

The PIN Reward Program and Learning Motivation in Al-Qur'an and Hadith at SMP Terpadu Muhammadiyah Gayo Lues

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ABSTRACT

This study examines the influence of the PIN reward program on Grade VII students' learning motivation in the subject of Al-Qur'an and Hadith at SMP Terpadu Muhammadiyah Gayo Lues. A qualitative descriptive design was used, with one subject teacher and fifteen students as informants; data were collected through classroom observation and observation of award ceremonies, semi-structured interviews, and study of program guidelines and attendance records. The findings indicate that the pin does not operate primarily as a reward that students value in itself, but as a marker that renders effort visible in a classroom where memorization progress is otherwise private. Because the operative mechanism is public accounting rather than reinforcement alone, two findings usually treated as weaknesses become explicable: motivation declines after a pin is received because the account has been settled, and complaints of unfairness are disproportionately damaging because they attack the legibility of the criteria rather than the size of the reward. Clarity of criteria proved more consequential than the value of the award itself. The study concludes that symbolic reward programs should be designed as continuous and transparent systems of recognition, accompanied by teacher commentary connecting recorded achievement to the intention behind learning, so that their effects do not terminate in momentary enthusiasm.

Keywords: Reward System, Learning Motivation, PIN Program, Al-Qur'an and Hadith, Islamic Junior High School

ABSTRAK

Penelitian ini menganalisis pengaruh Program PIN sebagai sistem penghargaan terhadap motivasi belajar siswa kelas VII pada mata pelajaran Al-Qur'an dan Hadits di SMP Terpadu Muhammadiyah Gayo Lues. Penelitian menggunakan pendekatan deskriptif kualitatif dengan satu guru mata pelajaran dan lima belas siswa sebagai informan; data dikumpulkan melalui observasi kelas dan sesi penyerahan penghargaan, wawancara semi-terstruktur, serta telaah pedoman program dan catatan kehadiran. Hasil penelitian menunjukkan bahwa PIN tidak bekerja terutama sebagai hadiah yang bernilai bagi siswa, melainkan sebagai penanda yang membuat usaha siswa dapat dilihat orang lain di kelas yang capaian hafalannya selama ini bersifat pribadi. Karena mekanisme yang bekerja adalah pencatatan capaian secara terbuka dan bukan penguatan perilaku semata, dua temuan yang selama ini dianggap kelemahan menjadi dapat dijelaskan: menurunnya semangat setelah PIN diterima terjadi karena catatan capaian dianggap telah lunas, dan keluhan tentang ketidakadilan berdampak besar karena menyerang keterbacaan kriteria, bukan besar kecilnya hadiah. Kejelasan kriteria terbukti lebih menentukan daripada nilai penghargaan itu sendiri. Penelitian menyimpulkan bahwa program penghargaan simbolik perlu dirancang sebagai sistem pencatatan capaian yang jelas dan berkelanjutan, disertai penjelasan guru yang mengaitkan capaian dengan niat belajar, agar tidak berhenti pada antusiasme sesaat.

Kata Kunci: Sistem Penghargaan, Motivasi Belajar, Program PIN, Al-Qur'an dan Hadits, Sekolah Menengah Islam

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I. INTRODUCTION

Motivation is the standing problem of religious education in Indonesian schools. The subject of Al-Qur'an and Hadith presents this problem in a particular form, because a substantial part of what students are asked to do consists of memorization, and memorization is laborious, slow, and largely invisible. A student who has spent an hour on a passage and a student who has spent five minutes on it arrive in class looking identical until each is asked to recite. Teachers respond to this condition with exhortation, with testing, and increasingly with reward schemes intended to make effort worth making.

SMP Terpadu Muhammadiyah Gayo Lues has adopted one such scheme. Under the PIN Program, students who meet criteria in four areas, namely memorization, punctual attendance, participation in class discussion, and moral conduct, receive a pin at a monthly school ceremony. The pin has no monetary value and confers no academic privilege. It is worn on the uniform. The school introduced the program in response to what teachers described as flagging enthusiasm in the subject, and reports that participation and attendance have improved since its introduction.

The obvious way to explain such a result is through reinforcement. Skinner's account of operant conditioning holds that behavior followed by a favorable consequence is more likely to recur, and the pin is readily understood as such a consequence. Much of the Indonesian literature on classroom rewards adopts this frame. Fitri and Ain (2022) report increased motivation from reward and punishment among elementary students; Khairani (2023) reports comparable findings in a vocational setting; Salsabina (2024), reviewing studies of rewards in Islamic Religious Education specifically, concludes that giving rewards raises learning motivation across the reviewed studies. Chen (2023) offers a broader account of how school reward systems shape student development.

