

The Effect of Disciplinary Measures on the Learning Motivation of Students at Pondok Modern Al-Amanah Baubau

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Article Info

Article history:

Received May 3, 2026
Revised June 5, 2026
Accepted June 10, 2026
Online First June 17, 2026

Keywords:

Discipline
Disciplinary Action
Islamic Boarding School
Motivation to Learn

ABSTRACT

Purpose of the study: To analyze and describe the impact of sanctions and discipline on the learning motivation of students at Pondok Modern Al Amanah.

Methodology: This study employs a quantitative approach using an associative research design. The research design utilized is multiple linear regression. The population for this study consists of 200 participants, and the sample size is 30% of the population, resulting in $30\% \times 200 = 60$ students. Data collection methods used in this study include questionnaires, documentation, and interviews. Data analysis includes testing classical assumptions, descriptive statistics, and hypothesis testing.

Main Findings: The F-test indicates that sanctions and discipline, when considered together, significantly influence learning motivation, with an F-value of 46.501 and a significance level of 0.001 (< 0.05). This implies that the regression model is statistically reliable and suitable for explaining the combined effect of sanctions (X1) and discipline (X2) on learning motivation (Y) at the Al-Amanah Modern Islamic Boarding School. The combined R^2 value of 0.620 indicates that 62% of the variation in students' learning motivation can be explained jointly by sanctions and discipline, while the remaining 38% is attributed to other factors outside the model.

Novelty/Originality of this study: The imposition of sanctions that are fair, proportionate, and educational in nature has been shown to increase students' awareness and sense of responsibility toward the learning process.

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1. INTRODUCTION

The most significant form of investment in human capital that plays a strategic role in ensuring the survival of global civilization is education. Historical records consistently show that a nation's prospects for progress and golden age are heavily dependent on development interventions in the education sector. In line with this philosophical mandate, Article 1, Paragraph (1) of Law No. 20 of 2003 on the National Education System emphasizes that education should be a systematic and structured endeavor. The goal is to create a conducive

learning ecosystem so that students can actively realize their internal potential. Through this process, the younger generation is expected to develop spiritual fortitude, self-discipline, strong character, intellectual intelligence, noble morality, and comprehensive competencies that contribute to the well-being of individuals, society, and national sovereignty [1], [2].

Al-Hazami views education as a process of improvement, seeing it not merely as a means of transferring knowledge to students but as a process of transformation toward the development of better character. The goal of education is to establish a balanced way of life that harmonizes physical development with human thought processes [3].

Learning motivation is a key factor determining the success of students in pursuing their education within a pesantren environment [4], [5], [6]. In the pesantren education system, which emphasizes independence and discipline, learning motivation is a crucial factor in supporting students' academic and spiritual development. These internal and external motivators significantly determine students' learning success, both in formal settings such as schools and in self-directed learning [7].

The strategic role of learning motivation is reflected in several ways. First, motivation enhances students' determination to pursue knowledge, whether in understanding religious subjects such as tafsir, fiqh, and hadith, or general subjects such as mathematics and science [8]. Second, motivation fosters independent learning, as students who possess it tend to be more proactive in seeking knowledge through study sessions, discussions, or independent reading. Third, motivation maintains consistency in learning, helping students remain diligent in following the boarding school's strict schedule, such as congregational prayer, Quran recitation, and study circles. Finally, in the context of pesantren that emphasize character building, strong motivation makes it easier for students to absorb and internalize religious values to be applied in their daily activities. Thus, motivation is not merely an academic driver but also a pillar of holistic character development.

As Islamic educational institutions, pesantren have a unique system for shaping the character and discipline of their students [9]. Unlike public schools, pesantren do not focus solely on academics but also continuously cultivate strong moral values and discipline for daily life. In this context, sanctions and discipline are important factors that influence students' motivation to learn. In Islamic boarding schools, these are not intended merely to punish, but rather to foster positive habits, enhance responsibility, and build a strong mindset to face academic and life challenges [10].

Disciplinary measures in Islamic boarding schools are consequences imposed on students who violate rules—whether in academic, religious, or daily life matters—with the aim of serving as a deterrent and educating students to develop disciplined and responsible attitudes [11]. Disciplinary measures in education, when administered through a fair and educational approach, can enhance learning motivation, as students understand that every action has consequences [10]. However, sanctions also have the potential to cause negative effects if applied excessively or unfairly, such as lowering students' self-confidence and enthusiasm for learning. Therefore, sanctions must be educational in nature and not merely punitive so that they continue to provide positive motivation [12], [13].

