

STRATEGY TO IMPROVE EDUCATION QUALITY THROUGH GIVING REWARDS TO STUDENTS AT MIN 6 NGANJUK

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Abstract

In the era of globalization, improving the quality of competitive education is very necessary. All problems in education such as not focusing on learning, declining student enthusiasm and so on are challenges for school principals, educators and parents. Therefore, the provision of giving rewards is expected to improve the quality of education. This study focuses on strategies to improve the quality of education through rewards to students along with supporting and inhibiting factors in its implementation. This research uses a qualitative approach with a descriptive type of research. The results of the study show that the strategy for improving the quality of education through the provision of rewards refers to input (preparation of teacher human resources), process (class division, procurement of extracurricular and tutoring, giving rewards that have applied the principles and meet the requirements), output (rewards foster student enthusiasm, and assessment can create output according to the educational goals of the institution) with various supporting factors such as the involvement of several parties, adequate infrastructure, student motivation and sufficient funds. And the obstacles to its implementation are poor time management, urgent interests in school, lack of concern for some students, and lack of full support from parents. Overcome by paying attention to teachers, students and parents who can support the implementation of school activities. And with the implementation of this strategy, the educational process makes it easier for teachers to deliver subject matter, the direct results of education are in the form of student behavior after attending lessons, and the final result of education is the behavior of graduates.

Keywords: Education Strategy, Education Quality, Reward

INTRODUCTION

Education is a process that is needed to get a balance in carrying out social life. Education in this case is not just the transfer of knowledge from teachers to students. However, in an education more emphasis is placed on the formation of individual awareness and personality. With the process that is passed in education, it is hoped that a nation can inherit religious values, culture, thoughts and expertise to the next generation, to be ready to face a brighter future for the nation and state. The importance of education, makes it an obligation for Muslims to seek knowledge, as the hadith:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ، وَإِنَّ طَالِبَ الْعِلْمِ يَسْتَغْفِرُ لَهُ كُلَّ شَيْءٍ حَتَّى الْحَيَّاتُ فِي الْبَحْرِ
(رواه ابن عبد البر عن انس)¹

¹Sayyid Ahmad Al-Hasyimi, *Mukhtarol Hadits* (Surabaya: Darul Ilmi), 93.

“Seeking knowledge is obligatory for every Muslim, and indeed the seeker of knowledge is asked for forgiveness by everything up to the fish in the sea”.

Education in a broad sense is everything that concerns the process of human development and development, namely efforts to develop and instill values for students, so that the values contained in education become the child's personality which in turn he becomes a smart person, has good character. , able to live and be useful to society. According to the 2003 National Education System Law, Article 1 paragraph (1) states that:² Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

In carrying out the educational process, it must provide balanced attention and treatment in developing the character, intellectual and physical characteristics of students so as to produce qualified human resources. Ki Hadjar Dewantara emphasized that education is an effort to guide all the natural forces that exist in children so that they as members of society can achieve the highest safety and happiness.³ Now, the implementation of the education system in Indonesia seems to have made significant progress. The education system in Indonesia cannot be separated from the demands for Human Resources (HR). Improving the quality of Human Resources is a reality that must be carried out in a planned, directed, intensive, effective, and efficient manner in the development process, otherwise this nation cannot compete in the globalization era. Recognizing the importance of the process of improving the quality of Human Resources, the government together with the private sector have been and continue to strive to realize the mandate through various efforts to develop higher quality education through curriculum development and improvement as well as an evaluation system, improvement of educational facilities, development and procurement of teaching materials, and training for teachers and other education personnel.

One of the ways to improve human resources is to improve the quality of students in learning. In education, quality is very urgent in order to produce quality output and guarantee education consumers to obtain appropriate education. Quality of education is the ability to manage inputs, processes, and optimally utilize existing resources to improve the learning

²Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Jakarta: 2003)

³Al Musanna, “Indigenisasi Pendidikan: Rasionalitas Revitalisasi Praktis Pendidikan Ki Hadjar Dewantara” *Jurnal Pendidikan dan Kebudayaan*, Vol. 2, No. 1, (Juni, 2017), 121.

abilities and learning outcomes of graduates.⁴ Efforts to improve the quality of education must be carried out continuously, systematically, and measurably so as to provide satisfaction to education consumers.

Students or students are objects of education, so that learning outcomes will affect the improvement of the quality of education through learning that cannot be separated from dependence on physical conditions, behavior, and interests and talents of students. Student learning outcomes can be seen from the ability of students to achieve both academic and non-academic achievements. The number of problems in learning such as students not focusing and not paying attention to lessons from the teacher, cannot be separated from the role of an educator to package learning as attractive as possible. Each media, method, and learning model used by the teacher is very influential on student learning outcomes, both learning outcomes in terms of cognitive, affective, and psychomotor.⁵ Changes obtained by students after experiencing the learning process are a form of learning outcomes which indicate that these students have really followed the learning process well. Because learning can be said as a change from what you don't know to know, from what you can't do, from what you don't understand to understand.

