# IMPLEMENTATION OF THE USE OF THE TSAWAB (REWARD) AND IQAB (PUNISHMENT) METHODS IN IMPROVING THE ABILITY TO LEARN TAHFIZHUL QUR'AN

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**Abstract**
This study aims to determine the use of the Tsawab (reward) and Iqab (punishment) methods in improving the ability to memorize the Qur'an in children at Ridho Walidaina Islamic Kindergarten. This research method uses classroom action research (CAR) by conducting case studies to examine problems in the classroom during learning to improve or increase the quality of learning. The data collection for this research includes observation, interviews, and documentation. The analysis technique follows the Kemmis and Taggart mode, which consists of three stages: planning, implementation, and reflection. The study results showed that the Tsawab (reward) and Iqab (punishment) methods effectively improved students' Qur'an memorization abilities. In Cycle I, observations and assessments showed that only 66.6% of students completed the memorization target. This low success rate indicates a lack of consistency in the application of the method, so improvements are needed. After applying a more structured and intensive method in Cycle II, which involved giving timely rewards and educational punishments, the percentage of success increased significantly to 85.7%. These results were obtained through direct observation and weekly evaluation, which showed that this method improved memorization skills and fostered overall student motivation and discipline.

**Keywords**: Ability, Tsawab and Iqab Method, Memorizing

## INTRODUCTION

Early childhood education is essential for forming good student character and learning habits.[1] One aspect highly emphasized in Islamic education is tahfizhul Qur'an, or the ability to memorize the

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[1] Zulkipli Nasution, "Strategi Pembelajaran Quran Hadis Dalam Memaksimalkan Proses Pembelajaran Alquran Hadis," *Jurnal Pendidikan Dan Keislaman* III, no. 2 (2020): 269–80.

Qur'an, which requires perseverance and discipline in learning.[2] Ridho Walidaina Islamic Kindergarten, Wonosari Aek Kanopan, is an Islamic-based educational institution, and it is responsible for ensuring that its students can memorize the Quran well from an early age. However, in practice, this institution faces several obstacles in improving the ability of children to memorize the Qur'an.

One of the main problems Ridho Walidaina Islamic Kindergarten faces is the low motivation of children to memorize the Qur'an. As students at an early age, they are still very easily distracted and often lose interest in the monotonous learning process. Memorizing activities that require high concentration and perseverance often feel boring for children. As a result, many of them have difficulty achieving the memorization targets set by the school. In addition, the learning methods applied in Ridho Walidaina Islamic Kindergarten are not entirely in accordance with the characteristics of early childhood development. In the process of learning tahfizhul Qur'an, teachers often use less varied and interactive methods so that children are not motivated enough to memorize with high enthusiasm and enthusiasm. An approach that does not emphasize the aspects of rewards and consequences in learning also makes children less disciplined in carrying out their duties.

This condition is exacerbated by the limited time available to memorize the Qur'an. In Ridho Walidaina Islamic Kindergarten, the tight study schedule and limited time allocation for tahfizhul Qur'an sessions often make the learning process less than optimal. Children only have a short time to practice memorizing, while the memorization target that must be achieved is relatively large. This results in their memorization ability not reaching the expected standard.

Based on direct observation from teachers in the kindergarten it also shows that most children show less discipline in memorizing. They are easily distracted by other activities, both in and out of class. This makes it difficult for teachers to ensure that each child can focus and be serious in memorizing the Qur'an. As a result, many students have not been able to achieve the memorization targets that have been set for each semester. To overcome this problem, the Tsawab (reward) and Iqab (punishment) methods began to increase children's motivation and discipline in memorizing the Qur'an.[3] Applying the Tsawab method rewards successful children in memorizing well and showing positive learning behavior.[4] On the other hand, the Iqab method provides educational sanctions for children who do not show seriousness in the learning process or violate the established rules.[5]

The Tsawab and Iqab methods are expected to influence children's behavior positively.[6] With the award, children are expected to feel more motivated to continue improving their memorization skills. Meanwhile, with the educational sanctions, they are expected to be more disciplined and focused in the memorization process. The implementation of this method has been applied in several schools with satisfactory results, but there has not been much research that looks explicitly at its impact in the context of tahfizhul Qur'an at the kindergarten level.

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[2] Abdul Malik Iskandar et al., "Penerapan Metode Iqra Dalam Pembelajaran Al-Qur'an," *Journal of Training and Community Service Adpertisi* 3, no. 1 (2022): 2–3.

[3] Azwardi, "Penerapan Reward Dan Punishment Dalam Pendidikan Agama Islam Di Sekolah," Ta'dib : Jurnal Pendidikan Islam 10, no. 2 (2022): 261–74.

