

**THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE  
STUDENT'S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE  
STUDENTS AT MAN KOTA BLITAR**

THESIS

Written by:

RINA MUJI ASTUTIK

NIM 13130062



**SOCIAL SCIENCE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**2017**

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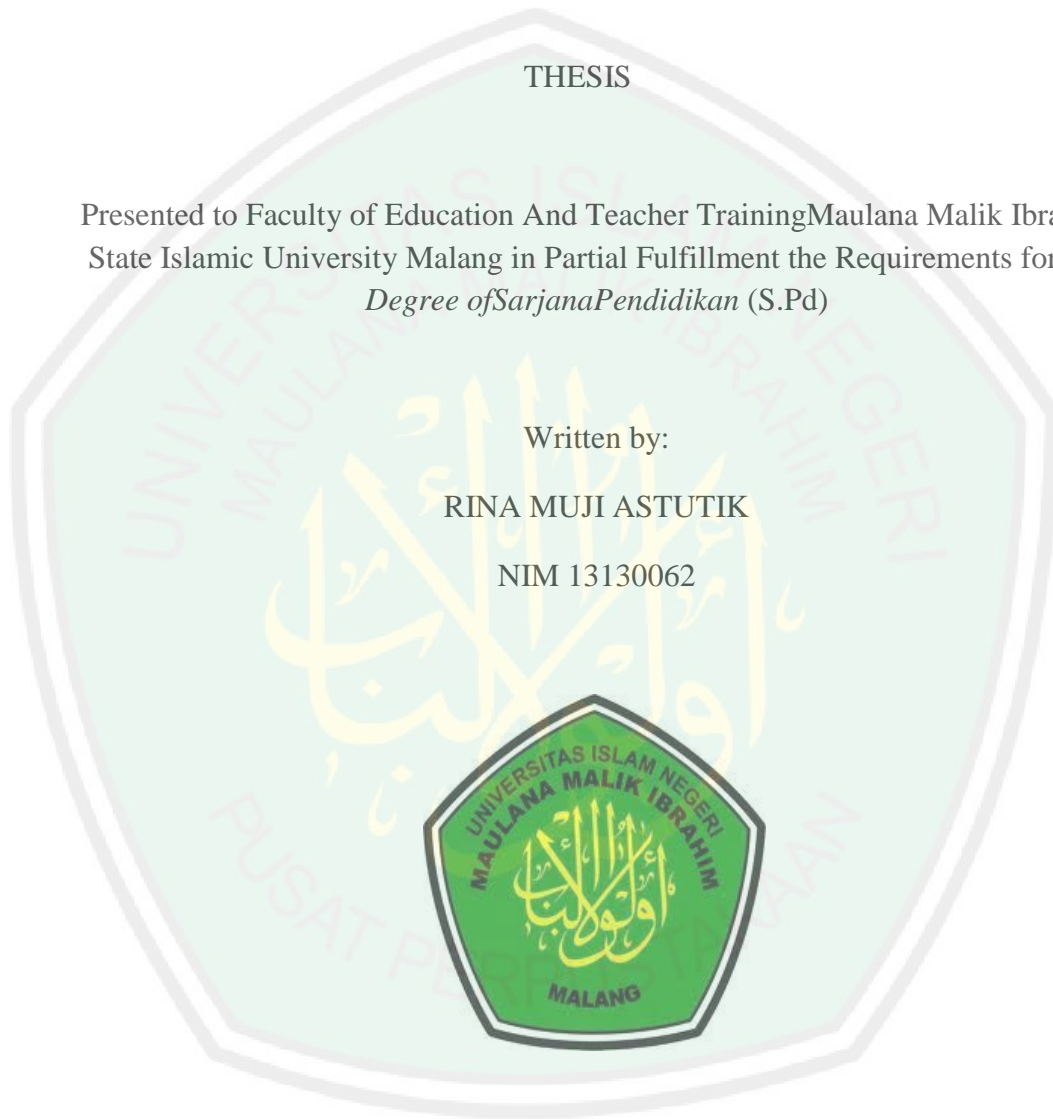
THESIS

Presented to Faculty of Education And Teacher Training Maulana Malik Ibrahim  
State Islamic University Malang in Partial Fulfillment the Requirements for *the*  
*Degree of Sarjana Pendidikan (S.Pd)*

Written by:

RINA MUJI ASTUTIK

NIM 13130062



**SOCIAL SCIENCE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**2017**

APPROVAL SHEET

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THESIS

by:

RINA MUJI ASTUTIK

NIM 13130062

Was Approved

by:

Supervisor

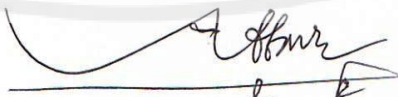


Luthfiya Fathi Pusposari, M.E

NIP. 198107192008012008

Knowing,

The Head Of Social Science Education Department



Dr. H. Abdul Basith, M.Si

NIP. 197610022003121003

**LEGITIMATION SHEET**  
**THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE**  
**STUDENT'S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE**  
**STUDENTS AT MAN KOTA BLITAR**

**THESIS**

Written by

**Rina Muji Astutik (13130062)**

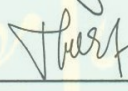
Has been defended and approved by the board of examiners on 19<sup>th</sup> June 2017 As  
the requirement for the degree of **Sarjana Pendidikan (S. Pd)**

Signature

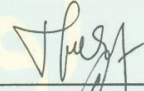
Main Examiner,  
Dr. H. Nur Ali, M. Pd  
NIP:196504031998031002

: 

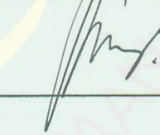
Secretary,  
Luthfiya Fathi Pusposari, M.E  
NIP: 198107192008012008

: 

Advisor,  
Luthfiya Fathi Pusposari, M.E  
NIP: 198107192008012008


: 

Chair Examiner,  
Mujtahid, M. Ag  
NIP: 197501052005011003

: 

Approved by:

Dean of Tarbiyah and Teaching Training Faculty of Maulana Malik Ibrahim State  
Islamic University, Malang

  
**Dr. H. Nur Ali, M. Pd**  
**NIP:196504031998031002**

**Luthfiya Fathi Pusposari, M.E**  
Lecturer Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

---

**ADVISOR OFFICIAL NOTE**

Matter : Thesis of Rina Muji Astutik  
Appendixes : 4 (Fourth) exemplar

Malang, 3<sup>rd</sup> May 2017

Dear,  
Dean Faculty Of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang  
At  
Malang

Assalamu'alaikumWr. Wb

After carrying out at several times for guidance, booth and terms of content language and writing techniques, and after reading the following thesis:

Name : Rina Muji Astutik  
NIM : 13130062  
Departmen : Social Science Education Department (PIPS)  
Title of Thesis : The Influence of Reward and Punishment through the Student's Emotional Intelligence of Social Science Students at MAN KOTA Blitar.

As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamu'alaikumWr. Wb

Advisor,



**Luthfiya Fathi Pusposari, M.E**  
NIP. 198107192008012008

**DECLARATION OF AUTHORSHIP**

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled: **“THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE STUDENT’S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE STUDENTS AT MAN KOTA BLITAR”** is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis if there is aby objection or claim from others.

Malang, 3<sup>rd</sup> May 2017



Rina Muji Astutik

## DEDICATION

*Bismillahirrohmaanirrohim. All praises be to Allah that give me the opportunity to finish this Thesis and study deeply about His power through Society phenomenon. Sholawat and Salam still be delivered to Prophet Muhammad SAW. Who bring us from the darkness religion to the brightness religion. This thesis is dedicated for two persons who are love me more than their self and always mention my name in their pray.*

*My father, Drs Imam Maksum and my mother, Binti Khoiriyah S. Ag. Hopefully, their weariness will be rewarded by Allah with the best rewarded.*

*Do not forget my beloved Ahmad Fathoní, M. Abdul Rasid A.Ma, Indah Nur Aini S. Pd, M. and my friends of International Class Proram because of her naughty act realize that responsibility will never end. Therefore I can finish this Thesis on Time.*

*The last of this dedication is Presented for English International Class program of Social Science Education Department 2013. Who are advicing, encouraging, helping, and motivating me in finish this thesis.*

## MOTTO

*Bismillahirrohmaanirrohim*

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ

عَلَيْهِ وَآلِهِ وَسَلَّمَ قَالَ لَيْسَ الشَّدِيدُ بِالصُّرْعَةِ إِنَّمَا الشَّدِيدُ

الَّذِي يَمْلِكُ نَفْسَهُ عِنْدَ الْغَضَبِ

(متفق عليه)

Meaning: From Abu Hurairah RA, Rasulullah SAW said "*It is not a strong man who wins in the struggle but a strong man is able to withstand his lust when angry*" (Muttafaqun 'Aleih)<sup>1</sup>

---

<sup>1</sup> Arba'in Nawawi

## PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, So writer is able to finish this Thesis entitled “THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE STUDENT’S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE STUDENTS AT MAN KOTA BLITAR.” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without The contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Luthfiya Fathi Pusposari, M.E who has given me his valuable guidance, inspiration and patience, which finally lead me to finish the process of thesis writing. Furthermore, I also want to express my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. Mudjia Raharjo, M.Si as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.

4. Dr. H. Nur Ali as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
5. Dr.H Abdul Bashith, M.Si as the Head of Social Science Department who always support the students.
6. Luthfiya Fathi Pusposari, M.E as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All of my lectures in Social Science Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.
9. Head Master of MAN KOTA Blitar, who give me permission to do the research.
10. Teacher and Students in MAN KOTA Blitar who help me during this research.

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also teh suggestion are expected from the readers.

Malang, 3<sup>rd</sup> of May 2017

Rina Muji Astutik

## GUIDELINES FOR ARABIC – LATIN TRANSLITERATION

The Writing of Arabic – Latin transliteration in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No. 158 in 1987 and no. 0543 b/U/1987 which generally can be explained as below:

### A. Alphabet

#### A.

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= T	ش	= Sy	ل	= l
ث	= Ts	ص	= Sh	م	= m
ج	= J	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ها	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

#### B. Long vocal

(a) Long Vocal = à

(i) Long vocal = i

(u) Long Vocal = ù

#### C. Diphthong Vocal

وا = aw

اي = ay

وا = ù

اي = i

## TABLE OF CONTENT

Inside research cover .....	i
Approval Sheet.....	ii
Legitimation Sheet .....	iii
Advisor Official Note.....	iv
Declaration of Authorship.....	v
Dedication .....	vi
Motto .....	vii
Preface.....	viii
Guidelines For Arabic-Latin Transliteration.....	x
Table of content.....	xi
Table of List .....	xiv
Table of Picture .....	xvii
Table of Appendix.....	xviii
Abstract .....	xviii
 <b>CHAPTER 1: INTRODUCTION</b>	
A. Bacground of The Research.....	1
B. Problem of The Research.....	6
C. Objectives of the Research.....	6
D. Hyphotesis of The Research .....	6
E. Scope of The Research .....	7
F. Previous Research.....	7
G. Operational Definition of Key Term .....	15

**CHAPTER II: LITERATURE REVIEW**

A. Reward.....	17
B. Punishment .....	26
C. Emotional Intelligence.....	32
D. The Influence of Reward through the Emotional Intelligence .....	40
E. The Influence of Punishment through the Emotional Intelligence.....	43
F. The Influence of Reward and Punishment through the Emotional intelligence .....	48

**CHAPTER III: RESEARCH METHOD**

A. Location of Research .....	55
B. Approach and Research Design.....	55
C. Population and Sample .....	57
D. Data and Data Resources .....	60
E. Research Instrument .....	61
F. Data Collection Technique .....	62
G. Test of Validity and Reliability .....	63
H. Data Analysis.....	67