Discipline in Islamic boarding schools is defined as students' adherence to the rules governing their daily lives. These rules are stricter than those in public schools because they regulate not only academic activities but also prayer schedules, meal times, and social interactions. Discipline consistently enforced in an educational setting can foster a sense of responsibility and promote good study habits [14].

In the enforcement of sanctions as stipulated in the Classroom Conduct Rules for the 2024–2025 Academic Year, all students are required to comply with KMI discipline, whether written or verbal, in accordance with Dhomir's guidelines. Those who violate these rules will be blacklisted, with the following sanctions: 3–5 entries in the disciplinary record book/Jibas violation log will result in a final warning. 5–7 entries in the disciplinary record book/Jibas violation log will result in a Jundi punishment (subject to conditions). 7–10 entries in the disciplinary record/violation log result in a "shaved head" penalty (subject to conditions). 10 or more entries in the disciplinary record/violation log will result in a summons for the student's parents or guardians (subject to conditions). Students with entries in the disciplinary record will face consequences regarding grade promotion [15].

A previous study conducted by Riyadlotussholikhah [15] examined the impact of students' study discipline on their motivation to learn Islamic Religious Education (IRE) at SMPN 3 Pekalongan. The results of the inferential analysis in the study showed a t-value of 1.757, which is smaller than the critical t-value of 1.99. Furthermore, the significance level found was 0.083, a figure greater than the significance threshold of $\alpha = 0.05$ ($0.083 > 0.05$). Consequently, H_0 is accepted and H_1 is rejected, indicating that academic compliance does not have a significant effect on students' learning motivation. Furthermore, the Adjusted R-Square coefficient was recorded at 0.028, indicating that the contribution of the discipline variable to PAI learning motivation was only 2.8%. Meanwhile, the remaining 97.2% was determined by other factors outside the estimation model.

The novelty of this study lies in the development of its conceptual framework and research setting. Unlike Riyadlotussholikhah's bivariate study—which was limited to the variables of discipline and learning motivation—this study integrates three variables simultaneously by including the element of disciplinary action

as an additional variable predicted to influence motivation. In addition to the expansion of variables, a fundamental difference was also found in the characteristics of the social environment where data was collected; this study was conducted in an Islamic boarding school environment with a specific sociocultural climate, unlike the previous study, which was conducted in a public junior high school.

Based on initial observations at Pondok Modern Al-Amanah, several phenomena were identified that indicate the students' learning motivation is not yet optimal. As noted by Slameto [10], learning motivation is significantly influenced by both internal and external factors, including discipline and the enforcement of sanctions. Sardiman [16] also emphasizes that learning motivation can be observed through perseverance in completing tasks. However, field observations show that some students still do not complete their homework, do not take memorization seriously, and even fall asleep during lessons. This aligns with the findings of Uno [12], who explains that low intrinsic motivation can lead to students lacking enthusiasm in participating in the learning process [17].

2. RESEARCH METHOD

2.1 Research Design

A quantitative approach with an associative research design was employed in this study. This associative approach was chosen to identify, measure, and analyze causal relationships and the effects produced by two or more variables [18]. Specifically, this study aims to examine the direct effects of independent variables including the imposition of sanctions and levels of discipline—on the dependent variable: the learning motivation of students at the Modern Al-Amanah Baubau Islamic Boarding School.

Multiple linear regression analysis is integrated into the research design of this study [19]. The selection of this model is based on the researcher's need to estimate and evaluate the magnitude of the influence both jointly and individually of the two independent variables (sanctions and discipline) on the dependent variable, namely the students' learning motivation [20].

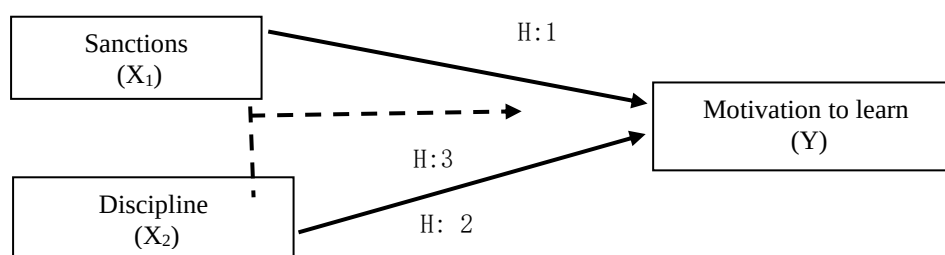


Figure 1. Research Design

2.2 Population and Sample

All students at the Al-Amanah Modern Islamic Boarding School in Baubau for the 2023/2024 academic year, totaling 200 students, constitute the study population. Given the representative size of this population, the researcher set the sample size at 30% of the total population. Through proportional calculation ($30\% \times 200$), a definitive sample of 60 students was obtained. Purposive sampling, a non-probability-based sampling method in which community members or subjects are selected based on specific considerations and characteristics aligned with the research objectives, was used as the sampling technique [21].

