

# Analysis of the Application of Rewards and Punishments on Student Motivation in Memorizing the Qur'an: A Study from the Perspective of Qur'anic Values

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## ABSTRACT

*This study aims to analyze the application of rewards and punishments on the motivation of students in memorizing the Qur'an at TPQ Nurul Islam, Payabenua village, using a Qur'anic values approach. The research method used is descriptive qualitative through observation, interviews, and documentation. The results of the study show that rewards, both non-material (praise, appreciation, recognition, and trust from teachers) and material (gifts, certificates, or incentives), are effective in increasing the intrinsic and extrinsic motivation of students. Non-material rewards foster self-confidence, inner satisfaction, and love for the Qur'an, while material rewards serve as an initial trigger for motivation with certain limitations so as not to diminish sincerity. Meanwhile, punishment in memorizing the Qur'an is applied in an educational and constructive manner, such as verbal reprimands, repetition of memorization, additional targets, and measured restrictions on rest time. Proportional application that takes into account the psychological condition of students has been proven to increase discipline, responsibility, and awareness in maintaining memorization, while inappropriate punishment can cause fear and decrease motivation. Meanwhile, the application of rewards and punishments is based on the principles of targhib and tarhib, as well as Qur'anic values such as justice, patience, compassion, exemplary behavior, education, and sincerity. Thus, these two approaches not only function as tools for controlling behavior, but also as means of shaping the Qur'anic character and spirituality of students, thereby significantly increasing their motivation to memorize the Qur'an.*



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## INTRODUCTION

The Qur'an is the main guide for Muslims, which is not only to be read and understood, but also recommended to be memorized (Imam, 2024). The activity of memorizing the Qur'an (tahfizh al-Qur'an) has a very noble position in Islam, as emphasized in various verses and hadiths. Allah SWT emphasizes that the Qur'an was revealed as guidance for mankind and will be made easy for anyone who wants to learn from it. (Hamid, 2022) As the holy book of Muslims, it is the main source of teachings and guidance for all Muslims. One way to show love for the Qur'an is by memorizing it (tahfidzul Qur'an), which is not only a form of worship, but also serves as a means of instilling spiritual, moral, and intellectual values from an early age. This is in line with the words of the Prophet Muhammad ﷺ,

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

"The best among you are those who learn the Qur'an and teach it" (HR. Bukhari). Al-Bukhari. Sahih al-Bukhari. Book of Fadha'il Al-Qur'an, Hadith no. 5027.

Thus, memorizing the Qur'an is not only a form of worship, but also an effort to preserve the purity of Allah SWT's revelation.

However, the motivation of students in memorizing the Qur'an is still a challenge faced by many Islamic educational institutions (Shihab, 2007). The process of memorizing the Qur'an requires sincerity, patience, and high discipline, because it involves not only memory skills but also psychological and spiritual aspects (Rahayu, 2024). However, in reality, not all students have the same level of motivation and ability. Some show enthusiasm and consistency, while others quickly become bored, tired, or even give up halfway. This decline in motivation is often influenced by a lack of appropriate approaches from teachers, as well as teaching methods that are not tailored to the characteristics and needs of students. Several studies indicate that although teachers generally have access to educational resources, their readiness and confidence in utilizing them effectively remain moderate due to limited training and insufficient institutional support (Rahman, 2024). Therefore, learning strategies are needed that can stimulate and maintain students' enthusiasm in memorizing the Qur'an (Susanti et al., 2024).

One form of love and practice of the Qur'an that is highly recommended in Islam is memorizing it (tahfidz al-Qur'an). This activity is not merely an effort to remember the holy text, but also part of a very noble act of worship. The Prophet ﷺ said:

إِنَّ الَّذِي لَيْسَ فِي جَوْفِهِ شَيْءٌ مِنَ الْقُرْآنِ كَالْبَيْتِ الْخَرِبِ

*Meaning: "Indeed, those who do not memorize even a single verse of the Qur'an are like a collapsed house." (HR. Tirmidzi no. 2913)*

In the field of Islamic education, both in formal and non-formal institutions such as Islamic schools, madrasas, and Islamic boarding schools, the Qur'an memorization program has become an integral part of the curriculum. However, in reality, memorizing the Qur'an is not easy for all students. This process requires sincerity, discipline, perseverance, and strong and sustained motivation (Daradjat, 1996). Without sufficient motivation, students risk feeling bored, depressed, or even losing interest in memorizing the Qur'an.

