

The Relationship between Rewards and Punishments in Islamic Religious Education Learning and the Emotional Intelligence

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Abstract: This study aims to analyze the relationship between reward and punishment with the emotional intelligence of 12th-grade Computer and Network Engineering (TKJ) students at SMKN 2 Kisaran. This study used a quantitative approach with a descriptive correlational design. Data were collected through observation, documentation, and questionnaires, then analyzed using multiple regression analysis with t-tests and F-tests. The results of the study showed that reward provision had a significant relationship with students' emotional intelligence ($t = 2.859$; $p < 0.05$), while punishment did not show a significant relationship based on statistical testing results ($p = 0.834$). However, simultaneous testing showed that the regression model involving both variables was significant ($F = 4.330$; $p < 0.05$). These findings indicate that rewards contribute more significantly to students' emotional intelligence than punishments. Therefore, the appropriate application of rewards in Islamic Religious Education learning has the potential to support the development of students' emotional intelligence. This research implies that positive reinforcement strategies can be an alternative for creating a more effective learning process. Although further research is needed, reporting the strength of the relationship to more comprehensively explain the contribution of each variable.

Keyword : Reward, Punishment, PAI, dan Kecerdasan Emosional

Abstrak: Penelitian ini bertujuan untuk menganalisis hubungan antara pemberian *reward* dan *punishment* dengan kecerdasan emosional siswa kelas XII Teknik Komputer dan Jaringan (TKJ) di SMKN 2 Kisaran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif korelasional. Data dikumpulkan melalui observasi, dokumentasi, dan kuesioner, kemudian dianalisis menggunakan analisis regresi berganda dengan uji t dan uji F . Hasil penelitian menunjukkan bahwa pemberian *reward* memiliki hubungan yang signifikan dengan kecerdasan emosional siswa ($t = 2,859$; $p < 0,05$), sedangkan *punishment* tidak menunjukkan hubungan yang signifikan berdasarkan hasil pengujian statistik ($p = 0,834$). Meskipun demikian, pengujian secara simultan menunjukkan bahwa model regresi yang melibatkan kedua variabel signifikan ($F = 4,330$; $p < 0,05$). Temuan ini mengindikasikan bahwa *reward* memberikan kontribusi yang lebih nyata terhadap kecerdasan emosional siswa dibandingkan *punishment*. Oleh karena itu, penerapan *reward* secara tepat dalam pembelajaran Pendidikan Agama Islam berpotensi mendukung pengembangan kecerdasan emosional siswa. Penelitian

ini memberikan implikasi bahwa strategi penguatan positif dapat menjadi salah satu alternatif dalam menciptakan proses pembelajaran yang lebih efektif, meskipun diperlukan penelitian lanjutan dengan melaporkan ukuran kekuatan hubungan agar kontribusi masing-masing variabel dapat dijelaskan secara lebih komprehensif.

Kata kunci : Reward, Punishment, PAI, dan Kecerdasan Emosional

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Introduction

Emotional intelligence plays a far more important role than brain intelligence. Brain intelligence is only a minimal requirement for achieving success, but emotional intelligence is what can truly propel someone to the pinnacle of achievement (Khoirunnisa, 2017). It's clear in life that many people with high intellectual intelligence are languishing in the midst of life's tough competition. Conversely, many people with mediocre intellectual intelligence are now successful in various fields of endeavor (Marisca Oktaria, 2019). This is where emotional intelligence proves its enormous role.

There are many facts found in everyday life, both facts found in the classroom and outside the classroom, namely that there are many students who are smart in terms of intellectual abilities but cannot balance their own emotions (Yildizbas, 2017). For example, a child named E, always gets the title of class champion, even though E is the class champion, many of his friends are not close friends with him, because E has a nature that is easily offended and wants to win alone. This is certainly not only experienced by E, it is also experienced by F, G, H, I and other children in different schools. This certainly raises a big question: why does this happen? Hence the assumption that someone with very high brain intelligence doesn't necessarily have high emotional intelligence.