Learning achievement is the result (mastery) achieved by students in a particular field of study after following the teaching and learning process. It can be said that the critical point of educational success can be seen from student achievement. However, the facts on the ground show that student achievement is now experiencing a decline. One of the reasons for the decline in learning achievement is the decrease in students' learning motivation. In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by the learning subject can be achieved.⁶

Learning motivation can be formed through motivation from within and motivation from outside. Educators are one of the subjects of education that can arouse the spirit of learning from outside the individual child. Teachers must be able to motivate students to take part in learning in an orderly manner. However, before motivating students, teachers must also have a strong motivation to do learning. Thus it can be understood that the teacher has a direct influence on student learning. For this reason, the provision of stimulation from

⁴Nurul Hidayah, *Kepemimpinan Visioner Kepala Sekolah dalam Meningkatkan Mutu Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2016), 134.

⁵Raihan, "Penerapan Reward dan Punishment dalam Peningkatan Prestasi Belajar Pendidikan Agama Islam" *DAYAH: Journal of Islamic Education*, Vol. 2, No. 1, (2019), 116.

⁶Sardiman, *Interaksi Motivasi dan Belajar Mengajar* (Jakarta: Rajawali Pers, 2014), 75.

educators in the form of awards such as prizes and praise greatly influences students to create students that are expected by the Indonesian people. Award with another name reward, is one of the factors that encourage a student to study harder. Giving rewards in education is intended as an award that is obtained through children's efforts through learning, both through groups and individuals who produce learning achievements. The reward given does not have to be in the form of material, but can be in the form of praise, applause, or a thumbs up. When the reward given has no time limit, this will increase the enthusiasm of the students to be enthusiastic about learning while waiting for the promised reward to come.⁷

To get the appropriate quality standards and maintain it is not an easy thing. Therefore, educational institutions or educational practitioners need to maintain the quality of education with various desired approaches and adapted to the conditions of educational institutions. MIN 6 Nganjuk is a basic education institution which was formerly known as MIN Cengkok, located on Jl. Imam Bonjol No. 47, Cengkok Village, Ngronggot District. MIN 6 Nganjuk is the only State Islamic educational institution in Cengkok Village. The many achievements that have been made in various academic and non-academic competitions have made the name of MIN 6 Nganjuk more widely known to the public.⁸ Not only that, the enthusiasm of the teachers in packaging learning also makes learning more fun.⁹ Problems that occur in MIN 6 Nganjuk such as there are some students who are less enthusiastic in learning, making MIN 6 Nganjuk apply rewards to students such as getting prizes in the form of books, pens, or other school equipment as a form of appreciation given to the winners. class at MIN 6 Nganjuk.[5] From this explanation, the researcher intends to conduct research on the Strategy for Improving the Quality of Education through Giving Rewards to Students at MIN 6 Nganjuk.

DISCUSSION

Quality of Education

1. Definition of Education Quality

Quality comes from English, namely quality which means goodness or worth, which by definition is defined as goodness or value. In the Big Indonesian Dictionary "quality" means the good or bad of an object, level, level or degree (intelligence, intelligence). Quality

⁷Halim Purnomo dan Husnul Khotimah Abdi, *Model Reward Dan Punishment Perspektif Pendidikan Islam* (Yogyakarta: Deepublish, 2012), 41.

⁸MIN 6 Nganjuk, Hasil Observasi (06 September 2021).

⁹Risma Eka Anggraeni, Siswi Kelas VI MIN 6 Nganjuk, Wawancara Langsung (12 September 2021).

is the ability possessed by a product or service unit, which can meet the needs or expectations of customer satisfaction. According to "Father of Quality" Edward Deming quoted by Jamaluddin, quality is defined as something that exceeds consumer satisfaction and desires.¹⁰ According to him, a high-quality product or service if the customer considers the product he bought has good value, is loyal as a customer, and invites others to buy the product or service. Customers perceive true quality based on their feelings, expectations of new stimuli, and subjectively compare them with other products. Meanwhile, according to Arcaro quoted by Mu'alimin, quality is a structured process to improve an output produced.¹¹ Quality is a description or overall characteristics of goods or services that indicate its ability to satisfy the expected needs.

According to the 2003 National Education System Law, Article 1 paragraph (1) states that:¹² Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar anak didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

In the context of education, quality refers to input, process, and output. Input quality can be seen from several sides. First, the situation and condition of human resources such as principals, teachers, staff, and students. Second, whether or not the school's criteria for material input such as school facilities and infrastructure are met. Third, whether or not it meets the input criteria in the form of software such as regulations and organizational structures. Fourth, the quality of input that is of the nature of expectations and needs such as vision, mission and ideals.¹³

The process of education is the changing of something into something else. Process quality means the ability of existing resources in schools to transfer various types of inputs and conditions to achieve added value for students, such as the value of discipline and the value of familiarity. While the output is the school's performance which can be measured from the quality, effectiveness, productivity, efficiency, innovation, and work morale. The quality of educational output can be seen if educational institutions are able to produce academic and extracurricular excellence for students for one level of education. Usually

¹⁰Jamaluddin, *Manajemen Mutu* (Jambi: Pusaka, 2017), 2.

¹¹Mu'alimin, *Menjadi Sekolah Unggul* (Yogyakarta: Gading Pustaka, 2014), 61.

¹²Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Jakarta: 2003).