In addition, memorizing the Qur'an requires a great deal of motivation, especially when learning the Qur'an. Learning motivation is a psychological factor that greatly determines a student's success in achieving learning objectives. According to Sardiman, motivation is the overall drive within a student that encourages learning activities and gives direction to those activities (Sardiman, 2011). Meanwhile, according to B. F. Skinner, learning motivation does not originate from internal individual drives, but is determined by external environmental influences that shape behavior (Skinner, 1965). In the context of learning to memorize the Qur'an, rewards can include praise, gifts, certificates, or recognition in front of friends, while punishments can include reprimands, additional assignments, or reduced playtime.

One approach often used by educators to increase student motivation is the use of rewards and punishments (Sarah et al., 2022). Rewards are given as a form of recognition for student achievement or positive behavior, while punishments are given as a consequence for mistakes or negligence committed by students (Alwaidin et al., 2025). Based on behaviorist theory, rewards and punishments function as reinforcement that can shape students' learning behavior (Hamalik, 2003). In practice, rewards can take the form of praise, grades, gifts, or social recognition, while punishments can take the form of reprimands, additional assignments, or the reduction of certain rights for educational purposes.

The Qur'an also provides a clear basis for the concepts of reward and punishment through the principles of targhib (motivation with the promise of reward) and tarhib (warning with threats) (Yuniartin et al., 2024). Allah SWT promises great rewards for those who believe and do good deeds, while also warning those who are negligent or disobey His commands. This principle emphasizes that reward and punishment are part of the divine educational method aimed at guiding humans toward goodness, not merely as a form of punishment.

Within the framework of Qur'anic values, the application of rewards and punishments must be based on the principles of justice, compassion, wisdom, and the true purpose of education (Yasin & Yaqin, 2025). Abuddin Nata emphasizes that Islamic education places educators as guides who prioritize a humanistic and spiritual approach, so that every form of reward or punishment should be directed at improving the character and increasing the quality of faith of students (A. Nata, 2018). Thus, the use of rewards and punishments in Qur'an memorization activities must always refer to Qur'anic values that emphasize heart and character building (H. A. Nata, 2016). In Islamic education, the concept of reward and punishment is not only focused on shaping behavior as in modern psychological theory but also includes moral and spiritual dimensions derived from the Qur'an and hadith. The Qur'an provides a principled basis for rewards and punishments, which are important references in the Islamic education system. Two main approaches in the Qur'an that are in line with the concept of reward and punishment are targhib (encouragement through hope and promises of goodness) and tarhib (warning through threats or negative consequences) (Muhammad, 2003).

However, the application of rewards and punishments in memorizing the Qur'an requires special attention. Excessive rewards have the potential to create extrinsic motivation and reduce students' sincerity in memorizing the Qur'an. Conversely, punishments that are disproportionate or lack educational value can cause fear, pressure, and even reduce students' love for the Qur'an. (Syah, 2001) Therefore, the use of rewards and punishments should be done wisely, proportionally, and based on Islamic educational values.

Regarding the analysis of the application of rewards and punishments on student motivation in learning the Qur'an from the perspective of the Qur'an, many researchers have proven this in their research in the form of research results. One such study was conducted by Cucun Khalifah and Toto Santi Aji in their research entitled: *The Effect of Rewards and Punishments Reinforced with Qur'anic Verses on Student Learning Motivation*. This study aims to analyze whether the application of reward and punishment methods can affect the learning motivation of fifth-grade students at SDN 2 Tukmudal. Based on the regression analysis conducted on the research data, a regression coefficient value of 0.485 was obtained, indicating a positive relationship. This means that there is a positive influence between the application of rewards and punishments and student learning motivation. The more appropriate and effective the application of rewards and punishments, the higher the learning motivation shown by students.

