

READING AL-QUR'AN AS PUNISHMENT FOR BELATED STUDENTS IN EFL CLASSROOM: THE STUDENTS' PERSPECTIVE VIEWS

A. Rahmat

¹²³Manajemen Informatika, STMIK Handayani Makassar, Makassar
e-mail: rarmatppsunm14@gmail.com

The objective of this research was to find out the students' perspective toward reading Al-Quran as a punishment for belated students in EFL classroom. The researcher employed descriptive qualitative research design to analyze the students' perspective regarding with reading Al-Qur'an as punishment for belated students in EFL classroom. The participant of this research was the EFL students of Manajemen Informatika in academic year 2019/2020 at STMIK Handayani Makassar. The researcher chose 12 students as a sample of this research randomly. The instrument of this research was self-report questionnaire. The result showed that applying reading Al-Qur'an as a punishment for belated students in EFL classroom is very well to be applied because a lot of perspectives of the students illustrate a positive views regarding with the application of this kind of punishment. This punishment is educative punishment because of able to motivate the students for not coming late, train the students to be discipline, make the students are getting closer with Al-Qur'an in their life and getting the rewards. Hopefully, this kind of punishment can be applied by the teachers to educate the students for not coming late in the classroom.

Keywords: *Belated Students; EFL; Perspective; Punishment; Reading Al-Qur'an*

1. INTRODUCTION

Al-Qur'an is a book of guidance for Muslims to live their life in the world and hereafter since more than 1400 years. It's one of all miracles of Prophet Muhammad Sallahu Alaihi Wasallam which is revealed by God (Allah Subhanahuwataala) to guide and manage the Muslims' life to the straight path for getting the happy life. The miracle of Al-Quran is more prominent as it is revealed in seven different readings as it was repeated and recited by Rasulullah Sallahu Alaihi Wasallam from Jibril Alaihissalam and was narrated by generation to generation as was mentioned in the hadith of Rasulullah Sallahu Alaihi Wasallam. Besides, Al-Quran is the references for Muslims to do all things in their life; therefore Al-Quran deserves to get a special attention by Muslims. It's appropriate with a research said that Al-Quran encompasses various aspects of human life such as faith, law and morality. The teaching and learning process is not only limited to introducing the values of kindness to children but teaching children to practice them in their daily life, Julianti (2019). It means that Al-Qur'an is not just to be learned but also to be practiced for instance choosing as a punishment for the students in order to become the positive habit in the students' life.

Based on the fact nowadays, the condition is worrying significantly because Al-Qur'an is getting increasingly left by Muslims. It's rarely recited by Muslims in the mosque or wherever the place which is allowed to read it. Sometimes, Al-Qur'an is not involved in their daily life activities such as in education. All the goals of education, whether it is general or religious education always focus on the attitude of the students from the spiritual, emotional and intellectual aspects. Recently, the process of education just pays attention to the intellectual aspect dominantly and less pays attention to the emotional and spiritual maturity which will produce smart people but less morality and tend to be worldly oriented than hereafter oriented. Tuck & Wilson (1979) in his book *Philosophy and Practical Education*, set out an argument purporting to show that punishment in schools is logically necessary. He argued that schools are sites of social interaction, that social interaction must be governed by rules, and that rules only exist if violations of them are normally punished. It is also supported by Clutton-Brock & Parker (1995) that Punishment is commonly used to regulate both human and animal behavior. Therefore, the researcher attempts to involve Al-Qur'an in education

especially in EFL (English as a Foreign Language) learning and teaching process as a punishment for belated students coming to the classroom. The aims are to approach and remind the students always reading Al-Quran in their daily life. Moreover, to form a habit in order to always reading Al-Quran as well as able to present or involve Al-Quran in the students' activity.

