

## LEARNING MOTIVATION: REWARD AND PUNISHMENT IN THE WESTERN AND THE ISLAMIC PERSPECTIVE

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### Abstract

Motivation is one of the factors that affect the success of student learning. Reward and Punishment is one of the efforts of teachers in increasing student learning motivation. Through reward and punishment are expected to foster and enhance the spirit of student learning. But in fact, such expectations sometimes does not correspond to the desired expectations. This is because the different viewpoints of educators about the concept of reward and punishment which applied towards students. This paper will presents how the concept of reward and punishment in Islamic and Western perspective. In the perspective of the West, reward and punishment are based on the results of the research the animals. While the reward and punishment in Islam are based on humanitarian values. The second view is that basically have the same purpose, i.e. to cultivate the motivation of learning in learners, so learning objectives can be achieved in accordance with the expected goal.

**Keywords:** learning Motivation, reward, punishment.

### INTRODUCTION.

Lately many highlights the educational world of mass media and social media, related to cases of violence against students as a form of punishment and a way to discipline the Shiva. These cases pose the pro and contra for society, particularly related to the settlement of such cases. For example, a teacher SMP 1 Bantaeng, Nurmayani Greetings should be languishing in jail Mapolres Bantaeng caused by pinching their students. Nurmayani reported to the police by the students ' parents just because it has been doing these actions.<sup>1</sup> The case is not less Interestingly is the case against Muhammad Samhudi. District Court of Sidoarjo PN yesterday enlivened hundreds of teachers from various regions in East Java. They came to give moral support to Muhammad Samhudi, Junior High School teacher of Raden Rahmat Balongbendo are accused of persecuting the disciples, Arif (pseudonym).<sup>2</sup> A second example of such cases is interesting to discussed mainly related to the action of the teachers in giving reproof or warning to not do things that violate the rules through the physical action as a form of punishment.

The punishment given to students should be balanced with the awarding of reward, so equalization in addressing and take actions against the behavior of

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<sup>1</sup>Lihat berita "Dipenjara Karena Cubit Siswanya, Nurmayani Guru SMPN 1 Bantaeng Alami Stres Berat" dalam <http://makassar.tribunnews.com>, tanggal 14 mei 2014

<sup>2</sup>Lihat berita "Ironi! Dituding Cubit Anak TNI, Guru Ini Disidangkan" dalam <http://fajar.co.id>, tanggal 30 Juni 2016

students. Reward in the world of learning is given as a gift to the student who achieves the best, in the hope that students gain the prize will increase morale and encouraged to improve their performance.<sup>3</sup> Reward in addition to providing benefits on the obtain expected will also give motivate other students who did not get a reward in order for trying to get the same thing that is considered a pleasure and satisfaction over the achievements of the results obtained.<sup>4</sup> The last action is Punishment in the face of actions that violate the conducted repeatedly by students. After notified and confirmed and given the warning then the last action is an action in the form of punishment.<sup>5</sup> Punishment or a punishment is a form of one's actions in providing or hold sorrow and suffering deliberately to the children of the orphanage we became, with the hope that the suffering was totally felt for the students, heading toward improvement.<sup>6</sup>

This article will discuss how to reward and punishment in Islamic and Western perspective. What is between the two have similarities or differences from different viewpoints, for example, purposes, when to give reward and punishment, how the procedures will be, what its shape and other interesting viewpoints for review. This is due reward and punishment in the Western perspective of dilators background by results of research that uses animals as objects of his research, while an Islamic perspective has the characteristic in appreciating and humanizing mankind.