From this analysis, it is known that the contribution of rewards and punishments to increasing the learning motivation of fifth-grade students at SDN 2 Tukmudal is 23.5%, while the remaining 76.5% is influenced by other factors outside the variables studied. These results are in line with the principles of education in the Qur'an, where a motivational approach based on rewards (targhib) and warnings (tarhib) is used to shape positive behavior and sincerity in seeking knowledge (Kholifah & Aji, 2022). This is in line with the research conducted by Siti Khoirul Bariah entitled: *"The Implementation of Rewards and Punishments in Increasing Students' Enthusiasm for Memorizing the Qur'an."* The purpose of this study was to determine how students' ability to memorize the Qur'an had developed. The results of this study concluded that: previous developments had not resulted in improved memorization. The provision of rewards and punishments for students in memorization can develop and enhance their activities and consistency in memorization (Bariah, 2023).

Based on the above literature review, it can be concluded that this finding is in line with the principles of education in the Qur'an, which emphasizes the targhib (reward) and tarhib (warning) approaches to shaping positive behavior. Furthermore, the provision of rewards and punishments can increase the enthusiasm and consistency of students in memorizing the Qur'an. Thus, rewards and punishments are effective methods in supporting motivation and success in learning the Qur'an when applied wisely and in accordance with the values of the Qur'an.

This is in line with Skinner's theory that a person's behavior can be directed and changed through consequences, namely through reinforcement and punishment mechanisms. Positive reinforcement, such as giving rewards or praise, is applied to strengthen and increase the likelihood of the desired behavior. For example, when a student successfully completes memorizing the Qur'an, he or she is given appreciation in the form of a reward or positive words from the teacher. Conversely, punishment is used to reduce or stop inappropriate behavior. For example, if a student fails to meet the memorization target, he or she may be subject to consequences in the form of additional tasks or the obligation to repeat the previous memorization (Skinner, 1965).

Meanwhile, Robert Slavin states that learning motivation is an internal drive within a person that directs individuals to achieve their learning goals. In the context of education, he emphasizes that teachers can use rewards and punishments as a means to shape student behavior and create a conducive learning environment. Slavin also highlights that rewards are more effective when given immediately after students demonstrate success, as this reinforces positive behavior. Meanwhile, punishment must be used carefully and proportionally. If applied excessively, punishment can have negative effects such as fear, anxiety, or even a loss of motivation to learn (Slavin, 2018). Meanwhile, Benny Kurniawan's opinion on the principle of reward and punishment is reflected in the concepts of Targhib and Tarhib. Targhib refers to a motivational approach that promises rewards, noble status, and heavenly rewards for individuals who are diligent in worship and seeking knowledge. Conversely, Tarhib is a form of warning or threat against negligence, laziness, and irresponsibility, which can lead to loss and punishment in the hereafter (Kurniawan, 2016).

However, the implementation of reward and punishment systems in Al-Qur'an memorization programs in various educational institutions has not yet fully reached the ideal level. In practice, rewards are often only given to students who show outstanding achievements, while those who show minor progress receive less appreciation. Conversely, the application of overly harsh punishments risks causing negative psychological effects, such as emotional distress, fear, and even trauma in the memorization process. In fact, the main purpose of memorizing the Qur'an is not solely for the sake of memorization, but also to foster a love for the Qur'an and strengthen one's spiritual relationship with Allah SWT.

Based on the above explanation, it can be concluded that the application of rewards and punishments plays an important role in increasing students' motivation to memorize the Qur'an but has the potential to

cause problems if it is not in line with the values of the Qur'an. Therefore, in-depth research is needed on the application of rewards and punishments in motivating students to memorize the Qur'an and their compatibility with Qur'anic principles. The results of this study are expected to contribute both theoretically and practically to the development of a more effective, humanistic, and Qur'anic-based Qur'an memorization education.

Given these issues, it is very important to conduct an in-depth study of the importance of rewards and punishments in increasing motivation to memorize the Qur'an, as well as the need for an approach that is in line with the values contained in the Qur'an. This study focuses on: "Analysis of the Application of Rewards and Punishments on Student Motivation in Memorizing the Qur'an: A Study from the Perspective of Qur'anic Values at the Nurul Islam TPQ in Payabenua Village." The results of this study are expected to contribute to the development of more effective, enjoyable, and meaningful tahfidz methods for students, educators, and Islamic educational institutions as a whole.

## **LITERATURE REVIEW**

Reward and punishment are pedagogical strategies commonly used to shape student behavior and enhance learning motivation. From a behaviorist perspective, rewards function as positive reinforcement to strengthen desired behavior, while punishments serve as corrective measures to reduce undesirable actions (Skinner, 1965). However, scholars emphasize that these strategies must be applied proportionally and educationally to prevent negative psychological effects such as fear or decreased intrinsic motivation (Slavin, 2018).