[4] Hana Hazim Nashif Kanz dan Mochamad Gilang Ardela Mubarok, "Implikasi Reward Dan Punishment (Al-Tsawab Wa Al-Iqab) Dalam Pendidikan Islam," *Al-Authar : Jurnal Pendidikan Agama Dan Hukum Islam* 3, no. 1 (2024): 21–38.

[5] Nayla Rizqiyah and Triana Lestari, "Pengaruh Metode Reward Dan Punishment Terhadap Perkembangan Moral Siswa Sekolah Dasar," *Edumaspul: Jurnal Pendidikan* 5, no. 2 (2021): 242–49.

[6] Teguh Arafah Julianto, "Metode Menghafal Dan Memahami Al-Qur'an Bagi Anak Usia Dini Melalui Gerakan Isyarat ACQ," *IQRO: Journal of Islamic Education* 3, no. 1 (2020): 71–84, https://doi.org/10.24256/iqro.v3i1.1439.

This study was conducted to see to what extent the application of the Tsawab and Iqab methods can improve the ability of students to memorize the Qur'an at TK Islam Ridho Walidaina. In addition, this study also aims to identify supporting and inhibiting factors in the application of this method. Is this method effectively increasing children's motivation and discipline in memorizing the Qur'an?

The importance of this research lies in its urgency in providing concrete solutions for TK Islam Ridho Walidaina to overcome the problems faced in learning tahfizhul Qur'an. By finding the right method, it is hoped that this institution can achieve its educational goals, namely to form a young generation who can memorize the Qur'an and have a disciplined character and enthusiasm for learning. In addition, this research can also be a reference for other schools that face similar problems in learning tahfizhul Qur'an. Ultimately, this study aims to improve the learning process at Ridho Walidaina Islamic Kindergarten and to contribute significantly to the development of tahfizhul Qur'an learning methods in early childhood Islamic education in general. The results of this study are expected to provide new insights into the application of the Tsawab and Iqab methods and become the basis for further research in the field of Islamic education.

## RESEARCH METHODS

The method applied in this research is classroom action research (CAR), which uses a case study approach to research problems in the classroom during learning to improve or increase the quality of learning.[7] The location conducted by the researcher in this study was TK Islam Ridho Walidaiana JL. Utama Wonosari Aek Kanopan, Kualuh Hulu District, North Labuhan Batu Regency. The research time undertaken by the researcher was from May 6, 2024 - June 4, 2024. This study's primary and secondary data sources are primary and secondary data. The subjects in this study were class teachers and principals. Primary data were obtained from interviews with the principal of Ridho Walidaina Islamic Kindergarten. In this study, researchers obtained secondary data by searching for journals and scientific articles relevant to the research theme.

Observation, interviews, and documentation are used as data collection strategies. This observation aims to obtain information or descriptions, situations, and conditions of problems that exist in the environment. Observations are done by directly researching in the classroom, especially TK B K2 Ihsan TK Islam Ridho Walidaina, which has 21 people, consisting of 10 male students and 11 female students. The Classroom Action Research was conducted for approximately 1 month, from May to June 2024. This study was conducted to determine the ability of the Tahfizhul Qur'an in TK B K2 Ihsan. In accordance with classroom action research, which requires 2 cycles, this study uses 2 cycles in each meeting.

This interview was conducted with the class teacher to obtain information related to their understanding and experience in implementing the Tsawab and Iqab methods in the classroom. Then, the teacher can also provide views on the effectiveness of this method in improving children's memorization skills, the challenges faced, and how the method affects students' learning atmosphere and character development.

Then, the principal interviewed to obtain data through conversation, direct questions, and answers between the interviewees by asking questions related to the problem. In the interview, the principal of Ridho Walidaina Islamic Kindergarten, Wonosari Aek Kanopan, explained that teachers must be more active and competent when students memorize. In addition, teachers must use evaluation and assessment techniques. In order to find out the development of memorization in students. Previously, students who were not fluent in memorizing could not get a reward (prize). At

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[7] Umar Sidiq, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019).

least the teacher had to repeat the memorization 3 times in each meeting to make it fluent, and vice versa. Students who did not memorize would be given iqab (punishment).
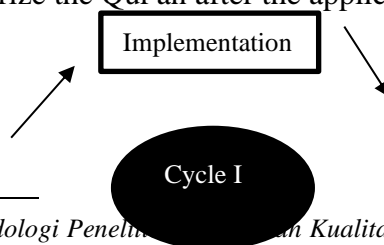


**Figure 1.**
**Provision of Tsawab (Rewards) in the form of Flags to Students Who Have Completed Their Memorization**

The criteria for success in this study are if individual students have achieved a score of more than or equal to 70. While classically, if more than or equal to 80 of the total number of students or 18 of 21 students have achieved a score of more than or equal to 70 and the effectiveness of the application of the tsawab (reward) and iqab methods to improve tahfizhul Qur'an is more than or equal to 80.