## DISCUSSION

### 1. Motivation through Reward and Punishment

The concept of motivation related closely with the principle that the conduct that has been strengthened in the past are more likely to be enacted from the behavior that has not been corroborated or who have been convicted.<sup>7</sup>

<sup>3</sup> Amir Dain Indrakusuma, *Pengantar Ilmu Pendidikan*, (Surabaya: Usaha Nasional. 1993). 146

Armai Arif, *Pengantar Ilmu dan Metodologi Penelitian Pendidikan Islam*, (Jakarta: Ciputat Press. 2002). 127

<sup>4</sup> Armai Arif, *Pengantar Ilmu dan Metodologi Penelitian Pendidikan Islam*, (Jakarta: Ciputat Press. 2002). 127

<sup>5</sup> Armai Arif, *Pengantar Ilmu dan Metodologi Penelitian Pendidikan Islam*, (Jakarta: Ciputat Press. 2002). 127

<sup>6</sup> Suwarno, *Pengantar Ilmu Pendidikan*, (Usaha Baru, Surabaya, 1985).115

<sup>7</sup> Robert E. Slavin, *Educational Psychology: Theory and Practice*, Terjemahan Jilid 2, Jakarta: Indeks, 2011, hal. 101

Motivation is an internal process that activates, guides, and maintains behavior over time.<sup>8</sup> Students who have high motivation tends to be consciously going to plan, carry out and remember what they learn in the lesson. For example, students who have a high motivation to read are more likely to read on their own and using effective understanding strategy. Motivation can come from social imitation, for example, a student who noticed how the success of learning his friends through self-regulation is effective, then the student can mimic how effective self-regulation in learning.<sup>9</sup> Based on the results of research, there is a tendency declining intrinsic motivation of elementary school until the first years of secondary school level up, for reasons the school implemented an incentive in the form of a compliment, extrinsic value, to gifts or rewards.<sup>10</sup>

Based on the exposure to the theory and opinion, reward and punishment became one alternative in growing and increasing the motivation of students in both learning and behaving. Reward as a form of motivation in learning-oriented on strengthening (reinforcement), an appreciation for the attitude, an act committed students who rated positive in nature and boasts. It is one of punishment instead of weakening or attempt to eliminate the attitude or behavior of students who rated negative and detrimental.

## 2. Reward dan Punishment in the Western Perpspektif

Discussion of reward and punishment in education are always associated with the psychology of behaviorism. Behaviorism focuses on how behavior is observed. Etymologically reward comes from the United Kingdom, the word is derived from the term psychology initiated by Thorndike.<sup>11</sup> Theories of learning including classical conditioning and conditioning time (operant conditioning) became one of the focus in this stream of thought. Behaviorism is a philosophy of Psychology based on the proposition that all things do- including acting, thinking and organism callous-can and should be regarded as behaviors.<sup>12</sup> Behaviorism

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<sup>8</sup> Robert E. Slavin, *Educational Psychology: Theory and Practice*, Terjemahan Jilid 2, Jakarta: Indeks, 2011, hal. 135

<sup>9</sup> Robert E. Slavin, *Educational Psychology...*, hal. 102

<sup>10</sup> Robert E. Slavin, *Educational Psychology...*, hal. 122

<sup>11</sup> Sumardi Suryabrata, *Psikologi Pendidikan*, (Jakarta: RajaGrafindo Persada, 1998), hlm.248-249

<sup>12</sup> Sudarwan Damin dan Khairil, *Psikologi Pendidikan dalam Perpektif Baru*, (Bandung: Alfabeta, 2014), hal. 27-28.

associative learning emphasized (associative learning), which States that learning occurs because the two events are related. (associate). For example, the associative learning occurs when the student associate or associate the events of fun with learning in school, as the teacher smiled when the disciples ask questions.<sup>13</sup> The theories developed by behaviorism a lot of animal against experimentally produced, which produced several important theories, among others: Connectionism Thorndike, Classical conditioning, Operant Ivan Pavlov conditioning B.F. Skinner and Albert Bandura Social Learning.<sup>14</sup>

a. Teori Connectionism Thorndike

His theory began experiments directed toward cats, which produced the laws of learning. Thorndike concluded that learning is the process of improving the (incremental) instead of insight (according to Gestalt theory). Learn not through ideas or ideas – ideas. Learn direct and no-mediated by thought or reasoning. All mammals learn in the same way that all learning firsthand and is mediated by the reasoning. Based on these experiments, eventually led to a number of concepts including:<sup>15</sup>