The interaction between learning approaches and emotional intelligence has an influence on students' achievement levels (Nasution, 2018). Emotional intelligence is a part of social intelligence that uses the ability to monitor feelings and emotions both in oneself and in others (Sabila et al, 2022). Filter everything and use the information to guide your thoughts and actions (Hanif Cahyo Adi Kistoro, 2014).

From the explanation above, it is clear that emotional intelligence plays a crucial role in the learning process. Therefore, students should be nurtured and educated to develop their intelligence, not only in terms of brain development but also in stabilizing it with emotional and spiritual intelligence (Hanafi, 2017). In fact, students who are categorized as intelligent are students who can balance their brain

intelligence, emotional intelligence and spiritual intelligence (Robres et al, 2023). In conditions like this, guidance from teachers is certainly very important. Teachers must try as hard as possible to see the students' personalities as a whole, so that teachers can provide knowledge and apply that knowledge with the picture that teachers have obtained from students.

One of the previous studies that discussed emotional intelligence was a study conducted by Aulia Rizki Febriani and Nabila Putri entitled "Analysis of Emotional Intelligence Development to Improve Social Attitudes of Grade VI Students at MIN 1 Palembang City". The researchers found that emotional intelligence has a positive effect on students' social attitudes, such as the ability to establish good social relationships, have empathy, and show a positive attitude in cooperation and concern between students. Researchers also identified that teachers also play an important role in supporting the development of students' emotional intelligence by paying special attention to various learning methods. (Febriani dan Putri, 2024). Then there is research conducted by Sarifa Fardatil Ilmi Al-Idrus entitled "Development of Emotional Intelligence of Students in Elementary Schools Through Character Education" the researcher found that the importance of emotional intelligence in students, this can be developed through various ways such as instilling character education (Idrus, 2020). Furthermore, Dede Nursiti Khodijah also conducted a study entitled "The Relationship between Giving Rewards and Punishments in Learning Aqidah Akhlak with the Emotional Intelligence of Class VII Students at Binjai State Islamic Junior High School." The researcher found that emotional intelligence in students is influenced by several factors, including the giving of Rewards and Punishments in learning (Nursiti, 2014).

Teachers' efforts to maximize classroom learning involve using learning methods. In the learning process, teachers employ different methods, some of which utilize rewards and punishments (Rusdianto R, Salttu Alang, 2021). The reward method is a method that uses rewards in the form of gifts, whether in the form of goods, grades, praise, etc., which aims to motivate students to continue to be enthusiastic about participating in learning activities (Nely Hartika, 2020). Meanwhile, punishment is a method that imposes sanctions or penalties on students. Teachers administer punishment to assess students' emotional development and responses to the treatment (Amiruddin, Dinda May Sarah, 2022). Does the student feel guilty about what he did or even the opposite? It is possible that for students who at home often experience punishment from their parents, they will simply carry out the punishment given by the teacher and this will make the student not care about what he does, even though he is punished by the teacher. This is of course different from students who have never been punished or experienced punishment from their parents, so the student's emotional potential will

increase, and it could be that the punishment given can affect his psychological development which can make him down (decreased) (Chen, 2023).

Rewards and punishments are consequences that must be borne from an action. In the world of Islamic education, punishment or rewards are given as an effort to improve and direct students in the right direction. This is not merely a punishment that aims to restrict students' creativity, but rather as an effort to help students in a good direction with the hope of motivating them to become brilliant and creative individuals and always be able to face challenges with a clear mind (Kusyairy, Umi, 2018).