Holth (2005) describes punishment as an action that can decrease the frequency of unwanted action or behavior. Certainly in education context the gift of punishment should be pay attention with the way to punish the students. Many ways to give an educative punishment of the students but in this research the researcher constricted the way by getting the students to read a holy Qur'an towards the students who are coming late to the EFL classroom. Rahmawati & Hasanah (2021) state that belated behavior is a behavior which is not suitable with the time or over from the certain time. By using this way of punishment, not only giving a positive habit to the students but also educating the students to behave properly in learning and teaching process. It's appropriate with Jones & Skinner (1939) outlines the benefits of punishment. The first is restricting unwanted behavior. Punishment prevents unexpected behavior from being repeated. Secondly, there is an educational reason to educate the students to behave properly. Third, punishment may increase the motivation of students to have the expected behavior. Fourth, the control of punishment can prevent undesirable behavior for students, to facilitate the learning process.

Choosing and giving a punishment of the students should be using an appropriate method and manner. Actually regarding with a punishment towards the students is not always a negative connotation so that can suffer the students who make a mistake but it can be a positive manner that can give a positive effect. A positive punishment in the context of education has to concord with the school environment as a medium of learning and teaching process. . It is suitable with LeFrançois (2012) states that there are two kinds of punishment, positive and negative punishment. When it comes to positive punishment, it is generally happened when a positive contingency is eliminated. "An example of this may be a penalty. It is often referred to as elimination punishment. Furthermore, negative punishment happens "when a negative contingency follows a behavior ". This is when they think of the idea of punishment. It means that when giving the punishment is not enough to hurt or making the students be cured of a habit. Based on the fact in learning process generally, most of educators give the negative punishment for the students who are coming late to the classroom such as forbid the students to join the classroom, clean the toilet, stand in front of the classroom, and so forth. It's a disservice for the students because of losing time to follow the material in the learning process.

Many researchers have conducted some researches regarding with Al-Quran and also punishment in the context of education. One of all researches about Al-Quran is Alhamuddin et al. (2018) entitle Developing Al-Qur'an Instructional Model through 3A (Ajari Aku Al-Qur'an or Please Teach Me Al-Qur'an) to Improve Students' Ability in Reading Al-Qur'an at Bandung Islamic University. The result of this research is the learning of Quran by using the 3A media had a significant influence on developing students' Quran reading ability in groups C and D. This research is talking about a model to develop students' Qur'an reading ability which has significant influence in learning Al-Qur'an.

Most of researches dealing with Al-Qur'an are talking about the model or method to learn or improve the ability of reading Al-Qur'an. Besides, one of all researches about punishment is Sidin (2021) entitle The Application of Reward and Punishment in Teaching Adolescents. The result is rewards and punishment will also increase students' interest in a particular subject. This will lead to a situation where rewards can motivate students to have a good performance. In conclusion, this study indicates that rewards and punishment, if implemented wisely, would bring a lot positive effects on students' motivation and performance. This research is joining the giving of rewards and punishment in learning process. The author concluded that the applying of reward and punishment can bring a positive effect on students' motivation and performance if implemented wisely. This one indirectly connected with this research because the author said that if implemented wisely, a way to punish of this research is a positive punishment because of reading Al-Qur'an is one of all positive activities as Muslims and an obligation to be learned and applied as a habit in

living.

The research is dealing with reading Al-Quran as a punishment for belated students coming to classroom or joining two terms between Al-Quran and punishment in a research is not found yet. The teachers have a high concern for saving learners from failing and quit in education. In this case the teacher must design educational world as enjoyable as possible without abuse and hard punishment in education. Therefore the researcher interested in conducting the research because of the desire to involve a positive punishment such as reading Al-Quran in EFL classroom where the habit of reading Al-Quran as a Muslim should become a routine in life. Moreover, the researcher also wants to try giving a new way to punish the students who are coming late to the classroom because of seeing the fact of education generally either at school or university is still giving an uneducated punishment to belated students as stated before such as physically punishment (corporal punishment). Ahmad et al. (2013) states that Students who are physically punished develop negative attitudes towards learning. Even such students when develop into adult possess no empathy for others. In addition to give a punishment, that way unintentionally can bring the students nearer to Al-Quran as guidance to the right path in the world and hereafter. In this research, the researcher wants to know the perspective of the students dealing with this kind of punishment in learning EFL. The researcher formulates the research question as follow: How are the students' perspective toward reading Al-Quran as a punishment for belated students in EFL classroom?

