Character Development of Santri by Application of Reward and Punishment at Daar El-Huda Islamic Boarding School.

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Abstract
Since the times are developing rapidly, qualified workers are needed. One way to improve this situation is education. Education is a tool for developing highly individual human resources. Character is the key to shaping quality talent. Daar El-Huda Islamic Boarding School is one of the Islamic educational institutions with various methods to improve the noble character of the students and the use of reward and punishment methods to develop the character of the students. Discovered in this study, the use of rewards and punishments is one learning method that can improve student performance. Rewards and punishments are important because they are one of the factors that support student learning. One of our efforts to improve the quality of education at Daar El-Huda Islamic boarding schools is to identify ways to meet the needs of our students. The research uses a qualitative approach that takes into account the nature of the case studies. Methods of data collection through interviews, observations and documentation. Data validity uses source triangulation and technical triangulation. This study reveals several things. First, the use of rewards and punishments is supported by Islamic boarding school regulations. The rules are not written rules. Its application must be able to improve the character of the student. Second, while rewards and punishments can be applied to students personality, the changes are not yet stable and only last for a certain period of time. Third, the offerings must be balanced, spontaneous, and repeated as necessary so that students character grows.

Key words: character development, punishment, reward

Introduction
An educational institution is a means by which people receive an education. In Indonesia, pesantren is the oldest form of education and is considered the birthplace of Indonesian culture. Pesantren's existence began in his 13 th century, and since Pesantren was the only structured educational institution at that time, Pesantren came to be regarded as a respected education. In this institution Indonesian Muslims learn the basics of Islam.(Rosyadin, 2021)There is a moral crisis in this country and character training is needed to overcome it. There are serious crises that affect the child's development and do not disappear quickly.

Many factors influence a child's development: instincts, habits, will, conscience, heredity, education, environment. Character refers to a person's innate disposition to respond morally to a situation, expressed through specific actions.
It is very important to study human character. Personality is a set of psychological traits that determine a person’s character. These characteristics are different for each person and can be used to identify individuals. Character is more important than intelligence. Character determines stability in life. Character allows people to keep fighting, survive, and successfully and meaningfully overcome various problems (Saparudin, 2018).

Character formation is influenced by habits and will. Habits are routines that make it easier to do the same thing over and over again. So to make it a habit, you have to get used to it. Will is a powerful force that can motivate people to act morally. (Anwar, 2021) One way to help students develop strong willpower and motivate them is by giving them rewards and punishments. It helps you understand what there is. It is the educators who need to be better prepared, regardless of what education system they use. The Qur’an teaches about the consequences of good and bad deeds, QS. An–Najm (53):31

And to God alone belongs what is in the heavens and what is on the earth so that He rewards those who do evil for what they have done and rewards those who do good with a better reward (heaven).

Compensation or remuneration can also refer to any kind of benefit or incentive given to encourage someone to do something. Praising students’ achievements is one of her ways to encourage them to continue learning and be proactive. With this award, we want to motivate other students and help them maintain and improve their grades. This will help them reach their educational goals as much as possible. (Mulia, 2017). Motivation can be a powerful tool in helping people develop moral character. Complimenting someone or giving them a gift can make them feel valued, encourage them, and encourage good behavior. Motivation or encouragement is needed to motivate someone to do something.

It means that sometimes punishment is necessary to help children learn not to act recklessly. Children may be reluctant to break the norm when they know the punishment will follow. Punishing students helps improve their behavior. Punishment discourages children from repeating bad behavior and makes them more careful not to break school rules in the future. (Purwanto, 2019). The behaviorist learning theory put forward by psychologists claims that human behavior is controlled by environmental rewards or reinforcement. (Rosyid, 2018). This reinforcement is part of behaviorist flow, an operant conditioning proposed by BF Skinner in which student responses are controlled by outcomes. Consequences of behavior are divided into his two domains: reinforcement and punishment. Reinforcement is the possible result of increasing the frequency or duration of a behavior, and punishment consists of accepting or moving something to reduce the behavior.