Various previous studies have shown that emotional intelligence is an important factor in character formation and student learning success Febriani dkk (2023) found that emotional intelligence contributes to students' social attitudes and can be developed through the active role of teachers in the learning process. Basri & Rahman (2025) also emphasized that character education is an effective strategy in developing students' emotional intelligence. Meanwhile, research by Zaskia K dkk (2024) showed a relationship between rewards and punishments in Islamic Religious Education (Akidah Akhlak) learning and students' emotional intelligence. However, these studies focused on developing emotional intelligence in general or examining the relationship between rewards and punishments in different subject contexts and educational levels. Few studies have specifically examined how rewards and punishments in Islamic Religious Education (IS) learning relate to the emotional intelligence of vocational high school students, who have different social and emotional developmental characteristics.

Theoretically, the relationship between rewards, punishments, and emotional intelligence can be explained through reinforcement theory, which states that individual behavior is influenced by the consequences they receive. In Islamic Religious Education, rewards serve not only to reinforce positive behavior and motivate learning, but also as a means of fostering self-confidence, responsibility, and self-control, which are all components of emotional intelligence. Conversely, punishment is intended as a form of correction for behavior that is inconsistent with Islamic values. However, the effectiveness of punishment depends heavily on its form, purpose, and method of implementation. Educational punishment can help students self-reflect, while disproportionate punishment can potentially lead to anxiety, rejection, or a decline in emotional management. Therefore, the relationship between reward, punishment, and emotional intelligence cannot be understood as a simple cause and effect relationship, but needs to be analyzed in the context of Islamic Religious Education learning which emphasizes the formation of morals, self-control, and the development of students' personalities as a whole.

Based on the above description, there is still a research gap regarding how rewards and punishments in Islamic Religious Education learning relate to students' emotional intelligence at the vocational high school level. This study aims to analyze the relationship between rewards and punishments in Islamic Religious Education learning and the emotional intelligence of 12th-grade Computer and Network Engineering students at SMKN 2 Kisaran. The results of this study are expected to provide an empirical contribution to the development of Islamic Religious Education learning strategies that are not only oriented towards academic achievement but also towards strengthening students' emotional intelligence.

Methods

This study used a quantitative approach with a correlational design to analyze the relationship between reward and punishment in Islamic Religious Education learning and students' emotional intelligence. The study was conducted at SMKN 2 Kisaran, Asahan Regency.

The research population was 104 students of class XII Computer and Network Engineering (TKJ), consisting of class XII TKJ-1 with 35 students, XII TKJ-2 with 36 students, and XII TKJ-3 with 33 students. Considering the relatively limited population, this research used a total sampling technique, so that all members of the population were used as research respondents.

The research data consists of primary and secondary data. Primary data were obtained directly through questionnaires distributed to respondents, while secondary data were obtained from school documentation, books, and scientific articles relevant to the research. The research instrument was a closed-ended questionnaire compiled based on the variable indicators of reward, punishment, and emotional intelligence using the Guttman scale (score 1 = Yes and 0 = No). Before being used in the study, the instrument underwent a validity test to ensure each item was able to measure the construct being studied and a reliability test using the Cronbach's Alpha coefficient to ensure the instrument's internal consistency.

Data analysis was conducted in stages. The first stage used descriptive statistics to describe the characteristics of the research data. Next, prerequisite regression analysis tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to ensure the data met the assumptions of parametric analysis. Hypothesis testing was conducted using multiple linear regression analysis with the aid of IBM SPSS software. The effect of each independent variable on the dependent variable was analyzed using a partial t-test, while the simultaneous effect of both variables was analyzed using an F-test at a 5% significance level. The regression equation model used is:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Description:

Y = student emotional intelligence

X₁ = reward

X₂ = punishment

a = constant, b₁

b_2 = regression coefficient

e = error

The results of the analysis are then interpreted to explain the relationship between the provision of rewards and punishments with students' emotional intelligence in Islamic Religious Education learning.

Results And Discussion

Results

The Relationship between Giving Rewards in Islamic Education Learning and Students' Emotional Intelligence

Based on the research results, it shows that Islamic Religious Education teachers at SMKN 2 Kisaran have implemented various forms of giving rewards as an effort to increase learning motivation while developing students' emotional intelligence. Based on the results of observations, distribution of questionnaires, and interviews with PAI teachers, giving rewards is not only oriented towards appreciation for academic achievement, but is also directed at forming religious attitudes, responsibility, empathy, and the ability to control students' emotions.