2. RESEARCH METHOD

The researcher employed descriptive qualitative research design to describe the phenomena so that able to answer the research question of this research explicitly. If the researcher used this design, it means that the data will be performed by using words rather than number. It's appropriate with the statement from Sugiono (2010) He states that qualitative research is a research that used to describe and analyze phenomena, event, social, activity, attitude, belief, perception, and people thinking either in individual or in group. The subject of this research was the EFL students of Manajemen Informatika in academic year 2019/2020 at STMIK Handayani Makassar. The researcher chose 12 students as a sample of this research randomly.

The researcher applied self-report questionnaire to describe the answer of the research questions. Self-reports are derived from participants' free descriptions of their own feeling and personalities. I may request a focus on certain trait domains, or be as loose as possible with an instruction. The advantages of self-reports are efficient and inexpensive. It requires only the cooperation of the target person; in contrast, the collection of informant ratings, behavior assessment, or life data, Richard W. Robins, et al. (2009).The researcher gathered the data by using self-report questionnaire. The procedures of collecting the data are as follow:

- a. The researcher distributed the self-report questionnaire paper to the participants.
- b. The participant answered the essay question in the self-report questionnaire honestly regarding with the main point of this research to gather as much as possible data to describe the answer of the research questions.
- c. The self-report questionnaires were translated in English and classified the students' views regarding with the research questions by the researcher.

3. FINDINGS AND DISCUSSION

This part is regarding with the result and discussion based on the instrument was used by the researcher to gather the data from the participant. In the context of giving a punishment for belated students by reading Al-Qur'an already conducted during one semester in EFL classroom. The researcher always checked who the students are coming late in the classroom every meeting. The researcher always applied reading Al-Qur'an for belated students in the classroom during one semester at STMIK Handayani Makassar. Therefore, the researcher interested to know the perspective of the students about their method to punish the belated students in the classroom. The illustration of the students' point of views below about the application of this punishment for belated students in the classroom

would be classified based on the main points of the research questions. The data gathered from the self-report instrument dealing with the students' perspective by applying reading Al-Qur'an for belated students in EFL classroom are as follow:

Extract One

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Setuju pak, selanjutnya tambah lagi pak bukan hanya yang terlambat tapi sebelum pembelajaran dimulai harus baca Al-Qur'an karena melihat sekarang ini kebanyakan kami dipertuhankan sama dunia internet atau social media. (Agree Sir, next time add again Sir not only for belated students but also before learning is started we have to read Al-Quran because by seeing the fact nowadays almost we are enslaved with internet or social media.)*

In the extract one the participant is agree with the method or way to punish the belated students. Moreover the participant suggested reading Al-Qur'an before starting the learning process because as a matter of fact right now, the participant feels that their generations more pay attention with the media social or internet than Al-Qur'an.

Extract Two

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Saya setuju, sebab selain memotivasi mahasiswa untuk tidak terlambat datang, pemberian sanksi juga secara tidak langsung memberi pahala kepada mahasiswa, karena bisa saja ada yang jarang membaca Al-Quran di rumah tapi karena mendapat sanksi maka ia jadi membacanya lagi. (I agree, because besides motivating the students for not coming late. The gift of punishment indirectly gives a reward to the students because maybe, the students are rarely reading Al-Qur'an at home but getting the punishment so they can read it again.)*

In this extract, the participant is also agreeing by applying this method because it can motivate the students for not coming late. Besides, the habit of the students who are rarely reading Al-Qur'an at home change become a positive habit to familiarize reading Al-Qur'an in daily life. Moreover, the participant said that by giving this punishment indirectly it can give a reward to the punishers for their hereafter.

Extract Three

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Tentu sangat bagus, selain mendapat pahala setelah membaca Al-Qur'an saya juga sangat termotivasi untuk tidak datang terlambat. Bukan karena tidak mau membaca Al-Qur'an tetapi lebih menghargai waktu atau bisa konsisten. (Certainly it's very good, besides getting the reward after reading Al-Qur'an. I also have a motivation to not come late. It's not because don't want to read Al-Qur'an but more appreciate the time or can be consistent).*

In the extract three, the third participant said that this method is good to be applied because the participant feels motivated to not come late in the classroom and this method is useful for hereafter because getting the reward after reading it.