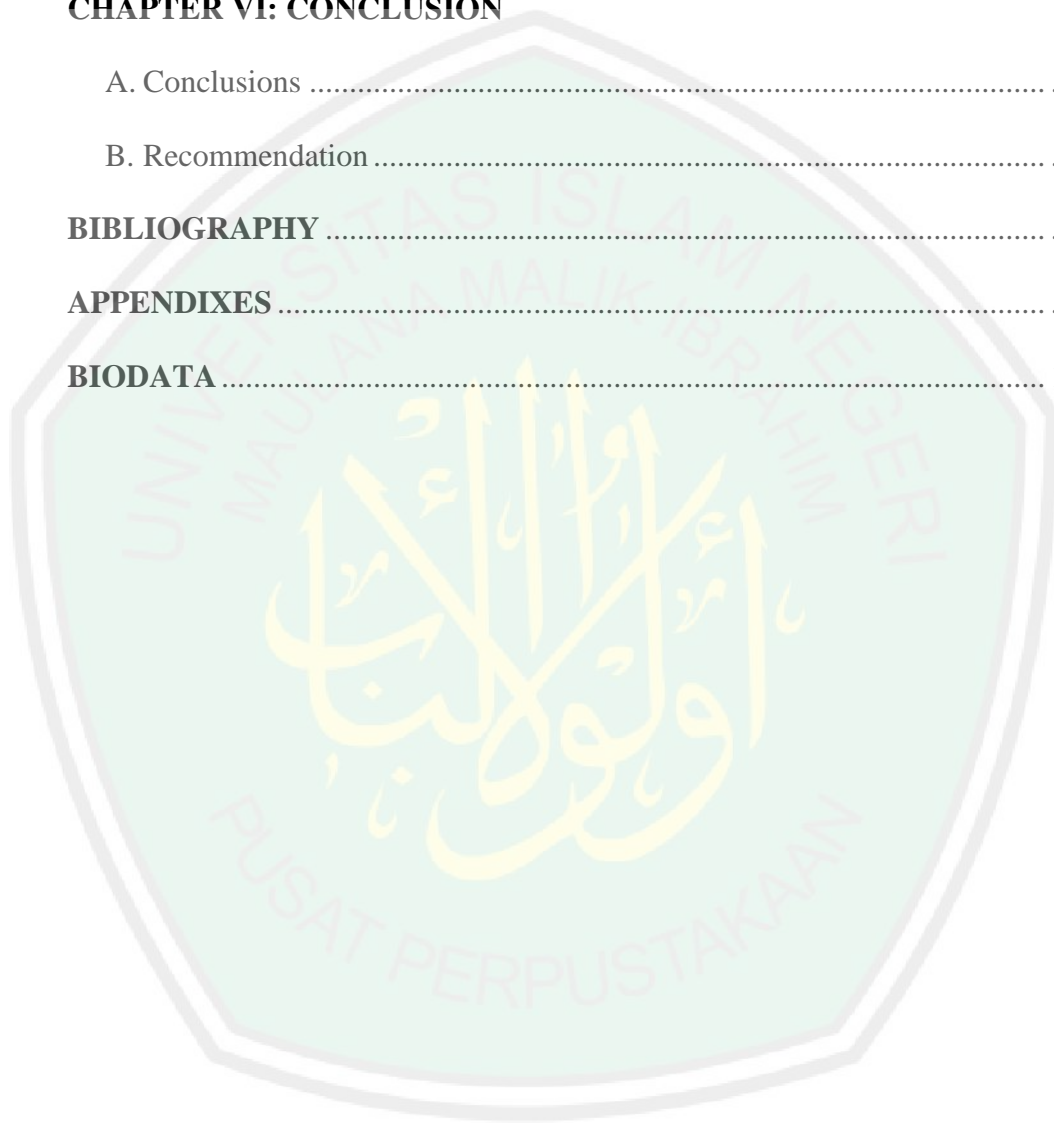
**CHAPTER IV: THE EXPOSURE DATA**

A. Description Object.....	77
B. Description Variable of Research.....	82
C. Hypotheses Test.....	89

**CHAPTER V: DISCUSSION**

A. The Influence of Reward through the Emotional Intelligence .....	101
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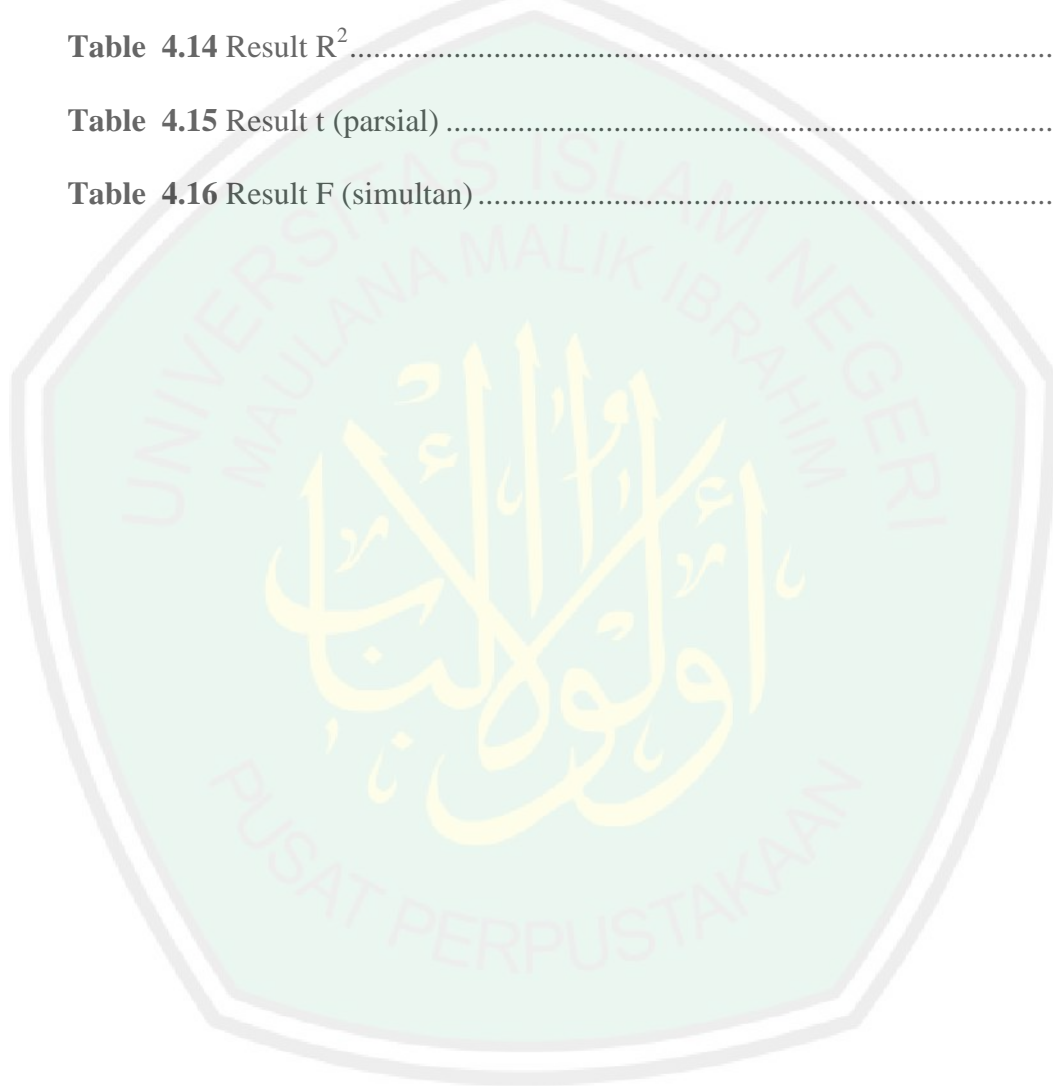
B. The Influence of Punishment through the Emotional Intelligence.....	103
C. The Influence of Reward and Punishment through the Emotional intelligence .....	105
<b>CHAPTER VI: CONCLUSION</b>	
A. Conclusions .....	109
B. Recommendation .....	110
<b>BIBLIOGRAPHY</b> .....	111
<b>APPENDIXES</b> .....	114
<b>BIODATA</b> .....	139



## TABLE LIST

<b>Table 1.1</b>	The Results of t-test for Influence of Reward on Emotional Intelligence.....	9
<b>Table 1.2</b>	Illustrating What Happens When Punished.....	10
<b>Table 1.3</b>	Originality of Research .....	14
<b>Table 3.1</b>	Total of Social Science Students at MAN KOTA Blitar .....	58
<b>Table 3.2</b>	Skala Likert .....	60
<b>Table 3.3</b>	Indicator Variable Reward, Punishment and Emotional Intelligence .....	60
<b>Table 3.4</b>	The Results of Validity Test of Reward.....	65
<b>Table 3.5</b>	The Results of Validity Test of Punishment .....	65
<b>Table 3.6</b>	The Results of Validity Test of Emotional Intelligence.....	66
<b>Table 3.7</b>	The Results of Reliability Reward, Punishment and Emotional Intelligence .....	67
<b>Table 4.1</b>	Total Students MAN KOTA Blitar .....	81
<b>Table 4.2</b>	Data Facilities MAN KOTA Blitar .....	82
<b>Table 4.3</b>	Interval Reward.....	83
<b>Table 4.4</b>	Distribution of Frequency Reward.....	84
<b>Table 4.5</b>	Interval Punishment.....	86
<b>Table 4.6</b>	Distribution of Frequency Punishment .....	87
<b>Table 4.7</b>	Interval Emotional Intelligence .....	88
<b>Table 4.8</b>	Distribution of Frequency Emotional Intelligence.....	89
<b>Table 4.9</b>	K-S Test.....	91

<b>Table 4.10</b> Multicolinierity Test SPSS.....	92
<b>Table 4.11</b> Heteroscedasticity .....	93
<b>Table 4.12</b> Autocorelation Test SPSS .....	94
<b>Table 4.13</b> Result Multiple Regression .....	94
<b>Table 4.14</b> Result $R^2$ .....	96
<b>Table 4.15</b> Result t (parsial) .....	98
<b>Table 4.16</b> Result F (simultan).....	99



## TABLE OF PICTURE

<b>Picture 2.1</b> Theoretical Frame Work .....	53
<b>Picture 4.1</b> Diagram Reward.....	85
<b>Picture 4.2</b> Diagram Punishment .....	87
<b>Picture 4.3</b> Diagram Emotional Intelligence.....	90



## TABLE APPENDIX

<b>Appendix 1</b> Letter of Research Permission.....	114
<b>Appendix 2</b> Questionnaire.....	115
<b>Appendix 3</b> Data Respondens .....	118
<b>Appendix 4</b> Validity and Reliability Test by SPSS .....	136
<b>Appendix 5</b> The Evidance of Consultation .....	138
<b>Appendix 6</b> Biodata.....	139



## ABSTRAK

Astutik, Rina Muji. 2017. *The Influence of Reward and Punishment through the Student's Emotional Intelligence of Social Science Students at MAN KOTA Blitar*. Skripsi, Jurusan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Luthfiya Fathi Pusposari, M.E.

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Key Words : Reward, Punishment, Emotional Intelligence

Kemampuan manusia untuk belajar merupakan karakteristik penting yang membedakan manusia dengan makhluk hidup lainnya. Salah satu faktor yang mempengaruhi proses belajar siswa adalah faktor psikologis (kecerdasan emosional). Sehingga siswa dalam satu kelas memiliki berbagai macam karakteristik yang berbeda-beda. Perbedaan ini harus disikapi dengan baik oleh seorang guru. Sebagai seorang guru tidak hanya menguasai materi dengan baik, tetapi harus dapat mengontrol kecerdasan emosional siswa. MAN KOTA Blitar merupakan salah satu sekolah yang menerapkan metode reward dan punishment. Dengan membiasakan memberikan stimulus dan respon ketika siswa melakukan pekerjaan dengan baik atau buruk.

Tujuan penelitian ini adalah untuk: (1) menjelaskan besarnya pengaruh pemberian reward (hadiah) terhadap kecerdasan emosional siswa pada jurusan IPS MAN KOTA Blitar, (2) menjelaskan besarnya pengaruh pemberian punishment (hukuman) terhadap kecerdasan emosional siswa pada jurusan IPS MAN KOTA Blitar, (3) menjelaskan pengaruh pemberian reward dan punishment terhadap kecerdasan emosional siswa pada jurusan IPS MAN KOTA Blitar.

Untuk mencapai tujuan di atas, pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif karena data penelitian berupa angka-angka serta analisis datanya menggunakan statistik. Metode pengambilan data yang digunakan dalam penelitian ini adalah kuesioner dengan instrument skala likert dan dokumentasi. Teknik pengambilan sampel menggunakan cluster sampling dengan cara cluster random diambil dengan menggunakan rumus Slovin sehingga diperoleh hasil perhitungan sebanyak 198 responden. Analisis data yang digunakan adalah analisis regresi linier berganda untuk mengetahui pengaruh pemberian reward (hadiah) dan punishment (hukuman) terhadap kecerdasan emosional baik secara parsial maupun secara simultan.

Hasil penelitian menunjukkan bahwa, (1) Reward memberikan pengaruh positif terhadap kecerdasan emosional melalui kemampuan siswa untuk mengenali dan mengelola emosi diri, empati dan kerja sama. (2) Punishment memberikan pengaruh terhadap kecerdasan emosional menurut Daniel Goleman. Dengan kecerdasan emosional, emosi akan terkendali sehingga timbul rasa tenang dan damai. (3) Konsep emotional intelligence Goleman, melalui pemberian reward dan punishment menimbulkan dampak positif yang sama-sama bertujuan untuk membentuk pribadi manusia yang baik.

## ABSTRACT

Astutik, Rina Muji. 2017. *The Influence of Reward and Punishment Through The Student's Emotional Intelligence of Social Science Students At MAN KOTA Blitar*. Thesis, Department of Social Sciences, Faculty of Tarbiyah and Teacher Training, State Islamic Maulana Malik Ibrahim University of Malang. Supervisor Thesis: Luthfiya Fathi Pusposari, M.E.

---

### Key Words : Reward, Punishment, Emotional Intelligence

The human ability to learn is an important characteristic that distinguishes human beings from other living beings. One of the factors that influence student learning process is psychological factor (emotional intelligence). So that each student in one class have different characteristics. This distinction must be addressed properly by teacher. Teacher is not only able to convey the subject matter well, but should be able to control the emotional intelligence of students, because emotional intelligence is one of the factors that determine the success of students in the learning process. This study is concerned with the way in the which reward and punishment, may or may not motivate students to engage in learning and change reviews their behavior. MAN (State Islamic Senior High School) is one of the schools that already implement methods of reward and punishment. Familiarize providing stimulus and response when students do a good or bad job.

