relationships with donors who came from Surabaya, an association of PAI teachers throughout Indonesia. After the incident, many students lost their homes, parents, and siblings. The teacher then gave more rewards in the form of financial assistance and prioritized those who had become victims of the earthquake, hoping that none of the students of SMK Negeri 1 Palu would drop out of school.

After the earthquake, the teachers, especially Islamic Religious Education teachers, increased students' learning motivation in Islamic Religious Education subjects and gave rewards in the form of scholarships for students who could memorize as many short *surahs* as possible. The scholarships are given as teacher appreciation for students who excel in academics, especially Islamic subjects. The scholarships given are various, some get a 6-month tuition discount, and some get a semester discount for one year. With the provision of rewards in the form of student scholarships, many students are motivated to learn to make their parents proud and obtain these student scholarships for maximum learning outcomes. Many students have been helped economically

after the earthquake with such a reward. Several community social institutions collaborate to provide scholarship programs for outstanding students at SMKN 1 Palu. One of the institutions collaborating with SMKN 1 Palu is from Surabaya.²²

From the explanation above, the writer concludes that in giving rewards, schools must play an active role in providing student learning motivation. Scholarships are a very effective and can help economically for students who excel. Students will be more enthusiastic about learning and have the opportunity to show their achievements to teachers, parents, and the community.

After the earthquake, the teacher gave more prizes to students with high marks in Islamic Religious Education subjects, such as scholarships free of tuition fees for six months. Usually, the teacher gave compliments that made students more motivated to learn.²³

A. *Giving Educational Punishment*

In giving punishment, Islamic religious education teachers have their own rules. As a teacher of Islamic religious education subjects, there are rules. For example, if a student is late to class for 15 minutes, the student will be given the task of memorizing at least three verses at the same day. The teacher will provide the students with time to memorize for 3 hours. If students cannot do so, then three more verses will be accumulated daily. With this strict punishment, students will be motivated so that they are not too late to enter the classroom for Islamic religious education subjects. In another interview, students who violate Islamic religious education subjects will be given educational punishments, namely two different punishments depending on the size of the mistakes made by the students. First, if the mistakes made by students are only minor mistakes, the teacher gives punishment by asking them to clean the mosque area for 15 minutes. Second, if the mistake made is

²² Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview" ruang wakasek, 13 Mei 2020

²³ Zhulian Febrina, students SMK Negeri 1 Palu, "Interview", 26 May 2020.

significant, the teacher will give an educational punishment such as telling him to pray sunnah *duha* at least two *rakaat*. After the prayer, you can enter the classroom. Hopefully, these students will feel more motivated to take Islamic religious education lessons at the school. The teacher gives the first punishment to teach students to protect the environment around places of worship for Muslims. At the same time, the second punishment is intended so that the child in making mistakes must always ask forgiveness from Allah SWT. After asking forgiveness from Allah SWT. The student must also promise not to make the teacher angry again with the mistakes that have been made and be more active in learning both at school and home.²⁴

Punishment is effective if it can educate students to be good at religion. The punishment given is a punishment to improve students spiritually. For example, giving memorization and carrying out the sunnah prayer is helpful so that students can be closer to Allah SWT. and will not repeat their mistake because the feeling of sinning makes their teacher angry and gives punishment. At the same time, the provision of light punishment such as cleaning the environment can have a positive impact. Cleaning the environment around the mosque can make students always aware of the cleanliness of places of worship, especially for Islam. Islam loves cleanliness, and students are taught to pay more attention to the cleanliness of places of worship by not just throwing garbage around the mosque through educational punishment.

Facing chaotic or noisy conditions in the learning process so that students can be motivated again in the learning process, the teacher can give educational punishments. Teachers can give educational punishments in various forms, such as exile, innuendo, or reprimand against students. The punishment aims to show students' mistakes so that students who get punished can learn their mistakes and improve themselves in the following learning experience. The following are the results of the author's interview regarding the provision

²⁴ Andi Rosidah Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 14 May 2020.

of punishment that educates that the application of sanctions is only limited to physical and mental sanctions that apply globally. In the noble *siroh an-nabi*, the Prophet as a teacher, has applied the above principles as well as possible. The Prophet was gentle with those who believed, firm and authoritative towards the disbelievers. Giving awards to His meritorious friends and imposing educational sanctions for those who violate the rules of Allah and His Messenger. The provision of punishment at SMK Negeri 1 Palu is undoubtedly following the teachings of the Prophet Muhammad, who did not violently reprimand his friends. The example of the Prophet is the most important thing to follow, especially when giving punishment to children.²⁵

Based on the interview results above, the author concludes that the application of punishment that educates at SMK Negeri 1 Palu must be based on the teachings of the Prophet Muhammad. The punishment given should not hurt the students physically and make the relationship between the teacher and students hostile.