The data analysis technique in this study uses the Kemmis and Taggart model, which uses a spiral system where each cycle consists of three stages: planning, implementation, and reflection.[8] In the planning stage, the researcher identified problems related to using the Tsawab (reward) and Iqab methods to improve the ability to memorize the Qur'an. Based on the results of initial observations or initial findings, the researcher designed an intervention in the form of an action plan involving applying the Tsawab and Iqab methods. This plan includes reward and iqab giving strategies, success criteria, and measurement tools to assess improvements in memorization abilities.

In the implementation stage, researchers conducted observations on the method's implementation process, including teacher interactions with students and student responses to rewards and iqab. Data were collected through observation, interviews, and documentation that recorded students' progress in memorizing the Qur'an.

Finally, in the reflection stage, the results of the implementation are analyzed to assess the effectiveness of the methods that have been applied. Researchers examine the data that has been collected, such as the increase in students' memorization abilities, motivation, and responses to the Tsawab and Iqab methods. If the results are not optimal (for example, the target for memorization success has not been achieved), this reflection is used to improve planning in the next cycle. The analysis is carried out by comparing the results of each cycle to see if there is a significant increase in the ability of students to memorize the Qur'an after the application of the method.

Implementation

Cycle I

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[8] Luthfiyah Muh. Fitrah, *Metodologi Penelit_____ _____ _an Kualitatif, Tindakan Kelas Dan Studi Kasus* (Jawa Barat: Jejak, 2017).
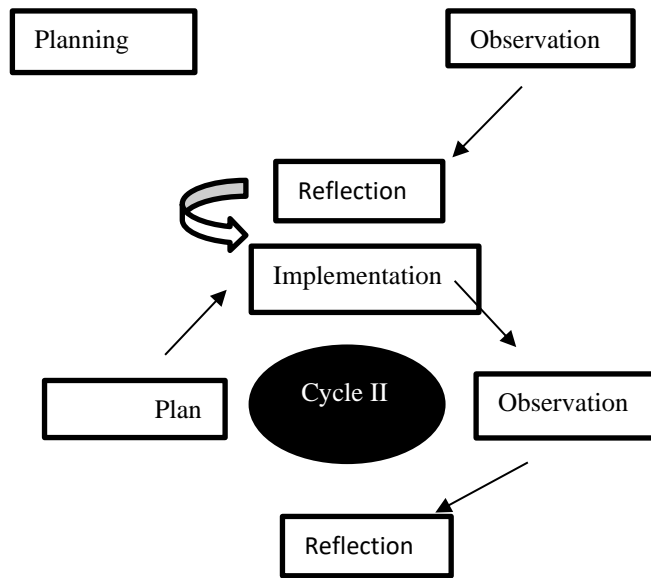
**Figure 2**
**Is the Kemmis and Tanggart Model**

## RESEARCH RESULTS AND DISCUSSION
### Results

This research was conducted through two cycles. The implementation of learning in cycle I was carried out in two meetings where the researcher carried out an assessment attended by 21 students, one observer, namely the class teacher, and one person as a documenter, and cycle II was carried out in one meeting on May 21, 2024. Each cycle includes four PTK activities: planning, implementation, observation, and reflection. Before carrying out cycles I and II, the researcher first conducted pre-cycle observations to facilitate the analysis of research results between before carrying out pre-cycle actions and after carrying out cycle I and cycle II actions.

Based on the results of the pre-cycle show that the ability to memorize the Quran in Kindergarten B K2 Ihsan from 21 students who got classical completion (KK) scores 16 students (76.19% of 21 people), and those who got scores below classical completion were 5 students (23.80 of 21 people). The average value in the pre-cycle was 76%. So, the ability to improve memorizing the Quran in the pre-cycle completion carried out conventionally showed that 23% of all students had not finished memorizing. Therefore, the researcher will make improvements to improve the ability to memorize the Quran in Kindergarten B K2 Ihsan, TK Islam Ridho Walidaina.

| Score | Number of Students | Presentation | Achievement of Classical Completion | Predicate |
|---|---|---|---|---|
| 86 - 100 | 9 | 42,85% | Completed | Very good |
| 76 - 85 | 7 | 33,33% | Completed | Good |

| | | | | |
|---|---|---|---|---|
| 56 - 70 | 3 | 14,28% | Not Completed | Enough |
| 50 - 20 | 2 | 9,54% | Not Completed | Low |
| Sum | 32 | 100% | | |