In the context of Qur'an memorization, motivation plays a central role as tahfidz activities require discipline, consistency, patience, and sincerity. Learning motivation is defined as an internal drive that directs individuals toward achieving learning goals (Sardiman, 2011). Several studies indicate that students' motivation in memorizing the Qur'an may decline due to monotonous learning methods, lack of appreciation, and insufficient guidance, highlighting the need for appropriate motivational strategies (Susanti et al., 2024).

From an Islamic perspective, the concept of reward and punishment is grounded in the principles of *targhib* (encouragement through rewards) and *tarhib* (warnings through consequences). The Qur'an emphasizes balance, justice, compassion, and sincerity in educational practices, positioning reward and punishment not merely as behavior control tools but as means of character and spiritual development (Kurniawan, 2016; Nata, 2018). Excessive rewards may weaken sincerity, while disproportionate punishment can reduce students' love for the Qur'an (Bariah, 2023).

Empirical studies have shown that the appropriate application of reward and punishment positively influences students' learning motivation, including in Qur'an memorization activities (Kholifah & Aji, 2022). Nevertheless, the effectiveness of these strategies is also influenced by teachers' readiness and institutional support, as limited training and inadequate support may reduce the impact of motivational approaches in educational settings (Rahman, 2024).

## **METHOD**

This study uses a qualitative approach with a case study research design (Creswell & Creswell, 2017). The qualitative approach was chosen because the focus of this study is to analyze in depth how the application of rewards and punishments affects students' motivation in memorizing the Qur'an, as well as how appropriate these practices are to the values contained in the Qur'an (D. Sugiyono, 2013). This approach allows researchers to obtain descriptive, interpretive, and contextual data that cannot be obtained through numbers alone. The study of the values of the Qur'an in educational practices is also more appropriately conducted through qualitative analysis that emphasizes meaning and deep understanding.

The data sources for this study are primary and secondary data sources. Primary data was obtained directly from the research subjects, including: Tahfidz teachers at TPQ Nurul Islam in Payabenua Village who apply rewards and punishments in teaching Quran memorization, and students who memorize the Quran and have direct experience with this method. The head of the Quran memorization center/institution manager to understand the institution's policies and vision regarding Quran memorization learning. Meanwhile, secondary data includes School documents (guidelines, Quran memorization schedule, evaluation records). Literature related to rewards and punishments in education. Quran verses related to motivation, rewards, and punishments. And relevant previous research results.

Meanwhile, data collection techniques included observation, interviews, and documentation. Observation was conducted on the tahfidz learning process to directly observe the application of reward and punishment practices (Ary et al., 2019). Researchers directly observed the process of memorizing the Qur'an, teacher-student interactions, and the application of rewards and punishments in the classroom or *pesantren* environment. In-depth semi-structured interviews were conducted with teachers, students, and school/institution principals (Kvale, 2009). These interviews aimed to explore views, experiences, and assessments of the application of rewards and punishments and their impact on memorization motivation.

Documentation was also carried out by collecting relevant documents, such as lists of awards, forms of punishment applied, student memorization progress reports, and memorization rules records.

Then, data analysis techniques that include the following steps: Qualitative data analysis in this study uses Miles and Huberman's interactive model, which includes three main stages, namely (1) data reduction, (2) data presentation, and (3) conclusion drawing/verification (Miles et al., 2014).

a. Data Reduction

Data reduction is the stage of selecting, focusing, simplifying, and processing raw data obtained from interviews, observations, and documentation (Sugiono, 2009). In this study, data reduction was carried out in several ways, namely by:

- a. Sorting data relevant to the research focus, namely the application of rewards and punishments and their impact on the motivation of TPQ Nurul Islam students in memorizing the Qur'an.
- b. Classifying the data into specific themes, including:
  - 1) Types of rewards applied
  - 2) Types of punishments applied
  - 3) Student responses and motivation levels
  - 4) The appropriateness of the application of rewards and punishments in accordance with the values of the Qur'an.

b. Data presentation

Is the stage of organizing and displaying data that has been reduced into a systematic and easy-to-understand form, thereby facilitating the drawing of conclusions (Miles & Huberman, 1994). In this study, data is presented in the following forms:

- a. A narrative description of the results of interviews with tahfizh teachers and students at TPQ Nurul Islam
- b. A grouping of Qur'anic values reflected in reward and punishment practices, such as patience, sincerity, and responsibility

c. Drawing Conclusions

Drawing conclusions is a stage for revealing the meaning, patterns, and connections between the data that has been presented. The preliminary conclusions obtained are then tested and reviewed repeatedly to ensure their validity (Miles & Huberman, 1994). In this study, the process of drawing conclusions was carried out through the following steps:

- a. Examine the relationship between the application of rewards and punishments and the motivation of students in memorizing the Qur'an
- b. Interpret the research findings by referring to the perspective of Qur'anic values
- c. Verify the data.

## RESULTS AND DISCUSSION

### 1. The Application of Rewards and Punishments in Memorizing the Qur'an at TPQ Nurul Islam

The use of rewards and punishments in Qur'an memorization activities is a pedagogical approach aimed at increasing students' motivation to learn. Rewards serve as recognition for students' success in memorizing the Qur'an, while punishments are used as a means of guidance to instill discipline and a sense of responsibility in students toward the tasks assigned to them (Nur, 2024). The application of rewards and punishments in Al-Qur'an memorization activities is one of the educational approaches used to foster student motivation and discipline (Damayanti, 2024).

Based on the findings of observations, interviews, and documentation conducted by researchers at TPQ Nurul Islam in Payabenua Village, it is known that the practice of rewards and punishments has been integrated into the Qur'an memorization coaching system at the educational institution that is the subject of this study.

a. Penerapan Reward dalam Menghafal Al-Qur'an

Rewards are given as a form of appreciation to students who show achievement and seriousness in the process of memorizing the Qur'an. The forms of rewards applied consist of non-material and material rewards.

1) Non-material rewards include:

- a) Direct praise and appreciation from teachers
- b) Giving students the responsibility of leading prayers
- c) Recognition of student achievements in front of their peers

2) Material rewards include:

- a) Simple gifts such as stationery, books, or copies of the Qur'an

b) Certificates or award plaques

c) Specific incentives for students who successfully achieve their memorization targets

The rewards are given proportionally and not excessively, with the aim of encouraging students' intrinsic motivation to memorize the Qur'an based on sincere intentions, not merely for the sake of rewards (Patettengi, 2023). Teachers emphasize that rewards serve as a supporting tool, not the main objective of tahfizh activities.

b. The Application of Punishment in Memorizing the Qur'an

Punishment is applied as part of efforts to guide and control the behavior of students who have not fulfilled their obligations or violated the rules of the tahfizh program (Pohan, 2022). The punishment given is educational and constructive in nature, without involving physical punishment or actions that could demean the students.

The forms of punishment applied include:

1) Persuasive verbal reprimands

2) The obligation to repeat memorization

3) Additional memorization targets with teacher assistance

4) Measured restrictions on break time while still paying attention to the students' conditions

c. Principles of Reward and Punishment

Based on the results of the study, the application of rewards and punishments is based on several main principles, namely:

1) Fairness, which is the provision of proportional treatment in accordance with the achievements and behavior of students

2) Consistency, so that students understand the consequences of their actions

3) The values of the Qur'an, such as patience, compassion, and exemplary behavior

d. General Impact of Rewards and Punishments

Overall, the use of rewards and punishments has a positive effect on the implementation of Quran memorization activities. Students show improvement in discipline, sense of responsibility, and motivation to achieve memorization targets. However, teachers continue to emphasize the importance of sincerity of intention and making the Qur'an a guide for life, not merely an academic achievement.

2. Analysis of Rewards on the Motivation of Students in Memorizing the Qur'an at TPQ Nurul Islam

Rewards are one of the motivational approaches applied in Qur'an memorization learning to increase enthusiasm and maintain consistency among students in memorization (Hidayanti et al., 2025). Based on research findings obtained through interviews, observations, and documentation, the provision of rewards has been proven to have a significant effect on student motivation in the process of memorizing the Qur'an.

a. Rewards on the Intrinsic Motivation of Students

The results of the study show that non-material rewards, such as praise, recognition, and trust given by teachers, play a role in increasing students' intrinsic motivation. Students feel that their efforts are appreciated, thereby fostering a sense of pride and inner satisfaction in the process of memorizing the Qur'an. These forms of reward encourage students to:

1) Be more confident when reciting their memorization

2) Maintain the quality and fluency of their memorization

3) Cultivate a sense of love and closeness to the Qur'an

b. Rewards for Extrinsic Motivation of Islamic Boarding School Students

In addition to non-material rewards, material rewards also influence the extrinsic motivation of students, especially in the early stages of memorization learning. Prizes, certificates, and other forms of recognition can encourage students to achieve their memorization targets. However, research findings show that teachers limit the provision of material rewards so that students do not become dependent on prizes. Material rewards are used as an initial trigger (stimulus), while the main focus remains on developing students' intrinsic motivation and sincerity in memorizing the Qur'an.

c. Changes in Student Behavior After Rewards

Based on observations, the use of rewards led to positive behavioral changes in students, including:

1) Increased discipline in memorization

- 2) Increased frequency of muroja'ah
- 3) Decreased tardiness and negligence

In addition, students showed greater enthusiasm in participating in tahfizh activities. This indicates that rewards serve as effective reinforcement in supporting the learning process.

d. Rewards in the Perspective of the Values of the Qur'an

From the perspective of the values of the Qur'an, giving rewards is in line with the principle of targhib (motivation through good news). The Qur'an encourages humans with promises of rewards for those who do good deeds, as stated in Q.S. Al-Baqarah verse 25 and Q.S. Az-Zalzal verse 7.

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

*Meaning: Whoever does an atom's weight of good will see its reward (QS. Al-Zalzalah:7) (Agama, 2019)*

The application of rewards in Quran memorization activities remains in accordance with Islamic teachings as long as it is done proportionally, is educational in nature, and does not diminish the value of sincerity (Bariah, 2023). Thus, rewards serve as a means of tarbiyah to foster motivation, not as the main goal of the Quran memorization process.

This verse emphasizes that every effort made will receive a fair reward, so that the concept of reward in education has a strong basis in the Qur'an. Giving rewards fairly and proportionally can increase students' enthusiasm for learning without causing hypocrisy, dependence, or excess.

3. Analysis of Punishment on Student Motivation in Memorizing the Qur'an at TPQ Nurul Islam

Punishment is a behavior control strategy applied to guide students to be more disciplined and responsible in the process of memorizing the Qur'an (Rohana & Saputriyani, 2025). Based on findings from interviews, observations, and documentation, the effect of punishment on student motivation varies, depending on the type and method of implementation.

a. Punishment and Intrinsic Motivation

Educational punishments, such as verbal reprimands or the obligation to repeat memorization, can increase students' intrinsic motivation. In this way, students learn to appreciate the process of memorizing the Qur'an, realize their responsibilities, and strive to improve themselves without feeling forced. The interview results show that:

- 1) Students become more careful in maintaining their memorization
- 2) There is an awareness not to delay the submission of memorization
- 3) Students learn to manage their study time independently

b. Punishment on Extrinsic Motivation

Punishment also affects extrinsic motivation, especially when it comes to clear consequences, such as:

- 1) Repeating memorization in front of the teacher
- 2) Adding memorization targets with teacher assistance
- 3) Formal reprimands in front of friends

These effects encourage students at TPQ Nurul Islam to achieve their predetermined memorization targets. However, research findings show that harsh punishment or punishment that degrade students' dignity can actually reduce motivation and cause fear. Therefore, teachers always emphasize the proportional and educational application of punishment.

c. Changes in Santri Behavior After the Implementation of Punishment

The results of the observation showed positive behavioral changes in students after the implementation of punishment, including:

- 1) Increased discipline in following the study schedule and memorization assignments
- 2) Decreased negligence
- 3) Students showed a more serious attitude in participating in tahfizh activities

4. Analysis of the Application of Rewards and Punishments in the Perspective of Al-Qur'an Values at TPQ Nurul Islam

The Al-Qur'an emphasizes a balance between rewards and warnings as a method of education. The principles of *targhib* (encouragement with promises) and *tarhib* (warnings with threats) form the basis for the application of rewards and punishments in Islam (Pulungan et al., 2025).