¹³Minnah El Widdah dan Syamsul Huda, *Manajemen Strategi Peningkatan Mutu Pendidikan* (Jambi: Salim Media Indonesia, 2018), 108.

academic excellence is expressed by the value achieved by students, while extracurricular excellence is expressed by the variety and form of skills that students perform.

In the education process, Andi Noviyandi and Ihsan Dacholfany quoted Yusuf's opinion which stated that the quality of education is related to teaching materials, methodologies, facilities and infrastructure, manpower, financing, environment and so on. However, on educational outcomes, quality is related to the achievements achieved by schools within a certain time which can be in the form of tests of academic abilities, such as general tests, report cards, national exams, and non-academic achievements such as sports, arts or skills.¹⁴ So quality in education can be said as the results achieved by educational institutions within a certain time.

Hasan Baharun and Zamroni explain that the quality of education is the degree of excellence in managing education effectively and efficiently to give birth to academic and extracurricular excellence in students who are declared to have passed for one level of education or completed certain learning.¹⁵ Meanwhile, according to the Ministry of Education and Culture quoting Suryadi and Tilaar's opinion, it explains that the quality of education is the ability of the education system that is directed effectively to increase the added value of input factors in order to produce the highest output.¹⁶ Quality in the context of education is very essential because it relates to institutions consisting of elements of teachers, students, education officers, and consumer data collection. The quality of education is related to what is produced and who is the user of education. The sentence refers to the added value provided by education, and the parties who process and enjoy the results of education.

Components related to the quality of education are students (readiness and motivation to learn), teachers (professional abilities, personal abilities, pedagogical abilities, social skills), curriculum (relevance of content and operationalization of the learning process), facilities and infrastructure (adequacy and effectiveness in supporting the learning process), learning), community (participation in the development of school education programs).¹⁷ Quality does not just happen, but needs to be planned and organized by educational institutions. Quality is the ability of educational institutions in operational management and

¹⁴Andi Noviyandi dan Ihsan Dacholfany, *Implementasi MBS dalam Meningkatkan Mutu Pendidikan* (Lampung: Laduny Alifatama, 2020), 21.

¹⁵Hasan Baharun & Zamroni, *Manajemen Mutu Pendidikan* (Tulungagung: Akademia Pustaka, 2017), 98.

¹⁶*Sistem Penjaminan Mutu Pendidikan* (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2019), 13.

¹⁷Muwahid Sulhan dan soim, *Manajemen Pendidikan Islam* (Yogyakarta: Teras, 2013), 108.

efficiency of components related to educational institutions so as to produce added value to these components according to applicable standards. Allah says in QS. As-Shaff verse 4:

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَأَنَّهُمْ بُنْيَانٌ مَرْصُورٌ¹⁸

“Indeed, Allah loves those who fight in His cause in regular rows as if they were like a solid structure”. (Surat As-Shaff: 4)

The verse explains that Allah likes people who are united in a battle line who makes the line like a solid building so that there is no opening for the enemy to attack. From this verse, in improving the quality of education, all components of education must work together to realize educational goals, and be able to satisfy education customers with quality educational outputs. From the explanation above, it can be concluded that the quality of education is not only in the input element, but also in the process, as well as good output that is able to produce advantages in education, both academic excellence and extracurricular excellence, which can provide satisfaction of the needs expected by the community.

2. Education Quality Indicator

According to Atkinson quoted by Muhammad Thoyib, indicators that can be used as benchmarks for the quality of education are:¹⁹

a. Education end result

The measure of the final outcome of education is the behavior of the graduates of an educational institution after they enter the community. The level of quality is described by how far the behavior of its graduates meets the demands of society.

b. Direct results of education

The results are in the form of student behavior (in the form of knowledge, skills, and attitudes) after they complete education. Direct results of education as a measure of quality that includes cognitive and non-cognitive aspects.

c. Educational process

The educational process greatly determines the direct results and the final results of education. The factors of the educational process that will be used as a measure of the quality of education must really have something to do with educational outcomes, both theoretically and empirically.

¹⁸Departemen Agama, al-Quran dan terjemahannya (Bandung: Sygma Examedia Arkanleema), 551.

¹⁹Muhammad Thoyib, *Manajemen Mutu Pendidikan Islam Kontemporer* (Jakarta: Direktorat Pendidikan Tinggi Islam Kementerian Agama RI, 2012), 25.

3. Principles of Quality Education

Improving the quality of education for educational institutions is a top priority in building sustainable education. Therefore, education actors must have principles in improving the quality of education. The quality principle is a number of assumptions that are assessed and believed to have the power to realize quality. According to Arcaro quoted by Budi Haryanto and Istiqomah, there are five principles of quality in education, namely:²⁰

a. Focus on customer

Quality measures are seen from the extent to which conformity with the requirements desired by the customer. Without quality that meets customer demands, educational institutions will lose their customers. The customer is the king who must be served as well as possible. Therefore, educational institutions must work closely with customers to determine what customers want and how customers receive service value.

b. Total engagement

Every employee or staff, regardless of level must be involved and play an important role in achieving quality education. Everyone must participate in the transformation of quality. Quality is not only the responsibility of principals, school boards, or education supervisors. However, quality is the responsibility of all parties.