- 1) Law of effect, meaning that if a response produces a satisfying effect, the stimulus-response relationship will be more powerful, or vice versa if the results are the unsatisfactory eating relationship between stimulus response increasingly weak.<sup>16</sup> Just under half of the content of the theory of the law of effect that is still considered correct by Thorndike due to announce the misrepresenting not response reinforces the connection. The penalty does not strengthen the connections.<sup>17</sup>
- 2) Law of readiness, is the assumption that States that the satisfaction that comes from utilization of organism conduction unit that raises the organism's tendency to do or not do something.<sup>18</sup>

<sup>13</sup> John W. Santrock, *Educational Psychology*, (terjemahan ) Tri Wibowo BS , *Psikologi Pendidikan*, (Jakarta: Prenamedia Group, 2015), cet.ke-6, hal.266.

<sup>14</sup> Mahmud, *Psikologi Pendidikan*, (Jakarta: Pustaka Setia: 2010), hal. 34-35.

<sup>15</sup> Lilik Suryanti, *Psikologi Belajar*, (Yogyakarta: Ombak, 2013), hal. 43

<sup>16</sup> Mahmud, *Psikologi Pendidikan*, (Jakarta: Pustaka Setia: 2010), hal. 34.

<sup>17</sup> Lihat konsep Thorndike dalam Pidato International Congress of Psychology di New haven, Connecticut dan menyatakan "I was Wrong"., dan ia mengemukakan revisinya atas teori-teori *law of exercise dan law of effect*, Lilik Suryanti, *Psikologi Belajar*,.. hal. 44

<sup>18</sup> Muhibbinsyah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Jakarta: Pustaka Setia: 2010), hal. 105.

- 3) Low of exercise, the relationship between the stimulus and the response will be growing tighter, if often trained, in contrast with the stimulus-response will be reduced if not trained.<sup>19</sup> Thorndike basically rejected the law of exercise because the repetition alone will not be able to reinforce the connection, his opinion doesn't do simple things will not result in weak connections thoroughly.<sup>20</sup>

The theory of connectionism Thorndike is often referred to by bond theory, this is because Thorndike mentions associations between sensory impression with action as bond or connection. Perhatian Thorndike not only on the perception that stimulus and conditioning behavior but also on what the combined stimulus with the URrespons. He believes that the S-R is connected by a neural bond (relationship of nerves). Therefore the theory called connectionism which refers to the connections between neural stimulus and response. According to Thorndike, the most basic form of learning is trial & error or called selecting and connecting.<sup>21</sup>

Implementation in education from Thorndike is teaching the disciples of hope not know what is being taught, the response is what is expected, what is the purpose of education, when to the member presents. For that Thorndike gives rules should do the teacher as follows (Elliot, 2000): a) pay attention to the situation of pupils, b). determine the response expected from the situation. c) deliberately create the relationships between the response of the pupil and stimulus. d) Note do not exist other situations that may interfere with the stimulus-response. e) when will create new relationships, do not make similar, f) create relationships that result in tangible deeds, g) the learning atmosphere that let's strive children apply in everyday life.<sup>22</sup>

Thorndike's theory in a more special can be applied in all schools for schools to design learning concretely. The operation may be a few points below.

- a) Schools need to have educational goals formulated clearly.

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<sup>19</sup> Mahmud, *Psikologi Pendidikan*,...hal. 34.

<sup>20</sup> Lihat konsep Thorndike dalam Pidato International Congress of Psychology di New haven, Connecticut dan menyatakan "*I was Wrong*"., dan ia mengemukakan revisinya atas teori-teori *law of exercise dan law of effect*, Lilik Suryanti, *Psikologi Belajar*,...hal. 43

<sup>21</sup> Lilik Suryanti, *Psikologi Belajar*...hal. 39-40

<sup>22</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 44

- b) educational purposes must comply with the conditions and the ability of each child
- c) Material is divided into small units
- d) The learning process is carried out gradually according to content's already broken down in small unit
- e) Educational Pressure is the correct response or appropriate stimulus, rather than focusing on children.
- f) Give the reward against the correct behavior.
- g) Incorrect Response should be fixed so as not to be repeated.
- h) Test-test on a regular basis need to be provided as feedback to teachers and students for the improvement of learning here.
- i) Create learning situations that are similar to those of real life as much as possible in order to transfer of learning from the classroom into real life.
- j) A good education is to provide lessons that can be used/transferred in everyday life.<sup>23</sup>

b. Theory classical condition Ivan Pavlov.

