



[DOI: 10.61650/ajis.v3i2.1183](#)

ORIGINAL RESEARCH ARTICLE

The Effects of Educational Interaction and Reward and Punishment on Islamic Religious Education Learning Outcomes

Nurhasanah^{1*}, Sunarto¹, Siti Roudhotul Jannah¹

¹Universitas Ma'arif Lampung, Indonesia

Correspondence: nurhasanah66@guru.smp.belajar.id

Article History: Received: 12 April 2024 • Revised: 05 Dec 2024 • Accepted: 15 Jan 2025

• Published: 31 Des 2025

ABSTRACT

This research is motivated by the low learning outcomes of students in Islamic Religious Education subjects, which is suspected to be related to the less-than-optimal educational interaction and the implementation of reward and punishment in the classroom. This study aims to analyze the effect of educational interaction and reward and punishment on student learning outcomes, both partially and simultaneously. The research employed a quantitative approach with a survey method. The population consisted of all seventh-grade students of SMP Negeri 1 Kotaagung Timur, Tanggamus Regency, totaling 52 students, who also served as the sample (total sampling). Data were collected using questionnaires for the variables of educational interaction and reward and punishment, and documentation of scores for learning outcomes. Data analysis used multiple linear regression. The results showed that partially, educational interaction had a positive and significant effect on learning outcomes (t count = 3.25 > t table = 2.01), as did reward and punishment (t count = 2.98 > t table = 2.01). Simultaneously, both variables also had a significant effect (F count = 39.87 > F table = 3.19) with a contribution of 62% ($R^2 = 0.62$). Thus, improving the quality of educational interaction and the appropriate application of reward and punishment can enhance students' PAI learning outcomes.

Keywords: Educational Interaction, Reward and Punishment, Learning Outcomes, Islamic Religious Education.



ABSTRAK

Penelitian ini dilatarbelakangi oleh masih rendahnya hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam, yang diduga terkait dengan kurang optimalnya interaksi edukatif serta penerapan reward and punishment di kelas. Penelitian ini bertujuan untuk menganalisis pengaruh interaksi edukatif dan reward and punishment terhadap hasil belajar peserta didik, baik secara parsial maupun simultan. Penelitian menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah seluruh siswa kelas VII SMP Negeri 1 Kotaagung Timur Kabupaten Tanggamus sebanyak 52 siswa, yang sekaligus menjadi sampel (total sampling). Data dikumpulkan melalui angket untuk variabel interaksi edukatif dan reward and punishment, serta dokumentasi nilai untuk hasil belajar. Analisis data menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa secara parsial interaksi edukatif berpengaruh positif dan signifikan terhadap hasil belajar ($t_{hitung} = 3,25 > t_{tabel} = 2,01$), demikian pula reward and punishment ($t_{hitung} = 2,98 > t_{tabel} = 2,01$). Secara simultan, kedua variabel juga berpengaruh signifikan ($F_{hitung} = 39,87 > F_{tabel} = 3,19$) dengan kontribusi sebesar 62% ($R^2 = 0,62$). Dengan demikian, peningkatan kualitas interaksi edukatif dan penerapan reward and punishment yang tepat dapat meningkatkan hasil belajar PAI siswa.

Kata Kunci: Interaksi Edukatif, Reward and Punishment, Hasil Belajar, Pendidikan Agama Islam.

How to cite: Nurhasanah, N., Sunarto, S., & Jannah, S. R. (2025). The Effects of Educational Interaction and Reward and Punishment on Islamic Religious Education Learning Outcomes. *Assyfa Journal of Islamic Studies*, 3(2), <https://doi.org/10.61650/ajis.v3i2.1183>

1. INTRODUCTION

Education is a primary means of shaping character and improving the quality of human resources. One important aspect of the educational process is the interaction between educators and students during learning. Effective educational interaction can increase students' motivation and understanding of subject matter (Pane, 2021; Nurhasanah, 2021). In the context of Islamic Religious Education (IRE), teachers serve not only as instructors, but also as mentors, motivators, and role models in students' character development (Ramayulis, 2021).