The reinforcement frame explains why motivation rises. It explains rather less well the two findings that accompany that rise with striking consistency, and which appear in the present case as clearly as in the literature. The first is that motivation frequently declines after a reward is received rather than being consolidated by it. The second is that perceived unfairness in the allocation of rewards is destructive out of all proportion to the material value at stake: students who would shrug at losing a pin become genuinely aggrieved at the suspicion that pins were awarded by favor. A reinforcement account predicts neither. If the pin were a reinforcer, receiving one should strengthen the behavior that produced it, and a small reward unfairly distributed should generate small resentment.

Self-determination theory offers a more discriminating vocabulary. Deci and Ryan's distinction between the controlling and the informational functions of an external event holds that the same reward can either undermine or support motivation depending on which function predominates. A reward experienced as a means of directing behavior reduces the sense of autonomy and displaces the reasons a student might otherwise have had for acting; a reward experienced as information about competence supports motivation rather than eroding it. Işıkğöz (2025), examining intrinsic and extrinsic motivation in relation to achievement emotions, and Ningsih (2023), reviewing social cognitive accounts of learning in the Indonesian context, both point towards the informational reading. What has not been asked in the Indonesian reward literature is what precisely the information consists of and why it should matter so much in this subject.

The argument advanced in this article is that the pin functions as an entry in a public ledger of effort. In a classroom where memorization progress is private, students have no reliable way of knowing where they stand relative to their own past performance or to their classmates, and teachers have no economical way of acknowledging effort that has not yet produced a recitable result. The pin resolves this by converting an invisible process into a visible record. Its value lies not in what it is but in what it makes legible.

This reading generates predictions that the reinforcement account does not. If the pin is a ledger entry, then receiving one settles the account rather than encouraging further deposits, which is precisely the post-award decline that teachers report and misdescribe as fading reinforcement. If the pin is a ledger entry, then

opaque criteria are catastrophic, because an unreadable ledger is worse than no ledger: it tells students that effort and record are unrelated, which is more discouraging than never having had a record at all. And if the pin is a ledger entry, then its motivational force should depend far more on the frequency and transparency of the accounting than on the attractiveness of the object awarded.

The Islamic educational tradition supplies a consideration that complicates and enriches this analysis. Action in Islamic thought is evaluated by intention, and the widely cited hadith to that effect is familiar to students in this subject. A program that makes achievement public therefore operates in tension with a teaching that locates worth in what is not public. Teachers at the school were aware of this tension and addressed it in their commentary at award ceremonies. How they did so, and whether the tension is destructive or productive, is one of the questions this study takes up. The wider literature on character formation in Islamic schools, including Kartika, Saepudin, Norman, and Uswatiyah (2023) and Hanafiah and colleagues (2024), treats intention and outward practice as mutually reinforcing rather than opposed, but does not address the specific case of a public reward scheme.

The study therefore asks three questions. First, how is the PIN Program actually conducted, and what does it make visible that was previously invisible? Second, through what mechanism does it affect students' engagement with Al-Qur'an and Hadith, and does the ledger account explain the post-award decline and the sensitivity to unfairness better than a reinforcement account does? Third, what does the tension between public recognition and the primacy of intention require of teachers who run such programs? The study addresses these questions through a qualitative account of a single program in a single school, on the view that the mechanism of a common intervention is worth describing precisely.

II. METHODOLOGY

The study used a qualitative descriptive design, appropriate to a research question concerned with how a program works rather than with the magnitude of its effects. The site was SMP Terpadu Muhammadiyah Gayo Lues, and the focus was the Grade VII Al-Qur'an and Hadith classes in which the PIN Program has been running.

Participants comprised the subject teacher responsible for the program and fifteen students selected purposively to span the range of participation. The sampling deliberately included students who had received several pins, students who had received one, and students who had received none, since an account of the program resting only on recipients would have been unable to test the central claim. Informed consent was obtained from participants and from parents; students are identified by role and year level only.

Data were collected through three techniques. Classroom observation covered ordinary lessons and, separately, the monthly ceremonies at which pins were awarded, with attention to what teachers said while awarding them as well as to the mechanics of the award. Semi-structured interviews explored what students understood the criteria to be, what they recalled about their own and others' awards, how they described their engagement before and after receiving a pin, and how they judged the fairness of the allocation. Document study covered the written program guidelines, the teacher's records of memorization progress, and attendance registers, which were used to establish the formal structure of the criteria independently of participants' accounts of them.

Analysis followed the interactive model of Miles, Huberman, and Saldaña. Condensation reduced transcripts and field notes to coded segments; display organized these into narrative accounts of each participant's relation to the program; conclusion drawing proceeded through the successive testing of candidate explanations against the full set of cases. The reinforcement account was tested first, since it is the account the school itself uses, and was retained only for those aspects of the data it explained adequately. The ledger account was developed from the discrepant cases, in particular from students who reported reduced effort after receiving a pin and from those who reported that the criteria were unclear.