2.3 Data Collection Techniques

This study relied on a written questionnaire distributed to the students. The questionnaire contained a series of structured items designed to measure the variables of disciplinary sanctions and academic discipline levels using a verbal frequency scale. Additionally, this study incorporated documentation techniques to collect secondary data relevant to the research focus. This process involves compiling institutional archives such as boarding school regulations, educator profiles, institutional profiles, and other supporting records capable of validating and reinforcing the tabulation of data from the respondents' questionnaires [22].

As a method of triangulation and data exploration, the researcher employed interview techniques. This approach was executed through direct, focused, and interactive dialogue between the researcher (as the interviewer) and key informants, with the aim of exploring narratives and obtaining comprehensive qualitative information regarding the phenomenon under study.

2.4 Data Analysis Techniques

This study employed two main stages of data analysis: descriptive statistical analysis and inferential statistical analysis. All computational and data processing procedures were conducted using the Statistical Package for the Social Sciences (SPSS) software to ensure the accuracy and efficiency of the estimation results.

In the first stage, descriptive analysis was applied to provide an empirical overview and general characteristics of each variable under study, including both the independent variables (sanctions and discipline) and the dependent variable (students' motivation to learn). The next stage is inferential analysis, which focuses on testing the research hypotheses to evaluate the significance of the independent variables' influence on the dependent variable, both partially and simultaneously. The core method used in this modeling is multiple linear regression analysis, with the following mathematical formulation:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Explanation

Y = Students' Motivation to Learn Motivasi Belajar Santri

X₁ = Disciplinary Action

X₂ = Discipline

a = constant

b₁, b₂ = regression coefficients

e = error

Before performing multiple regression, it is advisable to first conduct classical assumption tests, starting with a normality test to examine the data distribution (using the Kolmogorov-Smirnov test), followed by a Multicollinearity Test—to examine correlations among independent variables (using VIF and Tolerance), then a Heteroscedasticity Test—to assess the homogeneity of residual variances (using the Glejser test or a scatterplot), and an Autocorrelation Test (optional for time series data).

Finally, this will be followed by hypothesis testing, which is conducted through several tests: the Partial Test (t) → testing the effect of each X on Y, the Simultaneous Test (F) → testing the combined effect of the X variables on Y, and the Coefficient of Determination (R²) → measuring the extent to which the variation in Y can be explained by X [23].

3. RESULTS AND DISCUSSIONS

Based on the results of hypothesis testing using multiple linear regression analysis, it was found that the two independent variables Imposition of Sanctions (X1) and Discipline (X2)—have a significant effect on the learning motivation of students at Pondok Modern Al-Amanah in Baubau City, both simultaneously and individually.

Table 1. Partial T-Test Values for Variables X1 and X2 on Y

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	49.978	13.125		3.808	.000
	X1	.218	.090	.214	2.417	.019
	X2	.462	.060	.679	7.660	.000

a. Dependent Variable: Y

Data source: SPSS analysis results

The results of the multiple linear regression analysis indicate that both independent variables—Imposition of Sanctions (X1) and Discipline (X2)—have a positive and significant effect on students' motivation to learn. This is evidenced by the significance values of each variable being less than 0.05, specifically 0.019 for Sanctions and 0.000 for Discipline.

Table 2. F-Test Value (Simultaneous)

		ANOVA ^a				Sig.
Model		Sum of Squares	df	Mean Square	F	
1	Regression	1374.953	2	687.477	46.501	.001 ^b
	Residual	842.697	57	14.784		

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Total	2217.650	59
a. Dependent Variable: Y		
b. Predictors: (Constant), X1, X2		

Data source: SPSS analysis results

$F = 46.501$ and $\text{Sig.} = 0.001 (< 0.05)$. This means that the regression model is statistically significant, meaning it is a valid model for explaining the effects of sanctions and discipline on learning motivation.

3.1. The Effect of Discipline on Students' Motivation to Learn

The results of the regression analysis indicate that discipline has a significant effect on students' learning motivation, with a significance value of $0.000 < 0.05$. Furthermore, an R-squared value of 0.581 indicates that 58.1% of the variation in students' learning motivation is explained by discipline.