c. Measurement

The old view is that the quality of education is measured by learning achievement. In the new approach, education professionals must learn to measure the quality of education from the ability and performance of graduates based on user demands. Educational institutions should continue to collect and analyze data to improve the accuracy of decision-making, and to enable prediction of future events based on past records.

d. Commitment

Every individual in an educational institution must have a commitment to quality. If the individual has a commitment, the quality transformation process will not start. The commitment of teachers and education personnel will be obtained when they are empowered and management has provided the right environment for them.

e. Continuous improvement

Continuous improvement of the overall performance of the organization should be the permanent goal of the organization. Continuous improvement is defined as a process that focuses on continuous efforts to improve the effectiveness and efficiency of the organization

²⁰Budi Haryanto dan Istikomah, *Manajemen Mutu Pendidikan Islam* (Sidoarjo: UMSIDA Press, 2020), 60.

to meet the policies and objectives of educational institutions. With continuous improvement in the quality of education, an educational institution can find ways to be more competitive and more effective in fulfilling customer expectations.

4. Factors Affecting Education Quality Improvement

In improving the quality of education, it can be influenced by educational input factors and education management factors. Educational management is a process of managing educational institutions with the support of existing resources to achieve educational goals effectively and efficiently.²¹ School resources consist of people (man), funds (money), facilities and infrastructure (materials), and regulations (policy). Educational input factors that affect the improvement of the quality of education are:²²

a. Human resources, as school managers consisting from:

1. Principal

The leadership of the principal greatly determines the direction of the quality of education in an educational institution. A school principal must know his role and function as a leader. For this reason, the principal must have and understand a clear work vision, be able and willing to work hard, have a high work drive, be diligent and steadfast in working, provide optimal service, and have strong work discipline.

2. Teacher

The main task of the teacher is to educate, teach, guide, direct, train, assess, and evaluate students. Maximum teacher involvement, by increasing the competence and work profession of teachers in seminars, workshops and training activities, it is hoped that the results of these activities will be implemented in schools which can improve the quality of students.²³

3. School administration staff

Administrative staff is a group of human resources who are not directly involved in student learning activities but provide support for the smooth learning process and school administration activities.

²¹Syafaruddin, *Manajemen Organisasi Pendidikan* (Medan: Perdana Publishing, 2015), 4.

²²Muwafiqus Shobri, Strategi Meningkatkan Mutu Pendidikan di Madrasah Aliyah Hasan Jufri, *Cendekia: Jurnal Studi Keislaman*, Vol. 3, No. 1, Juni 2017, 16.

²³Mirna Sukoyati dan Adinda Salwa Fajriati, *Evaluasi Pembelajaran sebagai Upaya Meningkatkan Mutu Pendidikan*, (Bogor: Universitas Djuanda), 40.

b. Facilities and infrastructure

Educational facilities and infrastructure play an important role in creating a conducive atmosphere. Facilities are equipment and supplies that are directly used and support the educational process, such as tables and chairs. Meanwhile, infrastructure is a facility that indirectly supports the course of an educational process, such as school yards and parks.²⁴

c. Learners

Students are one of the inputs that determine the success of the educational process. In Law No. SISDIKNAS. 20 of 2003 article 1 states that students are community members who try to develop their potential through a learning process that is available at certain paths, levels and types of education.²⁵ Thus, students are the subject of education where all activities carried out by school institutions ultimately lead to. Exploring the competence and ability of students is very important to make an inventory of the strengths of students.

d. Finance (financing)

Finance is one of the factors that have an influence on improving the quality and suitability of education. For this reason, finances need to be managed as well as possible so that they can be used optimally to support the achievement of educational goals.

e. Curriculum

In the context of education, curriculum means a clear path that is traversed by educators/teachers with students to develop knowledge, skills and attitudes as well as values. The principle of the curriculum is that the learning process can run well, with benchmarks for achieving goals by students and encouraging teachers to develop and continuously improve their learning strategies.

f. Organization

Organizing is the activity of organizing and grouping work into smaller and more detailed parts that are given to people who are experts in certain fields.²⁶

g. Physical environment

Study and work must be supported by the environment. The environment affects teachers, students, including learning activities.

²⁴Rahmat Hidayat dan Candra Wijaya, *Ayat-Ayat Alquran Tentang Manajemen Pendidikan Islam* (Medan: LPPPI, 2017), 132.

²⁵Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Jakarta: 2003).

²⁶Ibid., 182.

h. The development of science or technology.

School is a place to gain knowledge and serves as a transfer of knowledge to students. For this reason, an educational institution is required to follow the development of science and technology in accordance with the field of teaching that is useful in preparing superior students who are able to compete in the global era.

i. Regulation

Organizational culture is a pattern of behavior developed by an organization that is learned when dealing with problems of external and internal adaptation, which is good enough to be taught to members as a way to realize, think, and feel.

j. Society participation

Community participation is needed to improve the quality of education in an educational institution. The network of cooperation is not limited to the school environment and the community (parents and the community), but with other organizations, such as companies or government agencies so that the output from schools can be absorbed in the world of work. Participation means the participation of a number of people to take part in an activity. The notion of participation is further examined not just physical participation, but also thoughts and feelings. From the community participation, schools are expected to be able to empower as optimally as possible, so as to realize the improvement of the quality of education in educational institutions.²⁷

k. Education policy

One of the government's roles in improving the quality of education is to decentralize education. With decentralization, various challenges for equity and improving the quality of education require a reorientation and improvement of the education management system.