Effective educational interaction is characterized by two-way communication between teachers and students, active student participation in learning activities, and positive emotional relationships. Such interaction has considerable potential to improve student learning outcomes, particularly in Islamic Religious Education, which is rich in moral and spiritual values (Nurmalisa, 2020; Firmansyah, 2022). Recent studies indicate that educational interaction is positively correlated with student engagement and learning outcomes in character-based subjects (Anwar & Firmansyah, 2023; Walewangko et al., 2024).

In addition to educational interaction, the use of reward and punishment is a common instructional strategy for directing student behavior. Rewards are provided to reinforce positive behavior, whereas punishment is intended to reduce negative behavior (Iskandar et al., 2021; Yuliani, 2020). When implemented wisely and proportionally, this strategy can improve students' learning motivation and discipline (Suryani, 2023; Waqiah, 2021).

However, a preliminary survey conducted at SMP Negeri 1 Kotaagung Timur, Tanggamus Regency, found that many students remained poorly motivated, passive during learning, and

experienced difficulties understanding Islamic Religious Education material. Their learning outcomes had not yet reached the expected targets. This condition was presumed to be related to suboptimal educational interaction and the teachers' implementation of reward and punishment (Nurhasanah, 2021; Astuti et al., 2023).

A relevant study by Amirudin et al. (2020) showed that the reward-and-punishment method affected student learning outcomes in Islamic Religious Education. Similarly, Rifai (2020) found that educational interaction and rewards influenced students' active participation in learning. Nevertheless, most previous studies focused on the separate effect of each variable, and relatively few examined the simultaneous effects of educational interaction and reward and punishment on Islamic Religious Education learning outcomes (Supriadi et al., 2021; Astuti et al., 2023).

The research gap lies in the absence of studies that specifically examine the combined effects of these two variables in Islamic Religious Education at the junior secondary school level, particularly in Tanggamus Regency. This study also differs by employing a quantitative approach with multiple regression analysis, whereas many previous studies were qualitative or used only simple correlation analysis (Iskandar et al., 2021; Waqiah, 2021).

The novelty of this study lies in simultaneously testing the effects of educational interaction and reward and punishment on Islamic Religious Education learning outcomes, as well as using a total sample from a limited population to provide more accurate representation of that population. In addition, this study integrates Vygotsky's theory of educational interaction (2020) and Skinner's reinforcement theory (2020) within the context of Islamic Religious Education learning at the junior secondary school level (Bloom, 2020; Gagné, 2021).

Based on the preceding discussion, this study aims to: (1) determine the effect of educational interaction on Islamic Religious Education learning outcomes; (2) determine the effect of reward and punishment on Islamic Religious Education learning outcomes; and (3) determine the simultaneous effects of both variables on Islamic Religious Education learning outcomes. The findings are expected to contribute to the development of more effective Islamic Religious Education learning strategies (Sardiman, 2020; Djamarah & Zain, 2020).

2. RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design, which aims to explain the effects among variables. According to Sugiyono (2021), quantitative research is a method grounded in positivist philosophy, used to investigate a particular population or sample through data collection using research instruments and statistical data analysis to test predetermined hypotheses. The explanatory approach was selected because this study sought to examine the partial and simultaneous effects of educational interaction (X_1) and reward and punishment (X_2) on learning outcomes (Y) (Arikunto, 2022; Suryabrata, 2021).

The study was conducted at SMP Negeri 1 Kotaagung Timur, Tanggamus Regency, during the second semester of the 2025/2025 academic year. The population consisted of all 52 seventh-grade students. Total sampling was used, meaning that the entire population was included as the sample

because the population contained fewer than 100 individuals (Arikunto, 2022; Margono, 2022). This approach was intended to strengthen the study's internal and external validity.

The independent variables were educational interaction (X_1) and reward and punishment (X_2), while the dependent variable was Islamic Religious Education learning outcomes (Y). The operational definition of each variable was elaborated through indicators measured using a five-point Likert scale. Questionnaires were used for variables X_1 and X_2 , while documented scores were used for variable Y (Sugiyono, 2021). Before use, the instruments underwent content validation by two experts (a lecturer and an Islamic Religious Education teacher) and reliability testing using Cronbach's alpha. The reliability coefficients were 0.782 for the educational interaction and reward-and-punishment questionnaire and 0.768 for the Islamic Religious Education test items (Ghozali, 2021; Wawan, 2021).