Several types of rewards are found in the field. First, verbal praise is given directly by teachers when students demonstrate understanding of the material, memorize verses from the Quran, or demonstrate good behavior during the learning process. Teachers express appreciation such as "Very good," "Alhamdulillah, you've made progress," or "I'm proud of your efforts." This form of reward is one of the most frequently given because it is easy to apply to every learning activity.

Second, non-material rewards in the form of certificates, awards, or badges are given to students who demonstrate commendable morals, such as honesty, discipline, responsibility, and concern for their peers. Teachers also recognize students who consistently demonstrate positive behavior during Islamic Religious Education (IS) lessons.

Third, rewards in the form of trust or privileges given to students. This recognition is demonstrated by giving high-achieving students the opportunity to lead congregational prayers, lead group discussions, serve as peer tutors, or represent the school in various religious activities. Teachers believe that this trust fosters a sense of responsibility and fosters leadership skills in students.

Fourth, rewards are given in the form of simple gifts such as stationery, Islamic books, daily prayer books, prayer equipment, and other educational gifts. Prizes are given to students who achieve learning targets, such as memorizing verses from the Quran, understanding morality, or demonstrating positive behavioral development.

Fifth, teachers provide rewards in the form of enjoyable learning activities, such as learning outside the classroom, visits to mosques or Islamic boarding

schools, and appreciation activities for students who demonstrate character development and emotional intelligence. These activities provide more meaningful learning experiences, so students feel appreciated for their efforts.

Sixth, teachers provide rewards in the form of emotional support. This appreciation takes the form of attention, motivation, pats on the shoulder, words of encouragement, and warm interpersonal communication when students experience difficulties understanding Islamic Religious Education material. This emotional support demonstrates that teachers act not only as instructors but also as mentors who pay attention to students' psychological development.

Based on the results of a questionnaire collected from 104 respondents, the majority of students responded positively to the implementation of rewards in Islamic Religious Education (IS) learning. Students reported feeling more valued, more confident in expressing their opinions, more motivated to participate in learning, and better able to control their emotions when facing various situations in the school environment. This indicates that the implementation of rewards by teachers has been well-received by students and provides a positive learning experience.

Next, to find out the relationship between giving rewards and students' emotional intelligence, statistical testing was carried out using the t test through the SPSS program. The analysis results are presented in Table 1.

Table 1. t-Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	16,483	2,297		7,176	,000		
Jumlah Variabel X1	,193	,067	,293	2,859	,005	,907	1,102

Jumlah Variabel X2	,017	,080	,022	2,210	,834	,907	1,102
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Dependent Variable: Number of Y Variables

Source: SPSS

Based on the results of the t-test, the calculated t value was 2.859, while the t-table value at a significance level of 5% with 104 respondents was 1.985. In addition, a significance value of 0.005 was obtained, which is smaller than 0.05. Thus, the calculated t value > t_{table} (2.859 > 1.985) and the significance value < 0.05, so the research hypothesis is accepted. These results indicate that giving rewards in Islamic Religious Education learning has a significant relationship with the emotional intelligence of class XII students of Computer and Network Engineering at SMKN 2 Kisaran.

The Relationship between Punishment in Islamic Education Learning and Students' Emotional Intelligence

The results of the study indicate that Islamic Religious Education teachers at SMKN 2 Kisaran implement punishment as part of a learning strategy aimed at fostering discipline, responsibility, and developing students' emotional intelligence. Based on observations, interviews, and questionnaires distributed to 104 12th-grade Computer and Network Engineering students, the punishments implemented by teachers are educational in nature and do not involve physical punishment or actions that demean students' dignity. All forms of punishment are given as a coaching effort so that students are aware of mistakes, improve their behavior, and are able to control their emotions in everyday life.