Rewards

1. Definition of Reward

Reward etymologically is a reward, prize, award or reward. In terminology, reward is an act or work that gets an award.²⁸ The term reward is the same as the word *tsawab* or reward, found in the Qur'an in showing what a person does in this case the habits of children and adolescents in this life. As the word of God in QS. Ali Imron: 184, as follows:

²⁷Mulyana Abdullah, *Manajemen Mutu Pendidikan di Sekolah Peran Kepemimpinan Kepala Sekolah, Profesionalisme Guru, Partisipasi Masyarakat Dalam Peningkatan Mutu Pendidikan di Sekolah, Jurnal Penelitian Pendidikan*, ISSN 1412-565 X, 197.

²⁸Moh. Zaiful Rosyid dan Aminol Rosid Abdullah, *Reward & Punishment dalam Pendidikan* (Malang: Literasi Indonesia, 2018), 9.

فَاتَاهُمُ اللَّهُ ثَوَابَ الدُّنْيَا وَحَسُنَ ثَوَابُ الْآخِرَةِ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ²⁹

“Therefore Allah gives them a reward in this world and a good reward in the hereafter. And Allah loves those who do good”. (Surat Ali-Imran: 184).

From this verse, tsawab is very synonymous with good rewards. Along with this, what is meant by the word tsawab in relation to Islamic education is the provision of good rewards for good behavior from students who will give encouragement to do good behavior again. In a broader discussion, the notion of the term reward can be interpreted as a preventive and repressive educational tool that is fun and can be a driving force or motivator for learning for students, and as a reward for good behavior from children in the educational process.³⁰

In simple language, reward is an award for success. Reward is a gift or reward to someone as an award for carrying out activities in accordance with their actions, both in terms of quality and quantity and the reward can result in satisfaction or the possibility to do better. Reward is everything that is given by the teacher in the form of a pleasant feeling given to students on the basis of the good results that have been achieved in the educational process with the aim of motivating students to do commendable deeds and trying to improve them. The definition of giving rewards in education or learning methods is intended as an award that is obtained through the child's hard work through learning, both through groups and individuals who produce learning achievements.³¹

The role of reward in the teaching process is quite important, especially as an external factor in influencing and directing student behavior. Giving rewards can have a big enough influence on the souls of students to take positive actions and be progressive. In addition, it can also be an incentive for other students to follow children who have received praise from their teachers. However, this reward must be adjusted to the level of development of the students. The rewards given by educators to young children are certainly different from the rewards given to teenagers. For example, rewards given to early childhood are not only verbal, such as good words, but must also be followed by a thumbs up and a smile.

²⁹Departemen Agama, al-Quran dan terjemahannya (Bandung: Sygma Examedia Arkanleema), 74.

³⁰Halim Purnomo dan Husnul Khotimah Abdi, *Model Reward dan Punishment Perspektif Pendidikan Islam* (Yogyakarta: Deepublish, 2012), 2.

³¹Kholifah, dkk., *Prosiding Seminar Nasional: Memaksimalkan Peran Pendidik dalam Membangun Karakter Anak Usia Dini Sebagai Wujud Investasi Bangsa* (Tuban: Fakultas Keguruan dan Ilmu Universitas PGRI ronggolawe, 2018), 40.

2. Reward Goal

Giving rewards in learning activities aims to create a pleasant atmosphere in learning for students, as well as encourage students' enthusiasm and motivation to learn, so that teaching and learning activities carried out do not cause boredom in students. Thus, giving rewards functions as reinforcement, because individuals always need attention, praise, and greetings as a form of reinforcing the behavior they do.³² Reinforcement is a response to a behavior that can allow the repetition of the behavior. With the reinforcement in the form of giving rewards, it is expected to be able to increase students' attention in lessons, increase student learning motivation, make it easier for students to learn and foster positive student behavior.³³ It is also hoped that giving rewards to students can build a positive relationship between teachers and students, which is a form of a teacher's love for students.

3. Reward Forms

Rewards can be given in the form of psychological and material, praise, applause, support, giving motivation, showing attention and affection are forms of psychological rewards. The giving of rewards in the form of objects is a reward in the form of material (material).³⁴ The forms of rewards given by teachers to their students take various forms, namely:³⁵

a. Material gifts

Teachers must give impressive gifts to their students, because there will be student satisfaction when receiving gifts. Giving gifts to students on the condition that the objects given are relevant to educational needs.

b. Gifts in the form of prayers

Gifts in the form of prayers so that students get blessings, virtue and help, can also be done by teachers.

c. Educational compliment gift

Rewards can be in the form of praise, such as the expression "good", "good" and others. This method can instill a belief in the knowledge it has and encourage other students

³²Yopi Nisa Febianti, Peningkatan Motivasi Belajar dengan Pemberian Reward And Punishment yang Positif, *Jurnal Edunomic*, Vol. 6, No. 2, 2018, 97.

³³Udin Syaefudin, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2017), 65.

³⁴Haider Putra Daulay, *Pendidikan Islam dalam Perspektif Filsafat* (Jakarta: Kencana, 2014), 124.