The purpose of this study is to: (1) The effect of reward on the emotional intelligence of social science students at MAN KOTA Blitar, (2) The effect of punishment on emotional intelligence of social science students at MAN KOTA Blitar, (3) The effect of reward and punishment on the emotional intelligence of social science students at MAN KOTA Blitar.

To achieve the above objectives, the approach used in this study is a quantitative approach because the research data in the form of numbers and data analysis using statistics. Method of taking data used in this research is questionnaire with likert scale instrument and documentation. Sampling technique using cluster sampling by way of random cluster is taken by using Slovin formula, so that obtained the calculation result as much as 198 respondents. Data analysis used is multiple linear regression analysis to determine the effect of reward and punishment on emotional intelligence either partially or simultaneously.

The results showed that, (1) Reward gives effect to emotional intelligence through student's ability to recognize and manage their own emotions, empathy and cooperation, (2) Punishment gives effect to emotional intelligence according to Daniel Goleman, with emotional intelligence, emotions will be controlled, so arises a sense of calm and peace, (3) Goleman's concept of emotional intelligence through the giving of reward and punishment has a positive impact that both aims to shape a good human person.

## المُلخَص

موجي أستوتيك، رينا. 2017. تأثير الثواب والعقاب من خلال الذكاء العاطفي الطالب للعلوم الاجتماعية لطلاب معهد المدرسة الثانوية الحكومية بليتار. البحث الجامعي، قسم العلوم الاجتماعية، كلية علوم التربية وتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. إشراف: لطفية فتح فسفاساري الماجستير.

الكلمات الرئيسية: المكافأة والمعاقبة عليه، الذكاء العاطفي

قدرة الناس للتعلم هو الصفة المهمة التي تفرق من بين المخلوقات في العالم. إحدى من الأسباب الذي يؤثر في الدراسي الطلاب وهو الذكاء العاطفي. الذي يسبب أيضًا الطلاب في فصل واحد له صفة متنوعة هذا الفرق لا يُدعى بالمدرس. أن لا على المدرس إلا أن يستولى المادة الجيدة لكنه لا بد أيضًا أن يستولى قدرة الذكاء العاطفي الطلاب. المدرسة العالته بليتار إحدى من المدرسة التي تطابق بطريقته التعليم بآعطاء الهدية والعقاب. بالعادة أن يُعطى حين الطلاب مكافأة بعملهم.

وكان الغرض من هذه الدراسة هو: (1) شرح تأثير مكافأة (هدية) لذكاء العاطفي للطلاب في قسم العلوم الاجتماعية في المدرسة الثانوية الحكومية بليتار. (2) شرح حجم تأثير العقاب (عقوبة) على الذكاء العاطفي من الطلاب في قسم العلوم الاجتماعية في المدرسة الثانوية الحكومية بليتار. (3) شرح تأثير الثواب والعقاب لذكاء العاطفي للطلاب في قسم العلوم الاجتماعية في المدرسة الثانوية الحكومية بليتار.

لتحقيق الأهداف المذكورة فيما سبق، المدخل المستعمل في هذا البحث هو المدخل الكمي لبيانات البحوث في شكل أرقام وتحليل البيانات الإحصائية تستخدم. وكان أسلوب جمع البيانات المستخدمة في هذا البحث هو الاستبانة وليكرت مع الصك وثائق الحجم. وأما أسلوب أخذ العينة العنقودية باستخدام مجموعة بطريقة العينة العشوائية باستخدام الصيغة Slovin اتخذها من أجل الحصول على حساب النتائج من 198 المستطلعين. في حين تحليل البيانات المستخدمة هي متعددة تحليل الأبعاد الخطي لتحديد تأثير مكافأة (مكافأة) والعقاب (جزاء) ضد الذكاء العاطفي إما جزئيًا أو في وقت واحد.

الحاصل من هذه الدراسة تظهروا أولًا، تأثير الهدية إلى الذكاء العاطفي بقدرة الطلاب لمعرفة نفسه والمساعدة إلى غيرهم ثانيًا، تأثير العقاب لذكاء العاطفي من رأي داغينل غوليمابذكاء العاطفي يستطيع أن يستولى الذكاء العاطفي بآعطاء الهدية والعقاب تظهر تأثير الجزير يغيبض ليكون الناس له صفة حسنة.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Research

The concept of emotional intelligence was first brought into scientific terms in 1990 by Jack Mayer and Peter Salovey (1995). Recently another psychologist, Daniel Goleman (1995), proposed a theory on emotional intelligence that centered around five traits. Developments have also been made on measuring emotional intelligence, and analyzing its correlation with an individual's level of success. Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reactions, state of mind, coping style and communication style. These factors directly affects the level of success, satisfaction, ability to connect to other people as well as the individual's ability to cope with stress, level of self stream, perception of control and overall level of mental and emotional well being.<sup>2</sup>

Mayer & Salovey (1997) conducted a study on Emotional intelligence, affect, and attitudes. The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by

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<sup>2</sup>Ravi Kant, *Interrelationship between Personality Traits and Emotional Intelligence of Secondary Teachers in India*, International Journal of Evaluation and Research in Education (IJERE), Vol.3, No.3, September 2014, pp. 158~168 ISSN: 2252-8822.

helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work.<sup>3</sup>

The reward assumed as one of the main resources that impacts on emotional intelligence and has relationship with its items. This factor as an external effective factor regulates the presence of emotional intelligence. Regarding to Jessen (2010) this effective factor has considerable contribution in changing and motivating emotions and feelings of individuals and can change the level of their emerging at private and social life. Actually, the reward is a brilliant and important factor at university that should be managed by managers and supports staff need and emotions (Rafiq, Javed, Khan, & Ahmed, 2012). In addition, reward assumed as one of the fundamental factor that increases the level of emotional intelligence.<sup>4</sup>

Thorndike's earlier and the later experimental studies of others in this field report, increase efficiency in learning, at least up to a point, when students are given monetary or other material rewards. Students who are successful and who therefore derive satisfaction from a learning activity are motivated toward additional learning. This seems to call for the arrangement of learning situation in such a way that every learner experiences a reasonable degree of success. This is perhaps one of the strongest arguments advanced in favor of programming. In this regard, Skinner himself considers reinforcement an

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<sup>3</sup>Ibid

<sup>4</sup>Mehrad, Halimatussadiah, Ma'rof, Haslinda, *Relationship between Reward and Emotional Intelligence of Academic Staff at Malaysian Public Universities*, Journal of Educational, Health and Community Psychology, Vol. 4, 2015, No. 1, ISSN: 2088-3129.

important ingredient in learning. This simple experience is a further illustration of the value of rewards in motivating learning whether for adults or children.<sup>5</sup>

Punishment can be justified only on condition that the agent who is punished should have done a different thing. Importantly, then, the use of punishment implies a belief that the punished person could have done a different thing. Therefore, punishments are inappropriate when actions are coerced. Threats of punishment can lead to voluntary choice. Threats of punishments are often used by parents, teachers, or by society to persuade people to behave in acceptable ways. If the threats fail to be persuasive, punishments may follow.<sup>6</sup> The evidence of research studies indicate that although punishment does suppress a response, mere non-reinforcement is more effective in permanently eliminating an unwanted response. Appropriately combined with reward, however, punishment may redirect behavior: under circumstances such as this punishment may redirect behavior, the response is punished and when the desired behavior occurs it is rewarded. Under circumstances such as this punishment may allow the more permanent effects of reward to become operative, even though its effect may be temporarily disturbing.<sup>7</sup>

Reward and sanction are likely to be effective if they are based on school principles. They are not an end in themselves and not the main means of promoting positive behavior. Their purpose relates to improving behavior for

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<sup>5</sup>Ilegbusi, *An Analysis of the Role of Rewards and Punishment in Motivating School Learning*, Computing, Information Systems & Development Informatics Vol. 4 No. 1 March, 2013.

<sup>6</sup>McCord, Joan, 1998, *Coercion and punishment in long-term perspectives*, United States of America by Cambridge University Press, New York. Pg.2.

<sup>7</sup> Ilegbusi. Op.Cit., Page 37.

learning, with pupils achieving changes in their behavior and taking responsibility for their actions. The contradictory results of previous studies suggest the need to consider the conditions under which extrinsic motivation is detrimental to intrinsic motivation and those conditions where it is not. In journal Ching Gregeory, Barron and harackiewicz (2001) proposes using four patterns of evidence to investigate the complexity of multiple goals for educational research.<sup>8</sup>

Researchers have very different views on the effects of rewards. One such is that there is no inherent negative property of rewards. To Cameron obtaining a negative effect on reward requires an unusual combination of conditions which is not the actual real classroom settings. This can mean that teacher can use rewards to let her students achieve a better learning motivation, while according to Deci, Koestner, & Ryan rewards do not increase a student intrinsic motivation to learn.<sup>9</sup> And on research, the results of this study have revealed that the reward has substantial association with emotional intelligence's items at university.<sup>10</sup>

MAN (State Islamic Senior High School) is one of the schools that already implement methods of reward and punishment. Familiarize providing stimulus and response when students do a good or bad job. For example the teacher give praise when students doing homework. Students come late or do not collect homework will be get the punishment. Schools expect reward and

<sup>8</sup>Ching, Gregeory S, *looking into the issues of rewards and punishment in students*. International Journal of research studies in psychology of learning, Lunghwa University of Science and Technology, Taiwan, Volume 1, June 2012, Number 2, 29-38.

<sup>9</sup> Ibid.

<sup>10</sup>Mehrad, Halimatussadiah, Ma'rof, Haslinda, Op.Cit, Page 14.

punishment will be educating students to responsible with their homework, students have obligated to follow and obey the rules at school. But on the other hand proved to be still some students who do not obey the school rules and lazy to follow the activities of learning.<sup>11</sup>

As a teacher is not only able to convey the subject matter well, but should be able to control the emotional intelligence of students because, emotional intelligence is one of the factors that determine the success of students in the learning process. Teaching methods are different principles and methods that are used to instruct students in a learning environment. The methods used by a teacher will depend on the skills or information the teacher would like to convey to their students.<sup>12</sup> So teacher have both of them.

This study is concerned with the way in the which reward and punishment, may or may not motivate students to engage in learning and change reviews their behavior. Also This study aims to explore the characteristics of systems of reward and punishment school in Blitar, and students' perceptions of the effectiveness (reward and punishment) of systems currently in use. From the description above problems, the researchers are interested to take the title of the thesis "**THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE STUDENT'S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE STUDENTS AT MAN KOTA BLITAR**".

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<sup>11</sup>Observation on 28<sup>th</sup> of Oct 2016 at MAN Kota Blitar.

<sup>12</sup>Budi Hartono, *The Effects of Teaching Method and Emotional Intelligence Upon Student's Speaking Skill*, English Departement, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Kumala Lampungmz.boed@yahoo.co.id.

## **B. Problems of the Research**

1. Is there any influence of reward through the student's emotional intelligence of social science students at MAN Kota Blitar?
2. Is there any influence of punishment through the student's emotional intelligence of social science students at MAN Kota Blitar?
3. Is there any influence of reward and punishment through the student's emotional intelligence of social students at MAN Kota Blitar?

## **C. Objectives of the Research**

1. To determine the influence of reward through the student's emotional intelligence of social science students.
2. To determine the influence of punishment through the student's emotional intelligence of social science students.
3. To determine the influence of reward and punishment through the student's emotional intelligence of social science students at MAN Kota Blitar.

## **D. Hypothesis of the Research**

Hypothesis presented in this research are as follows:

$H_{o1}$  : There was no positive significant influence of reward through the student's emotional intelligence of social science students.

$H_{a1}$  : There was a positive significant influence of reward through the student's emotional intelligence of social science students.

$H_{o2}$  : There was no positive significant influence of punishment through the student's emotional intelligence of social science students.

Ha<sub>2</sub> : There was a positive significant influence of punishment through the student's emotional intelligence of social science students.

Ho<sub>3</sub> : There was no positive significant of reward and punishment through the student's emotional intelligence of social science students.

Ha<sub>3</sub> : There was a positive significant influence of reward and punishment through the student's emotional intelligence of social science students.

#### **E. Scope of the Research**

The scope of a research used as limitation problems examined so do not deviate from the goal. The scope of this research are:

##### 1. Variable

Based on title in the lift by a researcher, then three variables, is there Reward (X<sub>1</sub>), Punishment (X<sub>2</sub>) as the independent variable and the emotional intelligence (Y) as the dependent variable.

##### 2. Subject of the reserach

The subject is social science students at MAN Kota Blitar.

#### **F. Previous Research**

In the first reserach on "*The Relationship Between Reward And Emotional Intelligence of Academic Staff at Malaysian Public Universities*" stated that the obtained results indicate that there are significant associations between reward with emotional intelligence items (perception and managing own emotion) that analyzed by t –test. This result of this research, in Journal the participants of the present study was selected by multistage sampling based

on Morgan and Krejcie's table The sample was 440 of academic staff that worked on 2014 in the public research universities, Malaysia.