Supporting Factors

A. Teachers as Supporting Factor

Among the several inhibiting factors previously stated, there are also post-earthquake supporting factors that come from teachers, including the following:

Participation carried out by teachers and student organizations in schools to carry out observations. While conducting observations, the authors found that applying the Reward and Punishment method to Islamic Religious Education subjects at SMK Negeri 1 Palu was applied flexibly. The application of the reward and punishment method could be given daily, monthly and annual.

²⁵ Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview" ruang wakasek 13 Mei 2020

The activity of applying this method is carried out in the learning process that takes place in the classroom.

- a. Punishment for students who are late so that they can be aware and can improve themselves by giving educational punishment
- b. The existence of a control/attendance book made by religious teachers to control students, especially when carrying out congregational prayers at the mosque
- c. Teachers as an inhibiting factors and supporting factors, if the teacher masters the material and methods then the students will be motivated.²⁶

Based on the interview results above, the authors conclude that the supporting factor for the existence of punishment that educates after the earthquake is the cooperation between students and teachers in carrying out the rules that have been set and being willing to undergo punishment if they make a mistake. The punishment carried out by the students of SMK Negeri 1 Palu after the earthquake was based on their self-awareness, who felt guilty towards teachers and parents and, most importantly, felt they had made a mistake that caused them to sin against Allah SWT.

The following is the author's interview with other informants who provide supporting factors for implementing students' learning motivation through punishment that educates that it takes teachers who master various methods so that learning is not monotonous. If a teacher uses various methods, students will be more motivated, mainly if they are supported by their performance and appearance when teaching, because if the teacher has good performance or appearance, the students will be motivated to learn. In addition, the teacher must be a little creative in giving educational punishments so that

²⁶ Fatrinawati Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 17 Mei 2020

when students get punished, they previously did not know what punishment would be given.²⁷

In addition, other students also said that it would be nice. However, every punishment the teacher gave always varied so that students were a little afraid to break the rules because they could not predict what punishment they would get if they made a mistake.²⁸

Based on the interviews, the researchers conclude that every punishment the teacher gives always varies, so students are a little afraid to break the rules. It takes teachers who master various methods so that learning is not monotonous. If a teacher uses various methods, students will be more motivated.

The author made observations and found that students looked enthusiastic in following the lesson when the teacher said he would give achievement stars to students who did well.

Receiving the reward of praise given by the teacher significantly affects enthusiasm for learning. Confidence arises when the teacher conducts discussions in class. Students who were initially still embarrassed to show their abilities after the earthquake became more enthusiastic about getting praise from Islamic Religious Education subject teachers.²⁹

Teachers are not only required to provide high grades and student scholarships to increase students' learning motivation in class. Teachers must give praise to students as a sense of pride in their achievements of these students. The teacher assesses this as a way of conveying the teacher's admiration and pride to students who have better abilities than their friends. For example, when the teacher asks to recite the hadith about the material to be discussed that day, the student can say it without looking at the book. The

²⁷ Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 13 Mei 2020

²⁸ Muhammad Adi Surya saputra, "Interview" 05 June 2020.

²⁹ Moh. Andri, students SMK Negeri 1 Palu, "Interview", 19 June 2020

teacher spontaneously gives applause to motivate these students for their achievements.³⁰

Based on the observations and interviews, the researchers conclude that by giving rewards after the earthquake, the teacher can touch students' hearts with praise that makes them feel capable and successful in their learning in class. Furthermore, praise is a supporting factor in giving students rewards because it makes them feel more confident in their abilities without being hidden anymore because they feel embarrassed in front of the teacher and their friends.

B. Students as Supporting Factors

Students are said to be a supporting factor because students are the main thing in the learning process. The role of active students in determining the success or failure of a teacher in education can be seen from the results that students have achieved during learning.

Students are an inhibiting factor and supporting elements because if students obey the punishment, they can change themselves. After all, the teacher can only motivate them.³¹

The author concludes that students become the second factor after the teacher, who is a supporting factor in the implementation of increasing learning motivation. Student learning outcomes are a determinant of the success or failure of the motivation given by the teacher at SMK Negeri 1 Palu.

C. Infrastructure and Facilities as Supporting Factor

Based on observations, the procurement of advice and infrastructure in schools is one of the supporting factors in the learning process at SMK Negeri 1 Palu. After the earthquake, some suggestions and infrastructure began to recover slowly and were sufficient to help resume the teaching and learning

³⁰ Hj. Misran, Principal SMK Negeri 1 Palu, "Interview" ruang kepala sekolah, 13 May 2020

³¹ Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 13 May 2020

process at SMK Negeri 1 Palu. The following are the results of several author interviews regarding SMK Negeri 1 Palu infrastructure.