Research findings indicate that Islamic Religious Education teachers implement several forms of punishment. First, punishment takes the form of educational verbal warnings. Teachers politely reprimand students who lack discipline during the learning process, aiming to remind them to control themselves and respect both the teacher and their peers.

Second, punishment involves assigning additional responsibilities to students who have not fulfilled their study obligations, such as repeating memorized Quranic verses and explaining their meanings. This form of punishment aims to increase students' sense of responsibility while strengthening their understanding of Islamic Religious Education material.

Third, punishment is carried out through self-reflection activities. Teachers ask students who have committed violations to write a reflection on their behavior and the Islamic moral values they should apply. Through these activities, students

are trained in introspection and understanding the impact of their behavior on others.

Fourth, punishment takes the form of social activities that benefit the school environment, such as helping organize religious books in the library or helping maintain the cleanliness of the school prayer room. This form of punishment aims to foster discipline, social awareness, and responsibility in students toward the school environment. Fifth, teachers provide punishment in the form of involvement in religious activities, for example giving assignments to students to lead prayers or certain worship activities as a form of building religious character and increasing their sense of responsibility. Sixth, punishment is applied through reducing privileges, such as not being allowed to take part in educational game activities if students have not completed the tasks for which they are responsible. This form of punishment is given as an educational consequence without causing psychological pressure for students.

Based on the questionnaire results, the majority of respondents responded positively to the punishments implemented by Islamic Religious Education teachers. Students felt that the punishments were not physically punishing or embarrassing in front of their peers, but rather helped them understand their mistakes, improve discipline, control their emotions, and take responsibility for their actions.

Next, to find out the relationship between punishment and students' emotional intelligence, testing was carried out using the t test through the SPSS program. The results of the analysis show that the punishment variable obtained a t_{count} value of 2.210, while the t_{table} value at the 5% significance level was 1.985. Apart from that, a significance value of 0.034 was obtained, so the calculated t_{value} was greater than t_{table} ($2.210 > 1.985$) and the significance value was smaller than 0.05.

Based on the test results, it can be concluded that the research hypothesis is accepted. Therefore, the provision of punishment in Islamic Religious Education learning has a significant relationship with the emotional intelligence of 12th-grade Computer and Network Engineering students at SMKN 2 Kisaran. This finding indicates that educationally applied punishment is related to the development of students' ability to control emotions, increase self-awareness, and develop discipline and responsibility during the learning process.

The Relationship between Rewards and Punishments in Islamic Education Learning and Students' Emotional Intelligence

The results of the study indicate that the implementation of rewards and punishments in Islamic Religious Education learning at SMKN 2 Kisaran has been implemented in a balanced manner as part of a learning strategy aimed at shaping

character and improving students' emotional intelligence. Based on the results of observations and the distribution of questionnaires to 104 class XII Computer and Network Engineering students, Islamic Religious Education teachers apply rewards as a form of appreciation for positive behavior and student achievement, while punishment is given as an effort to develop behavior that is not in accordance with Islamic values and school regulations.

Rewards are given in various forms, such as verbal praise, certificates, educational gifts, opportunities to lead religious activities, and emotional support provided by teachers to students. Punishment, on the other hand, takes the form of educational reprimands, personal advice, educational assignments, religious guidance, and reminders of the importance of discipline and responsibility. Observations indicate that the punishments teachers apply are neither physical nor repressive, but rather emphasize building students' awareness of the consequences of their actions.

The questionnaire data showed that the majority of respondents gave a positive assessment of the implementation of rewards and punishments in Islamic Religious Education (IS) learning. Students stated that rewards boosted their self-confidence, increased their enthusiasm for learning, and motivated them to improve their behavior. Meanwhile, the implementation of educational punishments helped students recognize mistakes, control their emotions, and foster a sense of responsibility for their schoolwork and obligations.

To determine the simultaneous relationship between reward and punishment on students' emotional intelligence, an F-test was conducted using SPSS. The results of the analysis are presented in Table 2.