Results of present study showed a positive association between reward and emotional intelligence. Table 1.1 illustrates the results of independent-sample t-test that compare emotional intelligence's items with reward (receive or not receive). In this compare, there was significant difference in perception between receiving reward ( $M=40.55$ ,  $SD=3.75$ ) and not receiving reward ( $M=39.82$ ,  $SD=3.57$ ),  $t(438)=2.08$ ,  $p=.04$ . In addition, there was significant difference in managing own emotion between receiving reward ( $M=38.83$ ,  $SD=3.47$ ) and not receiving reward ( $M=37.70$ ,  $SD=3.39$ ),  $t(438)=3.43$ ,  $p=.001$ . On the other hand, there was no significant difference in managing others emotion between receiving reward ( $M=32.44$ ,  $SD=3.08$ ) and not receiving reward ( $M=32.24$ ,  $SD=3.08$ ),  $t(438)=1.81$ ,  $p=.07$ . Additionally, there was no significant difference in utilization between receiving reward ( $M=25$ ,  $SD=2.50$ ) and not receiving reward ( $M=24.56$ ,  $SD=2.50$ ),  $t(384)=1.84$ ,  $p=.07$ .<sup>13</sup>

<sup>13</sup>Mehrad, Halimatussadiyah, Ma'rof, Haslinda, *Relationship between Reward and Emotional Intelligence of Academic Staff at Malaysian Public Universities*. Journal of Educational, Health and Community Psychology Vol. 4, No. 1, 2015.

**Table 1.1 The Results of t-test for Influence of Reward on Emotional Intelligence**

Variable		N	M	SD	t	p
Perception	Yes	203	40.55	3.75	2.08	.04
	No	237	39.82	3.57		
Managing Own Emotion	Yes	203	38.83	3.47	3.44	.001
	No	237	37.70	3.39		
Managing Own Emotion	Yes	203	32.44	3.08	1.81	.07
	No	237	31.95	2.09		
Utilization	Yes	203	25.00	2.50	1.84	.07
	No	237	24.56	2.50		

\*Note: M=Mean, SD= Standard Deviation

In the second research on “*The Effect of Rewards And Motivation on Student Achievement*” stated that the obtained results indicate that is there a rewards have a negative effect on student achievement and behavior, and that an alternative is needed. *First*, intrinsic motivation is an essential quality for students to possess in order to learn to their fullest potential. *Second*, the use of extrinsic motivators and rewards in school undermine a student's developing intrinsic motivation, and have a negative effect on learning for all students including those with learning disabilities. However, the extrinsic rewards should not be thrown out entirely. They should be used sparingly, and with a specific purpose in mind. The use of extrinsic rewards should be gradually decreased as student motivation and learning increases. *Third*, the development of intrinsic motivation in students involves planning for every aspect of the classroom and school environment.<sup>14</sup>

<sup>14</sup>Lori Kay Baranek, *The Effect of Rewards and Motivation on Student Achievement*. Masters Theses of Educational Psychology Commons, and the Special Education and Teaching Commons, Grand Valley State University. 1996.

In the third research on “*An Analysis Of The Role Of Rewards And Punishment In Motivating School Learning*” stated that the obtained results indicate that is effective. This result of research is these studies tend to show, it seems that no rule of thumb can be set down to guide the teacher in the use of rewards and punishments. But the picture seems fairly clear, nevertheless, that the effects of these forms of motivation are less generally and less permanently effective than those practice in which motives are part of the learner (i. e., intrinsic) and are functionally related to learner’s goals. This is the picture, The individual now finds himself in a particular type of conflict situation, namely the individual now finds himself in a particular type of conflict situation, namely, a conflict between forces  $f_p-A$  and  $f_p-P$  and away from the two anomalous areas, i.e. A & P.

**Table 1.2 Illustrating situation when punished**

	/B		
A	P →	← P	P
	/B		

**Explanantion:**

$\Sigma$  Disliked

A- Activity.

P- Punishment.

B- Barriers.

Unless barriers (B) are set up against the way out-barriers strong enough to keep the individual within the conflict area- the individual will tend to run away from both activities. If the barriers are so strong that individual has no freedom of action to get out and the punishment is repeated, the activity demanded may become intensely disliked and the subject sinks into apathy and helpless surrender.

As illustrated in table 2 research evidence also supports the view that more severe forms of punishment, like thrashing, (although not allowed in university system) can effectively suppress the punished response of a learner, but they do so by setting up conflicts between the punished response and others evoked by punishing stimulus. Punishment says stop it' but does not tell what to do, and the result is simply confusion and emotional upset. Under some circumstance, punishment tends to fix the punished behavior rather than eliminate it, and some forms of discordant behavior tend to be aggravated rather than cured.

For instance, if a student doing something which he does not understand or is too hard (as often happens in mathematics and many other sciences), he may prefer to face the familiar punishment than face the uncertainty of change and additional frustration. In this regard, therefore, punishment is mortifying, produces anxiety and is fraught with hazards in teacher- student relationship. All the evidence thus point to one conclusion,

that it is difficult to use punishment effectively to motivate learning of a more permanent character.<sup>15</sup>

In the four research on “*Looking Into the Issues of Rewards And Punishment in Students*” stated that the obtained results indicate that is effective. This result of research is the results showed that this study is concerned with the way in which rewards and penalties, may or may not, motivate studentstomengage in learning and change their behavior. The approach taken was to explore the characteristics ofsystems of rewards and penalties in four Chinese schools inthe Philippines and students’ perceptions of the effectiveness of systems currently in use. Results showed that although school policies tended to link their rewardsand penalties system with a positive discipline approach the emphasis in practice often appeared to be on penalties for bad behavior rather than enhancing engagement and motivation. Students tended to perceive rewards to be strongly linked to work and penalties to behavior. Further in-depth analysis is urged to better understand the difference in school types and students level (highschool seniors/college freshmen).<sup>16</sup>

In the five research on “*Effects of Instutional Teacher Reward System on Students’ Performance in Kenya Certificate of Secondary Education in Ronggo District, Kenya. 2013*”stated that the obtained result indicate is revealed. This result of research is the study revealed that there exist a link between teachers’ bench marking trips and institutional rewards and students

<sup>15</sup> Ilegbusi, M. I, An Analysis of the Role of Rewards and Punishment in Motivating School Learning. Computing, Information Systems & Development Informatics Vol. 4 No. 1 March, 2013.

<sup>16</sup>Gregory S Ching, Looking into the issues of rewards and punishment in students. International Journal of Research Studies in Psychology ,Volume 1 Number 2, 2012 June.

performances. From the results of this study, the researcher concluded that; The school management in the sampled school and others need to understand the economic, demographic and social forces that are driving changes in their organization. It is important to understand the types of monetary rewards that have contributed to the improved performances of teachers. This is closely related to the general performance of students in the sampled institution. It is also of great importance to determine the effects of non-monetary reward on teachers' performance and thus calling for further research. Importantly, the schools can boost their competitive advantages by embracing motivation among the non-staff especially in the working environment.<sup>17</sup>

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<sup>17</sup>Rakiro Lynnette Adhiambo, *Effects of Institutional Teacher Reward Systems on Students performance in Kenya Certificate of Secondary Education in Ronggo District, Kenya*. Master of Education in Educational Administration University of Nairobi. 2013.

Table 1.3 Originality of Research

No	Researches name,title,and years	Variables	Methods	Similarities	Differences	Originality of research
1.	Mehrad, Halimatussadiyah, Ma'rof, Haslinda. Relationship between Reward and Emotional Intelligence of Academic Staff at Malaysian Public Universities. (Journal of Educational, Health and Community Psychology 2015, Vol. 4, No. 1, ISSN: 2088-3129).	Reward Emotional intelligence	Qualitative	Independent variables = reward	Relationship between reward and emotional intelligence of academic staff at Malaysian public universities.	The Influence of reward and punishment through the student's emotional intelligence.
2.	Maters Theses Lori Kay Baranek. Grand Valley State University. The Effect of Rewards and Motivation on Student Achievement.	Reward Motivation	Qualitative	Independent variables = reward	The Effect of Rewards and Motivation on Student Achievement.	Quantitative's method
3.	Ilegbusi, M. I. An Analysis of the Role of Rewards and Punishment in Motivating School Learning. Computing, Information Systems & Development Informatics Vol. 4 No. 1 March, 2013	Reward Punishment Motivation	Qualitative	Independent variables = reward and punishment	Analysis of the role rewards and punishment in motivating school learning	Dependent variables = emotional intelligence.

4.	Ching, Gregory S. Looking into the issues of rewards and punishment in Students. International Journal of Research Studies in Psychology 2012 June, Volume 1 Number 2, 29-38	Reward punishment	mixed method (qualitative and quantitative).	Independent variables = reward and punishment et.	looking into issues of rewards and punishment in students.	Subject of research in MAN Kota Blitar.
5.	Rakiro Lynnette Adhiambo. Degree of master of education in educational administration university of nairobi. Effects of institutional teacher reward system on students' performance in Kenya certificate of secondary education in ronggo district, kenya. 2013.	Reward Student's performance	Quantitative	Independent variable = reward	Effects of institutional teacher reward system on students' performance in kenya certificate of secondary education in ronggo district, kenya. 2013.	Independent variables = Reward and punishment.

### G. Operational Definition of Key Term

The operational definition is a definition based on the nature things which are defined and can be observed. The research was based on the perceptions of students, while the operational definition of this research are as follows:

1. Reward is something that given to students because it's already getting achievements. In this reasearch, reward is giving of verbal and non verbal

reward. Example of verbal: praise is to give the reward in the form of words: good, true. And from non verbal like give sentence: your work well.

2. Punishment is the suffering that intentionally provided by the teacher after the students doing violation. In this reasearch, punishment in education are educating students. Such a punishments in the form gesture, words, and deeds.
3. Emotional intelligence is the ability to understand oneself and others to managing emotion will be good. In this reasearch, emotional intelligence is understand A). Self-awareness: awareness of emotions, self a assessment accurately and confidently. B). Self-regulation: the managementof implus and feeling stressed. C). Motivation D).Empathy: appreciate the difference in the feelings of others. E). Social skills: the ability to handle emotions well.

## CHAPTER II

### DISCUSSION

#### A. Review of Related Literature

##### 1. Theoretical Framework

###### A. Reward

###### 1. Background Reward

In most cases, rewards come in two forms. It can be in form of incentive motivation or personal growth motivation. Incentive motivation is the kind that comes from within the individual for example a feeling of being proud of something. Personal growth motivation is the type that is brought to you by the organization. Furthermore, extrinsic reward can be monetary or non-monetary. The monetary is usually a variable compensation separated from the salary. It is received as a consequence from extraordinary performance or as an encouragement and it can be either individually based or group based. The conditions to obtain this reward should be set in advance and the performance needs to be measurable.

For a reward system to be ideally motivational, the reward should satisfy a number criteria: It should have value, should be large enough to have some impact, should be understandable, be timely, the effect should be durable, and should also be cost efficient. Also, since there is a direct link between experience and number of years spent in an institution, it can be deduced that teachers' experiences over time led to

increased performances. However, since experience was not being determined and all teachers in the sampled institutions had experiences, it can be ignored. Therefore, monetary rewards and teachers' benchmarking practices had contributed to the increased performances of students.<sup>18</sup>

## 2. Definition Reward

Based on Kamus Besar Bahasa Indonesia (KBBI), hadiah adalah pemberian kenang-kenangan, penghargaan, penghormatan).<sup>19</sup> According Skinner, reinforcement is process by which a stimulus increases the probability that a preceding behavior will be repeated.<sup>20</sup> Reward is pleasant stimulus that increases the frequency of the behavior it follows.<sup>21</sup> Based on the some definition reward is positive stimulus to increases behavior.

On this principle, we hold that the method which an educator uses, with respect to harsh words, beating, or similar behavior, must be very closely monitored, on the premise that the issue may cause trouble if one administers corporal punishment whenever words provide a means to discipline. This precludes any example of kindness and compassion in the personality. The youth then loses confidence in

<sup>18</sup>Ibid., Rakiro Lynnette Adhiambo, Page 12.

<sup>19</sup><http://kbbi.web.id/hadiah>. on 6 Nov 2016 at 10.37 wib.

<sup>20</sup> Robert SFeldman, *Understanding Psychology, Twelfth Edition*. (New York:McGaw-Hill education, 2015), Page 189.

<sup>21</sup> RathusSpencer A, *Psychology, Concepts and Connections, Brief Version, Eighth Edition*. (United States of Amerika: Thomson Wadsworth, 2007), Page 223.

himself or is unable to communicate with the people who are around him as a result of their behavior.

In laboratory studies of fundamental learning processes, as we've seen, experimenters use reinforcers that evoke easily measurable responses. In the classical procedure, for example, reinforcer-elicited responses and the CRs that resemble them provide a ready measure of the acquisition process. Stimuli that elicit behavior, such as reflexes, are products of natural selection, and reproductive fitness clearly benefits when these responses are acquired in environments in which the reflexive behavior is relevant—as in the case of the Siamese fighting fish. Once the biological mechanisms are available to stimuli that do not elicit easily detectable responses. That is, once learning mechanisms have evolved, their behavioral expression is not necessary for them to be engaged by the environment. However, note that if the neural mechanisms that mediate conditioning were not initially correlated with overt behavior, those mechanisms could not have been naturally selected in the first place.