**Table 1.**
**Pre-cycle Results Assessment of K2 Ihsan Students**

| No | Student Name | Value | Information |
|---|---|---|---|
| 1 | 1 Student | 50 | Incomplete |
| 2 | 2 Students | 20 | Incomplete |
| 3 | 3 Students | 95 | Complete |
| 4 | 4 Students | 86 | Complete |
| 5 | 5 Students | 96 | Complete |
| 6 | 6 Students | 99 | Complete |
| 7 | 7 Students | 56 | Incomplete |
| 8 | 8 Students | 78 | Complete |
| 9 | 9 Students | 68 | Incomplete |
| 10 | 10 Students | 79 | Complete |
| 11 | 11 Students | 74 | Incomplete |
| 12 | 12 Students | 96 | Complete |
| 13 | 13 Students | 94 | Complete |
| 14 | 14 Students | 77 | Complete |
| 15 | 15 Students | 65 | Incomplete |
| 16 | 16 Students | 90 | Complete |
| 17 | 17 Students | 74 | Incomplete |
| 18 | 18 Students | 74 | Incomplete |
| 19 | 19 Students | 92 | Complete |
| 20 | 20 Students | 89 | Complete |
| 21 | 21 Students | 84 | Complete |
| Sum | | 61.9% | |

**Table 2.**
**Assessment of K2 Ihsan Students in Cycle I**

In cycle I, meeting II, the results of the study to improve the ability of students to memorize the Quran were 17 children who completed it with a percentage of 66.6%, while those who did not complete it were 7 people. So, the percentage value obtained in cycle I, meeting II, was still lacking. From the implementation of the research in Cycle I, it can be concluded that improvements must be made to learning the memorization of the Quran in Cycle II. In the implementation of cycle I, several problems were found that influenced the failure of cycle research I, including: 1) Researchers have not been able to manage learning time well, 2) 3 minutes is considered insufficient to carry out

memorization activities, 3) Researchers have not been able to motivate children, and children pay less attention to the teacher's explanation, the problems in cycle I will be fixed in cycle II.

Based on the problem of researchers who have not been able to motivate children to memorize the Qur'an is different from the research conducted by Luluk Masluhah et al.. The research results show motivation from caregivers and teachers, and the target of memorizing every week is increasing at the Ihaaus Sunnah Sentong Islamic boarding school. Then, the positive impact of the motivation is that students become more enthusiastic about memorizing, have a sense of responsibility, and can improve their memorization. Students are happy when they get tsawab and accept when they get iqab.[9]

The action in cycle II was carried out in one meeting on May 28, 2024. The research results in cycle II to improve the ability to memorize the Qur'an increased gradually. The increase achieved in cycle II achieved the predetermined success indicators. The percentage results in cycle II reached classical with an increase of 85.7%.

After the implementation of Cycle I, although there was an increase in results, with 66.6% of students completing it, the results were still inadequate and required significant improvements in Cycle II. Several factors caused the increase in Cycle II after improvements were made, namely:

1.  Better Time Management

    In Cycle I, the researcher had difficulty managing the learning time, which impacted the effectiveness of learning the tahfizhul Qur'an. However, in Cycle II, the researcher made adjustments, including extending or adjusting the duration of time that was more appropriate for memorization activities. More optimal time management gives students a better chance to focus and complete their memorization.

2.  Adjusting the Duration for Memorizing

    The 3-minute time used in Cycle I proved insufficient for most children to complete memorization. In Cycle II, the duration for memorization activities was extended so that students had more time to repeat and memorize effectively. This adjustment significantly contributed to the significant improvement in results.

3.  Increasing Motivation and Providing Guidance

    In Cycle I, the researcher could not motivate the students sufficiently, and many children paid less attention to the teacher's explanation. In Cycle II, the researcher paid more attention to motivation through various means, such as providing rewards (Tsawab) that were more interesting to the children and more intensive guidance during the memorization process. This stronger motivation encouraged students to be more serious about memorizing.


4.  Focus on student involvement

    In Cycle II, the researcher was more active in inviting students to be involved in the learning process with a more engaging and interactive approach. This helps children be more focused and pay attention to the teacher's explanation and instructions so they can more easily understand the material and achieve the expected memorization target.