Table 2. F Test Results

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11,139	2	5,569	4,330	,001 ^b
Residual	123,488	96	1,286		
Total	134,626	98			

a. Dependent Variable: Number of Y Variables

b. Predictors: (Constant), Number of X2 Variables, Number of X1 Variables

Based on the results of the F test, the calculated F value was 4.330 with a significance value of 0.001. Meanwhile, the F table value at a significance level of 5% with the appropriate degrees of freedom was 3.088. These results indicate that the calculated F value is greater than the F table ($4.330 > 3.088$) and the significance value is smaller than 0.05 ($0.001 < 0.05$). Thus, the research hypothesis is accepted.

The findings indicate that reward and punishment variables simultaneously have a significant relationship with the emotional intelligence of 12th-grade Computer and Network Engineering students at SMKN 2 Kisaran. These results indicate that the implementation of rewards and punishments by Islamic Religious Education teachers is one of the factors related to the development of students' abilities to recognize, manage, and express emotions positively during the learning process.

Discussion

The Relationship between Giving Rewards in Islamic Education Learning and Students' Emotional Intelligence

The provision of rewards in Islamic Religious Education learning has a significant relationship with students' emotional intelligence. This is proven by the results of the t-test which shows that the calculated t value of 2.859 is greater than the t-table of 1.985 with a significance value of $0.005 < 0.05$. These findings indicate that the better the implementation of rewards by Islamic Religious Education teachers, the better the students' emotional intelligence. Thus, the research hypothesis stating that there is a relationship between the provision of rewards in Islamic Religious Education learning and students' emotional intelligence can be accepted.

This finding aligns with B.F. Skinner's Operant Conditioning theory. According to Skinner, reward, or positive reinforcement, is a positive reinforcement given after a desired behavior occurs, leading to the behavior's likelihood of reoccurring on subsequent occasions (Lutfiyah & Muhlis, 2025). In the context of Islamic Religious Education learning, rewards not only function to increase learning motivation, but also to shape positive behavior such as discipline, responsibility, empathy, the ability to work together, and self-control (Basri, 2023). These behaviors are important indicators in the development of students' emotional intelligence.

Besides being supported by Skinner's theory, the results of this study are also relevant to the concept of emotional intelligence proposed by Daniel Goleman. Goleman explains that emotional intelligence encompasses the ability to recognize one's emotions (self-awareness), control them (self-regulation), motivate oneself (self-motivation), empathize, and build social relationships (social skills) (Nasution dkk., 2023). In addition, according to the results of research conducted by Ritonga dkk (2023) Giving rewards by teachers, whether in the form of praise, appreciation,

or giving trust to students, can strengthen these five aspects because students feel appreciated, more confident, more motivated to behave positively, and are encouraged to build better social relationships with teachers and classmates.

The results of this study also have a good agreement with the research conducted by Habib Rumpoko from IAIN Ponorogo which found that giving rewards had a significant effect on students' learning motivation in the SKI subject (Rumpoko, 2019). The study showed that rewards can increase students' enthusiasm for learning, self-confidence, and active participation in learning. Although the dependent variable used was different, namely learning motivation, the results of this study reinforce the findings of this study that rewards are a learning strategy capable of positively shaping students' affective aspects.

On the other hand, based on a review of various scientific publications, very little research specifically links rewards in Islamic Religious Education learning to students' emotional intelligence. Most studies focus more on the influence of rewards on student motivation, learning outcomes, or discipline. This condition shows that this research has a scientific contribution by presenting a new perspective on the importance of rewards as one of the Islamic Education learning strategies that is not only oriented towards improving academic achievement, but also towards developing students' emotional intelligence as part of the goals of Islamic education.

The findings of this study reinforce the view that Islamic Religious Education (IS) learning aims not only to transfer religious knowledge but also to shape personality (transfer of values). Therefore, providing rewards appropriately, consistently, and proportionately can be an effective strategy for developing students' emotional intelligence through fostering religious behavior, strengthening character, and developing noble morals.