Experiments conducted by Pavlov dog produces against the laws of learning, among other things:<sup>24</sup>

1. Law of respondent conditioning, namely law conditioning is required. If two kinds of stimuli presented simultaneously, one of which serves as a reinforce, reflections and the other stimulus will increase.
2. Law of response extinction, i.e. the law of destruction is required. If the reflex that's been reinforced through respondent conditioning brought back without presents, then reinforce her strength will decrease.

In the world of education is sometimes require an artificial stimulus to shape new behavior or maintain behavior of children who have been formed, namely positive behavioral expectations of educators. Behavior-behaviors include: working on the PR, the task in schools, wear uniforms, entered the classroom on time, the prayer on time, give and answer greetings. Due to various limitations, or by reason of child's self-reliance, educators are not

<sup>23</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 49

<sup>24</sup> Mahmud, *Psikologi Pendidikan*, ...hal. 34

always create a natural stimulus or stimulation that is natural is not always can be presented.<sup>25</sup>

Suppose to shape the behavior of the behavior of the prayer on time, at first a teacher or parents need to tell children that it is now time for prayer, the call was made to coincide with the sound of azan to reverberate. habit is done over and over again, until finally the teacher or the parents no longer need to say: "Hi son, it already sounds a call to prayer, let us pray", with the sound of azan only direct children take water children prayer then ablution (wudlu), azan is a first order type artificial stimulus, the behavior (the prayer on time) be established through second or third order order.<sup>26</sup>

That theory is very useful for behavior modification or creation of new behavior that much done in education. For that educators are required to think of and has the creativity to shape the relationship between stimulus response. Educators must be able to produce findings of artificial stimulus (unconditioned stimulus) that are most appropriate to help the formation of behavior desired. Education should be able to create a variety of artificial stimulus that produces a certain response from the students was, namely, the new behavior is expected.<sup>27</sup>

## THEORY OF OPERANT CONDITIONING

This theory was advanced by the behaviorist a Skinner controversial with his work "About Behaviorism. The basic theme coloring his works is that behavior that is formed by the consequence-consequence brought about by the behavior itself.<sup>28</sup>

According to Skinner most human behavior are the three (learned via the strengthening of positive or negative). According to him, there are three forms of response or the three that follow a behavior:

- 1) Neutral operant: responses from the environment that are not able to increase or decrease the probability of repeated behavior;
- 2) Amplifier (reinforcer): responses from the environment that increase the probability behavior that is repeated;

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<sup>25</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 37

<sup>26</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 38

<sup>27</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 38-39

<sup>28</sup> Muhibbinsyah, *Psikologi Pendidikan*,... hal. 106

3) State (the punisher): responses from the environment that reduce the probability of a behavior is repeated.<sup>29</sup>

There are two types of behavior according to Skinner, Respondent behavior stimulus behavior that is known to be the origin of all. For example working on the eyes due to sunlight, salivated because of hunger and so on. Operant behavior i.e. unknown the origin of behavior, behavior that is casually done.<sup>30</sup>

Some principal Skinner thoughts associated with reward and punishment, among other things:

- a) Shaping (formation). Shaping has two components i.e. differential a determine specific response reinforcement on reinforced and not reinforced, and successive approximation, where the response is increased as well as the desired experiment which is reinforced.<sup>31</sup>
- b) Extinction (deletion). If we eliminate the reinforce of conditioning or situation then the event called extinction.<sup>32</sup>
- c) Reinforcement (inaugural) is a method of increasing frequency of a behavior. Reinforcement subjected to things that are more specific such as teacher praised the student who answered the question. There are two processes, namely the reinforcement of positive and negative reinforcement. Positive reinforcement is an increase in behavior, which is a result of the present stimulus on students or in other words a positive endorsement means something considered increases or cause behavior. Otherwise, negative the inaugural is improved behavior resulting from removing or move a stimulus or in other words keep something considered can reduce, eliminate, or does not bring up the desired behavior expectations will arise or rise.<sup>33</sup>
- d) Punishment i.e. the response which caused the loss of something that has a positive from the situation or adds something negative. The penalty is also often termed stimulus aversion. Skinner initially agreed with Thorndike that punishment is aligned with reward, then he changed his mind, he thought the