Based on the increase in the achievement of students' abilities in learning tahfizhul Qur'an, students successfully completed their memorization of 18 people with a percentage of 85.7%. The condition of students is that they are very enthusiastic when memorizing the surah. The teacher has
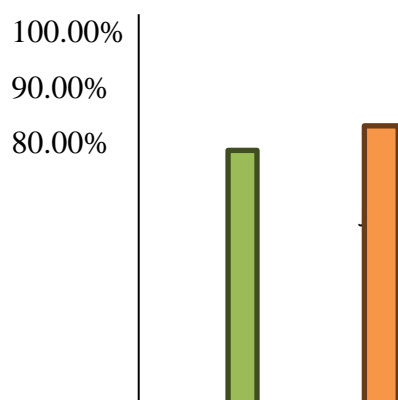
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[9] Luluk Masluhah et al, "Penerapan Tsawab Dan Iqab Dalaam Pembelajaran Tahfidz Al-Qur'an Di Pondok Pesantren Ihyaus Sunnah Sentong Krejengan Probolinggo," Islamika: Jurnal Keislaman Dan Ilmu Pendidikan 5, no. 2 (2023): 824–36.

also been able to provide motivation and can easily memorize by being given tsawab (rewards) in the form of flags, books, and pencils, and also those who do not memorize are given iqab (punishment) by giving tasawab. Iqab is done so that students are more active in memorizing surah. The ability of children to memorize in cycle II showed that 85.7% in one class had completed their memorization well, and 3 children did not complete it. This is because children are still too lazy to repeat their memorization at home and are not focused on following the learning.

Based on the research that has been conducted, in general, the application of Tsawab (reward) and iqab to improve the ability of tahfizhul Qur'an has succeeded in increasing up to 85.7% completed well. Therefore, applying tsawab (reward) and iqab can improve students' ability to use tahfizhul Qur'an.

| No | Student Name | Value | Information |
|----|--------------|-------|-------------|
| 1 | 1 Student | 68 | Incomplete |
| 2 | 2 Students | 42 | Incomplete |
| 3 | 3 Students | 95 | Complete |
| 4 | 4 Students | 86 | Complete |
| 5 | 5 Students | 96 | Complete |
| 6 | 6 Students | 99 | Complete |
| 7 | 7 Students | 78 | Complete |
| 8 | 8 Students | 81 | Complete |
| 9 | 9 Students | 76 | Complete |
| 10 | 10 Students | 79 | Complete |
| 11 | 11 Students | 76 | Complete |
| 12 | 12 Students | 96 | Complete |
| 13 | 13 Students | 94 | Complete |
| 14 | 14 Students | 77 | Complete |
| 15 | 15 Students | 70 | Complete |
| 16 | 16 Students | 90 | Complete |
| 17 | 17 Students | 74 | Incomplete |
| 18 | 18 Students | 77 | Complete |
| 19 | 19 Students | 92 | Complete |
| 20 | 20 Students | 89 | Complete |
| 21 | 21 Students | 84 | Complete |
| Sum | | 85.7% | |

**Table 3.**

**Assessment of K2 Ihsan students in Cycle II**

100.00%

90.00%

80.00%

70.00%
60.00%          ▭
50.00%      Siklus I
40.00%          ▭
30.00%      Siklus II
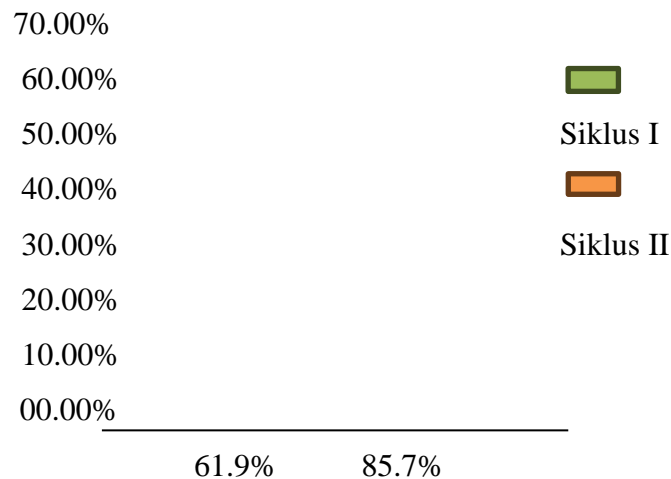20.00%
10.00%
00.00%
        61.9%        85.7%

**Fig.3.**
**Comparison of the increase in Tahfizhul Qur'an in cycle I and cycle II**

The implementation of actions in two cycles at Ridho Walidaina Islamic Kindergarten showed a significant increase in the ability of students to memorize the Qur'an. Based on the study results, in Cycle I, the classical achievement of students only reached 61% with the criteria of incomplete. However, after implementing the tsawab (reward) and iqab (punishment) methods, there was an increase in Cycle II with a classical achievement of 85.7% and the criteria of complete.