Extract Four

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Sangat baik karena selain menambah ilmu untuk dunia kita juga dapat menambah ilmu untuk akhirat dan menurut saya ini adalah sanksi yang sangat bagus dibandingkan sanksi-sanksi yang pernah saya dapatkan sebelumnya. (Very good,*

because besides adding the knowledge for our world, it can add also the knowledge for hereafter and according to me this is very good punishment compare with the punishments which ever I got before).

In this extract, the fourth participant has point of view that this method is very good way. The participant said that besides adding the knowledge for their world by learning English, this method also useful for getting the reward by reading Al-Qur'an as punishment for belated students. The participant also said that during getting the punishment in life, this kind of punishment is very good comparing with the other punishments.

Extract Five

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Menurut saya sanksi ini sangat mendidik, tidak ada yang dirugikan baik dari mahasiswa ataupun dosen bahkan mendapatkan pahala. (According to me this punishment is very educative. No one is damaged either from students or lecturer, Moreover getting the reward).*

In the extract five, the participant said that this punishment is very educative. This kind of punishment is not damaged the students or the lecturer. The students can follow the learning process as maximal as possible and can get the reward by reading Al-Qur'an.

Extract Six

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Menurut saya itu sangat baik selain untuk melatih kita untuk disiplin, yang terlambatpun tidak terlalu dirugikan karena dengan membaca Al-Qur'an juga dapat menambah pahala dan bernilai ibadah bagi yang membacanya. (According to me that is very good, besides training us to be discipline, the late students are not damaged because by reading Al-Qur'an also can add the rewards and valuable as religious service for the reader).*

In this extract, the participant said that it's very good to train the students become discipline. The participant also said that the belated students are not damaged because of getting both of advantages such as training to be discipline and getting the reward by reading Al-Qur'an.

Extract Seven

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Sangat bermanfaat agar kita bisa datang lebih awal lagi sehingga kita dapat mengikuti materi secara lengkap dan memahaminya. (It's very useful in order to come earlier so that we can follow and comprehend the material completely).*

In the extract seven, the participant said that by applying this punishment, it can be useful for the students to learn and comprehend the material completely because certainly it motivates the students to come earlier in learning process.

Extract Eight

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Pendapat saya sanksinya sangat baik dan bagus tapi saran saya lebih bagus jika sanksinya di rumah. (My point of view the punishment is very good but my suggestion is its better if the punishment is done at home).*

In this extract, the eight participants said that this kind of punishment for belated students is very well but the participant suggested that the punishment of reading Al-Qur'an is better read at home not at the campus.

Extract Nine

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Kalau secara pribadi itu aturan dari bapak sejak pertemuan pertama hingga saat ini masalah pemberian sanksi membaca ayat suci Al-Quran tidak begitu berat bagi saya karena itu adalah aturan. (Personally, the regulation from Sir since the first meeting until now regarding with the gift of punishment by reading a holy Qur'an is not too heavy for me because that is regulation).*

In the extract nine, the participant expressed their feeling about this punishment that reading Al-Qur'an for belated students is not too heavy to be followed by the students.

Extract Ten

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Alhamdulillah, sangat setuju dengan sanksi yang diberikan walaupun pelajaran bahasa Inggris yang akan dilaksanakan, namun saya tetap mengingat tentang keesaan Tuhan sang pencipta dan merasa bersyukur atas nikmat dan karunia yang telah diberikan. (Praise be to Allah, Very agree with the given punishment, even though the lesson is English but I always remember on oneness of Allah for comfort and reward which has given).*

In this extract, the participant feels grateful for this punishment because it can remind the students to Allah Subhanahu Wata'ala even though the lesson is English where always oriented to the world not hereafter.