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<sup>29</sup> Matt Jarvis, *Teori-teori Psikologi. Pendekatan Modern untuk Memahami Perilaku, Perasaan & Pikiran Manusia*, (Bandung: Nusa Media, 2000), hal. 24

<sup>30</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 51

<sup>31</sup> Lilik Suryanti, *Psikologi Belajar*...hal. 53

<sup>32</sup> Lilik Suryanti, *Psikologi Belajar*...hal. 53

<sup>33</sup> Lilik Suryanti, *Psikologi Belajar*,... hal. 55

punishment was not effective in driving the formation of the desired behavior.<sup>34</sup>

This is because of a few things, namely:

- 1) Penalty have the effect of unfavorable because of emotional child a generalized on the behavior of others
- 2) Penalty hinting on unwanted behavior but does not provide the solution to do actions for improvement.
- 3) Punishment familiarizes children perform actions hurt others.
- 4) Punishment raises the aggression on State agencies and other parties.
- 5) Penalties replacing one behavior desired by the hospital having other undesirable behavior.<sup>35</sup>

Based on the mind of Skinner about the punishment, then according to Skinner implications in the world of education is more appropriate to use positive reinforcement a systematic, varied and spontaneous/reactive.<sup>36</sup>

### **SOCIAL LEARNING ALBERT BANDURA**

The thought of Bandura different with the characters of behaviorism. According to Bandura, the behavior of the individual is not purely automatic reflex over stimulus, but rather due to reactions which arise as a result of interaction between environment and individual cognitive schema. The fundamental basis of learning according to Bandura, what the learned individuals, especially in social and moral learning happens through a process of imitation (imitation) and presentation of examples of behavior (modeling). This theory is also still concerned with air-conditioning. Another grant of reward and punishment, individuals will think and decide the necessary social behavior.<sup>37</sup>

According to Bandura as one of the main architects of the theory of social cognitive said that when the student is studying, they can present their experiences transformation or cognitively. Bandura developed the reciprocal determinism model consisting of three main factors i.e. behavioral, cognitive, and person/environment. The third factor that interacts to influence each other mutually learning,

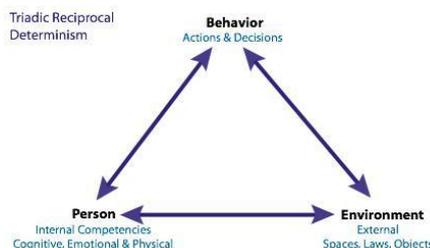
<sup>34</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 57

<sup>35</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 59

<sup>36</sup> Lilik Suryanti, *Psikologi Belajar*,...hal. 59

<sup>37</sup> Mahmud, *Psikologi Belajar*,...hal. 35

environmental factor influencing the behavior, the behavior is affecting the environment, contributing person (person/cognitive) affect the behavior and so on.<sup>38</sup>



Factor in the person who has no cognitive tendencies associated with factor bringing personality and Extrovert attitude and temperament missal introvert, active and pepsinogen (passive), calm or anxious, and friendly or hostile. Cognitive factors include expectations, beliefs, strategies, thinking and intelligence. Based on the picture, then it can be used to explain the behavior of academic pupils/students, i.e. cognition, behavior affect cognition, environmental behavior, the behavior affects the environment, cognition effect on the environment and the environment affects cognition.<sup>39</sup>