The values of the Qur'an require that rewards and punishments at TPQ Nurul Islam include: the values of justice, patience, compassion, education, sincerity, and *Targhib* and *Tarhib* based on:

a. The value of justice

This value of justice serves as a guideline in giving rewards or punishments. Educators need to be fair, non-discriminatory, and avoid condescending or showing off. The Qur'an emphasizes the importance of avoiding injustice in all its forms

The context of giving rewards and punishments in Qur'anic education must be designed with the principles of fairness, patience, and compassion, as explained in the Qur'anic verse An-Nahl: 90, which reads:

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَائِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

*Meaning: Indeed, Allah commands justice, kindness, and giving to relatives. He forbids immorality, wrongdoing, and hostility. He instructs you so that you may remember. (QS. An-Nahl: 90) (Agama, 2019)*

b. The value of patience

Giving rewards and punishments not only serves as a way to reward or punish students, but also acts as a means of training patience (Mira, 2023). Students who are memorizing the Qur'an often face various difficulties, such as a large amount of material to memorize, difficulty in repeating verses correctly, and feelings of boredom. Therefore, educators need to design the application of rewards and punishments in such a way that it fosters patience in students, rather than causing pressure or frustration. As explained in the Qur'an, Surah Al-Baqarah, verse 153

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

*Meaning: O you who believe! Seek help (from Allah) with patience and prayer; indeed, Allah is with those who are patient. (QS. Al-Baqarah: 153) (Agama, 2019)*

c. The Value of Compassion

Compassion guides educators to focus on character building, which is one of the main principles underlying every interaction between teachers and students, including when applying rewards and punishments. (Sakdiah, 2017) s explained in the Qur'an, which reads:

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

*"And We have not sent you except as a mercy to the worlds." (QS. Al-Anbiya:107) (Agama, 2019)*

d. The Value of Education

Rewards in Al-Qur'an education are not merely material rewards, but can also take the form of praise, prayers, recognition of effort, and opportunities to apply memorization in worship or social activities. (Siti, 2023) This is in line with the principles of the Al-Qur'an which emphasize rewards for good deeds, as Allah SWT says:

وَمَنْ يَعْمَلْ مِنَ الصَّالِحَاتِ مِنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَأُولَٰئِكَ يَدْخُلُونَ الْجَنَّةَ وَلَا يُظْلَمُونَ نَقِيرًا

*Meaning: "Whoever does righteous deeds, whether male or female, while being a believer, will enter Paradise and will not be wronged in the least." (QS. An-Nisa: 124) (Agama, 2019)*

e. Exemplary Values



Rewards and punishments should not only be formal or procedural, but should reflect the exemplary behavior of educators. Educators should be role models in terms of morals and patience. Students learn not only from words, but from the real examples set by their teachers. The word of God:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "Indeed, there is a good example for you in the Messenger of Allah" (QS. Al-Ahzab: 21) (Agama, 2019)

f. Sincere Intentions

Giving rewards and punishments based on sincere intentions can create a conducive learning environment, encourage student motivation appropriately, and guide them in memorizing the Qur'an with perseverance and sincerity (Setika, 2025). Allah says in Surah al-Bayyinah:

وَمَا أُمِرُوا إِلَّا لِيَعْبُدُوا اللَّهَ مُخْلِصِينَ لَهُ الدِّينَ هَٰ خُنَفَاءَ وَيُقِيمُوا الصَّلَاةَ وَيُؤْتُوا الزَّكَاةَ وَذَٰلِكَ دِينُ الْقَائِمَةِ

Meaning: They are not commanded except to worship Allah, being sincere to Him in religion, upright, performing the prayer, and paying the zakat. That is the correct religion. (QS. Al-Bayyinah: 5) (Agama, 2019)

g. Targhib and Tarhib

Rewards in Al-Qur'an education, as part of targhib, can be given through praise, gifts, recognition, or opportunities to practice memorization in religious activities. (Rohayah, 2020) This method encourages students to improve the quality of their memorization, perseverance, and internal motivation. Targhib also fosters a positive learning spirit while instilling the awareness that every effort made will be rewarded by Allah SWT. From the perspective of the Qur'an, the values of targhib and tarhib have been systematically applied in the following verses:

۞ فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ۖ وَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ۖ

Meaning: Whoever does an atom's weight of good will see its reward, and whoever does an atom's weight of evil will see its punishment. (QS. Al-Zalzalah: 7–8). (Agama, 2019)

With the appropriate application of the values of the Qur'an, rewards and punishments can be effective means of increasing students' motivation to memorize the Qur'an and shaping their Qur'anic character.