Table 1. Research Instrument Blueprint

Variable	Indicators	Number of Items
Educational Interaction (X_1)	Two-way communication, active student engagement, teacher feedback, participatory methods, and positive emotional relationships	15
Reward and Punishment (X_2)	Provision of rewards, fairness, consistency of rules, motivational impact, and behavioral change	15
Learning Outcomes (Y)	Daily scores, midterm scores, and final examination scores in Islamic Religious Education on the Asmaul Husna topic	Documentation

Data analysis comprised prerequisite tests (normality and homogeneity) and hypothesis testing. The Liliefors test was used for normality, while the Bartlett test was used for homogeneity. The normality test showed that all data were normally distributed (test values < critical values), and the homogeneity test showed homogeneous population variances (test values < critical values). Hypotheses were then tested using multiple linear regression analysis with IBM SPSS Statistics 25. The t-test was used to examine partial effects, the F-test to examine simultaneous effects, and the coefficient of determination (R^2) to measure the contribution of the independent variables to the dependent variable (Ghozali, 2021; Nana Sudjana, 2020).

3. RESULTS AND FINDINGS

The study was conducted at SMP Negeri 1 Kotaagung Timur, located at Jl. Raja Mangkubumi No. 275, Kagungan, Kota Agung Timur District, Tanggamus Regency, Lampung. The school was established on December 12, 1986, holds an A accreditation rating, and has obtained ISO 9001:2008 certification. It has 65 teachers and staff and 853 students across Grades VII to IX. Grade VII consists of 10 classes with a total of 352 students; however, the research population was limited to 52 students, all of whom were included in the sample (school documentation, 2025).

Table 2. Descriptive Data for Learning Outcomes, Educational Interaction, and Reward and Punishment

Variable	N	Mean	SD	Median	Max	Min
Educational Interaction and Reward and Punishment	52	59.77	10.92	59.00	89	36
Student Learning Outcomes	52	62.55	14.78	63.50	90	31

As shown in the table, the mean score for educational interaction and reward and punishment was 59.77 (fairly good category), with a standard deviation of 10.92, indicating a moderate spread of data. The mean student learning-outcome score was 62.55 (fairly good), with a larger standard deviation of 14.78, indicating greater variation in learning outcomes. The maximum learning-outcome score was 90, while the minimum was 31.

Table 3. Descriptive Data for Educational Interaction and Reward-and-Punishment Strategy versus Conventional Strategy

Variable	Learning Strategy	N	Mean	SD	Median	Max	Min
Learning Outcomes	Educational Interaction and Reward and Punishment	33	64.18	14.01	63.00	90	36
Learning Outcomes	Conventional	33	60.91	15.55	64.00	90	31

The table shows that the group exposed to educational interaction and reward and punishment had a higher mean learning-outcome score (64.18) than the conventional group (60.91). This indicates that the implementation of these strategies contributed positively to improved Islamic Religious Education learning outcomes.

The prerequisite tests indicated that the data were normally distributed (Liliefors statistic < critical value) and homogeneous (Bartlett statistic < critical value). The initial equivalence test using a t-test produced $t_{\text{calculated}} = 0.992 < t_{\text{critical}} = 1.998$, indicating that the experimental and control groups had equivalent initial abilities.

Table 4. Summary of Two-Way Analysis of Variance

Source of Variance	SS	df	MS	F calculated	F critical	Decision
Learning Strategy (A)	309.901	1	309.901	1.40	2.98	H ₀ accepted
Learning Outcomes (B)	675.233	2	337.616	1.52	3.13	H ₀ accepted
Interaction (AB)	55.711	2	27.855	0.13	3.13	H ₀ accepted
Error	13321.417	60	222.024	-	-	-
Total	14362.262	65	-	-	-	-

The table indicates that, when examined separately, there was no significant difference in learning outcomes between the educational interaction plus reward-and-punishment strategy and the conventional strategy. However, the multiple regression analysis produced different results.

The multiple linear regression analysis produced the equation $\hat{Y} = 18.45 + 0.52X_1 + 0.48X_2$. The constant of 18.45 indicates that when educational interaction (X_1) and reward and punishment (X_2) are both zero, the predicted student learning-outcome score remains 18.45. The regression coefficient of 0.52 for X_1 indicates that each one-unit increase in educational interaction is associated with a 0.52-unit increase in learning outcomes. Similarly, the coefficient of 0.48 for X_2 means that each one-unit increase in reward and punishment is associated with a 0.48-unit increase in learning outcomes. Based on the partial t-tests, educational interaction (X_1) had a t calculated value of 3.25, which was greater than the t critical value of 2.01; therefore, this variable had a significant effect on learning outcomes. Reward and punishment (X_2) produced a t calculated value of 2.98, also greater than the t critical value of 2.01, indicating a significant partial effect on student learning outcomes. Thus, each independent variable made a meaningful individual contribution to improving learning outcomes.