- a. Several factors can influence students' learning motivation in the classroom, namely the availability of facilities and infrastructure that support students to study specifically Islamic Religious Education subjects. One example of providing in-focus as a tool to support students in making presentations when conducting discussions with students. Students will be motivated to make interesting presentation materials to show and can make their friends more understand a material (supporting factor).
- b. Facilities and infrastructure can be an obstacle and can also be a support. If the facilities and infrastructure are good, it will make it easier for teachers and students in the learning process. In addition, to a teacher providing punishment that educates students who make mistakes, the teacher should also find out the background or reasons for students making these mistakes.³²

The author can conclude that for every inhibiting factor, there is always a supporting factor that accompanies it. For example, suppose the world of education in Indonesia is advanced. In that case, it is hoped that the government will not turn a blind eye to problems related to facilities and infrastructure in the world of education. The learning progress if teachers, students, or the community constantly monitor each other will benefit generations in the following year.

D. Environment as Supporting Factors

The environment is also something that affects the development of students at home and school. A good environment will make students have good morals. If the environment is not good, students will make mistakes more often

³² Zhulian Febrina, "Interview" 26 May 2020.

because they imitate their environment, which does not teach obedience to the rules that have been set around them.

In the family environment, if in the family people are educated and taught good morals, this child will be motivated in learning and supported by the community environment. If in the community environment the people are educated then the child will be motivated to learn because the environment is good.³³

Based on the results of the interviews above, the authors conclude that supporting factors originating from the environment can support student achievement in school so that students' interest in learning can increase even more. Full support from the environment around students is one of the best ways to increase students' motivation to learn in class.

The author's conclusion from the interview above is the importance of the principal's role as a supporting factor in increasing students' learning motivation by providing rewards that can support the learning process at school. The principal is in charge of carrying out the mandate entrusted to him to improve teachers' welfare and meet students' needs. If there are less able students, the principal of SMK Negeri 1 Palu tries to provide scholarships. Students who get high scores in certain subjects will be given scholarship assistance so that they stay enthusiastic about school and are motivated to keep their achievements to the next level.

Obstacles

A. Students

In giving punishment there are several inhibiting factors. The author finds facts from observations that one comes from students at SMK Negeri 1 Palu. Students become obstacles because there are several obstacles in the

³³ Moh. Andri, "Interview" 19 June 2020

process of providing Student Learning Motivation Through Educating Punishment. The obstacles are as follows:

- a. Lack of awareness of students so that they only underestimate the rules and punishments given by schools and teachers.
- b. Many students do not comply with school rules, so they are constantly late and violate existing rules.
- c. Many students have different characters, family environment, social environment, so in their association, there are differences, especially in responding to or receiving the material given.³⁴
- d. In the learning process of Islamic Religious Education, we often find difficulties in understanding the material being taught, so learning motivation decreases slightly. In addition, when mistakes are made, especially in learning Islamic Religious Education, the punishment given is quite good, but never changes. Therefore, when other friends make mistakes, they already know what punishment will be given.³⁵

The author's conclusion from the results of observations and interviews and observations above is that students are the main inhibiting factor. In a learning activity there are still students who do not obey the rules and are afraid of punishment given by the teacher. It can be seen when students have been punished several times by the teacher but have repeated the same mistakes several times.

B. Teacher

A teacher can be an inhibiting factor in motivating students. This is because the teacher's knowledge in increasing students' motivation is considered not optimal. In SMK Negeri 1 Palu, several teachers still apply punishment that has not been educated. The following are the results of observations made by the author with one of the Islamic Religious Education

³⁴ Alfian Akbar , Islamic Education Teacher SMK Negeri 1 Palu, “*Interview*” teacher’s room, 15 Mei 2020.

³⁵ Muhammad Adi Surya saputra, Students “*Interview*” 05 June 2020.

teachers at SMK Negeri 1 Palu, who once punished students who violated the rules during the learning process.

Based on the author's interview with the informant, it was said that the type of punishment given by the teacher could motivate students to learn and will not repeat the mistake.³⁶

Based on the observations and interviews above, the authors conclude that giving corporal punishment to students is considered ineffective and sometimes considered a failure. Students still often make the same mistakes. Physical punishment only trains students physically. Meanwhile, students with problems need to be improved, such aspects as morals; to have more respect for their teachers and the rules at school.

Teachers who have competence are needed to improve student learning achievement. However, the author finds a problem inhibiting factor for teachers who are less than optimal in the teaching and learning process. The following results from the author's interview with one of the informants.