4. Reward and Punishment in educational practice (Perspective behavioristic) Based on exposure and an overview of the theory of operant conditioning behavioristic, especially a lot of implications that can be applied in education to improve the behaviour that is expected, inter alia in the choice of amplifier amplifier, making effective and timely contingent, choosing the best reinforcement schedule, using the Covenant, using negative reinforcement effectively, use the prompt and shaping, use deferential, eliminate reinforcement reinforcement, eliminating stimuli that are desired , the use of time out, presenting stimuli that are not preferred (penalty).<sup>40</sup>

Motivation according to the theory of learning behavior (especially Skinner) motivation is the consequence of reinforcement, reinforcement of the value depends on many factors and have different levels of students.<sup>41</sup> The implications of the theory of Bandura towards learning model is the factor person

<sup>38</sup> John W. Santrock, *Educational Psychology*,...hal.285

<sup>39</sup> John W. Santrock, *Educational Psychology Educational Psychology*,...hal. 285-286

<sup>40</sup> John W. Santrock, *Educational Psychology Educational Psychology*,...hal. 266.

<sup>41</sup> Robert E. Slavin, *Educational Psychology*, ...: hal. 136

(cognitive). Factor in the development of the adult person is closely related to self-efficacy. Self-efficacy is the belief that a person can master and produce positive results. According to Bandura self-efficacy effect on individual behavior, such as individuals who have low self-efficacy may be unwilling to attempt to learn, so the need for motivation.<sup>42</sup> Self-efficacy has in common with the motivation to control and intrinsic motivation. Self-efficacy is the belief that "I can"; helplessness is a belief that "I can't". Students who have high self-efficacy agreed with the statement "I will be working on this task. Pupils with low self-efficacy tend to avoid tasks challenging and difficult to learn, instead of high-efficacy self-esteem in pupils who tend to like a challenge.<sup>43</sup> Praise is used to reinforce the right behaviors and provide feedback on what is done by the students that it is true.<sup>44</sup>

How to provide incentives in the form of awards or extrinsic reward is done through clear expectations of disclosure, the granting of the feedback is clear, direct and often, and the increase in value as well as the availability of rewards. Classroom rewards include praise, is most effective if it is conditional, and a special trust.

In the theory of learning and the learning of reward and punishment is basically for reinforcement or strengthening. Surely in reinforcement in learning should not use punishment and reward, because satisfaction arising from these two things are only temporary in nature and lack of impact is not good on the reinforcement of negative or punishment.

##### 5. Reward dan Punishment in the Islamic Perspective

Discussion of reward and punishment in this paper starts with a presentation of some evidence associated with reward and punishment in the perspective of Islam (Qur'an and Hadith. Here are some related proposition, which can be analyzed how reward and punishment in Islam.

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<sup>42</sup>John W. Santrock, *Educational Psychology*,... hal. 266. <sup>43</sup>John W. Santrock, *Educational Psychology*,... hal. 523-524.

<sup>44</sup>Robert E. Slavin, *Educational Psychology*,...: hal. 132.



reward and punishment according to Islam's perspective. In spiritual coaching the Muslims, the Quran uses a variety of methods among others targheeb and tarhib (reward and punishment) and uses the stories to arouse interest. The Quran also

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<sup>45</sup> Q.S. An- Nisa (4): 56-57.

<sup>46</sup> Q.S. Al-Maidah (5): 9-10.

utilizes the important events that happen as a natural phenomenon to stir up people's emotions and motivations as well as making them to be ready to take a lesson from these events.<sup>47</sup>

One of the original thinking that has Islam associated with reward and punishment (context) is Abdullah Nasih Ulwan (1928-1987). According to Ulwan, one of the strategies of education for shape children's character is by way of *targhib* (awarding of stimulus in the form of praise and something fun) and *tarhib* (awarding of stimulus in the form of a warning or something dreaded). According to him, before being given the punishment of children should be warned first orally (*tahdzir*), or serves as the initial punishment.<sup>48</sup>