This improvement can be explained through a quote from an interview with one of the class teachers, who stated, "After giving rewards in the form of praise and stickers for each successful memorization, the children seemed more enthusiastic to follow the learning and complete their memorization. They were very motivated when they knew they would get a small gift or praise from us." In addition, through observations in the classroom, the researcher noted that "In Cycle I, some children seemed less focused because of the limited memorization time and the lack of a clear reward system. However, after the tsawab system was implemented in Cycle II, the children were more motivated, especially when given a small reward after achieving the memorization target."

Therefore, from the iqab (punishment) side, the teacher revealed that the punishment was not harsh but rather in the form of a light reprimand or a reduction in playtime. "The children began to be more disciplined in following the memorization time after we gave the consequence of reducing playtime. They became more serious when given time to memorize," said one of the teachers involved. These results strengthen the analysis that the implementation of tsawab and iqab contributed significantly to increasing motivation, discipline, and, ultimately, the ability of students to memorize the Qur'an, as evidenced by the increase in the percentage of success from Cycle I to Cycle II.

*Discussion*
**Using the Tsawab (Reward) and Iqab Methods in Improving the Ability of Tahfizhul Qur'an in Ridho Islamic Kindergarten**

Applying the tsawab and iqab methods plays a vital role as a motivator for students in learning to memorize the Al-Qur'an.[10] To improve memorization of Juz Amma, teachers should actively

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[10] Tika Kusumastuti, Mukhlis Fatkhurrohman, and Muhammad Fatchurrohman, "Implementasi Metode Menghafal Qur'an 3t+1m Dalam Meningkatkan Kualitas Hafalan Santri," *Al'Ulum Jurnal Pendidikan Islam* 2, no. 2 (2022): 259–73.

provide motivational encouragement to students.[11] This motivation is a crucial element that can strengthen memorization skills, reduce students' tendency to feel lazy and foster their enthusiasm for memorizing.[12] Through the provision of tsawab and iqab, students can be more motivated to determine their achievements, and it can help improve their memory in memorizing the Quran more effectively.[13]

This study examines the use of the Tsawab (reward) and Iqab methods in improving the ability to memorize the Qur'an in Ridho Islamic Kindergarten. Based on the observations, interviews, and data analysis, applying these two methods showed significant results in motivating children to memorize the Qur'an, especially in the tahfizhul Qur'an program at an early age. In Islamic education, to achieve its goals, namely the formation of good morals, various methods can be used, one of which is the reward (thawāb) and punishment ('Iqāb) method. The thawāb and'Iqāb methods are methods carried out by giving gifts/awards (thawāb) to students who excel and punishment ('Iqāb) for those who violate.[14]

In terms of language, the word "reward" comes from English, which means reward, prize, wages, or award.[15] Reward is a condition or verbal expression that can provide satisfaction or increase a person's chances of acting.[16] In Arabic, the equivalent term for reward is "targhib." Targhib refers to encouragement or motivation to achieve success that results in satisfaction, where this motivation is considered a reward or reward that creates a feeling of happiness.[17]

The Tsawab method applied in Ridho Islamic Kindergarten has proven effective in increasing children's learning motivation. Giving rewards, such as praise, star stickers, and small gifts, has fostered self-confidence and enthusiasm in children. They appear more enthusiastic and eager to achieve the memorization targets set by the teacher. This aligns with the theory of positive reinforcement, which states that rewards can strengthen desired behavior. By giving rewards consistently, children are motivated to memorize better and develop good learning habits.

On the other hand, applying the Iqab method also has a vital role in disciplining children.[18] Iqab is implemented wisely and is not physically punishing but as a reminder and reprimand for inappropriate behavior. For example, when a child does not achieve a memorization target, the teacher will give additional educational tasks or reduce playtime. This approach successfully instills discipline and responsibility in children without causing fear or discomfort. Children learn that every action has consequences, so they are more careful and try harder to achieve memorization targets.

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[11] Siti Rahma Bahrin, "Upaya Guru Tahfidz Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Pada Santri Tahfidz Di Pondok Pesantren Ibn Jauzi," Intiqad: Jurnal Agama Dan Pendidikan Islam 14, no. 1 (2022): 90–104, https://doi.org/10.30596/intiqad.v14i1.10038.

[12] Yuriko Pulung Nugroho, Muhammad Muhtar, and Arifin Sholeh, "Penerapan Metode ' Iqab Dalam Meningkatkan Kedisiplinan Santri Di Pondok Modern Darul Arqom Patean Kendal Tahun 2021," Jurnal Ilmiah Sultan AgunG 3, no. September (2022): 1069–81.