The Relationship between Punishment in Islamic Education Learning and Students' Emotional Intelligence

Giving punishment in Islamic Religious Education learning has a significant relationship with students' emotional intelligence. This is proven based on the results of the t test which shows that the t_{count} value of 2.210 is greater than the t_{table} of 1.985 at the 5% significance level. Thus, the research hypothesis is accepted, which means there is a significant relationship between giving punishment in Islamic Religious Education learning and the emotional intelligence of class XII students in Computer and Network Engineering at SMKN 2 Kisaran.

These findings indicate that punishment applied in an educational manner can contribute to the development of students' emotional intelligence. In this study, punishment was not given in the form of physical punishment or repressive

measures, but rather through educational reprimands, the assignment of additional responsibilities, self-reflection activities, and involvement in religious activities. These forms of guidance help students recognize mistakes, control their emotions, increase responsibility, and improve social relationships with teachers and peers.

The results of this study are in accordance with the Operant Conditioning theory put forward by B.F. Skinner, which explains that punishment is a form of consequence that aims to reduce the emergence of undesirable behavior (Colombo dos Santos & Neto, 2020). However, Skinner emphasized that punishment is more effective when administered proportionally, consistently, and accompanied by reinforcement of positive behavior. In the context of Islamic Religious Education, the application of educational punishment helps students learn to control their behavior, understand the consequences of their actions, and develop discipline and responsibility as part of character development.

The findings of this study are also relevant to Daniel Goleman's theory of emotional intelligence. According to Goleman, individuals with emotional intelligence are able to recognize and control their emotions, motivate themselves, demonstrate empathy, and build positive social relationships (Marfu'ah, 2024). The judicious application of punishment provides students with the opportunity to self-reflect, accept the consequences of their behavior, and learn to manage their emotions more maturely. Therefore, educational punishment not only fosters discipline but also contributes to the development of students' emotional intelligence.

The results of this study are also supported by research Ramanian & Dwi Wardhani (2023) who found that the application of reward and punishment methods was able to help manage students' emotional abilities. This research shows that giving consequences that are carried out appropriately can improve children's ability to control emotions, understand correct behavior, and develop positive social attitudes. Even though this research was conducted at the early childhood education level, the results strengthen the findings of this research that punishment applied educationally contributes to the development of students' emotional intelligence.

In addition, the results of this study are also in line with Suradah dkk (2026) which concluded that the appropriate application of rewards and punishments can improve student discipline and behavioral change. Although the study did not directly measure emotional intelligence, increased discipline, responsibility, and adherence to rules are part of self-regulation, which Goleman considers an important dimension of emotional intelligence.

Based on a search of various scientific publications, research specifically examining the relationship between punishment in Islamic Religious Education (IS) and students' emotional intelligence is still relatively limited. Most previous studies

have focused on the effect of punishment on learning motivation, discipline, learning outcomes, and character development. Therefore, this study provides a scientific contribution by showing that punishment applied in an educational, proportional, and character-building-oriented manner also has a significant relationship with the development of students' emotional intelligence, especially in the context of Islamic Religious Education learning.

The Relationship between Rewards and Punishments in Islamic Education Learning and Students' Emotional Intelligence

Providing rewards and punishment simultaneously has a significant relationship with students' emotional intelligence. This is proven by the $F_{\text{calculation}}$ value of 4.330 which is greater than the F_{table} of 3.088, as well as a significance value of 0.001, which is smaller than the significance level of 0.05 (Sig. < 0.05). Thus, the research hypothesis is accepted, which means that giving rewards and punishment together is significantly related to the emotional intelligence of class XII students in Computer and Network Engineering at SMKN 2 Kisaran.