In addition to the methods of *targhib* and *tarhib*, in Islamic education also uses the method of awarding prizes (*thawāb*) and penalties (*Iqāb*). *Thawāb* dan *Iqāb* method is a method which is done by way of gift-giving/grace (*thawāb*) on learners and achievers (' *Iqāb*) punishment for those who violate.<sup>49</sup> Methods the methods *thawāb* and *iqāb* ' in education this sometimes gives rise to a debate which should be looked at them in educating children. Al-Ghazali advised so that educators do not always give a penalty against the students, but will instead reduce the punishment.<sup>50</sup>

*Thawāb* in Islamic education is awarding prizes awarded as a form of appreciation of the child's behavior is excused, in accordance with the hopes and wishes of religious norms. *Thawāb* can be meant as gifts is a preventive and repressive educational tools are fun, gifts are gifts of good behavior towards students in the educational process and can be a catalyst or motivators of learning

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<sup>47</sup> Muhammad usman Najati, *Al-Qur'an wa Ilmun Nafsi*, diterjemahkan oleh M. Zaka Al-Farisi, *Psikologi dalam Al-Qur'an (Terapi Qur'ani dalam Penyembuhan gangguan kejiwaan)*, (Bandung Pustaka Setia, 2005), hal. 269

<sup>48</sup> Abu Muhammad Iqbal, *Pemikiran Pendidikan Islam, Gagasan-gagasan Besar para Ilmuwan Muslim*, (Yogyakarta: Pustaka Pelajar, 2015), hal. 253.

<sup>49</sup> Abdul Mujib dan Jusuf Mudzakkir, *Ilmu Pendidikan Islam*, Jakarta: Kencana, 2010, hal. 206-

<sup>207.</sup>

<sup>50</sup> M. Arifin, *Ilmu Pendidikan Islam; Tinjauan Teoretis dan Praktis Berdasarkan Pendekatan Interdisipliner*, Jakarta: Bumi Aksara, 2003, hal. 159.

for pupils.<sup>51</sup> While ' Iqāb means preventive and repressive educational tools, iImbalan of the Act is not good for the learners.<sup>52</sup>

According to Usman Najati, the motivation can be done via targhib and tarhib. In reaching a goal, motivation in a person holds a very important role. When people have a strong motivation in achieving an objective, then the success obtained is one form of reward or return for the hard work done, so the motivation in a person are met that engender a sense of happy, satisfied and boasts. Conversely, a failure in a person implies feeling sad, hard and uncomfortable because the motivation to achieve the objectives is not met. Human or animal naturally tend to avoid things that can cause ill feelings. Therefore, naturally, people tend to learn the response-response or actions that could lead to the achievement of the reward. In contrast, humans also tend to steer clear of a response-response or actions that could lead to the failure or incur penalties. many experimental psychologists have done that reinforces the statement.<sup>53</sup>

In calling for faith to unity, al-Quran as a concern for human motivation evoked by member targhib (reward) in the form of reward means obtained the believers in paradise, also with pleasure member tarhib (punishment) in the form of penalties or torture that will override the unbelievers in hell. The verses describing heaven pleasure targhib will evoke the ideals of Muslims to achieve pleasure. verses targhib will also encourage them to hold on to the devotion and sincerity in carrying out charity worship, Saleh, jihad in the way of Allah, as well as working on things that can be the host. Otherwise, the verses that describe the hell will arouse the fear of a painful doom that awaits those infidels, hypocrites, and disobedience to the commandments of Almighty God. It encourages them to turn away from sin, immoral, everything that could invite the wrath of God and Muhammad saw, while hope Allah SWT. Will save them from the torment of hell.

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<sup>51</sup> Muhammad Suwaid, *Mendidik Anak Bersama Nabi*, Terj. Salafuddin Abu Sayyid, Solo: Pustaka Arafah, 2003, hal. 520.