In general, Islamic boarding school education teaches the character of a Muslim, namely, the character of believing in and fearing God, the character of being noble, the character of contributing to society, the character of being independent and strong, and the science of spreading religion and establishing order. It is intended to create and develop a loving personality. human personality. (Qomar, 2002). This also applies to students at the Dar El–Huda Islamic Boarding School. One of the tools for building student character is the use of rewards and punishments. This is one of the tools that helps you maintain consistency in your configured rules. Life at Pesantren is inseparable from student affairs. Santori’s undesirable and deviant behavior often graces Pesantren’s social life.

**Method**

The research method used in this study is a qualitative method, more specifically a qualitative description by field research approach. Descriptive research is research that attempts to describe the symptoms, occurrences, and occurrences that are occurring. This research focuses on real problems that existed at the time of the research (Sugiyono, 2005).

A descriptive search was performed to obtain a description of the situation or information about symptoms or findings in the field at the time of the search. After the data is acquired, the data is analyzed. It is hoped that this approach will allow researchers to identify the conditions and circumstances associated with rewards and punishments in order to foster the noble character of the students of the Daar El–Huda Islamic Boarding School.

The technique for determining informants used targeted sampling. Targeted sampling is a sampling technique of data sources based on specific considerations related to the case study under investigation and the goals of the researcher (Sugiyono, 2003:368). The informants chosen were teachers, ISDA administrators and students of the Daar El–Huda Islamic Boarding School. The reason for using this resource is to find strengths, weaknesses, opportunities and threats for student character building by applying rewards and punishments at Daar El–Huda Islamic Boarding School. Also, support the research so that the results are not subjective. The results of this interview will be used to analyze the interior and exterior environments of the cottage. The criteria for research informants are: Teacher / Asatidzah: (1) working as an educator in a classroom or dormitory (2) doing formal or informal learning. (b). ISDA Management: (1) Motivation to organize students’ daily activities (2) Encouragement of interaction and interaction with students (3) Often direct communication with students. (c) Santri: (1) to work as a student (2) to perform all activities in accordance with disciplinary rules (3) receive any form of instruction from the teacher/asatidzah and her ISDA administrator.
Results & Discussion

Daar El-Huda is a boarding school with several levels i.e. Madrasa level. MT and MA are actually both her six-year packages. References therefore begin with classes I, II, III, IV, V, and VI. Madrasah Daar El-Huda agreed to use the multiple intelligence system popularized by Howard Gardner. In terms of implementation, Daar El-Huda more or less uses Munif Chatib’s multiple intelligence systems. This mixed intelligence system believes that all children are intelligent, and of course that intelligence explains their intelligence. Of course, all this diversity must be developed so that teachers do not kill children's interests and talents simply because they do not know the other side of the child's intelligence and judge it from one side. People born into this world are in different circumstances. Of course, genetic differences are also linked to family, educational, social, and other environmental influences. A combination of genetic differences and various life experiences makes a person an individual with unique basic characteristics (potential, interests, talents).

This means that no one in this world has exactly the same qualities. This study examined character formation of students through the provision of rewards and punishments in a Daar El-Huda Islamic boarding school. In these different conditions, as Munif Chatib pointed out, I would like to consider a boarding school environment in which the child's character is already formed. In other words, whether the efforts to reward and punish in Daar El-Huda help character development. Effectiveness is about achieving a goal correctly, or choosing the right goal from a variety of alternatives, or choosing a path and making a decision from many other options. Effectiveness can be interpreted as a measure of success in achieving specified goals. To obtain data on the effectiveness of rewards and punishments in developing noble character in these students, researchers distributed questionnaires to 63 respondents, all of whom I was a student of Madrasah Tsanawiyah Class III C and a student of Madrasah Aliyah.Class VI IPA. This survey consists of 15 questions in a closed survey format. All data in this questionnaire were analyzed using descriptive analysis techniques. That is, all data obtained were tabulated by calculating the frequency distribution using the following information:

A = Often
B = Sometimes
C = Never
D = No answer

The results of this study are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Target Answer</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you often late for class or recitation?</td>
<td></td>
<td>6</td>
<td>32</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Do you wear uniforms in school rules?</td>
<td></td>
<td>53</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Do you always pray in a community?</td>
<td></td>
<td>56</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Do you get angry when scolded?</td>
<td></td>
<td>22</td>
<td>34</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Have you ever been unable to admit that you were wrong?</td>
<td></td>
<td>8</td>
<td>18</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Does your teacher/Ustad always reward and punish you when you achieve success or failure?</td>
<td></td>
<td>24</td>
<td>28</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Do all teachers/Ustad always reward and punish you the same?</td>
<td></td>
<td>16</td>
<td>39</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>always advise you?</td>
<td></td>
<td>37</td>
<td>20</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Do you always feel sorry for your mistakes when you are punished?</td>
<td></td>
<td>19</td>
<td>28</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Have you ever been penalized?</td>
<td></td>
<td>18</td>
<td>34</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Have you received any rewards (whether praise, gifts, or otherwise)?</td>
<td></td>
<td>16</td>
<td>37</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Tired of all the activities at the Islamic boarding school?</td>
<td></td>
<td>14</td>
<td>42</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Have you ever transferred?</td>
<td></td>
<td>9</td>
<td>36</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Do you feel depressed after receiving a penalty?</td>
<td></td>
<td>19</td>
<td>31</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Do you feel more energetic and motivated after receiving a reward?</td>
<td></td>
<td>17</td>
<td>34</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

From the results of the questionnaire and the above interviews, we can see that rewards and punishments are effective and can enhance student character when given in the following ways: Rewards and punishments must be balanced according to their needs. (b). Given by a personal approach. (c). This is done by mutual agreement of educators, students and parents. (d). Rewards and punishments should be accompanied by sufficient understanding and advice so that students can better understand and accept the consequences. In terms of effectiveness, rewards and punishments also have a significant impact on student character development. Pesantren are places where students seek religious knowledge, especially Daar El-Huda, which is a boarding school that also offers formal education, namely madrasas at the Tsanawiyah and Aliyah levels. Of course, we provide students with general knowledge in addition to religious knowledge.

On Pesantren’s side, various efforts have been made to shape Santri’s character in line with the development of the times. Intellectually and morally, to play in the middle of society as a role model and a role model. However, It is
undeniable that there will always be various obstacles in the process. If after many efforts there is no good answer or no answer at all, it is better to leave it to Allah SWT. By praying constantly, we receive peace to educate our students, and teachers must never give up and keep trying no matter what. Of course, this serves only one purpose for her. It is to shape the character of Santori that Daar El-Huda expects, which of course corresponds to Islamic education.

Conclusion

The application of rewards and punishments in Daar El-Huda Islamic boarding schools is, of course, in line with the establishment of rules enforced by the students. In this case, the rules that apply to pesantrens are not standardized in writing, but family. Therefore, when establishing the ordinance and its consequences, it is established on the basis of mutual agreement between Ustadz and the student and, where appropriate, the parents. only when certain activities are taking place. Punishment, on the other hand, must improve the student’s attitude and be able to adapt to their mistakes. This reward and punishment act as an incentive for students to do good, making them aware of and understanding their mistakes.

The form of student reward and punishment should influence the character of the student, and especially punishment should be adapted to the student’s mistakes. Although students respond differently to rewards and punishments, attitude changes are not yet stable and only last for a period of time. Rewards and punishments are just one of many tools used to shape a student’s personality. Rewards and punishments can be tools when properly given and counter-productive when not used properly. Consideration must be given to the effectiveness of rewards and punishments in shaping student character. Whether what was given was able to correct the mistake and instill excitement in the students. Therefore, offerings must be balanced, consensual, and repeated, as necessary, so that Santori’s character grows.

References