Extract Eleven

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Sebenarnya saya agak dilema pak soal ini karena kalau tidak terlambat takutnya dibilang menghindari membaca Al-Qur'an dan kalau terlambat dan diberikan sanksi membaca Al-Quran takutnya dibilang tukang terlambat. Tapi kembali lagi kepada makna dibalikinya yaitu jujur jarang sekali saya membaca Al-Qur'an, berkat saya pernah terlambat saya kembali lagi memegang dan membacanya. Terima kasih pak atas hukumannya. (Actually I'm rather in a dilemma about this sir, because if don't come late I'm afraid if the people says avoid reading Al-Qur'an and if I come late and get a punishment read a Qur'an, I'm afraid the people says I'm the laggard. But return again to the purpose behind it is honestly very rare I read Al-Qur'an because I ever come late, I return again holding and reading it. Thank you Sir for the punishment!)*

In the extract eleven, the participant honestly admitted rarely reading Al-Qur'an at home but by applying this punishment, the participant could hold and read Al-Qur'an again as well as thanked for the given punishment.

Extract twelfth

Question: *How is your point of view about reading Al-Qur'an as a punishment for belated students coming to the English classroom?*

Answer: *Saya tidak dapat memberikan pendapat yang pasti tentang hal ini, karena saya sendiri belum pernah terlambat sehingga belum pernah merasakannya. Tapi bagi saya itu hal bagus karena bisa mengingatkan tentang agama kita. (I cannot give an exact point of view about this because my self is never coming late so that I never feel it. But for me that's good because it can remind us about our religion).*

The discussion of this section is dealing with the students' perspective towards Reading Al-Qur'an as punishment for belated students in EFL classroom. Al-Qur'an as punishment in EFL classroom isn't found at the literature nowadays in education context yet. Most of researcher had conducted relating with Al-Quran just referred to the method or the way to learn Al-Qur'an itself. Based on the data collection through self-report questionnaires after applying this method or way during one semester are as follow:

A lot of participants in this research are agreeing with the application of this punishment for belated students in EFL classroom. The participants have many kinds of point of views relating with reading Al-Qur'an as punishment such as the participant suggests that the application of reading Al-Qur'an ought to be not only just for the punishment of belated students but also at every beginning of EFL meeting in the classroom. It can be understood that the Quran should be implemented in the daily lives of Muslims, Junaedi (2013a). This participant feels that the social media has gnawed their generation right now and the existence of this punishment will return them to their religion nearer as a Muslim, it's appropriate with the living Qur'an culture by Junaedi (2013) said that living Quran is a new approach to ground the Quran. In general, this approach emphasizes the function of the Quran as a guide, and mercy for humans and the universe; the role of the Quran in various interests and contexts of human life. Therefore, some living Quran programs organized by communities, religious groups and academics are bringing the Quran closer to people's lives.

Living Quran is not just reading, praying, memorizing, and chanting in daily prayers, but also how to revive the Quran. Making changes to the paradigm of understanding, treating and functioning the Quran is the most important part of this program.

There are five participants say that this kind of punishment will give a reward for the punisher because of reading Al-Qur'an and there are also two students admit that this kind of punishment can motivate them for not coming late in the classroom. For Muslims, the Quran has a variety of functions. This belief in the function of the Quran becomes the spirit, the driving energy to always be close and practice the Quran in his daily life. One of all functions by reading the Qur'an is getting the reward. It is in line with the suggestion from Ardi (2014) that in learning process activity, the teachers give the punishment to their students must be useful for the students itself, educative punishment because the given punishment is a means of education. Therefore avoid giving torturing punishment such as physically punishment. The reward is one of the goals; it is an external instrument that motivates a person to do an act Kholis et al. (2019).

A participant of this research said that this punishment is educative because can train the students become discipline, the students who never hold and read Al-Qur'an at home become hold and read again. Jones & Skinner (1939) concludes that punishment, if implemented wisely, would bring a lot positive effects on students' motivation and performance. A participant admits it sincerely and says thanks for the punishment; it means this punishment is really educative because it can affect the positive attitude in learning process either in the world or hereafter. It's supported by the research from Hasan & Rusydiana in Rahmawati & Hasanah (2021), the result of this research is the existence of educative sanction can increase the students' disciplinary, it's proved by there is no violation of the rule by the students every day and the awareness of the students more increase than before. A lot of participants said that the way to punish the students is very good but a participant gives a suggestion that it's better to read at home not in the classroom directly. Moreover, a participant supposed that the punishment by reading Al-Qur'an is the best punishment that ever the participant got beforehand.