[13] Muhamad Tisna Nugraha, Andewi Suhartini Andewi, and Nurwadjah Nurwadjah EQ, "Reward (Al-Tsawab) and Punishment (Al-Iqab) Through the BISCUIT Approach in Islamic Education," *Jurnal Tarbiyatuna* 11, no. 2 (2020): 101–13.

[14] Yunidar, "Penerapan Metode Thaw Ā B Dan ' Iq Ā B Dalam Membentuk Akhlak Siswa Di," Jurnal Ilmiah Didaktika 16, no. 2 (2016): 180–97.

[15] Lina Marliza, Ahmadi Boerhan, and Salmi Wati, "Penerapan Reward Dan Punishment Dalam Meningkatkan Motivasi Serta Hasil Belajar Peserta Didik Sejarah Kebudayaan Islam Dimaknai," Educativo: Jurnal Pendidikan 2, no. 1 (2023): 27–38.

[16] Resmin Manik, "Implementasi Pemberian Reward Dan Punishment Untuk Meningkatkan Etos Kerja Guru," *Jurnal Jumpa* VII (2019): 80–95.

[17] Raihan, "Penerapan Reward Dan Punishment Dalam Peningkatan Prestasi Belajar Pendidikan Agama Islam Terhadap Siswa SMA Di Kabupaten Pidie," *DAYAH: Journal of Islamic Education* Vol. 2, no. 1 (2019): 129.

[18] Nur Husna, "Pemberian Reward and Punishment Kepada Anak Menurut Perspektif Pendidikan Islam," *Egalita : Jurnal Kesetaraan Dan Keadilan Gender* 16, no. 1 (2021): 40–55.

Then, according to Al-Qabisi, when giving rewards to students, teachers should do it with great gentleness, show affection, and provide advice sincerely. Teachers are expected to act as substitute parents for students. Regarding punishment, Al-Qabisi emphasized the importance of caution when giving physical punishment such as hitting. He set several conditions so that punishment remains aimed at prevention and improvement and does not become painful acts of violence.[19]

The results of the study show that applying the Tsawab (reward) and Iqab (punishment) methods has a positive impact on improving the ability of children to memorize the Quran at Ridho Islamic Kindergarten. In Cycle I, the results showed that only 66.6% of children achieved the memorization target, indicating that improvements in the learning process are urgently needed. The main problems found were less than optimal time management, low teacher motivation, and minimal attention from children.

After improvements were made in Cycle II, the results increased significantly, with 85.7% of children completing their memorization. Giving rewards such as flags, books, and pencils and implementing light punishments proved effective in motivating children to be more active in memorizing. Teachers also succeeded in providing better motivation and creating a more focused and directed learning atmosphere. Overall, this study proves that the Tsawab and Iqab methods, if applied correctly, can significantly improve the ability to memorize the Qur'an. Although some children still need more support, most students achieved their memorization targets, indicating the learning strategies' effectiveness.

Therefore, from the data analysis, it can be seen that the combination of the Tsawab and Iqab methods can create an effective balance in learning tahfizhul Qur'an. Children who get rewards feel appreciated for their efforts, while children who get iqab learn to be more responsible and disciplined. This helps them to focus not only on the results of memorization but also on the learning process itself. In addition, with the Iqab method, children who have difficulty memorizing become more focused and motivated to improve themselves.

**Supporting and Inhibiting Factors in Using the Tsawab (Reward) and Iqab Methods in Improving the Ability to Learn Tahfizhul Qur'an**

Every educational activity cannot be separated from factors supporting and inhibiting the educational process.[20] Implementing the tsawab and iqab methods in Ridho Islamic Kindergarten faces various factors that can be supporters or obstacles. These factors affect the effectiveness of the method in helping students achieve their memorization targets. In general, the supporting and inhibiting factors in implementing the tsawab and iqab methods can be divided into two main categories: internal and external factors.[21]

Internal factors that support the success of implementing tsawab and iqab mainly lie in the students themselves. One crucial factor is the strong intention of students to memorize the Qur'an. A sincere and consistent intention is the main foundation that motivates students to continue striving to achieve the memorization target set. In addition, the ability of students to set realistic deadlines in accordance with the targets set by the teacher is also a significant internal supporting factor. With a clear deadline, students can be more focused in their efforts to memorize Juz Amma.

On the other hand, external factors that support the implementation of tsawab and iqab include the learning environment, which mainly involves the role of teachers and caregivers. Teachers who

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[19] Hana Hazim Nashif Kanz dan Mochamad Gilang Ardela Mubarok, "Implikasi Reward Dan Punishment (Al-Tsawab Wa Al-Iqab) Dalam Pendidikan Islam."