³⁵Binti Maunah, *Metodologi Pengajaran Agama Islam* (Yogyakarta: Teras, 2009), 110.

to get the same award.³⁶ From the provision of easy rewards such as gifts in the form of praise, it will eliminate the consequences that are not good for students. Gentle words of praise will motivate students and strengthen the meaningful spirit in their souls. And can encourage other students to be their role models in ethics, behavior, and sincerity in order to get praise.

d. Give a smile or a pat

Smile is worship, so the gift of a smile is not at all a burdensome burden, but has a very strong influence on students.³⁷ Likewise with applause, for example the applause of students in class when a child does a good job given by the teacher.

e. Token of appreciation

Signs of appreciation can be in the form of an achievement board or award certificate. The achievement board serves to record the names of students who excel both in behavior, crafts, cleanliness, and in their lessons.³⁸ The award certificate is a sheet of paper that states achievements in certain fields owned. The achievement board or award certificate will motivate other students, to imitate their friends who excel, so that other students also want their names to be listed on the board or get a certificate of appreciation. Giving this reward will leave a mark in the student that what he has done is the right thing and has a positive value, so it is not unthinkable in his mind to do actions that are counterproductive to what he has done.³⁹

4. Reward Principles

Rewards are used as part of an educational tool, but in their use, rewards must be considered carefully. So that the provision of rewards does not actually make students complacent which results in the emergence of disturbing psychological symptoms in the educational process, because in the learning process they do not get rewards. Several principles as a material consideration that need to be considered in the awarding of rewards, among others:⁴⁰

³⁶Azis, *Reward-Punishment sebagai Motivasi Pendidikan Perspektif Barat dan Islam*, Jurnal Cendekia Vol. 14, No. 2, Juli-Desember 2016, 339.

³⁷Halim Purnomo dan Husnul Khotimah Abdi, *Model Reward dan Punishment*, 34.

³⁸Rusdiana Hamid, Reward dan Punishment dalam Perspektif Pendidikan Islam, *Ittihad: Jurnal Kopertais Wilayah XI Kalimantan*, Vol. 4, No. 5, (April 2006), 70.

³⁹Namora Lumongga Lubis, *Memahami Dasar-Dasar Konseling dalam Teori dan Praktis* (Jakarta: Kencana, 2011), 258.

⁴⁰Umi Baroroh, Konsep Reward dan Punishment Menurut Irawati Istadi, *JPA*, Vol. 19, No. 2, Juli-Desember 2018, 54.

a. Rewards are based on non-perpetrator behavior

Terms that indicate the nature of children such as "smart children" should not be used as a reason for giving rewards. Giving a better reward is based on the child's behavior such as the phrase "children who are diligent in reading books".

b. There must be a limit

Gift giving cannot be a method used forever. Giving rewards is used until the stage of growing habits, after the child has enough habituation, the giving of gifts must be ended.

c. Based on process not result

The learning process is a real field of struggle, while the results cannot be used as a benchmark or measure of success, because in many cases school children get good test results but are obtained in an improper way.

d. Discussed

Before educators or parents give gifts, it should be discussed in advance about what gifts are suitable to be given according to the child's efforts. If educators or parents provide rewards that match the child's efforts, they will be more motivated to do it again. Reward principles are useful as signs for giving rewards to students. In essence, rewards should not be given without educational considerations or carried out excessively. If the reward does not pay attention to these principles, it will cause new effects that result in the destruction of education.

5. Reward Terms

Giving rewards to students should not be given without consideration of educating or carried out excessively. Because the reward given without any educative consideration, will not actually give encouragement, but will cause new problems among students. For this reason, it is necessary to have conditions that must be considered by an educator in giving rewards to students, which are as follows:⁴¹

a. To give pedagogical rewards, teachers need to really know their students and know how to appreciate them properly.

b. Rewards given to students should not cause jealousy or envy for other students who feel their work is better, but do not get rewards.

c. Should be frugal in giving rewards. Too often giving awards, will make the meaning of reward as an educational tool.

⁴¹Najamudin Pettasolong, Implementasi Budaya Kompetisi melalui Pemberian Reward And Punishment dalam Pembelajaran, *Tadbir: Jurnal Manajemen Pendidikan Islam*, Vol. 5, No. 2, Agustus 2017, 45.

d. Do not give rewards by promising before the students show their work performance, let alone the rewards given to the whole class.

Strategy to Improve The Quality of Education through Giving Rewards to Students at Min 6 Nganjuk.

Based on the results of the study, according to the existing theory and then combined with interviews, observations and documentation, it can be seen that the strategy to improve the quality of education through giving rewards to students at MIN 6 Nganjuk is very good. In the context of education, quality refers to inputs, processes, and outputs.⁴²

1. Input Quality

The quality of input can be seen from the condition of its human resources, facilities and infrastructure as well as the existence of a clear organizational structure. The quality of input at MIN 6 Nganjuk can be seen from the presence of teachers whose last diploma is not related to teaching, then conducts Deed IV lectures so that they have teaching certificates and there are efforts to improve quality for teachers at MIN 6 Nganjuk namely through workshops, seminars, technical guidance, and also training.