4. CONCLUSION AND SUGGESTIONS

Based on the findings and discussion as illustrated before, the researcher wants to draw an inference that applying reading Al-Qur'an as a punishment for belated students in EFL classroom is very well to be applied because a lot of perspectives of the students illustrate a positive views regarding with the application of this kind of punishment. This punishment is educative punishment because of able to motivate the students for not coming late, train the students to be discipline, make the students are getting closer with Al-Qur'an in their life and getting the rewards.

Based on the conclusion as stated before, the researcher suggests the teachers or lecturers using this kind of punishment by reading Al-Qur'an to punish the students who are coming late to the EFL classroom because it is an educative punishment which can educate the students to be discipline and can be useful for their life in the world and hereafter as well as the other researchers are suggested to evolve and find out the new result of the research regarding with this term.

REFERENCES

- Ahmad, I., Said, H., & Khan, F. (2013). Effect of corporal punishment on students' motivation and classroom learning. *Review of European Studies*. <https://doi.org/10.5539/res.v5n4p130>
- Alhamuddin, A., Hamdani, F. F. R. S., Tandika, D., & Adwiyah, R. (2018). Developing Al-Quran Instruction Model through 3A (Ajari Aku Al-Quran or Please Teach Me Al-Quran) to Improve Students' Ability in Reading Al-Quran at Bandung Islamic University. *International Journal of Education*. <https://doi.org/10.17509/ije.v10i2.8536>
- Ardi, M. (2014). Pelaksanaan pembelajaran bagi mahasiswa program studi PPKn STKIP-PGRI Pontianak. *Jurnal Edukasi*.
- Clutton-Brock, T. H., & Parker, G. A. (1995). Sexual coercion in animal societies. *Animal Behaviour*. <https://doi.org/10.1006/anbe.1995.0166>
- Handbook of Research Methods in Personality Psychology edited by Richard W. Robins, R. Chris Fraley, and Robert F. Krueger. (2009). *Personnel Psychology*. https://doi.org/10.1111/j.1744-6570.2008.01133_6.x
- Holth, P. (2005). Two definitions of punishment. *The Behavior Analyst Today*. <https://doi.org/10.1037/h0100049>
- Jones, F. N., & Skinner, B. F. (1939). The Behavior of Organisms: An Experimental Analysis. *The American Journal of Psychology*. <https://doi.org/10.2307/1416495>
- Julianti, S., Rustam, R., & Kasmiasi, K. (2019). IMPLEMENTASI PENANAMAN NILAI-NILAI RELIGIUS PADA ANAK USIA DINI DI TK DHARMA WANITA TIBO KECAMATAN SINDUE TOMBUSABORA KABUPATEN DONGGALA. *Ana' Bulava: Jurnal Pendidikan Anak*. <https://doi.org/10.24239/abulava.vol1.iss1.6>
- Kholis, N., Mufidah, N., & Indriharta, L. (2019). Implementation of Living Quran Culture in School. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*. <https://doi.org/10.32729/edukasi.v17i2.535>
- LeFrançois, G. R. (2012). Theories of Human Learning: What the Professor Said. In *Belmont, CA: Wadsworth*.
- (2013). Memahami Teks, Melahirkan Konteks: Menelisik Interpretasi Ideologis Jamaah Tabligh. *JOURNAL OF QUR'AN AND HADITH STUDIES*. <https://doi.org/10.1548/quhas.v2i1.1274>
- Rahmawati, E., & Hasanah, U. I. (2021). Pemberian Sanksi (Hukuman) Terhadap Siswa Terlambat Masuk Sekolah Sebagai Upaya Pembentukan Karakter Disiplin. *Indonesian Journal of Teacher Education*.
- Sidin, S. A. (2021). The Application of Reward and Punishment in Teaching Adolescents. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*. <https://doi.org/10.2991/assehr.k.210325.045>
- Metode Penelitian Kuantitatif & kualitatif, *Journal of Experimental Psychology: General* (2010).
- Tuck, J. P., & Wilson, J. (1979). Philosophy and Practical Education. *British Journal of Educational Studies*. <https://doi.org/10.2307/3119831>