<sup>52</sup> Arief, Armai, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, Jakarta: Ciputat Pers, 2002, hal.125-127

<sup>53</sup> Muhammad usman Najati, *Al-Qur'an wa Ilmun Nafsi*, ... hal. 270

<sup>54</sup> Muhammad usman Najati, *Al-Qur'an wa Ilmun Nafsi*, ... hal.. 270

Use only occasionally cause tarhib excessive fears on someone so he despair of the mercy of Allah., while the use of targheeb alone sometimes give rise to expectations that toss will grace of Allah swt. In a person can cause that person is considered lightly and its impact, he would be wishing for from God Almighty. Things that are inappropriate.<sup>55</sup>

The Quran does not lean on or tarhib targhib, but rests on a blend of the two that is afraid of God's punishment and hope will grace and the reward of God. The combination of fear and hope this can be applied to generate strong motivation so that Muslims want to learn the grammar of new life who carried Islam, learn the creed and the new values which guarantee the realization of it, as well as new methods of thinking and behaving.<sup>56</sup>

While based on the Hadith, it can be noted that the Prophet Muhammad taught us to educate children, especially prayers. Prayer is the duty of every Muslim, Islamic education (prayer) begins to start, was ordered 7 years. If the child is age 10 years if it does not work on prayer, then we must give a warning with the way the beaten (punishment). Islam learns how the stages in delivering punishment against children, ranging from a verbal warning to a physical action (hitting). Corporal punishment (spanking) is given against the child should not be done arbitrarily and are only allowed at certain places does not cause dangerous effects. For example, should not hit the head because it can be harmful to health, it is recommended to hit the ass because the body parts do no harm. Corporal punishment (spanking) can be according to Islam can be done provided that: 1.) should not be done in a hurry, and after calmly way can not address the child's behavior. 2.) should not be hit in an upset. 3.) should not be struck on the body harm, such as the head, the stomach, the data. 4) Blows should not be too hard and hurt. 5). Don't hit the child before he was 10 years old. 6) If a mistake is done for the first time be given the forgiveness. 7) Punish by with his own hands, should not be represented by a friend or his brother. 8) If given an adult sentence, when it struck 10 times no deterrent, then it could be plus the penalty.<sup>57</sup>

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<sup>55</sup> Muhammad usman Najati, *Al-Qur'an wa Ilmun Nafsi*, ... hal.. 271

<sup>56</sup> Muhammad usman Najati, *Al-Qur'an wa Ilmun Nafsi*, ... hal.. 272

<sup>57</sup> M.Arief Hakim, *Mendidik Anak Secara Bijak: Panduan Keluarga Muslim*, (Bandung: Marja', 2002), hal.26 dalam <sup>57</sup> Abu Muhammad Iqbal, *Pemikiran Pendidikan Islam*,... hal. 253.

According to Islam, there are several things to note must in delivering punishment against children, namely: first, done with the gentle and loving care on the basis of improvements. Second, the punishment must always maintain the mentality of a child. Third, the punishment as an effort revamping done gradually, from the lightest to the heaviest.<sup>58</sup> Thus the penalty awarded against children that violated the rules (religious orders) based on due to affection, not because of feelings of hurt, emotions, resentment and the other. Mengjarkan gives the Islamic punishment against children must be grounded with affection for the purpose of changing the child's behavior that does not comply with the guidance of Islam.

## CONCLUSION

Based on the description and discussion of reward and punishment in the perspectives of the West and Islam, then it can be inferred that the reward and punishment are done with the aim to direct the behavior of children in accordance with the expectations and objectives of education. The reward is more oriented to foster a spirit, respect towards success, or the appropriate behavior with the hope and desire together ( the goal of education). Punishment-oriented on the awarding of the penalty or warning over the conduct or acts that tend to stray, do not comply with the rules. But both these perspectives have some differences, such as reward and punishment in Islamic perspective more emphasis on the aspects of compassion (nurses), while according to Western perspective give priority on this aspect of the rules (regulations), so are less rigid, and humanist. In awarding the penalty, according to Islam must be done gradually, starting from the warning with smooth words, up to the action hit. This is also the same with the perspective of the West, in giving the penalty should be gradual. The most basic difference is in providing reward and punishment, in the perspective of Islam based on the Quran and teach al-Hadfit, whereas the West is based on the experimental results of the beast (behavioristic).

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<sup>58</sup> Abu Muhammad Iqbal, *Pemikiran Pendidikan Islam*, ... hal. 253.

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