Credibility was addressed through triangulation across observation, interview, and document sources, with the written criteria compared against students' stated understanding of them; through member checking with the subject teacher, who reviewed and confirmed the account of how the program is conducted; and through the deliberate search for cases that would disconfirm the emerging analysis. Ethical practice followed the principles of voluntary participation, confidentiality, and the right of withdrawal. Because the study addressed the fairness of an allocation made by a teacher who was also a participant, students' individual assessments of fairness were reported to the teacher in aggregate form only.

III. RESULTS AND DISCUSSIONS

The PIN Program operates on a monthly cycle. Across the month the teacher records student performance against four criteria; at the end of the month, pins are awarded at a school ceremony in the presence of other classes; and the cycle restarts. The pin itself is a small metal badge worn on the uniform. Students uniformly described it as an object of no intrinsic interest. Asked directly what the pin was worth, several laughed; one said that it was just a pin and that anyone could buy one. This response is the point of departure for the analysis, because these same students described the award with evident seriousness when asked about it in any other terms.

What the program changes is not what students receive but what the classroom knows. In the Al-Qur'an and Hadith class, memorization is prepared at home and demonstrated in brief individual recitations. A student's progress is therefore known to that student and to the teacher, and to almost no one else. Observation confirmed the resulting condition: students had little idea how their classmates were progressing, and several reported uncertainties about whether their own rate of progress was normal. The pin makes the record public. It converts a private and continuous process into a discrete and visible statement that a particular student has done a particular thing.

This is what students described when they were asked not about the pin but about the ceremony. Their accounts were consistently about being seen. One student said that his parents had asked about the pin when he came home and that he had explained the memorization to them, which he had not done before. Another said that receiving the pin was the first time anyone outside the class had known she was good at anything. A third described watching a classmate receive a pin and realizing for the first time how much work that classmate had been doing. These are not descriptions of a valued object. They are descriptions of a record becoming legible to an audience.

The ledger reading immediately clarifies the post-award decline that the teacher reported and that eight of the fifteen students described in their own conduct. Under a reinforcement account this decline is anomalous and is usually attributed to the reward losing its novelty. Under a ledger account it is expected. A ledger entry closes a period. The student who has been recognized for a month's work has had that work acknowledged; the account is settled; and the effort that produced it was directed at settlement rather than at the establishment of a permanently higher rate of work. One student described this with unusual clarity, saying that after receiving his pin he felt he had already done it and could rest. The program's monthly cycle, which the school treats as an administrative convenience, is therefore constitutive: it defines the accounting period, and effort organizes itself around the period rather than continuing indefinitely.

The second anomaly is the disproportionate damage done by perceived unfairness. Four students raised the fairness of allocation without being asked, and all four framed it in the same way. They did not say that they deserved a pin and had been denied one. They said that they did not know how the decision was made. One student observed that a classmate who talked a great deal in class had received a pin for participation while she, who answered when asked, had not, and that she did not know whether talking was what counted. This is not a complaint about distribution. It is a complaint about legibility. If the criteria cannot be read,

the record does not record anything, and the student who cannot read the ledger learns that her effort and the school's acknowledgement of it are unrelated.

This is precisely the informational function that self-determination theory identifies. A reward that carries clear information about what was achieved supports the student's sense of competence; a reward whose basis is opaque functions purely as control, since the student can infer only that the teacher decides. The observation of award ceremonies showed that the teacher's practice varied on exactly this dimension. On the occasions when the teacher named the specific achievement while awarding the pin, saying what had been memorized or what had been improved, the award carried information. On the occasions when pins were distributed with general commendation, they did not. Students' accounts of specific awards tracked this difference closely, and the four students who raised fairness were describing the second kind of occasion.

The four criteria do not function equally. Memorization and attendance are countable and were understood by every student in the same terms. Participation and moral conduct are neither countable nor visibly recorded, and student accounts of them diverged widely. This asymmetry has a consequence the school has not recognized. Because the countable criteria are legible and the uncountable ones are not, the program in practice rewards memorization and attendance while appearing to reward four things. Students who behave well and participate thoughtfully but memorize slowly receive nothing and cannot tell why. The remedy is not to abandon the softer criteria, which are educationally important, but to make the basis of their assessment as visible as the counts, which would require the teacher to say what specifically was observed.

The tension with the Islamic teaching on intention proved less troublesome in practice than in principle, and for an instructive reason. Students were entirely capable of holding both ideas at once. Asked whether working for a pin was consistent with what they had learned about intention, several answered that the pin was for the school and the intention was for God, and that these were different matters. One student put it more precisely, saying that the pin showed that he had memorized but did not show why he had memorized. This is a competent distinction, and it was supported by what teachers said at ceremonies. On the occasions observed, the teacher explicitly connected recognition to the reason for study, framing the pin as a record of work rather than as the purpose of it. Where such framing was absent, students' accounts of their own motivation were noticeably thinner.