Most human behavior is reinforced by stimuli that do not evoke responses that are readily detectable at the behavioral level of analysis. The child whose letter writing becomes clearer following praise from the teacher does not have an easily detected response to praise—perhaps a subtle smile, but not something as identifiable as a reflexively elicited response. The adult whose speaking is followed by attention from

another person also does not have a readily identifiable response to the other's attention, and yet praise from a teacher and attention from another clearly function as reinforcers-letter writing improves and conversation continues. How can these stimuli that function as reinforcing stimuli elicit identifiable responses?

Both Pavlov and Skinner realized very early in their work that many stimuli that functioned as reinforcers outside the laboratory did not evoke responses that were readily identifiable at the behavioral level of observation. To investigate such reinforcers, they demonstrated that any of a wide range of stimuli could become reinforcers if they preceded a stimulus that was already a reinforcer. By being paired with a reinforcer, these formerly neutral stimuli became reinforcers themselves. Stimuli that acquire the ability to function as reinforcers are called conditioned reinforcers, because their reinforcing function is conditional upon experience.<sup>22</sup>

A stimulus that increases the probability of a response that precedes it is called a reinforcing stimulus, or simply a reinforcer. In common usage the term reward implies that an organism has done something "good" and deserves a special treat. The neutrality of the process of reinforcement becomes clear when we think of it as the natural consequence of a behavior. Sometimes we deliberately set up a contingency between response and reinforcer. The behaving organism,

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<sup>22</sup>Neil R Carlson, *Psychology The Science of Behavior* ( New York: Pearson, 2007) Page 137.

and not the agent that delivers the stimulus, determines whether or not a particular stimulus is reinforcing.<sup>23</sup> A reinforcer is a stimulus that increases the probability that a given operant behavior associated with the stimulus (which usually has occurred immediately or almost immediately before the reinforcing stimulus) will be repeated. Reinforcers can be either positive or negative.<sup>24</sup>

Reward in Islam reward and punishment is allowed, provided it does not violate Islamic Shariah. As the following hadith:

كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَصِفُ عَبْدَ اللَّهِ وَ عبيد الله وَ كَثِيرًا مِنْ بَنِي الْعَبَّاسِ ثُمَّ يَقُولُ مَنْ سَبَقَ إِلَيَّ فَلَهُ كَذَا وَ كَذَا قَالَ فَيَسْتَبِقُونَ إِلَيْهِ فَيَقْعُونَ عَلَى ظَهْرِهِ وَصَدْرِهِ فَيَقْبَلُهُمْ وَ يَلْزَمُهُمْ (رَوَاهُ أَحْمَدُ).

"On one occasion the Prophet sequencing Abdullah, Ubaidullah and his children's uncle, Al-Abbas. Then, he said: "Whoever is first reached me, he's going to get this and that." And they are vying to get to him. Then they lay down on his back and chest. Then, he kissed and reward. " (HR. Ahmad).

عَنْ عَمْرِو بْنِ شَعِيبٍ عَنْ أَبِيهِ عَنْ جَدِّهِ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَرُّوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سِنِينَ وَاضْرِبْهُمْ أَبْنَاءَ عَشْرٍ وَ فَرَّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ ( رَوَاهُ أَبُو دَاوُدَ ).

"From Amr Bin Shoab from his father from his grandfather said:

<sup>23</sup>Ally and Bacon, *Psychology: the science of behavior second edition* (The university of Massachusetts: Library of Congress Cataloging in Publication Data,1987) Page 243-244.

<sup>24</sup> Robert J Sternberg, *Psychology in Education* (China: Thomson Wadsworth,2004.) Page 228.

Rasulullah SAW said: " thy command to perform the prayer, whenif they leave the prayer, and send them in place sleep."(HR. Abu Dawud).<sup>25</sup>

### 3. Types of reward

#### a. Positive reinforcement

A positive reinforcer is reward, a pleasant stimulus that follows an operant and strengthens the associated response. An example of a positive reinforcer (for most of us) is a smile or a compliment from a teacher after we give a correct answer.

The term rewards is often misused as a synonym for the term positive reinforcer. Behaviorists prefer positive reinforcer because it focuses on how consequences affect behavior. In many instances rewards do not function as positive reinforcers. Parents may give a child reward (such as a new toy) for cleaning her room, but if the child does not clean her room in the future, then the toy was not a positive reinforcer for that behavior.<sup>26</sup>

Psychologists distinguish between two broad types of positive reinforcers: primary reinforcers are stimuli, such as food and water, that an organism naturally finds reinforcing because they satisfy biological needs. Secondary reinforcers are stimuli that acquire reinforcing properties through their association with primary

<sup>25</sup> <http://rosyidnureka.blogspot.co.id/2013/09/kumpulan-hadist-mengenai-pendidikan.html>.on 5 September 2016 14:10 wib.

<sup>26</sup> Michael WPasser, *Psychology: The Science of Mind and Behavior* (New York: McGraw-Hill,2007) Page 206.

reinforcers.<sup>27</sup> Secondary reinforcers illustrate how behavior often depends on both classical and operant conditioning.

b. Negative reinforcement

B. F Skinner noted that when a response pays off, it is more likely to occur in the future. In everyday life, our behaviors pay off not only when they lead to the presentation of praise, money, and so on, but also when they enable us to get rid of or avoid something we find aversive. For example, taking aspirin pays off because it relieves a headache. This process is called negative reinforcement: A response is strengthened by the subsequent removal (or avoidance) of an aversive stimulus. The aversive stimulus that is removed is called a negative reinforcer.<sup>28</sup>

Process whereby the removal of the unpleasant stimulus result in an increased probability of response. Example: the removal of electric shock. It would serve as a negative reinforcement if the reward of its removal increased the probability that the type of behaviour that preceded it would be repeated in the same type of situation. If putting up an umbrella stop cold rainwater from trickling down the back of your neck. You might be more likely to open your umbrella in the future because you have been negatively reinforced for doing so.<sup>29</sup>

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<sup>27</sup> Michael W Passer, *ibid.*, Page 206.

<sup>28</sup> *Ibid.*, Page 206.

<sup>29</sup> Robert J Sternberg, *Op.cit.*, Page 228-229.

Do not confuse negative reinforcement with punishment. Punishment weakens a response. Reinforcement whether positive or negative strengthens a response (or maintains it once it has reached full strength). When it comes to the terms positive reinforcement and negative reinforcement, the adjectives positive and negative do not mean “good” or “bad”. Rather they refer to procedures: positive refers to presenting a stimulus; negative refers to removing a stimulus.<sup>30</sup> Negative reinforcement plays a key role in helping us learn to escape from and avoid aversive situations. While showering, have you ever heard someone flush a toilet, only to have your shower water turn scalding hot? Your response of backing away is negatively reinforced-strengthened-by the escape from (i.e., removal of) the scalding water. Soon the mere sound of the flush becomes a signal-a discriminative stimulus-for you to back away. You successfully avoid the scalding water, which negatively reinforces your response of backing away as soon as you hear the flush.

#### 4. The Schedules of Reward

Once an individual has been operantly conditioned to perform a behavior, the performance of the behavior is influenced by its schedule of reinforcement-the pattern of reinforcements given for a desired behavior. In a continuous schedule of reinforcement, every instance of a desired behavior is reinforced. A rat in a Skinner box that receives a

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<sup>30</sup> Michael W Passer, Op.Cit., Page 206-207.

pellet of food each time it presses a bar is on a continuous schedule of reinforcement. Similarly, candy vending machines put you on a continuous schedule of reinforcement. Each time you insert the correct change, you receive a package of candy. If you do not receive the candy, you might pound on the machine, but you would, at best, insert coins only more time. This illustrates another characteristic of continuous schedules of reinforcement—they are subject to rapid extinction when reinforcement stops. Extinction is the decline in the probability of a behavior and its eventual disappearance as a result of its no longer being followed by reinforcer.<sup>31</sup>

In daily life, reinforcement comes in different patterns and frequencies. These patterns, called schedules of reinforcement, have strong and predictable effects on learning, extinction and performance.<sup>32</sup>

There are four different administration schedules reinforcement:

a. Fixed-Ratio Schedule

On a fixed-ratio (FR) schedule, reinforcement is given after a fixed number of responses. For example, FR-3 means that reinforcement occurs after every third response, regardless of how long it takes for those responses to occur.

b. Variable-Ratio Schedule

On a variable-ratio (VR) schedule, reinforcement is given after a variable number of responses, all centered around an average. A VR-3

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<sup>31</sup> Lester M Sdorow and Cherly A Rickabaugh, *Psychology, fifth edition* (New York: McGraw-Hill Higher Education, 2002) Page 223-224.

<sup>32</sup> Michael W Passer, *Op.cit.*, Page 211.

schedule means that, on average 3 responses are required for reinforcement.

c. Fixed-Interval Schedule

On a fixed-interval (FI) schedule, the first response that occurs after a fixed time interval is reinforced. Suppose a rat is pressing a lever press is reinforced, for the next 3 minutes it makes no difference how many more times that rat responds. There will be no further reinforcement.

d. Variable-Interval Schedule

On a variable-interval (VI) schedule, reinforcement is given for the first response that occurs after a variable time interval, centered around an average.<sup>33</sup>

B. Punishment

1. Background Punishment

Like reinforcement, punishment comes in two forms. One involves actively applying aversive stimuli, such as painful slaps, electric shock, and verbal reprimands. This is called aversive punishment (also called aversive punishment by application) A response is weakened by the subsequent presentation of a stimulus. Spanking and scolding a child for misbehaving are obvious examples, but so a child's touching a hot stovetop burner. The pain delivered by the burner makes it less likely that the child will touch it in the future.

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<sup>33</sup>Ibid. Page 211-212.

Likewise, a high school student wears a new blouse, her friends' facial expressions say "ugh", and she tosses the blouse into the back of her closet. Aversive punishment can produce rapid results, an important consideration when it is necessary to stop a particularly dangerous behavior, such as an animal or person attacking someone. Although aversive punishment often works, the use of spanking and other forms of physical punishment for disciplinary purposes is controversial.<sup>34</sup>

## 2. Definition Punishment

Punishment is stimulus that decreases the probability that a previous behavior will occur again.<sup>35</sup> Punishment is reserved for those arrangements that decrease the target response.<sup>36</sup> And another definition punishment is the process by which an aversive stimulus decreases the probability of a response that precedes it.<sup>37</sup> Based on some definition punishment is negative stimulus that decreases behavior.

In Islam orders the parents to educate their children from an early age on the right religion and the good morals, so that they grow up on it. There are many Ahadith urging this to be done. The Prophet (Sallallahu Alaihi wa Sallam) said: "Be generous with your children and educate them well" . [ Ibn Majah ] al-Tirmizi also reported from Ayub Ibn Musa from his grandfather that the Prophet (Sallallahu Alaihi wa

<sup>34</sup>Michael W Passer., Page 207.

<sup>35</sup>Feldman. Op.cit., Page 190.

<sup>36</sup>Neil R Carlson, Op.Cit. Page 144.

<sup>37</sup>Lester M Sdorow and Cherly A Rickabaugh. Op.cit. Page 226.

Sallam) said: "No father has granted his child anything better than a good education" . al-Tirmizi also reported that the Prophet (Sallallahu Alaihi wa Sallam) said: "It is better for the man to educate his child than to give a Sa'a in alms" . al-Mannawi while interpreting this Hadith said that 'this is because when the man educates his child, the good acts of this child are considered from his father's continuous Sadaqa (deeds that the person keeps on being rewarded, for even after his death).

While the reward of the Sa'a is given only once' . Now, if the children are responding in a positive way then that is good. Otherwise, one can resort to some slight punishment to protect their benefits and to educate them in a good way the author of al-Fawakeeh al-Darwani said: 'The educator is requested to resort to corporal punishment while teaching Qur'an and good ethics, when the child swears, lies, steals or does any bad things that are forbidden for an adult. He can also punish the child if he flees from the school. This corporal punishment differs according to the nature of the act and the status of the person himself. The evidence for the above is the Hadith that the Prophet (Sallallahu Alaihi wa Sallam) said: "Order your children to pray while 7 years old and beat them if they neglect praying or give it up when they reach 10" . [ Abu Dawood ]

Still another way of reducing the probability of behaviors is through punishment, in which the consequence of a behavior decreases its likelihood. Do not confuse punishment with negative reinforcement.

Negative reinforcement is “negative” because it involves the removal of an aversive stimulus: it does not involve punishment. Negative reinforcement increases the probability of a behavior by removing something undesirable as a consequence of that behavior punishment decreases the probability of a behavior by presenting something undesirable (positive punishment) as a consequence of that behavior or by removing something negative punishment as a consequence of that behavior.<sup>38</sup>

Unlike the various forms of reinforcement, which increase the probability of an operant response, punishment is a process that decreases the probability of operant response. (It should not be confused with negative reinforcement which increase the likelihood of a response). One way of looking at the difference between reinforcement and punishment is that reinforcement encourages and to some extent controls behaviour, whereas punishment blocks behavior. Reinforcement has fairly predictable consequences, whereas punishment does not. Punishment is thus a less effective way of controlling behavior than is reinforcement.<sup>39</sup>

Punishment must be used with care because it can sometimes lead to unintended consequences. First, a person may find a way to circumvent the punishment without reducing or otherwise changing the operant behavior. Second, punishment can increase the likelihood of

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<sup>38</sup>Sdorow, Lester M. *ibid.* Page 226.