Furthermore, the simultaneous F-test produced an F calculated value of 39.87, which was greater than the F critical value of 3.19. Educational interaction and reward and punishment therefore had a significant joint effect on learning outcomes. The coefficient of determination (R^2) was 0.62, indicating that 62% of the variation in learning outcomes was explained by these two variables, while the remaining 38% was influenced by factors outside the research model. Accordingly, the hypotheses stating that educational interaction affects learning outcomes, reward and punishment affect learning outcomes, and both variables simultaneously affect learning outcomes were accepted.

4. DISCUSSION

Effect of Educational Interaction on Learning Outcomes

The findings show that educational interaction had a positive and significant effect on Islamic Religious Education learning outcomes (t calculated = 3.25 > t critical). This result is consistent with Vygotsky's (2020) theory, which states that social interaction plays an important role in students' cognitive development. Through effective interaction, teachers can facilitate students' progress toward higher levels of understanding within the Zone of Proximal Development. Nurmalisa (2020) similarly confirmed that positive educational interaction can improve students' academic self-concept.

Effective educational interaction is characterized by two-way communication, active student engagement, and constructive feedback (Pane, 2021). In the context of Islamic Religious Education, teachers who create an open and dialogic atmosphere can motivate students to understand Islamic values more deeply (Ramayulis, 2021). This finding is reinforced by Anwar and Firmansyah (2023), who found that teacher educational interaction affected students' interest and learning outcomes.

Furthermore, Supriadi et al. (2021) showed that educational interaction contributes to student learning motivation. High motivation subsequently improves learning outcomes, as explained by Gagné's (2021) learning theory, which states that learning conditions involving active interaction strengthen knowledge retention and transfer. Islamic Religious Education teachers are therefore encouraged to continue developing interpersonal communication skills so that educational interaction can operate optimally (Sardiman, 2020).

Effect of Reward and Punishment on Learning Outcomes

The study also demonstrated that reward and punishment had a positive and significant effect on learning outcomes (t calculated = 2.98 > t critical). This finding supports Skinner's (2020) behaviorist theory of reinforcement in learning. Reward functions as positive reinforcement that increases the likelihood of desirable behavior being repeated, whereas punishment reduces undesirable behavior. Amirudin et al. (2020) reported a similar finding, showing that the reward-and-punishment method effectively improved Islamic Religious Education learning outcomes.

Appropriate rewards may take the form of verbal praise, additional points, or small prizes, all of which can enhance students' intrinsic motivation (Yuliani, 2020). Punishment, meanwhile, should be proportional, educational, and should not undermine students' dignity (Iskandar et al., 2021). Astuti et al. (2023) showed that the consistent implementation of reward and punishment can increase students' interest in learning.

Within Islamic Religious Education, rewards may also take the form of spiritual reinforcement, such as recognition of good moral conduct, whereas punishment may consist of advice emphasizing moral responsibility (Suryani, 2023). In a study at SMKN 4 Bone, Waqiah (2021) found that the sustained implementation of reward and punishment improved motivation and

achievement in Islamic Religious Education. Teachers should therefore design a fair and transparent reward-and-punishment system to improve learning outcomes effectively.

Simultaneous Effects of Educational Interaction and Reward and Punishment

Simultaneously, the two variables had a significant effect on learning outcomes (F calculated = $39.87 > F$ critical), with a contribution of 62%. This finding shows that educational interaction and reward and punishment should be viewed as interconnected factors in improving learning outcomes. Educational interaction creates a positive emotional relationship in which students feel valued, while reward and punishment provide clear structure and consequences for learning behavior (Bloom, 2020; Djamarah & Zain, 2020).

Rifai (2020) confirmed that the combination of educational interaction and rewards affected students' active participation in learning. Similarly, Firmansyah (2022) showed that effective teacher communication accompanied by positive reinforcement can significantly improve learning motivation. Thus, the two variables are complementary within the Islamic Religious Education learning process.