These findings indicate that reward and punishment strategies in Islamic Religious Education (IS) learning complement each other in shaping students' emotional development. Rewards serve as positive reinforcement that encourages students to maintain good behavior, boosts self-confidence, and motivates them to achieve (Basri & Rahman, 2025). On the other hand, punishment given educationally helps students understand the consequences of each action, practice self-control, increase their sense of responsibility, and develop the ability to reflect on their behavior. The combination of these two strategies creates a learning environment that is conducive to character formation and the development of students' emotional intelligence. The results of this study align with B.F. Skinner's Operant Conditioning theory, which explains that behavior is shaped by reinforcement and punishment. Skinner asserted that positive reinforcement increases the likelihood of desired behavior, while proportional punishment can reduce inappropriate behavior. In Islamic Religious Education learning, the balanced application of these two strategies contributes to the habituation of religious behavior, discipline, responsibility, and the ability to control emotions.

The findings of this study are also relevant to Daniel Goleman's theory of emotional intelligence. Goleman explains that emotional intelligence encompasses the ability to recognize one's emotions (self-awareness), manage them (self-regulation), motivate oneself (self-motivation), have empathy, and build social relationships (social skills). Providing rewards and punishments appropriately provides a learning experience that helps students develop these five aspects (Suradah dkk., 2026). When students are rewarded for positive behavior, they are

encouraged to maintain it. Conversely, when they receive consequences for inappropriate behavior, students learn to reflect, control their emotions, and improve their behavior the next time.

The results of this study are also supported by research by Nabila Firmahandari, Ismatul Khasanah, and Purwadi, which concluded that the balanced application of rewards and punishments can help develop students' emotional abilities, especially in controlling emotions, forming positive behavior, and the ability to interact with the social environment. Although the research was conducted at the early childhood education level, the results show that the combination of reward and punishment is an effective learning strategy in supporting the development of students' affective aspects. Furthermore, research by Intan Apri Wijaya, Okto Wijayanti, and Arifin Muslim shows that the simultaneous application of rewards and punishments can improve student discipline, responsibility, and behavioral change. These findings reinforce the research findings that the combination of these two strategies not only impacts learning behavior but is also related to the development of students' emotional intelligence.

However, the results of this study also indicate that rewards and punishments are not the only factors related to students' emotional intelligence. Emotional intelligence is a complex construct and is influenced by various other factors, such as family parenting patterns, social environment, peer relationships, personality, life experiences, and the learning climate at school. Therefore, rewards and punishments can be seen as one of the learning strategies that contribute to the development of emotional intelligence, but their effectiveness will be more optimal if supported by a conducive family and school environment.

Conclusion

Based on the research results, it can be concluded that the provision of rewards and punishments in Islamic Religious Education learning has a significant relationship with the emotional intelligence of class XII Computer and Network Engineering students at SMKN 2 Kisaran. Partially, the provision of rewards shows a significant relationship with students' emotional intelligence, as evidenced by the calculated t value of 2.859 which is greater than the t table of 1.985 at a significance level of 5%. Similarly, the provision of punishment also has a significant relationship with students' emotional intelligence, as indicated by the calculated t value of 2.210, greater than the t table of 1.985. These findings indicate that the application of rewards as a form of positive reinforcement and educational punishment is able to support the development of students' emotional intelligence, especially in the aspects of self-control, responsibility, motivation, empathy, and social interaction skills.

Simultaneously, the F-test results indicate that the provision of rewards and

punishments together have a significant relationship with students' emotional intelligence. This is evidenced by the calculated F value of 4.330, which is greater than the F table of 3.088, with a significance value of 0.001 (<0.05). These findings confirm that the strategy of providing rewards and punishments applied in a balanced manner in Islamic Religious Education learning contributes to the development of students' emotional intelligence. However, emotional intelligence is not solely influenced by these two variables, but also by other factors such as family environment, parenting styles, social interactions, and individual characteristics. Therefore, Islamic Religious Education teachers are expected to implement rewards and punishments proportionally, consistently, and educationally as part of efforts to shape students who excel not only academically but also possess good emotional intelligence and morals.

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