<sup>39</sup>Sternberg, Robert J. *Op.cit.*, Page 229.

aggressive behavior on the part of the person being punished; that is, the person being punished may imitate the punishing behavior in the other interactions. Third, the punished person may be injured. Punishment becomes child abuse when the child is damaged, physically or psychologically an unfortunately common occurrence. Fourth, sufficiently severe punishment may result in extreme fear of the punishing person and context. Then the punished individual may be incapable. For example, screaming at a child who scored poorly on a test because of test anxiety is more likely to increase than to reduce the child's anxiety. Fifth, even if the behavior is changed, the change may damage the punished person's self-esteem. This cost may be greater in the long run than was the cost of the operant behavior that prompted the punishment.<sup>40</sup>

Punishment can be used in operant conditioning. In aversive conditioning, the individual is encouraged to avoid a particular behavior as a consequence of punishment in association with the given behavior or setting. The goal of aversive conditioning is avoidance learning. In avoidance learning, an individual learns to refrain from a particular behavior or keep away from a particular stimulus. For example, children can learn not to touch hot burners if they are accidentally burned by them. Note that the aversive conditioning that leads to avoidance learning may also lead to some classical conditioning. In the case of

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<sup>40</sup> Robert J Sternberg, *ibid.* Page 229.

rats that learn to avoid scratching at a latch, the rats also may learn (through classical conditioning) to fear the latch or even the area near the latch. Operant conditioning through the use of punishment leads to the behavioral outcome of avoidance. The classical conditioning that may accompany it leads to the emotional and physiological response of fear. Thus, the two forms of learning may interact complementarily to strengthen the outcome.<sup>41</sup>

In the operant (Thorndike) procedure, if a lever press is followed by food, lever pressing increases. In punishment, however, the presentation of an eliciting stimulus weakens the measured behavior. If an operant response is followed by an eliciting stimulus and the operant response is followed by a strength, then the eliciting stimulus has functioned as a punisher, or punishing stimulus. Stimuli that function as punishers elicit escape or withdrawal response as well as variety of emotional responses mediated by the autonomic nervous system. In the animal laboratory, researchers can study punishment by occasionally following a food-reinforced response by a moderate electric shock.<sup>42</sup>

### 3. Types of punishment

#### a. Positive punishment

Weakens a response through the application of an unpleasant stimulus. For instance spanking a child for misbehaving or spending 10 years in jail for committing a crime is positive punishment.

<sup>41</sup> Ibid. Page 229-230.

<sup>42</sup> Neil R Carlson, Op.Cit., Page 142.

#### b. Negative punishment

Consists of the removal of something pleasant. For instance when a teenager is told she is "grounded" and will no longer be able to use the family car because of her poor grades, or when an employee is informed that he has been demoted with a cut in pay because of a poor job evaluation. Negative punishment is being administered. Both positive and negative punishment result in decrease in the likelihood that a prior behavior will be repeated.<sup>43</sup>

#### C. Emotional Intelligence

##### 1. Definition Emotional Intelligence

The ability model was developed by Mayer and Salovey (1990). They define emotional intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". The trait or mixed model approach, popularized by Goleman (1995, 1998) is a much broader conceptualization of EI and includes attributes such as stress tolerance, adaptability and interpersonal skills.<sup>44</sup>

Another form of adaptive ability lies within the emotional realm, and some theorists believe that emotional intelligence. According to John

<sup>43</sup>Feldman. Op.cit., Page 190.

<sup>44</sup>Jacqueline Landau, *Development of Students Emotional Intelligence: Participative Classroom Environments in Higher Education*. Academy of Educational Leadership Journal, Volume 15, Number 3, 2011.

Mayer and Peter Salovey, emotional intelligence involves the abilities to read others emotions accurately, to respond to them appropriately, to motivate oneself, to be aware of one's own emotions, and to regulate and control one's own emotional responses. According to Mayer and Salovey, emotional intelligence includes four components, or branches. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) includes specific asks to measure each branch. Perceiving emotions is measured by people's accuracy in judging emotional expressions in facial photographs, as well as the emotional tones conveyed by different landscapes and designs. Using emotions to facilitate thought is measured by asking people to identify the emotions that would best enhance a particular type of thinking, such as how to deal with a distressed coworker or plan a birthday party. To measure understanding emotions, people are asked to specify the conditions under which their emotions change in intensity or type; another task measures people's understanding of which basic emotions blend together to create subtle emotions, such as envy or jealousy. Finally, managing emotion is measured by asking respondents to indicate how they can change their own or others' emotions to facilitate success or increase interpersonal harmony.<sup>45</sup>

In 1983 Howard Gardner of Harvard University became famous overnight when, in the book *Frames of Mind*, he outlined seven distinct forms of intelligence. Gardner proposed an "intrapersonal intelligence"

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<sup>45</sup> Michael W Passer, *Op.Cit.*, Page 322-323.

very similar to the current conceptualization of emotional intelligence. “the core capacity at work here,”he wrote,”is access to one’s own feeling life-one’s range of affects or emotions; the capacity instantly to effect discriminations among these feelings and eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding ine’s behavior.”

Is “emotional intelligence”, then, simply a new name for social intelligence and other already-defined “intelligences”? We hope to clear up this thorny question by expalining just what we attempt to measure when assessing emotional intelligence. Certainly it can be seen as type of social intelligence. But we prefer to explicitly focus on the processing of emotions and knowledge about emotion-related information and suggest that this constitutes its own form of intelligence. Social intelligence is very broadly defined, and partly for this reason the pertinent skills involved have remained elusive to scientists.

Emotional intelligence is a more focused concept. Dealing with emotions certainly has important implications for social life. Each of us has a need to set priorities, orient positively toward future endeavors and repair negative moods before they spiral into anxiety and depression. The concept of emotional intelligence isolates a specific set of skills

embedded within abilities that are broadly encompassed by the notion of social intelligence.<sup>46</sup>

## 2. The Concept of Emotional Intelligence By Daniel Goleman

Emotional intelligence consists of five domains: (a) knowing one's emotions (emotional self-awareness involving the recognition and monitoring of feelings as they occur); (b) managing emotions (the ability to shake off negative emotions like anxiety, anger, depression, pessimism and replace them with more positive ones like hope and optimism); (c) motivation (marshalling emotions to obtain a goal through impulse control, persistence, delayed gratification, and getting into and remaining in the flow of an activity); (d) knowing the emotions of others (emphatic awareness of the feelings in others); and (e) handling relationships (managing emotions in others).

### Branch 1: Knowing One-self

Emotions are powerful forces that influence every sphere of human existence. They “shape what we perceive, think, and do” (Goleman, 1998, p. 55). Some emotional experiences positively shape our experiences. Others, however, have a negative impact, sabotaging us from fulfilling our true potential. To prevent such sabotage, it is important to continually monitor “the stream of feeling that is a constant presence in all of us” (Goleman, 1998, p. 55). Goleman prefers the term self-awareness to metamood, stating that “usage of self-awareness refers

<sup>46</sup> Karen G Duffy, *Annual Editions: Psychology Thirty-Eight Edition* (New York: McGraw-Hill, 2008), Page 95-96.

to a self-reflexive, introspective attention to one's own experience, sometimes called mindfulness" (1995, p. 315). Lack of self-awareness or mindfulness can lead to becoming "engulfed" by emotions and to blind "acceptance" of negative mood states despite their consequences to cognitive processes. Additionally, individuals who lack emotional clarity are less likely to engage in mood regulation. Hence, they are more susceptible to emotional sabotage of their performance on cognitive tasks.

Since the importance of recognizing the emotional world within us was described during the previous exploration of Mayer and Salovey's (1997) model of emotional intelligence, this writing will limit any further discussion of the value of emotional self-knowledge to a few points on the relationship between emotions, beliefs (particularly self-beliefs) and behaviors. Emotions impact self-concept by influencing beliefs individuals hold about themselves and the world (Frijda, Manstead, & Bern, 2000). As the latter researchers note: The influence of emotions upon beliefs can be viewed as the port through which emotions exert their influence upon human life. Beliefs fueled by emotions stimulate people to action, or allow them to approve of the actions of others (p. 1). Accordingly, emotions effect change in individuals by influencing beliefs, which in turn, influence behavior. One of the mental behaviors affected by emotion-powered beliefs is perceptions, specifically, self-perception (Forgas, 2000).

## Branch 2: Managing Emotions

Emotional management involves the ability to balance and control, rather than suppress, emotions (Goleman, 1995). To manage emotions, individuals must learn to recognize the differences in a variety of feeling states, and the differences between foreground and background emotions. To draw a parallel between thought and emotion, individuals can contemplate a specific thought (a thought in the foreground of consciousness) or simply allow their minds to wander in a stream of thought (background thoughts). The same occurs in the experience of emotions. Mood states are experienced against a “constant emotional hum” (Goleman, 1995).

When foreground emotions become intense, particularly in the case of unpleasant emotions, individuals will seek to regulate their feeling states. Emotional regulation or mood repair is a continual task. Indeed, much of our existence is spent engaging in regulatory behaviors. As Goleman states: “Everything from reading a novel or watching television to the activities and companions we choose can be a way to make ourselves feel better” (1995, p. 57). This striving toward pleasure to avoid painful mood states lies at the heart of the mood repair suggests that information processed or learned while in a particular mood state is best retrieved under the same emotional state as when it was learned.

## Branch 3: Motivating One-self

This domain of emotional intelligence involves abilities critical to goal achievement such as controlling impulses and getting into the flow of an activity. It also involves personality characteristics that engender positive thinking like hope and optimism (Goleman, 1995). Speaking on the value of impulse control, Goleman (1995) states, “There is no psychological skill more fundamental than resisting impulse. It is the root of all emotional self-control, since all emotions, by their very nature, lead to one or another impulse to act” (81). Moreover, impulse control is associated with academic achievement (Goleman, 1995). Students that are able to control their impulses, delaying immediate, are more likely to develop greater cognitive and gratification social skills (Mischel, Shoda, & Peake, 1988; Shoda, Mischel, & Peake, 1990).

Smith and Lazarus (1990) suggest that situations are evaluated along seven dimensions: (a) motivational relevance, the importance of the situation to the individual; (b) motivational congruence, the extent to which the situation is congruent with current goals; (c) problem-focused coping potential, the individuals cognitive potential to resolve the situation; (d) emotion-focused coping potential, the individuals psychological coping capacity; (e) self-accountability, the degree to which the individual is responsible for the situation; (f) other accountability, the extent to which others are viewed as the cause of the situation; and (g) future expectancy, the evaluation of the degree to which the individual expects the situation to become more or less desirable. Since different

situations hold different consequences for individuals, situations evaluated along these seven dimensions produce different emotions or combinations of emotions that, in turn, generate specific motivational responses.

#### Branch 4: Empathy

Empathy is a key competency in this domain of emotional intelligence. Positive social interaction depends on one's ability to demonstrate empathy. As Goleman (1995) states, "People who are empathic are more attuned to the subtle social signals that indicate what others need or want" (p. 43). In regards to academic performance, however, scant research exists on the benefits of empathic awareness and academic achievement. However, Nowicki and Duke (1989, as reported in Goleman, 1995, p. 97) suggested that the ability to recognize the emotions and feelings in others can have an impact on student academic performance.

#### Branch 5: Handling Relationships

The core skill of this domain is social competence. The ability to handle relationships is dictated by the degree of social competence an individual possesses. Socially competent individuals are able to synchronize their emotions with others. In regards to academic achievement, "the synchrony between teachers and students indicates how much rapport they feel; studies in classrooms show that the closer the movement coordination between teacher and student, the more they felt friendly, happy, enthused, interested, and easygoing while interacting" (Goleman, 1995, p. 116).

Similarly, the ability to handle relationships, particularly student ability to handle peer relationships, may indirectly influence academic achievement by assisting students in managing conflict situations that endanger both their physical and emotional well being. After all, a fearful environment is generally not conducive to learning. This has prompted an increased interest in exploring the role of emotional literacy programs in preventing school violence. Goleman (1995) feels that emotional literacy programs increase academic achievement and performance by teaching students skills that help to mediate conflict.