The teacher does not master the material and only watches one method during the lesson, so the students' understanding will be reduced, and the learning outcomes are not optimal. Sometimes teachers only rely on learning modules distributed by the school without any variation in learning. So that not a few students feel bored when the learning process occurs.³⁷

Second, the teacher who will bring the material must be competent and have a special method of teaching so that students' motivation appears in following the lesson. Third, the teacher must master all the material under it before carrying out the teaching and learning process. Making rpph is mandatory for all teachers at SMKN 1 Palu.³⁸

³⁶ Andi Rosidah S.Ag, Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 14 Mei 2020.

³⁷ Fatrinawati Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 17 Mei 2020

³⁸ Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview", 13 Mei 2020

The author's conclusion from the interview results above is that the teacher's role in the learning process is very important and must use various methods. Students need teachers who are active in learning, not only based on directions from the school.

C. Facilities and Infrastructures

Facilities and infrastructure are everything that can be used as a tool in achieving goals or objectives. However, based on the results of observations at SMK Negeri 1 Palu, the suggestions and infrastructure are still limited. The state of the school after the earthquake several buildings were damaged. So the use of facilities and infrastructure is still limited.

Facilities and infrastructure are still an obstacle for students in increasing learning motivation. The lack of electronic devices as a support in the learning process, such as the use of in-focus can only be used interchangeably. The number of available in-focus is only limited. The building still has some cracks, such as a computer lab. The teaching and learning process is still being carried out in the refugee camps because the classrooms have not been renovated after the earthquake.³⁹

In motivating students to learn, adequate facilities and infrastructure are needed. If these infrastructure facilities are inadequate, the learning process becomes less effective, so the motivation for students decreases.⁴⁰

The conclusion from the observations and interviews above can be understood that facilities and infrastructure have an essential role in schools. Without good facilities and infrastructure, it can hamper students' learning motivation.

D. Environment

³⁹ Fatrinawati Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 17 May 2020

⁴⁰ Masrum Vice Principal and Islamic Education Teacher SMK Negeri 1 Palu, "Interview" teacher's room, 13 May 2020

Sometimes it becomes an obstacle to motivation to learn, namely factors from the family environment. For example, some students come from families who often have disagreements, so they don't get a form of love and good education or even come from parents who are busy with work matters and an unfavorable social environment. This makes the motivation of students decrease, especially when at school, they often receive punishments that they already consider the punishment to be expected because they have often received the same punishment.

The influence of an unfavorable environment has a significant impact on the intelligence development of students. Furthermore, Rochman Barawijady explained the intelligence factor, namely:

One of the factors that influence the development of children seems to be the intelligence factor, the most crucial factor. High intelligence accelerates development, while low intelligence results in developmental delays or underdevelopment.⁴¹

Teachers and students prepare a clean environment to create a teaching and learning process that is comfortable and able to motivate students to learn in a clean environment. A clean environment is vital in the learning process. If students study in a dirty environment, it will disrupt concentration.⁴²

The author concludes that the role of the learning environment is an obstacle when students learn when they are dirty or uncomfortable. After the earthquake, the environment of SMK Negeri 1 Palu experienced a change where students had to study in tents with hotter temperature. This situation had to be carried out because of the trauma of students who had not recovered, and several aftershocks still sometimes appeared.

⁴¹ Rochman B, *Pedoman Guru Buku dan Alam Sekitar* (Jakarta:Bina Aksara,1989), 209

Conclusion

Learning Motivation of Students at SMK Negeri 1 Palu after the earthquake increased with the provision of rewards and punishments for Islamic Religious Education Subjects at SMK Negeri 1 Palu. What can be done by teachers is to provide good direction about the importance of knowing Islamic religious knowledge and using various methods to increase students' learning motivation. After the earthquake, giving rewards in the form of student scholarships that could increase students' learning motivation was considered successful and more effective than giving additional points. While the provision of punishment emphasizes high religious values always to remember Allah and beg for forgiveness for all actions taken.

Learner's Learning Motivation Through the provision of rewards and punishments in Islamic Religious Education Subjects at SMK Negeri 1 Palu, it can be done not only monotonously in one or two kinds of giving gifts and punishments. Therefore, it is essential to praise students' achievements and various punishments that have never been thought of by students before.

Supporting factors in providing post-earthquake rewards and punishments indeed come from schools. The number of participation carried out by teachers and student organizations in schools is to punish students who are late so that they can be aware and improve themselves by giving educational punishment. After the earthquake, the teacher gave prizes for student scholarships for six months, which could be considered a supporting factor in providing student rewards. Meanwhile, the inhibiting factor in giving rewards and punishments, namely, after the earthquake, facilities and infrastructure were still limited. They became the main problem for students in increasing their motivation to learn, such as the lack of focus in schools which could only be used in one class. The condition of Post-Earthquake Trauma has not fully recovered for each student, so only the application of rewards can be given while punishment is not optimal. There are still many students who have not fully complied with.

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