The existence of a teacher quality improvement program, makes teacher competence increase. With superior human resources, teachers are expected to be able to increase students' enthusiasm for learning through the application of knowledge gained by teachers from teacher quality improvement programs. However, without an organizational structure as a form of management, it will still make the course of education less focused. For this reason, it is necessary to establish an organizational structure to regulate the tasks of everyone in the organization in order to achieve the desired goals. From the results of data mining, MIN 6 Nganjuk has developed a good organizational structure.

2. Process quality

Process quality means the ability of existing resources in schools to transfer various types of inputs and conditions to achieve added value for students. The quality of the process at MIN 6 Nganjuk can be seen through the educational process which has been very good because the preparation for learning so that students can receive subject matter comfortably and students experience quality development is very important. This can be seen from the existence of class groupings that are not based on intelligence, but because one classroom is not sufficient to accommodate students in one class and so that students will experience

⁴²Minnah El Widdah dan Syamsul Huda, *Manajemen Strategi*, 108.

development of abilities, because in one class consists of a variety of different abilities. With so many different abilities in one class, it is expected that students with less ability can be motivated with other friends.

Efforts to improve the quality of education are also carried out for students, namely by holding extracurricular activities and holding tutoring. Extracurricular at MIN 6 Nganjuk includes arts (painting and qiraat), religion (calligraphy, hadroh, and speeches), sports (football, volleyball, chess, table tennis, badminton), and scouting. Meanwhile, tutoring is intended for grade 1 and grade 6 students, children who are less fluent in reading, and children who will take part in competitions in the academic field. Lesson time is sometimes after school, sometimes at zero. Zero hour is the term for the hour before learning begins.

To maintain the quality of education, MIN 6 Nganjuk follows the determination that is used as a minimum standard value in each subject that is adjusted to the needs that have been determined by the center, namely the KKM value that students must achieve in each subject. If there are students whose grades are below the KKM score, remedial measures will be implemented to increase the child's grades and maintain school quality commitments. This is done because there are factors that can interfere with students' concentration when working on questions, for example, noise outside the classroom, thus changing students who are smart but get grades below the KKM.

In the process of improving the quality of education, MIN 6 Nganjuk teachers who have participated in teacher competency development activities, apply the knowledge gained by using the awarding strategy that has been popular at MIN 6 Nganjuk as rewards, applied in extracurricular activities as well as learning. Giving rewards in education or learning methods is intended as an award that is obtained through the child's hard work through learning, both through groups and individuals who produce learning achievements.⁴³

a. Reward goal

The reinforcement in the form of giving rewards is expected to increase students' attention in lessons, increase student learning motivation, make it easier for students to learn and foster positive student behavior.⁴⁴ This is in accordance with the purpose of implementing rewards which are used as strategies in improving the quality of education at MIN 6 Nganjuk, namely being able to motivate, arouse the learning spirit of students who

⁴³Kholifah, dkk., *Prosiding Seminar Nasional: Memaksimalkan Peran Pendidik Dalam Membangun Karakter Anak Usia Dini Sebagai Wujud Investasi Bangsa* (Tuban: Fakultas Keguruan dan Ilmu Universitas PGRI ronggolawe, 2018), 40.

⁴⁴Udin Syaefudin, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2017), 65.

receive rewards and attract other students who do not receive rewards to want to be like children who receive rewards.

b. Rewards

Rewards can be given in the form of psychological and material, praise, applause, support, giving motivation, showing attention and affection are forms of psychological rewards. The giving of rewards in the form of objects is a reward in the form of material (material).⁴⁵ This is in accordance with the giving of rewards at MIN 6 Nganjuk in the form of objects, applause, thumbs up, prayer sentences, and also praise. Rewards at MIN 6 Nganjuk are also given when students behave well to friends. The material rewards given are objects related to the educational needs of students such as books, pencils, pens, erasers sometimes also combined with the provision of snacks. In addition, rewards are also given in the form of prayer sentences such as the sentence “may all be given ease in learning”, which is conveyed by the teacher when students follow the lesson well.

c. Principle of reward

In giving rewards, there are several principles that need to be considered, such as giving rewards based on the behavior of non-perpetrators, there must be limits, based on process not results, and deliberation.⁴⁶ From the research results, MIN 6 Nganjuk has implemented the principle of giving rewards. In this case, MIN 6 Nganjuk in giving rewards is based on the behavior of non-perpetrators. For example, children who behave well to their friends and teachers. In giving rewards, there is also a limit, namely rewards are given at any time and at a certain time. Sometimes when the teacher wants in the learning process and a certain time when the announcement of the semester results.

Not only that, the awarding of rewards at MIN 6 Nganjuk is also based on the process, not the result. At MIN 6 Nganjuk, rewards are not given arbitrarily, but there are criteria for students who get rewards, namely students who have more potential and excel in both academic and non-academic fields. Not only that, rewards are also given to students who have tried hard to do a good job. So that all students have the opportunity to get rewards. For example, students who take part in competitions and have tried hard but did not win. Prior to the awarding of rewards, there was also a discussion with the teachers to determine what gifts should be given and discuss the budget for the granting of rewards. Funds for awarding rewards at MIN 6 Nganjuk come from the madrasah budget and teachers' personal funds. Madrasah budget funds are used to provide material rewards at a certain time, namely the

⁴⁵Haidar Putra Daulay, *Pendidikan Islam dalam Perspektif Filsafat* (Jakarta: Kencana, 2014), 124.