Goleman suggests that emotionally literate students possess the following skills/character traits that contribute to academic achievement:

1. Increased ability to analyze and understand relationships,
2. Better at resolving conflicts and negotiating disagreements,
3. Better at solving problems in relationships,
4. More assertive and skilled at communicating,
5. More popular and outgoing; friendly and involved with peers,
6. More sought out by peers,
7. More concerned and considerate,
8. More sharing, cooperation, and helpfulness, and
9. More democratic in dealing with others.<sup>47</sup>

#### D. The Influence Between Reward through the Emotional Intelligence

Thorndike's earlier and the later experimental studies of others in this field report, increase efficiency in learning, at least up to a point, when

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<sup>47</sup>Judy M Drago, *The Relationship Between Emotional Intelligence and Academic Achievement in Non-traditional College Students*, Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. Walden University August 2004.

students are given monetary or other material rewards.<sup>48</sup> According Jessen (2010) this (reward) effective factor has considerable contribution in changing and motivating emotions and feelings of individuals and can change the level of their emerging at private and social life. Actually, the reward is a brilliant and important factor at university that should be managed by managers and supports staff need and emotions (Rafiq, Javed, Khan, & Ahmed, 2012). In addition, reward assumed as one of the fundamental factor that increases the level of emotional intelligence.<sup>49</sup>

In operant conditioning, the antecedent may be a general situation or a specific stimulus. Let's return to our lever-pressing rat. At present, simply being in the Skinner box is the antecedent condition. In this situation, the rat will press the lever. Suppose we place a light on the wall above the lever. When the light is on, pressing the lever dispenses food, but when the light is off, no food is given. The rat will soon learn to press the lever only when the light is on. The light becomes a discriminative stimulus, a signal that a particular response will now produce certain consequences. Discriminative stimuli set the occasion for operant responses. The sight of the teacher raising chalk to the blackboard was-in operant conditioning terms-a discriminative stimulus signaling it was time for the students to put their fingers in their ears. Discriminative stimuli guide much of your everyday behavior. Food on your plate, classroom bells, the words people speak to you, and the sight of a friend's are all

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<sup>48</sup> Ilegbusi. Op.cit., Page 35.

<sup>49</sup> Mehrad, Halimatussadiah, Ma'rof, Haslinda. Op.cit.

discriminative stimuli that set the occasion for you to make certain responses.<sup>50</sup>

To reward or positively reinforce children for desired behavior takes time and care. Avoiding the use of punishment is not enough. First, we must pay attention to children when they are behaving well. If we take their desirable behavior for granted and respond to them only when they misbehave, we may be encouraging misbehavior. Second, we must be certain that children are aware of, and capable of performing, desired behavior. It is harmful and fruitless merely to punish children for unwanted behavior. We must also carefully guide them, either physically or verbally, into making the desired responses, and then reward them. We cannot teach children table manners by waiting for them to exhibit proper responses at random and then reinforcing them for their responses. Try holding a reward of ice cream behind your back and waiting for a child to exhibit proper manners. You will have a slippery dining room floor long before the child develops good table manners.<sup>51</sup> Remember that reinforcers are defined as stimuli that increase the frequency of behavior—not as pleasant events.

Early mapping studies indicated that the strongest and most reliable ICSS occurred in the medial forebrain bundle (MFB). Which consists a collection or bundle of axons that link the midbrain to the forebrain. Running through the MFB is mesolimbic dopamine system,

<sup>50</sup> Passer., Op.Cit. Page 205.

<sup>51</sup> Spencer A Rathus, *Psychology, Concepts and Connections, Brief Version, Eighth Edition* (United States of Amerika: Thomson Wadsworth, 2007), Page 224.

which connects the ventral tegmental area (VTA) to the nucleus accumbens. This system is the major brain mechanism underlying reward. Electrical stimulation of the MFB activates this system and leads to a release of dopamine in the nucleus accumbens. Damage to this pathway interferes with ICSS as well as other naturally motivated behaviors, such as feeding, drinking, and copulating.

Nucleus accumbens activation almost every time you do something pleasurable, the pleasure that you experience results from activation of dopamine neurons in the nucleus accumbens. For example, enjoying food depends on dopamine activity. In operant conditioning, the release of dopamine sets the value of a reinforcer. Drugs that block the effects of dopamine disrupt operant conditioning. For instance, Jim Stellar and his colleagues taught rats to run a maze in order to receive electrical stimulation, but when they injected a dopamine blocker into the rats, they had to turn up the electrical current in order to get the rats to run the maze. The blocker decreased the value of the electrical stimulation reinforcement. As you might expect, drugs that enhance the activation of dopamine, such as cocaine and amphetamine, increase the reward value of stimuli.<sup>52</sup> So, reward will be influenced with emotional intelligence.

#### E. The Influence Between Punishment through the Emotional Intelligence

Psychologists argue that punishment—especially corporal punishment—often fails to achieve the goals of parents, teachers, and others.

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<sup>52</sup> Michael S Gazzaniga, *Psychological science; the mind, brain, and behavior* (New York. W.W. Norton & Company. Inc,2003), Page 187-188.

Psychologist Elizabeth Gershoff analyzed 88 studies of more than 36,000 children and found connections between physical punishment (e.g. spanking) and various behavior patterns in childhood and adulthood. For example:

1. Children who are physically punished are less likely to develop internal moral standards.
2. Physical punishment is connected with poorer parent-child relationships.
3. Physically punished children are more likely to be aggressive toward other children and to engage in criminal behavior later in life.
4. Physically punished children are more likely as adults to abuse their spouse or their own children.

Gershoff adds that punishment tends to suppress undesirable behavior only under circumstances in which its delivery is guaranteed. It does not take children long to learn that they can “get away with murder” with one parent or teacher but not with another. Moreover, punishment does not in itself suggest an alternative acceptable form of behavior. There are some other reasons for not using physical punishment:

- a. It hurts.
- b. Punished individuals may withdraw from the situation. Severely punished children may run away, cut class, or drop out of school.

c. Children also learn responses that are punished. Whether or not children choose to perform punished responses, punishment rivets the children's attention on them.

Does parental punishment contribute to childhood aggression, or are more aggressive children likely to frustrate their parents, leading their parents to use physical punishment? In any event, most psychologists tend to prefer rewarding children for desirable behavior to punishing them for unwanted behavior. By ignoring misbehavior, or by using time out from positive reinforcement, one can avoid reinforcing misbehavior.<sup>53</sup>

Punishment can be very effective, and the real-world environment provides many naturally occurring punishment contingencies. A child who touches hot food on a stove is unlikely to touch it again. The hand-withdrawal response elicited by the painful stimulus gains strength immediately and prevents the child from reaching for food on the stove in the future. Punishment contingencies also can be effective when implemented by the social environment—that is, by another person. When one person punishes the behavior of another, it is often effective, at least temporarily. The offending behavior ceases, which immediately reinforces the behavior of the one administering the punishment.

For example, a parent whose television viewing is interrupted by his child's talking can stop the talking by shouting, "Be quiet!" Remember, however, that the emotional responses elicited by shouting can

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<sup>53</sup>Spencer A. Rathus, *Ibid.*, Page 224.

become conditioned to the sight of the parent. The result is not only that the child stops the offending talking but also that the child is likely to avoid the parent in the future. The short-term consequences of punishers may be effective, but their longer-term effects are less so.

The example of the social punisher of shouting “Be quiet!” illustrates a second point. By being paired with unconditioned punishing stimuli, the loud voice of the parent and removal from the family room, a formerly neutral stimulus, such as the words, “Be quiet!”, becomes a conditioned punisher. There are both conditioned punishers and unconditioned punishers, just as there are conditioned and unconditioned reinforcers. But conditioned punishers are not effective in the long run unless they are occasionally followed by an unconditioned punisher. Thus, “Be quiet!” becomes ineffective as a conditioned punisher if nothing is done when the behavior persists after warning. The child will come to ignore the warning. Removal from the family room might reinstate “Be quiet” as an effective punisher, but it also would recondition withdrawal and emotional responses to the parent. To reduce the offending response of talking while the television is on, a parent is better advised to provide a young child with reinforcers for some behavior that competes with talking, such as the opportunity to play with a toy.<sup>54</sup>

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<sup>54</sup> Neil., Op.Cit., Page 143.

Though punishment can be effective means of reducing undesirable behaviors, it often is ineffective. Consider some effective and ineffective ways of using punishment to discipline children;

1. Punishment for misbehavior should be immediate so that the child will associate the punishment with the misbehavior.
2. Punishment should be strong enough to stop the undesirable behavior but not excessive. You might punish a child for throwing clothes about his room by having him clean the room. But you would be using excessive punishment if you had him clean every room in the house. Punishment that is excessive induces resentment aimed at the person who administers the punishment.
3. Punishment should be consistent. If parents truly want to reduce a child's misbehavior, they must punish the child each time it occurs. Otherwise the child learns only that her parents are unpredictable—that is, the child is on a variable-ratio schedule of reinforcement (which is highly resistant to extinction).
4. Punishment should be aimed at the misbehavior, not at the child. For example, a child who is repeatedly called “stupid” for making mistakes while playing softball might feel incompetent and lose interest in softball and others sports.
5. Punishing undesirable behavior merely suppresses the behavior in response to a specific discriminative stimulus, such as the parent who administers punishment, and only tells the child what not to do. To

make sure the child learns what to do, positive reinforcement of desirable behavior should also be used.<sup>55</sup>

One of the main controversies concerning punishment is the use of physical punishment. Children imitate parental models. If they observe that their parents rely on physical punishment, they might rely on it in dealing with their friends, siblings, and eventually, their own children. A study of over 900 American parents found that 94 percent had used some form of physical punishment-defined as slapping, spanking, pinching, shaking, or hitting with belts or paddles-to control their children. Though physical punishment of children can suppress misbehavior in the short run, in the long run it is associated with problems such as juvenile delinquency and adult criminality. Being physically punished as a child also is associated with subsequent adult depression, suicidal tendencies, alcohol and spousal abuse and physical brutality against children.<sup>56</sup>

#### F. The Influence of Reward and Punishment through the Emotional Intelligence

Mayer and Salovey classified the third and fourth branches of the emotional intelligence model as “strategic” (rather than “experiential”) intelligence. The third branch, understanding emotion, is ability to comprehend information about relations between emotions, transitions from one emotion to another, and to label emotions using emotion words.

A person who is good at understanding emotions would have the ability to

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<sup>55</sup> Sdorow., Op.Cit., Page 227.

<sup>56</sup> Ibid., Page 227.

see differences between related emotions, such as between pride and joy. The same individual would also be able to recognize, for instance, that irritation can lead to rage if left unattended.

Proponents of emotional intelligence point to the important adaptive advantages of emotional skills in meeting the challenges of daily life, and they believe that the ability to read, respond to, and manage emotions has evolutionary roots. Emotionally intelligent people, they suggest, form stronger emotional bonds with others; enjoy greater success in careers, marriage, and child-rearing; modulate their own emotions so as to avoid strong depression, anger, or anxiety; and work more effectively toward long-term goals by being able to control impulses for immediate gratification. In the end, some people who are high in emotional intelligence may enjoy more success in life than do others who surpass them in mental intelligence.<sup>57</sup> So with use reward and punishment methods will be control the students to managing emotion. And then, how to understanding and managing emotion.

Boston College psychologist Lisa Feldman Barrett has demonstrated that the ability to differentiate one's emotional states has important implications for well-being. Feldman Barrett and her colleagues asked a group of 53 undergraduates to keep a daily diary of their emotions for two weeks. Specifically, they assessed the most intense emotional experience they had each day by rating the intensity of their experience of

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<sup>57</sup> Passer, Op.Cit., Page 323.

nine emotions, represented by words, on a scale from 0, not at all, to 4, very much. Four of the emotion words related to positive emotion (happiness, joy, enthusiasm, amusement); five related to negative emotion (nervous, angry, sad, ashamed).

Feldman Barrett and her colleagues then calculated the correlations between reported experiences of positive emotions and also looked at how correlated were reported experiences of negative emotions. A subject whose reports of positive emotions are highly correlated is perceiving less differentiation between positive states. Similarly, larger correlations between the reports of each negative emotion indicate less differentiation between negative states.

Greater differentiation between positive emotional states had no effect on regulation strategies. But differentiation of negative states clearly did. That is, participants who were able to more specifically pinpoint what negative emotion they were feeling each day also engaged in more strategies for managing their emotions. This shows that the ability to distinguish and label emotions may represent an important skill in learning how to handle emotions successfully.

The fourth branch of emotional intelligence is the ability to manage one's emotions as well as the emotions of others. This skill of managing emotions is perhaps the most commonly identified aspect of emotional intelligence. Emotional intelligence is far more than simply being able to regulate bad moods effectively. It can also be important to maintain

negative emotions when needed. An example of how using different strategies for managing emotions can have different consequences is found in the work of James S. Gross of Stanford University, in experiments during the mid-1990s. Gross showed undergraduates video clips from medical procedures, such as amputation, that elicit disgust.

The students were divided into three different groups. In the suppression condition, the students were instructed to hide their emotions during the film as much as possible by limiting their facial expressions. In the reappraisal condition, students were instructed to view the film as objectively as possible and to remain emotionally detached from what they were seeing. The third group was given no special instructions before viewing the film. All of the students' reactions to the films were recorded by video camera, and their physiological reactions, such as heart rate and skin conductance, were also measured. In addition, participants were asked to make self-reports of their feelings before, during and after watching the film.