[20] Hasan Basri, "Implementasi Kurikulum Merdeka Belajar Pada Pelajaran Akidah Akhlak Di MTs Negeri 1 Yogyakarta," *Jurnal Murobbi Ilmu Pendidikan* Vol. 7, no. 1 (2023): 44.

[21] Parni, "Faktor Internal Dan Eksternal Pembelajaran," *Tarbiya Islamica* 5, no. 1 (2017): 17–30.

provide continuous motivation to students play a major role in maintaining students' enthusiasm and consistency in memorizing. In addition, having a memorization target set every week, such as one surah, helps students to stay focused and motivated in achieving their goals. Support from teachers and a conducive kindergarten school environment are also essential in supporting the learning process of memorizing the Al-Qur'an.

However, the implementation of the tsawab and iqab methods also faces various inhibiting factors, both internally and externally. Internal factors that often become obstacles include students' lack of patience during the memorization process. Memorizing the Qur'an requires high perseverance and patience, so when students feel rushed or lose patience, this can hinder the learning process. In addition, the lack of strong intentions or motivation from within the students is also one of the internal factors that can hinder the achievement of memorization targets.

External factors that hinder the implementation of tsawab and iqab are also no less important. One of the external inhibiting factors is the inconsistency of teachers, such as often coming late to teach. This can reduce the effectiveness of learning and lower student motivation. In addition, the lack of support from students' guardians can also be a major obstacle. Support from the family, especially parents, is significant in motivating students to continue trying to memorize the Qur'an. When this support is absent, students may feel less motivated or lose their enthusiasm to achieve their memorization targets.

Therefore, implementing the Tsawab (reward) and Iqab (punishment) methods has a positive impact on improving children's ability to memorize the Qur'an at Ridho Walidaina Islamic Kindergarten. The Tsawab method successfully motivates students to be more enthusiastic and diligent in memorizing, while Iqab helps instill discipline and a sense of responsibility for memorization tasks.

The significant increase in the percentage of success from Cycle I to Cycle II, namely from 61% to 85.7%, proves that combining both effectively encourages better memorization achievement. Although there are some obstacles, such as less than optimal time management, handling these obstacles with improvements in the next cycle shows a substantial increase in results. Overall, the Tsawab and Iqab methods can be a very effective strategy in tahfizhul Qur'an education, as long as the supporting factors are strengthened and the challenges are overcome sustainably.

## CONCLUSION

Based on the results of the study and discussion, it can be concluded that the application of the tsawab (reward) and iqab methods can improve the ability to learn to memorize the Qur'an in TK Islam Ridho Walidaina, Wonosari Aek Kanopan, this can be proven by the increase in the ability to memorize students. Conditions in cycle I meeting I students have not completed their memorization only and adequately reached 61.66%, and meeting II, the results of the study to improve the ability of tahfizhul Qur'an in students were 17 children who completed with a percentage of 66.6%. While those who did not complete the number of 7 people. So, the percentage value obtained in cycle I meeting II is still lacking. The increase from cycle I to cycle II is 72.22%. This condition then shows a change after applying the tsawab (reward) and iqab (punishment) methods to improve the ability of tahfizhul qur'an in cycle II. The achievement of the classical percentage of tahfizhul qur'an ability in cycle II was 85.7% with complete criteria, showing an increase with the implementation of tsawab (reward) and iqab, in which students are happier when the teacher appreciates their good deeds. They will also think again about repeating bad deeds because there will be sanctions or punishments.

Practical Implications for Education: The results of this study indicate that the Tsawab and Iqab methods can be applied effectively in learning to memorize the Qur'an at the early childhood education level. Teachers can use rewards to motivate children to complete their memorization, while

appropriate punishments can help direct children's behavior to be more disciplined and focused. Therefore, educators in other Islamic educational institutions can consider implementing this method to improve student learning outcomes, especially in tahfizhul Qur'an. Although the study results show significant improvement, some limitations need to be considered. First, this study is limited to one educational institution, so the generalization of the results for other institutions may be less representative. Second, the relatively short research implementation time can affect the results' stability and consistency. In addition, this study also does not profoundly explore individual factors that affect students' responses to the Tsawab and Iqab methods, such as the psychological characteristics of children and the family environment.

Recommendations for Further Research: Further research includes various schools and other Islamic educational institutions to strengthen these findings. Future research can also expand the focus on the duration of the implementation of the Tsawab and Iqab methods to see the long-term impact on children's memorization and motivation. In addition, research involving various observation methods and interviews with students, teachers, and parents will help provide a more comprehensive understanding of the effectiveness of this method.

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