



The Effect of Reward Provision on Learning Outcomes in Islamic Religious Education at SMP Negeri 1 Ma'rang

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ABSTRACT

This study aims to analyze the effect of reward provision on the learning outcomes of ninth-grade students in Islamic Religious Education (PAI) at SMP Negeri 1 Ma'rang. The study employed a quantitative approach using a pretest-posttest experimental design. The sample was selected through purposive sampling, and data were collected באמצעות pretest and posttest assessments as well as documentation. Data were analyzed using a paired sample t-test. The results showed an increase in the mean score from 56 (pretest) to 82 (posttest). The distribution of learning outcome categories also improved, as indicated by a decrease in the low category and increases in the moderate and high categories. The t-test results revealed a significance value of 0.000 ( $< 0.05$ ) with t-count 3.591 greater than t-table 2.045, indicating that reward provision has a significant effect on students' PAI learning outcomes. Therefore, the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

1. Introduction

Education is an essential aspect of human life, as it plays a significant role in developing individual potential, improving quality of life, and helping individuals achieve their aspirations. Through education, individuals acquire the knowledge, skills, and attitudes necessary to contribute to society. Learning outcomes serve as the primary indicator of the success of the educational process, marked by changes in students across cognitive, affective, and psychomotor domains. These changes reflect that students have undergone a learning process, moving from not knowing to knowing, from being unable to being capable, and from being unskilled to being skilled (Sudjana, 2013).

In efforts to improve learning outcomes, various instructional strategies need to be implemented effectively. One such strategy is the provision of rewards. Rewards represent a form of external motivation that can encourage students to be more active, disciplined, and enthusiastic in participating in the learning process. The provision of rewards allows students to associate their efforts and achievements with positive outcomes. In addition, the appropriate application of rewards and punishments can have a positive impact on students' development when implemented wisely by teachers (Prasetyo & Yunarta, 2022).

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The importance of applying rewards in learning is also supported by Islamic values. In the Qur'an, the concept of giving rewards as a form of appreciation for good deeds is exemplified, one of which is found in Surah An-Naml (27:35). This verse indicates that giving gifts can serve as a means to achieve certain objectives, as long as it is used in a positive context. Therefore, in education, rewards can be utilized as a form of appreciation for students' efforts and achievements (Departemen Agama RI, 2019).

In the context of modern education, improving students' learning outcomes is a major concern. This aligns with the demands of 21st-century education, which emphasizes the holistic development of learners. One of the factors influencing learning outcomes is learning motivation. High motivation encourages students to be more active and engaged in the learning process. According to Uno, motivation plays a central role in determining the intensity of students' learning efforts, which ultimately affects their learning outcomes<sup>3</sup>. Rewards, as a form of external motivation, are considered effective in reinforcing positive student behavior when applied systematically and purposefully.

An experimental approach is considered appropriate to scientifically examine the effect of reward provision on students' learning outcomes (Uno, 2016). This study employs a one-group pretest-posttest design, involving the administration of an initial test (pretest), followed by treatment in the form of reward provision, and concluded with a final test (posttest). Although it does not involve a control group, this design still allows researchers to objectively and systematically observe changes in students' learning outcomes (Sugiyono, 2018).

Based on observations conducted at SMP Negeri 1 Ma'rang, it was found that students' learning outcomes in Islamic Religious Education remain relatively low and have not optimally reached the Minimum Mastery Criteria (KKM). This condition is attributed to low learning motivation, lack of attention during the learning process, and minimal student engagement. Some students were observed to be unfocused, sleepy, and less responsive to teachers' questions, which contributed to their low learning outcomes. Furthermore, the continued use of conventional teaching methods and the limited application of external motivational strategies such as rewards are also contributing factors (Observation at SMP Negeri 1 Ma'rang, 2025).

To address these issues, strategic efforts are needed to create a learning environment that is engaging and motivating for students. One possible solution is the provision of rewards as a form of external motivation. Through the use of rewards, students are expected to become more active, disciplined, and interested in learning, thereby significantly improving their learning outcomes in Islamic Religious Education.

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## 2. Method

This study employed a quantitative approach using an experimental method with a pre-experimental design of the one-group pretest-posttest type, in which a single group of samples was given an initial test (pretest), followed by treatment in the form of reward provision, and a final test (posttest) to determine the causal effect of the treatment on students' learning outcomes in Islamic Religious Education (PAI) while minimizing external influences (Sugiyono, 2018). The population consisted of all ninth-grade students of SMP Negeri 1 Ma'rang in the 2024/2025 academic year totaling 129 students, with a sample of 30 students selected through proportional random sampling. Data collection techniques included observation, tests, and documentation, with instruments comprising observation guidelines, learning outcome tests (pretest and posttest), and documentation. Data were analyzed using both descriptive and inferential statistics, including the Kolmogorov-Smirnov normality test, Levene's homogeneity test, and hypothesis testing using a paired sample t-test at a significance level of 0.05 to determine differences in learning outcomes before and after the treatment. Data processing was carried out using SPSS version 25 to ensure accurate and reliable analysis results (Arikunto, 2013)

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## 3. Result and Discussion

Based on the data collection conducted among ninth-grade students at SMP Negeri 1 Ma'rang, the pretest and posttest scores are presented as follows:

**Table 1 - Pretest and Posttest Results of Students**

No	Student Name	Pret est	Posttest
No	Student Name	Pret est	Posttest

1	Rizki Amalia	90	100
2	Ahmad	90	100
3	Sri Nurul Ilmi	90	90
4	Saipul	60	90
5	Ilham	60	80
6	Nurul Wilda	60	70
7	Ismayanti	70	80
8	M. Nur Al-Farez	70	80
9	Nurandini	70	60
10	M. Farhan Maulana	50	100
11	Rehan Agus	50	70
12	Mawar	30	70
13	Fahmi	30	80
14	Fitrah	80	80
15	Nur Fadilah	80	90
16	Rehan	80	100
17	Muh Aldi	80	100
18	Sazkia	50	80
19	A. Takbir Ramdhana	20	70
20	Azizul Fikri	30	80
21	Nurfadillah	70	100
22	Ridho	30	70
23	Erwin	20	40
24	M. Rasya Anandar	20	80
25	Agustina Ramdhani	60	90
26	Lifda Sabila	70	70
27	M. Fikriansyah	40	80
28	Nia Ramdhani	40	80
29	M. Fajri	30	80
30	Fira Yuniar	50	90
<b>Tota l</b>		<b>1670</b>	<b>2450</b>

The table clearly shows an increase in student scores after the implementation of rewards

#### Descriptive Analysis

#### Pretest

- Mean = 56
- Standard Deviation = 21

**Table 1 - Pretest Categorization**

Interval	Category	Frequency	Percentage
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$X < 35$	Low	8	26.7%
$35 \leq X < 75$	Moderate	15	50%
$75 \leq X < 100$	High	7	23.3%
<b>Total</b>		<b>30</b>	<b>100%</b>

### Posttest

- Mean = **82**
- Standard Deviation = **14**

**Table 2 - Posttest Categorization**

Interval	Category	Frequency	Percentage
$X < 68$	Low	2	6.7%
$68 \leq X < 96$	Moderate	22	73.3%
$96 \leq X < 100$	High	6	20%
<b>Total</b>		<b>30</b>	<b>100%</b>

The results indicate a significant category and an increase in the moderate category.

decrease in the low

### Inferential Analysis

#### Normality Test (Shapiro-Wilk)

Data	Sig
Pretest	0.051
Posttest	0.052

→ The data are **normally distributed** (Sig > 0.05)

#### Homogeneity Test (Levene's Test)

Approach	Sig
Mean	0.105
Median	0.507
Adjusted df	0.525
Trimmed Mean	0.113

→ The data are **homogeneous** (Sig > 0.05)

#### Hypothesis Testing (Paired Sample T-Test)

t-value	t-table	Sig
3.591	2.045	0.000

→  $H_0$  is rejected,  $H_1$  is accepted

→ There is a **significant effect** of reward provision

### Discussion

The results of this study indicate that the provision of rewards has a positive effect on students' learning outcomes. The mean score increased from **56 to 82**, representing an improvement of **26 points**, which demonstrates a significant academic enhancement (Uno, 2016).

The distribution of learning categories also shifted positively:

- Low category decreased from **26.7% to 6.7%**
- Moderate category increased from **50% to 73.3%**
- High category remained relatively stable at **20%**

This shift suggests that rewards effectively improve student motivation, particularly among those in the low and moderate performance groups (Djamarah, 2011).

From a theoretical perspective, these findings align with **B.F. Skinner's behaviorist theory**, which emphasizes that behavior can be strengthened through reinforcement. Rewards function as positive reinforcement, encouraging students to repeat desirable learning behaviors.

In addition, rewards contribute to:

- increasing student attention
- enhancing learning motivation
- fostering active classroom participation
- building student confidence

These findings are consistent with educational psychology theories stating that appreciation and reinforcement can stimulate students' enthusiasm and participation in learning activities (Sardiman, 2018).

In practice, rewards do not always have to be material. They can take the form of:

- verbal praise
- recognition in class
- certificates
- symbolic appreciation

Such non-material rewards are considered effective because they fulfill students' psychological needs for appreciation and recognition (Hamalik, 2014).

### **Conclusion (From Findings)**

This study demonstrates that:

1. There is a significant improvement in learning outcomes after reward implementation
2. The data meet normality and homogeneity assumptions
3. The t-test confirms a significant effect (Sig 0.000 < 0.05)
4. Rewards are effective as a learning strategy

Therefore, reward-based strategies are appropriate and effective for improving students' learning outcomes in Islamic Religious Education at SMP Negeri 1 Ma'rang.

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## **4. Conclusion And Implication**

### **Conclusion**

Based on the results of the study conducted in class IX of SMP Negeri 1 Ma'rang, it can be concluded that the provision of rewards has a significant effect on improving students' learning outcomes in Islamic Religious Education (PAI), as indicated by the increase in the mean score from 56 (pretest) to 82 (posttest) and the shift in categories from low–moderate to moderate–high. Statistical tests showed

that the data were normally distributed and homogeneous, with a significance value of 0.000 ( $< 0.05$ ) and a t-value of 3.591 greater than the t-table value of 2.045, indicating a significant difference before and after the treatment. Therefore, reward provision, both material and non-material, is an effective strategy to enhance students' motivation, engagement, and academic achievement.

### Implications

The findings of this study contribute to the development of educational theory, particularly in Islamic Religious Education (PAI), by demonstrating that reward provision effectively improves students' learning outcomes and supports the concept of positive reinforcement as a driver of learning motivation. The results also highlight the importance of integrating extrinsic and intrinsic motivation in the learning process, especially within the context of religious education. For educators, rewards can serve as an alternative instructional strategy to enhance students' motivation, engagement, and achievement; therefore, their implementation should be appropriate, consistent, and proportional, supported by proper teacher training to ensure optimal application.

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