⁴⁶Umi Baroroh, *Konsep Reward dan Punishment*, 54.

completion of the semester, while private funds are given by the teacher at the time of giving material rewards in learning.

d. Reward conditions

In terms of giving rewards given to students, do not cause jealousy or envy for other students who feel their work is better, but do not get rewards.⁴⁷ In this case, the MIN 6 Nganjuk strategy so that other children don't feel jealous because they don't get a reward is by telling the criteria for students who are entitled to get a reward. The principal said that if possible, this reward should cause jealousy for children who do not get the reward so that they are more enthusiastic about learning again. And in practice, the teacher has his own initiative to provide snacks to students in class who do not get rewards in the form of objects.

4. Output quality

The quality of educational output can be seen if educational institutions are able to produce academic and extracurricular excellence for students for one level of education. The existence of quality input, as well as a good educational process at MIN 6 Nganjuk, namely through the provision of rewards can foster student enthusiasm. With a passionate student learning process, it will create output that is in accordance with the educational goals of the institution. To get quality output, an assessment is also applied to students which includes an assessment of knowledge, discipline, activity, skills and behavior.

The Results of The Strategy to Improve The Quality of Education through The Provision of Rewards to Students at Min 6 Nganjuk.

Quality in education can be said as the results achieved by educational institutions within a certain period of time. There are several indicators that measure the quality of education, namely the final results of education, direct results of education, and the educational process.⁴⁸ In the findings of the research, from the strategy of improving the quality of education through giving rewards to students at MIN 6 Nganjuk in the 2019/2020 school year, the results obtained that:

1. Educational Process

⁴⁷Najamudin Pettasolong, Implementasi Budaya Kompetisi melalui Pemberian Reward And Punishment dalam Pembelajaran, *TADBIR: Jurnal Manajemen Pendidikan Islam*, Vol. 5, No. 2, Agustus 2017, 45.

⁴⁸Muhammad Thoyib, *Manajemen Mutu Pendidikan Islam Kontemporer* (Jakarta: Direktorat Pendidikan Tinggi Islam Kementerian Agama RI, 2012), 25.

The educational process at MIN 6 Nganjuk has been very good because in its delivery it does not only use one learning method. Based on the results of the interviews, it was found that the methods used by the teacher were very diverse, such as the lecture method, question and answer, discussion, demonstration, as well as groups. This is used by the teacher to reduce student boredom in learning, if only one learning method is used. In delivering the material, the teacher also uses teaching aids as a support so that students can easily understand the material presented. The teaching aids are used as needed, and the types of teaching aids are adjusted to the material presented. Objects around the classroom are also used as props. The existence of an effort to increase students' learning motivation through the provision of rewards is also able to arouse students to be active and enthusiastic in learning while at the same time spurring the spirit of achievement or healthy competition which leads them to the achievement of good learning assessments, which can indirectly improve the quality of education.

2. Direct Results of Education

Efforts to improve the quality of education at MIN 6 Nganjuk through extracurricular activities and holding lessons, the results showed that the children's abilities were felt to be able to increase even though in the competition event not all students could win. And from the application of rewards, students showed a good response, namely being more enthusiastic about following the lesson and addicted to wanting to get it again, also showing better behavior to the teacher after getting a reward. Giving rewards has an effect on improving the quality of education. This was proven by the presence of children who protested when in the correction of the test results there were questions that were actually correct, but were blamed. From this it can be seen that the student shows his sensitivity because he wants himself to be superior to other friends.

3. Education End Result

A good process will lead to good graduates as well. The final results of education at MIN 6 Nganjuk, can be known from the graduates or alumni. Graduates who are active in community activities also show good behavior so that they gain the trust of the community. From the end result of this good education, the community around MIN 6 Nganjuk send their sons and daughters to MIN 6 Nganjuk. High quality products or services if customers perceive the products they buy have good value, are loyal as customers, and invite others to

buy the product or service.^[2] This is in accordance with the situation at MIN 6 Nganjuk which has received support and trust from the parents of students, as evidenced by the parents who send their two children to MIN 6 Nganjuk and also the initiative of parents to socialize the existing programs at the school to other communities. This is proof that when the quality of education is good, then without an order to socialize, they will socialize it themselves.

CONCLUSION

Based on the description of the study above, it can be concluded that the strategy of improving the quality of education through giving rewards to students at MIN 6 Nganjuk refers to input (preparation of teacher human resources), processes (class division, procurement of extracurricular and tutoring, giving rewards that have applied the principles and has met the requirements for giving rewards), output (the application of rewards fosters student enthusiasm, and the implementation of assessment makes it easier to create outputs that are in accordance with the educational goals of the institution). The results of the implementation of the strategy to improve the quality of education through the provision of rewards to students are a good educational process (making it easier for teachers to deliver subject matter), direct results of education (in the form of student behavior after attending lessons), and the end result of education (in the form of behavior of graduates).). And the overall result of quality improvement, has earned the public's trust as evidenced by the community having its own initiative to socialize school programs and invite other communities.

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