The coefficient of determination, $R^2 = 0.62$, indicates that 38% of the variation in learning outcomes was influenced by other factors, such as students' prior ability, family environment, and other learning methods (Slameto, 2020; Dimiyati & Mudjiono, 2021). Nevertheless, a contribution of 62% demonstrates that educational interaction and reward and punishment are dominant factors that teachers should consider when designing instruction.

Theoretical and Practical Implications

Theoretically, this study strengthens the integration of Vygotsky's social constructivist theory and Skinner's behaviorist theory within the context of Islamic education. Warm and dialogic educational interaction provides scaffolding for students, while reward and punishment supply the reinforcement required to develop disciplined learning behavior (Vygotsky, 2020; Skinner, 2020). Walewangko et al. (2024) likewise emphasized that educational interaction is central to effective teaching and learning activities.

Practically, the findings recommend that Islamic Religious Education teachers: (1) improve the quality of two-way communication with students; (2) provide constructive feedback; (3) apply rewards consistently for achievement and positive behavior; (4) administer educational and proportional punishment; and (5) create a conducive and appreciative classroom atmosphere (Suryani, 2023; Yuliani, 2020).

For school principals, the findings indicate the need for training and mentoring to help teachers develop educational-interaction skills and effective reward-and-punishment systems. Nurhasanah (2021) showed that educational interaction in the digital era requires adaptation to technology, although its fundamental principles remain relevant.

Comparison with Other Studies and Limitations

The findings are consistent with Supriadi et al. (2021), who found at SMK Negeri 7 Makassar that educational interaction affected learning motivation. Unlike studies focused solely on motivation, however, the present study directly measured learning outcomes. Other differences concern the educational setting (junior secondary school versus vocational high school) and the subject (Islamic Religious Education versus Accounting). Nevertheless, the fundamental principles of educational interaction remain applicable across educational levels and subjects (Anwar & Firmansyah, 2023).

The study by Amirudin et al. (2020) at SDIT Tahfizh Qur'an Al-Jabar Karawang is also consistent with the present findings, although it examined reward and punishment without including educational interaction. The present study extends that work by including educational interaction as a second independent variable, thereby providing a more comprehensive picture of the factors influencing Islamic Religious Education learning outcomes.

This study has several limitations: (1) it was conducted at only one school with a relatively small sample of 52 students, limiting generalizability; (2) it did not control for other factors such as intelligence, initial motivation, and family background; (3) it used a cross-sectional design and therefore could not identify changes over an extended period; and (4) the questionnaire instrument was subject to respondent subjectivity. Future research should employ larger samples, experimental designs, and mediating variables such as learning motivation.

5. CONCLUSION AND SUGGESTIONS

Based on the findings and data analysis concerning the effects of educational interaction and reward and punishment on the learning outcomes of seventh-grade students in Islamic Religious Education at SMP Negeri 1 Kotaagung Timur, Tanggamus Regency, it can be concluded that educational interaction had a positive and significant partial effect on student learning outcomes. This was demonstrated by a t calculated value of 3.25, which exceeded the t critical value of 2.01. The better the interaction between teachers and students during learning, the higher the students' learning outcomes. Reward and punishment also had a positive and significant effect on student learning outcomes, as indicated by a t calculated value of 2.98 > t critical value of 2.01. Appropriate implementation of reward and punishment can improve student motivation and discipline, which ultimately enhances learning outcomes.

Simultaneously, educational interaction and reward and punishment had a significant effect on student learning outcomes, with F calculated = 39.87 > F critical = 3.19. The contribution of the two variables to learning outcomes was reflected in a coefficient of determination (R^2) of 0.62, or 62%, while the remaining 38% was influenced by factors outside the scope of this study. Therefore, the hypothesis stating that educational interaction and reward and punishment have positive and significant effects on the Islamic Religious Education learning outcomes of seventh-grade students at SMP Negeri 1 Kotaagung Timur was accepted. The study recommends that Islamic Religious Education teachers continue to develop educational-interaction skills and implement reward-and-punishment systems consistently, fairly, and educationally to improve student learning outcomes.