Discipline is a main pillar in shaping students' character. The statistical results of this study indicate that discipline has a significant positive effect on students' learning motivation. This finding supports the theory proposed by Bandura in Social Cognitive Theory, which states that consistent behavioral regulation can strengthen self-control and encourage individuals to achieve their learning goals. In the pesantren environment, discipline is not merely compliance with rules but also serves as a mechanism for developing responsibility, self-regulation, and productive learning habits.

Rudolf Dreikurs [24] states that effective discipline is that which encourages students' active participation in establishing rules and accepting the consequences of their behavior. Discipline is not punishment, but rather an effort to foster a sense of responsibility.

In the context of Islamic boarding schools, discipline that is applied consistently and educationally will make students more responsible in their studies and motivated not to waste time.

According to Skinner [25] in behaviorist theory, reinforcing positive behaviors (such as punctuality in studying and adherence to rules) strengthens those behaviors. If discipline is consistently reinforced, it will become a habit that supports learning motivation.

Abraham Maslow [26] in his humanistic theory, places the need for security and order as part of the basic needs in the hierarchy of needs. Discipline provides structure and security that make students feel comfortable and focused on their studies, which then leads them toward self-actualization.

Deci and Ryan's [27] self-determination theory states that motivation flourishes when three basic aspects are met: autonomy, competence, and relatedness. Discipline can support all three, especially when it is applied not in an authoritarian manner, but through clear and consistent structures, so that students feel more capable and responsible.

The Qur'an's view on discipline is explained in Surah As-Sham: 1–3, namely:

وَالْعَصْرِ ۝

By the time,

إِنَّ الْإِنْسَانَ لِفِي خُسْرٍ ۝

Indeed, mankind is truly in a state of loss,

وَتَوَاصَوْا بِالصَّبْرِ ۝ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ ۝

except for those who believe and do good deeds, and urge one another toward truth and patience

The verse above emphasizes the importance of time management and consistency in good deeds, which are part of discipline. Students who are disciplined in managing their study time will avoid setbacks and become productive individuals.

In another verse, Allah SWT discusses discipline in the Qur'an in Surah Al-Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

O you who believe, when you are told, "Make room in the assemblies," make room; surely Allah will make room for you. When you are told, "Stand up," stand up. Allah will surely raise those of you who believe and those who have been given knowledge several degrees. Allah is fully aware of what you do [28].

The verse above indicates that knowledge is the path to glory, and discipline is the means to attain it. Without discipline, knowledge cannot be fully acquired.

Discipline is a crucial foundation in shaping the character and learning motivation of students. Through discipline, students not only become orderly individuals but also develop awareness and a sense of responsibility toward their academic obligations. Educational theories indicate that discipline applied consistently, fairly, and in a guiding manner enhances students' intrinsic motivation. The Qur'an also emphasizes the importance of perseverance, responsibility, and time management as keys to success in the pursuit of knowledge. Therefore, discipline is an educational instrument that cannot be separated from the effort to shape students who are intelligent, resilient, and of noble character.

The process of instilling discipline at Pondok Modern Al-Amanah Baubau is carried out through a structured daily routine that spans from waking up until bedtime. Students are woken up at 4:00 a.m. WITA to perform the tahajud prayer and the Fajr prayer together, followed by Quran memorization. This routine fosters early morning discipline, which cultivates an awareness of the importance of making the most of one's time. Formal learning activities take place from morning through midday with a strict schedule, followed by afternoon and evening sessions focused on the study of classical Islamic texts and personal development. All these activities are organized within a fixed schedule and consistently supervised by teachers, thereby creating an environment conducive to the development of a disciplined character.

From a psychological perspective, this mechanism aligns with the theory of habit formation proposed by Wood & Neal [29]. This theory explains that behavior consistently repeated in a stable context leads to automaticity, whereby a behavior is eventually performed automatically without requiring significant cognitive effort. This habit formation process involves three stages: (1) cue, which refers to a fixed schedule and supervision that serve as triggers for disciplined behavior; (2) routine, namely the repeated performance of the same activities such as congregational prayer and studying on time; and (3) reward, in the form of a sense of calm, praise from caregivers, or academic achievements attained by the students. Through consistent repetition, discipline that was initially external and enforced (external regulation) gradually internalizes into a personal value (internalized value) that drives the students' intrinsic motivation to learn.

Furthermore, the discipline developed through this habit-forming process also strengthens self-regulation in learning. Students who have become accustomed to discipline tend to be better able to manage their time, set learning goals, and control themselves against distractions, which ultimately enhances their self-efficacy and motivation to learn. Thus, discipline functions not only as an external control mechanism but has transformed into a psychological need that drives students to learn independently and continuously. This finding reinforces the proposition of self-determination theory [30] that clear and consistent structures (such as discipline) can support the needs for competence and autonomy, which form the foundation of intrinsic motivation.