The relation between the pin and the underlying discipline of memorization therefore depends on a commentary that the program guidelines do not mention. This mirrors a broader finding in the literature on reward schemes: what matters is not the scheme but its interpretation. Fitri and Ain (2022) note in passing that the effect of reward depends on the teacher's manner of giving it, and Salsabina's (2024) review reports considerable variation across studies that the reviewed papers do not explain. The present analysis suggests where the variation comes from. A reward given with a statement of what it records is a ledger entry; the same reward given without one is a token, and a token that a student cannot connect to anything he did is at best inert.

Against this it must be said that the program's measurable effects are real and were confirmed from more than one source. Attendance records show improved punctuality in the subject since the program began. The teacher reported, and observation supported, higher rates of prepared recitation. Students who had received pins described preparing more thoroughly in the run-up to the monthly ceremony. Rahma, Ihwani, and Hidayat (2024) report similar engagement gains from interventions that raise the visibility of student work, and Herwanto and colleagues (2024) find comparable effects in a different subject area. What the present analysis adds is that these gains are periodic rather than cumulative: they concentrate before the accounting date and relax after it, which is exactly what a ledger predicts and what a reinforcement account does not.

The practical implication is that the program's design should be aligned with the mechanism actually at work. Three changes follow. First, if settlement of the account produces the post-award relaxation, the accounting should be continuous rather than periodic, so that no student ever occupies a position in which the record has been closed. A visible cumulative record, in which each pin adds to a standing total rather than concluding a month, would remove the settlement point without removing the recognition. Second, since legibility rather than value drives the effect, effort invested in improving the object awarded would be wasted, while effort invested in stating the basis of each award would not. Third, the softer criteria require an assessment practice that makes their basis as visible as a count, failing which they should be removed rather than left to generate the impression that awards are made by favor.

Two limitations bear on the strength of these claims. The study covers a single program in a single school over a limited period and cannot establish whether the observed pattern persists across an academic year or generalizes to other subjects, though the argument implies that it should hold wherever the underlying achievement is similarly invisible. More seriously, the study cannot separate the effect of the pin from the effect of the teacher's attention, since the same teacher records, awards, and comments. A design in which the recording and the commentary were varied independently would test the ledger claim more sharply than the present one can. Hidayat, Andriani, and Yoenanto (2024) note the general scarcity of such designs in Indonesian educational research, and the observation applies here.

IV. CONCLUSION

The PIN Program raises Grade VII students' engagement with Al-Qur'an and Hadith at SMP Terpadu Muhammadiyah Gayo Lues, but not by the means the school supposes. The pin is not valued as an object and does not function principally as a reinforcer. It functions as a public entry in a record of effort, in a subject where the work of memorization is otherwise invisible to everyone except the student and the teacher. Its effect is to make that work legible, first to classmates and then, through the pin worn on the uniform, to families.

Reading the program in this way explains the two findings that the school and much of the literature treat as unresolved weaknesses. Motivation declines after an award because a ledger entry settles an account; the monthly cycle, adopted for administrative convenience, therefore defines the horizon of student effort. Perceived unfairness is destructive out of proportion to the value at stake because it attacks the readability of the record rather than its size, and an unreadable record teaches a student that effort and acknowledgement are unrelated. The four criteria compound this, since two are countable and legible while two are neither, so that the program rewards memorization and attendance while appearing to reward four things.

Three recommendations follow directly. The accounting should be made continuous rather than periodic, so that recognition accumulates instead of concluding, which addresses the post-award relaxation without abandoning the mechanism that produces the gains. Every award should be accompanied by a specific statement of what it records, since the informational content of the award, and not the award itself, is what supports students' sense of competence. And the softer criteria of participation and conduct should either be given a visible basis of assessment or be withdrawn, because criteria that cannot be read do more harm than criteria that do not exist.

The tension between public recognition and the Islamic teaching that action is judged by intention proved manageable, and manageable in a specific way. Students distinguished competently between what the pin records and why they study, but they did so most clearly where teachers had made the distinction explicit at the moment of the award. This is not an incidental feature of good practice. In a program whose entire effect runs through what is said about the award, the teacher's brief framing is the instrument, and it deserves the attention that program design currently receives.

Further research should test the ledger account against the reinforcement account directly, by varying the frequency of recognition and the specificity of the accompanying commentary while holding the award itself constant. Such a design would also address the present study's principal limitation, namely its inability to separate the effect of the record from the effect of the teacher's attention in a setting where the same person supplies both.

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