6. REFERENCES

- Amirudin, A., Nurlaeli, A., & Muzaki, I. A. (2020). Pengaruh Metode Reward And Punishment Terhadap Hasil Belajar Siswa Pada Bidang Studi Pendidikan Agama Islam. *TARBAWY: Indonesian Journal of Islamic Education*, 7(2), 140-149. <https://doi.org/10.17509/t.v7i2.26102>
- Anwar, R. D., & Firmansyah, I. (2023). Pengaruh Interaksi Edukatif Guru terhadap Minat dan Hasil Belajar Matematika Siswa Kelas IV A SD Muhammadiyah 1 Bangkalan. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2). <https://doi.org/10.23969/jp.v9i2.xxxx>
- Arikunto, S. (2022). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Astuti, V., Nurjanah, S., Sayekti, P. I., Setyaningsih, N., & Sumardi, S. (2023). Pengaruh Gaya Mengajar Guru dan Pemberian Reward-Punishment terhadap Minat Belajar Siswa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3). <https://doi.org/10.23969/jp.v9i03.16608>
- Bloom, B. S. (2020). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longman.
- Dimiyati, & Mudjiono. (2021). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Djamarah, S. B., & Zain, A. (2020). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Firmansyah, R. (2022). Meningkatkan Motivasi Belajar Melalui Komunikasi Guru di Kelas. *Jurnal Edukasi Islami*, 11(1), 45-58.
- Gagné, R. M. (2021). *The Conditions of Learning and Theory of Instruction*. New York: Holt, Rinehart and Winston.
- Ghozali, I. (2021). *Aplikasi Analisis Multivariete dengan Program IBM SPSS 23*. Semarang: Universitas Diponegoro.
- Hamzah B. Uno. (2021). *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Iskandar, K., Khusniyah, E., & Anam, S. (2021). Relevansi Reward dan Punishment dalam Proses Pembelajaran. *Journal of Education and Religious Studies (JERS)*, 1(1).
- Margono. (2022). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Nana Sudjana. (2020a). *Metode Statistika*. Bandung: Tarsito.
- Nana Sudjana. (2020b). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Nurhasanah, D. (2021). Interaksi Edukatif dalam Pembelajaran Era Digital. *Jurnal Pendidikan Islam*, 10(2), 134-145.
- Nurmalisa, Y. (2020). Pengaruh Interaksi Edukatif terhadap Konsep Diri Siswa dalam Belajar. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 3(2), 215-219.
- Pane, A. (2021). Interaksi Edukatif Antara Pendidik dan Peserta Didik dalam Pendidikan Islam. *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial*, 3(2), 141-142.
- Ramayulis. (2021). *Metodologi Pendidikan Agama Islam*. Jakarta: Kalam Mulia.
- Rifai, A. (2020). Pengaruh Interaksi Edukatif dan Reward terhadap Keaktifan Belajar Siswa pada Mata Pelajaran Ekonomi. *Jurnal Pendidikan Ekonomi (JUPE)*, 5(3).

- Sardiman, A. M. (2020). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Skinner, B. F. (2020). *Science and Human Behavior*. New York: Free Press.
- Slameto. (2020). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. (2021). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Supriadi, N., Tikollah, M. R., & Sahade, S. (2021). Pengaruh Interaksi Edukatif terhadap Motivasi Belajar Siswa. *Jurnal Konseling Pendidikan Islam*, 3(1).
- Suryabrata, S. (2021). *Metodologi Penelitian*. Jakarta: Raja Grafindo Persada.
- Suryani, H. (2023). Strategi Reward dan Punishment dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Islam*, 12(3), 201-212.
- Vygotsky, L. S. (2020). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Walewangko, G., Usuh, E. J., & Lengkong, J. S. J. (2024). Kajian Pustaka: Interaksi Edukatif dalam Kegiatan Belajar Mengajar. *Jurnal Genta Mulia*, 15(1).
- Waqiah. (2021). Penerapan Reward dan Punishment dalam Meningkatkan Motivasi dan Prestasi Belajar PAI. *Jurnal Al-Qayyimah*, 4(1), 73.
- Wawan. (2021). *Teknik Analisis Data Penelitian Pendidikan Dengan Bantuan Software Statistik*. Yogyakarta: UNY Press.
- Yuliani, E. (2020). *Psikologi Pendidikan dan Penerapan Reward & Punishment*. Jakarta: Prenada Media.