5. Implications of the Application of Rewards and Punishments on Motivation to Memorize the Qur'an at TPQ Nurul Islam

The application of rewards and punishments in Qur'anic education has a significant influence on students' motivation to memorize the Qur'an. When done appropriately and based on Qur'anic values, these two approaches not only influence students' behavior but also help shape sustainable intrinsic and extrinsic motivation.

The implications of the application of rewards and punishments on the motivation to memorize the Qur'an at TPQ are as follows:

Increasing intrinsic motivation

a. Positive implications of rewards

Giving rewards as a form of appreciation for students' efforts can increase their self-confidence, perseverance, and love for the Qur'an. For example, praise, prayers, or opportunities to recite memorized passages in front of the group can foster a sense of pride and love for the Qur'an. When discipline and consistency are applied with compassion and exemplary behavior, the learning environment becomes safe, comfortable, and supportive of the students' enthusiasm for learning.

1) Negative Implications (If Not Appropriate)

a) Learning motivation is purely external

If rewards are given excessively or punishments are too harsh, students tend to study only to get rewards or avoid punishment, not because of their love for the Qur'an.

b) Fear or stress

Frightening punishments or unfair rewards can cause anxiety, low self-esteem, or frustration, thereby hindering the memorization process.

2) Positive Implications of Educational Punishment

Educational punishment, such as reprimands or additional guidance, helps students become more disciplined in repeating their memorization. This makes students understand the consequences of negligence, thereby increasing their motivation to remain steadfast.

3) Creating a Positive Learning Environment

The appropriate use of rewards and punishments can create a conducive learning environment, maintain motivation, and foster a sense of responsibility in memorizing the Qur'an.

b. Implications for Character and Spirituality

The application of rewards and punishments in line with the values of the Qur'an, such as patience, compassion, exemplary behavior, and sincerity, not only increases motivation to memorize but also shapes Islamic character. Thus, students learn to memorize with sincerity, patience, and sincerity, while realizing that their every effort will be rewarded by Allah SWT.

## CONCLUSION

Based on the results of research and discussion on the analysis of the application of rewards and punishments on the motivation of students in memorizing the Qur'an from the perspective of Qur'anic values at the Nurul Islam TPQ in Payabenua Village, it can be concluded that the application of rewards and punishments plays a significant role in increasing the motivation of students to memorize the Qur'an, as long as it is applied appropriately, balanced, and in accordance with Qur'anic values.

The application of rewards at TPQ Nurul Islam, both non-material and material, has proven to be effective in increasing the intrinsic and extrinsic motivation of students. Non-material rewards, such as praise, appreciation, and trust given by teachers, play an important role in fostering self-confidence, inner satisfaction, and students' love for the Qur'an. Material rewards serve more as an initial motivator, especially in the early stages of the memorization process, but their use is still limited so as not to cause dependence and not to shift the students' sincerity. Therefore, rewards are positioned as a supporting educational (tarbiyah) tool, not as the main objective in the activity of memorizing the Qur'an.

The punishments imposed are educational and constructive in nature, such as verbal reprimands, repetition of memorization, and additional memorization targets with guidance from teachers. The implementation of punishments without violence or demeaning the dignity of students has been proven to improve discipline, a sense of responsibility, and awareness of the importance of maintaining memorization of the Qur'an. Conversely, disproportionate punishment risks reducing motivation and causing fear, so teachers need to always pay attention to the psychological condition and abilities of each student.

From the perspective of Qur'anic values, the application of rewards and punishments at TPQ Nurul Islam is in line with the principles of *targhib* and *tarhib*, which emphasize a balance between motivation and warning. Values such as justice, patience, compassion, exemplary behavior, education, and sincerity form the basis for their implementation. With these principles, rewards and punishments not only serve as behavioral controls but also as a means to shape character and enhance the spirituality of students.

Overall, the application of rewards and punishments based on the values of the Qur'an has proven to be effective in increasing the motivation of students to memorize the Qur'an while also shaping their Qur'anic character at the Nurul Islam TPQ. With a balanced, humanistic, and worship-oriented approach, the process of memorizing the Qur'an not only achieves memorization targets, but also fosters spiritual awareness, discipline, and sincerity in students.

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