ABSTRAK

Mohamad Iman Saepuloh. NIM 2180040046 2020 PERAPAN METODE *REWARD AND PUNISHMENT* DALAM PAI UNTUK MENINGKATKAN KEDISIPLINAN DAN TANGGUNG JAWAB

Penelitian ini rumusan masalah dalam kedisiplinan dan tanggung jawab peserta didik yang belum menemukan hasil yang optimal, terbukti dari adanya sebagian peserta didik yang tidak memenuhi peraturan atau ribut saat belajar, terlibat dalam pertengkaran sesama peserta didik, lambat mengerjakan tugas atau PR, berkata kasar atau kotor, dan jajan makan di warung sekolah ketika sedang proses belajar mengajar.

Tujuan penelitian ini untuk mengindetifikasi: pelaksanaan metode *reward* dan *punishment* peserta didik di SDN Litasembada dan SDN 01 Cililin, efektivitas metode *reward* dan *punishment* dalam meningkatkan kedisiplinan dan tanggung jawab peserta didik di SDN Litasembada dan SDN 01 Cililin, hambatan dan Solusi dalam mengimplementasikan *reward* dan *Punishment* di SDN Litasembada dan SDN 01 Cililin.

Grand theory penelitian ini merujuk pada metode pembelajaran interaktif antara guru dan peserta didik yang menerapkan sistem pemberian hadiah bagi peserta didik yang aktif dan benar dalam menjawab soal latihan dan sebaliknya memberikan hukuman bagi peserta didik yang tidak aktif atau tidak benar dalam menjawab soal latihan yang dapat meningkatakan kedisiplinan dan tanggung jawab kepada peserta didik dalam pembelajaran PAI.

Metode yang digunakan ini adalah kualitatif bersifat deskriptif yang dilakukan dengan peristiwa-peristiwa yang sedang berlangsung, seperti bagaimana penerapan, pelaksanaan, efektifitas dan faktor penghambat dan pendukung, serta menanamkan kedisiplinan dan tanggung jawab melalui kegiatan *reward and punishment* agar peserta didik menjadi akhlak karimah atau disebut juga taat dan patuh kepada guru di SDN Litasembada dan SDN 01 Cililin

Hasil penelitian ini sebagai berikut: 1. Pelaksanaan metode reward and punishment di SDN Litasembada dan SDN 01 Cililin telah terlaksana dengan baik. Hal ini sesuai dengan langkah-langkah penerapan reward and punishment, selain itu terlihat dalam pelaksanaan proses pembelajaran siswa sangat antusian sehingga memunculkan kedisiplinan dan tanggung jawab peserta didik, 2. Dengan adanya reward dan punishment siswa dapat termotivasi, serta mampu memperbaiki kesalahan yang telah dilakukannya dan juga lebih berhati-hati dalam bertindak, 3. Faktor pendukung: Pihak sekolah dan guru mempunyai komitmen yang kuat untuk menegakkan aturan mengenai permasalahan reward dan punishment yang dilaksanakan, Faktor lingkungan sekolah yang kondusif. Sedangkan faktor penghambatnya adalah pengawasan yang masih lemah dari guru, kurang konsisten dalam penerapan reward dan punishment, kurangnya kesadaran pada diri siswa, pengaruh lingkungan tempat tinggal ataupun pergaulannya, minimnya pengetahuan siswa terhadap tata tertib sekolah, kurangnya hubungan interpersonal antara siswa dengan guru.

ABSTRACT

Mohamad Iman Saepuloh. NIM 2180040046 2020 APPLICATION OF REWARD AND PUNISHMENT METHODS IN PAI TO IMPROVE DISCIPLINE AND RESPONSIBILITY

This research is the formulation of problems in the discipline and responsibility of students who have not found optimal results, evident from the existence of some students get into fights between students, are involved in arguments with fellow students, are slow to do assignments or homework, say harsh or dirty, and snacks at school stalls during the teaching and learning process.

The purpose of this study was to identify: the implementation of the reward and punishment method for students at SDN Litasembada and SDN 01 Cililin, the effectiveness of the reward and punishment method in increasing discipline and responsibility of students at SDN Litasembada and SDN 01 Cililin, obstacles and solutions in implementing rewards and punishments. at SDN Litasembada and SDN 01 Cililin.

This research grand theory refers to an interactive learning method between teachers and students which implements a reward system for students who are active and correct in answering practice questions and vice versa provides penalties for students who are inactive or incorrect in answering practice questions which can increase discipline and responsibility to students in Islamic Education learning.

The method used is a descriptive qualitative method with ongoing events, such as how the application, implementation, effectiveness and inhibiting and supporting factors, as well as instill discipline and responsibility through reward and punishment activities so that students become morally good friends or are also called obedient and obedient to teachers at SDN Litasembada and SDN 01 Cililin

The results of this study are as follows: 1. The implementation of the reward and punishment method at SDN Litasembada and SDN 01 Cililin has been carried out well. This is in accordance with the steps of implementing reward and punishment, besides that, it can be seen in the implementation of the learning process that students are very enthusiastic so that it raises the discipline and responsibility of students, 2. With the reward and punishment students can be motivated, and being able to correct the mistakes he has done and also be more careful in acting, 3. Supporting factors: Schools and teachers have a strong commitment to enforce the rules related to the issue of reward and punishment that is applied, a conducive school environment factor. Meanwhile the inhibiting factor is the weak supervision from the teacher, less consistent implementation of reward and punishment, lack of awareness in students, the influence of the environment in which they live or their association, the lack of students' knowledge of school rules, lack of student knowledge about school discipline, lack of interpersonal relationships between students and teachers.