3.2. Simultaneous Effects

The results of the F-test indicate that the variables of sanctions and discipline, taken together (simultaneously), have a significant effect on students' learning motivation, with an F-value of 46.501 and a significance level of 0.001 (< 0.05). This means that the simultaneous regression model is significant, meaning the model used is suitable for explaining the effect of Sanction Imposition (X1) and Discipline (X2) on Learning Motivation (Y) at Pondok Modern Al-Amanah in Baubau City.

The R-Square value is 0.620. This means that 62% of the variation in students' learning motivation can be explained by the variables of Sanctions and Discipline together. The remaining 38% is explained by other factors outside the model.

Thus, the findings indicate that educational sanctions and discipline are positively associated with students' learning motivation at Pondok Modern Al-Amanah in Baubau City. However, this relationship should not be interpreted as meaning that all forms of sanctions automatically increase learning motivation. The effectiveness of educational sanctions depends on their nature, proportionality, consistency, and educational orientation. Sanctions designed to foster responsibility, self-reflection, and behavioral improvement are more likely to encourage positive learning attitudes than punitive measures that merely emphasize punishment [32].

The implication of these findings is that improving students' motivation to learn requires more than just increasing the use of disciplinary measures; it must also be balanced with improved discipline. These two aspects are mutually reinforcing in creating a generation of students who are intellectually capable and possess good character [33].

These findings reinforce the concept of holistic education, which fosters in students good behavior, responsibility, a drive for achievement, self-confidence, and purposeful learning in their daily lives. Both aspects must work in synergy to cultivate strong learning motivation within the students.

In the world of Islamic boarding schools, sanctions and discipline are not forms of violence, but rather methods of ta'dib aimed at fostering self-awareness, self-control, and intrinsic motivation to become diligent, orderly, and high-achieving students [34].

If discipline is likened to a tree that requires a strong root system (rules), an upright trunk (consistency), and lush green leaves (positive habits), then the imposition of sanctions serves as water and fertilizer applied in appropriate measure. Sanctions are not meant to uproot the tree, but rather to water the roots of awareness, prune away the withered leaves (negative behaviors), and ensure the tree grows straight toward the light (educational goals). Without discipline, the tree will grow wild; without appropriate sanctions, the tree may wither or rot due to the pests of uncorrected violations [35], [36].

In practice, this synergy is manifested in the daily routines of the pesantren. For example, a student who is late for a religious study session (a disciplinary violation) is not only given the additional sanction of memorization (an academic-worship sanction) but is also engaged in a dialogue to help them realize the

importance of time management. Thus, sanctions serve as reinforcement for the value of discipline, while also acting as a warning to prevent the recurrence of violations [37], [38].

These two methods—the imposition of sanctions and discipline—will foster a generation of students who are responsible and of noble character. In Islamic teachings, Allah will elevate the status of those who believe and seek knowledge, as emphasized in His words in the Qur'an, Surah Al-Mujadalah, verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَسَعَّجُوا فِي الْمَجْلِسِ فَاسْقَحوْا بِنُفْسِكُمْ إِلَهَ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

O you who believe, when you are told, “Make room in the assemblies,” make room; surely Allah will make room for you. When you are told, “Stand up,” stand up. Allah will surely raise those of you who believe and those who have been given knowledge several degrees. Allah is fully aware of what you do.

In Islam, discipline and sanctions are part of the system of spiritual and moral education. The imposition of proportionate sanctions can foster awareness and responsibility among students, while discipline helps them establish a structured lifestyle that supports both academic and spiritual success. When applied with compassion and wisdom, both will serve as powerful motivators for students to learn with sincerity, steadfastness, and excellence [39], [40].

4. CONCLUSION

Partially, the imposition of sanctions (X₁) contributes positively by 29.9% to learning motivation through educational error assessment. Meanwhile, discipline (X₂) has a dominant influence of 58.1% because it fosters order and time management among students. Simultaneously, both variables (X₁ and X₂) account for 62% of the variation in learning motivation (Y). In holistic Islamic education, the integration of sanctions and discipline serves a strategic role in character building, guiding social behavior, supporting cognitive development, and fostering students' spiritual self-control.

ACKNOWLEDGMENTS

I would like to thank everyone who has guided me throughout the process of completing this research. Special thanks go to the Islamic boarding school and the faculty members who reviewed this study, enabling me to revise it and improve it.

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