The students in the suppression and reappraisal conditions had strikingly different experiences from watching the film. In the suppression condition, participants were able to successfully reduce the outward experience of their emotions by reducing their facial expressions and other behavioral reactions to the film. However, they showed heightened physiological arousal and reported feeling as much disgust as controls. The participants in the reappraisal condition reported lower levels of disgust

upon watching the film while not displaying any heightened physical arousal (compared controls). Gross's work demonstrates that there might be important, and sometimes hidden. Physical costs for those individuals who chronically suppress expression of their negative emotions; nevertheless, monitoring and evaluating one's emotion may be strategically useful.<sup>58</sup>

Research on emotional intelligence has been put to practical use with unusual speed. The reason may be simple; Experiments suggest that scores on ability-based measures of emotional intelligence are associated with a number of important realworld outcomes. Behaviorists have studied how to make reinforcement and punishment more effective in producing behavior change. To correct errant behavior, punishment works best under the following circumstances. Which are useful for parents:

1. Make alternative responses available to replace those that are being punished.
2. Complement the punishment technique by using positive reinforcement to foster the desired alternative behavior.
3. Make sure that the individual being punished knows exactly what behavior is being punished and why.
4. Implement the punishment immediately after the undesirable behavior.

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<sup>58</sup> Karen G Duffy, *Annual Editions: Psychology Thirty-Eight Edition* (New York. McGraw-Hill, 2008), Page 97-98.

5. Administer a punishment that is sufficiently intense to stop the undesirable behavior but is no greater and of no longer duration than necessary.
6. Try to ensure punishment or penalties-removal of pleasant stimuli rather than physical or emotional pain as a punisher.
7. Use negative punishment or penalties-removal of pleasant stimuli rather than physical or emotional pain as a punisher.
8. Take advantage of the natural predilection to escape from and to avoid punishment. Use punishment in situations in which the desired alternative behavior involves escape from or avoidance of a dangerous situation (e.g., teaching a child to seek escape from dangerous place or to avoid dangerous objects).<sup>59</sup>

## 2. Research Roadmap

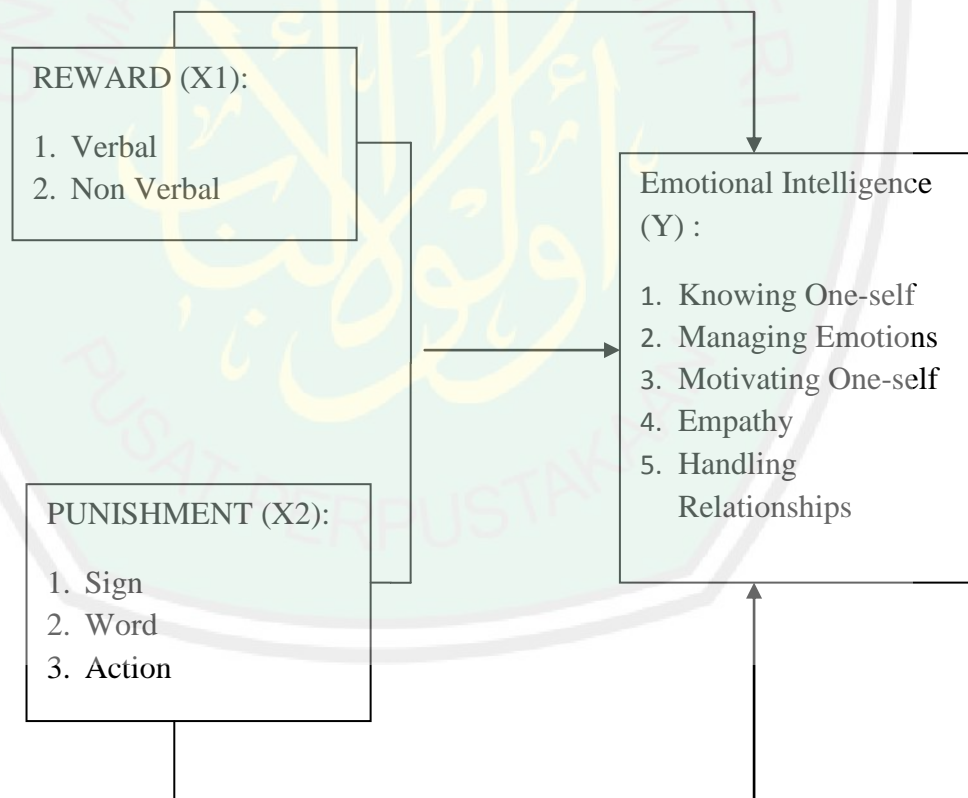
The important of mastering psychological education for teacher.<sup>60</sup> Therefore the teacher not only provided the material, but also provides a stimulus that can increase emotional intelligence of students. In the process of learning it takes an indicator of success that can be realized in the form of educational assessment. Assessment of education is one important aspect in education in order to understand how far the educational success rate. Through the study of the psychological development of the behavior we can understand what the learners acquired after following certain learning.

<sup>59</sup>Strenberg, Op.Cit., Page 229.

<sup>60</sup>“Kontribusi Psikologi Pendidikan terhadap Pengembangan Kurikulum Pendidikan”, *Jawa pos*, 16 November 2016, Page. 33.

The measurement of the potential diversity of learners, both to measure emotional intelligence, talents or personality of the individual in dire need of psychological role. One way teachers can do to measure emotional intelligence is to use reward and punishment, where teachers provide the stimulus and response, to know how far learners in understanding emotional intelligence. So that learners who are able to manage the emotional intelligence properly, it will have an effect on learning. Base on explanation above this research can be described as follows:

Picture 2.1 Theoretical Frame Work



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Method of the Research**

##### **1. Location of Research**

Location used by this research is Islamic Senior High School (MAN) Kota Blitar, East Java at Jati Street No. 78 Blitar. The researcher chosen this school as a field of research because base on early reserach there were some problems of emotional intelligence in social science students.

##### **2. Approach and Research Design**

To know the truth of scientifically so needed scientific research methods, in accordance with the goal to be achieved in the research. Determining the type of research is especially important to have the right data analysis technique. In this research, researcher used quantitative methods with correlational approach. Correlational research or studies examine differences of characteristics or variables of two more entities. A correlation exists when variable increases or decreases correspondingly with the other variable. A researcher will gather data about two or more variables in a particular group.

These data are numbers that reflect measurement of the characteristics of research questions such as test scores, baud rate, device jitter or network performance using 2 different transmission medium. Correlational results can be represented uisng various means of

visualisation. One such example would be using the *scatterplot* which allows a visual inspection of the relationship between two variables. In ICT research, scatterplot is commonly used in representing results obtained for journal or proceedings publications. By examining the scatterplot, we can identify or describe the homogeneity or heterogeneity of the two variables. Secondly, we can describe the degree of which the two variables are intercorrelated or using statistical approach known as correlation coefficient. Finally, we can interpret these data and give them meaning.<sup>61</sup>

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.<sup>62</sup> Quantitative research is a study involving the use and analyses of numerical data using statistical techniques. They pose questions of who, what, when, where, how much, how many, and how. Quantitative research is especially useful when carrying out a large scale needs assessment or baseline survey. It is independent of the researcher and one should get similar results no matter who carries out the research. It can also be used to measure trends.<sup>63</sup>

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<sup>61</sup>Salford University, *Quantitative Methods (Electronic Version)*,2007. Page 91.

<sup>62</sup> C.R. Kothari, *Research Methodology Methods & Techniques*, (India: New Age International (P) Limited, Publishers,2004), Page 3.

<sup>63</sup> Search for Common Ground, *Quantitative Research Module* (United States Institute of Peace), Page 4.

### 3. Population and Sample

#### a. Population

Population for studies involving human participants calculate and then the suggested demographics and the sample size of the population. Be sure to support your population choice and then the type of sampling you will use to determine the sample (with citations).<sup>64</sup> Then the population in this research all students at MAN Kota Blitar of social science students totaling 393 children. Based on Slovin in I'anatut<sup>65</sup>:

$$n = \frac{N}{N \cdot e^2 + 1}$$

#### Explanation:

N = total sample

N = total population

e<sup>2</sup> = limit

This research used Slovin's formula. Based on Slovin:

$$n = \frac{N}{N \cdot e^2 + 1}$$

$$n = \frac{393}{393 \cdot (0.05)^2 + 1}$$

$$n = \frac{393}{393 \cdot (0.0025) + 1}$$

<sup>64</sup><http://www.trinitydc.edu>. On 18<sup>th</sup> May 2017 at 21.48 pm.

<sup>65</sup> I'anatut, Op.Cit., Page 18.

$$n = \frac{393}{0.9825 + 1}$$

$$n = \frac{393}{1.9825}$$

$$n = 198$$

**Explanation:**

n = total sample

N = total population

e<sup>2</sup> = limit

b. Sample

Sample is the items so selected constitute what is technically. The researcher must decide the way of selecting a sample or what is popularly known as the sample design. In other words, a sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population. Samples can be either probability samples or non-probability samples. With probability samples each element has a known probability of being included in the sample but the non-probability samples do not allow the researcher to do determine this probability.

Probability samples are those based on simple random sampling, systematic sampling, stratified sampling, cluster/ area sampling whereas non-probability samples are those based on convenience sampling, judgment sampling and quota sampling techniques. And this

research used cluster sampling. Cluster sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample.<sup>66</sup>

In this study, researchers used a random cluster sampling with random manner, that is to say in a cluster random sampling all the classes in the population is given the opportunity to be a random sample manner. Samples taken as many as 198 respondents from the enormous population, and this population is students majoring in social science MAN KOTA Blitar is considered representative for the amount of testing data. Below is the number of students majoring in social science MAN KOTA Blitar. Table 3.1 Illustrates total of social science students at MAN KOTA Blitar.

**Table 3.1 Total of social science students at MAN Kota Blitar**

<b>No.</b>	<b>Class</b>	<b>Total</b>
1.	X IPS 1	30
2.	X IPS 2	37
3.	X IPS 3	38
4.	X IPS 4	38
5.	XI IPS 1	27
6.	XI IPS 2	38
7.	XI IPS 3	35
8.	XI IPS 4	36
9.	XII IPS 1	31
10.	XII IPS 2	31
11.	XII IPS 3	26
12.	XII IPS 4	26
	<b>Total</b>	<b>393</b>

<sup>66</sup>C.R. Kothari, *Research Methodology Methods & Techniques.*, Op.cit, Page 16.

#### 4. Data and Data Sources

##### a. Data

Data is the recording of research, both in the form of facts and numbers, in Arikunto mentioned the data is all the facts and numbers that can be used to compile the information. The sources of data in this research consist of two kinds of data those are primer and secondary data.<sup>67</sup> Primer data is data that obtained by researcher from field of research directly. Primer data in a research is questioner.

Based on the kind of research, the researcher used a questioner. It's caused quantitative research need numerical data to measure or analyzes among variables statistically. The variable independent of this research is reward and punishment. Questioner of this research explains about variables independent (variable X) through some questions. The question represents indicators of the variable independent.

##### b. Data Sources

Data collected from questionnaires or other instruments in quantitative research methods have to be analysed and interpreted. Generally, statistical procedures are quantitative data approaches.<sup>68</sup> In this research, the data source from social science students at MAN Kota Blitar to complete a questionnaires.

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<sup>67</sup>Ibid, Page 56.

<sup>68</sup>Salford University, Op, Cit, Page 94.

## 5. Research Instrument

In dealing with any real life problem it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate. There are several ways of collecting the appropriate data which differ considerably in context of money cost, time and other resources at the disposal of the research. Primary data can be collected either through experiment or through survey. And this research used survey. Data can be collected by any one or more the following ways: observation, interview, questionnaires, and schedules.<sup>69</sup>

This research consisted from independent variable: Reward (X1), punishment (X2) and the dependent variable: emotional intelligence (Y).

The form of questionnaire used closed questionnaire. A questionnaire that have been determined by provided answer, the respondents just choose the answers by check list with likert scale measurement techniques where every question in this study used range of score 1 to 4.

Table 3.2 Skala Likert

Category	Positive	Negative
Strong Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

And then the research instrument of this research as follows:

Table 3.3 Indicator Variable reward, punishment, and emotional intelligence

No	Variable	Sub Variables	Indicator	Item questions
1.	Reward	a. Verbal	Positive words and sentences.	1,2,3

<sup>69</sup>C.R. Kothari, *Research Methodology Methods & Techniques*, Op. Cit, Page 17.

	(Resources: Michael W Passer, <i>Psychology: The Science of Mind and Behavior</i> (New York: McGraw-Hill, 2007))	b.Non verbal	Compliment the form of gestures.	4,5,6
			Giving additional scores or gift to active students.	7,8,9
2.	Punishment	a.Sign	Create an expressions to discipline the students.	10,11,12
	(Resources: Michael W Passer, <i>Psychology: The Science of Mind and Behavior</i> (New York: McGraw-Hill, 2007)).	b.Word	Warn the students of their faults/ bad behavior.	13,14,15
		c.Action	Say command or instruction to discipline the students.	16,17,18
3.	Emotional Intelligence	Intrapersonal	Self-awareness	19,20,21
	(Resources: Judy M Drago, <i>The Relationship Between Emotional Intelligence and Academic Achievement in Non-traditional College Students</i> , Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. Walden University August 2004).	Management Stress	Managing Emotions	22,23,24
		Interpersonal	Hadling Relationships	25,26,27

The use of positive value is used for X1 and X2, whereas Y uses a negative value.

## 6. Data Collection Technique

A research needs a technique of data collection. Then, in this research, the researcher used one kind of technique; those were questionnaire.

- a. **Questionnaires:** The researcher and the respondents do come in contact with each other if this methods of survey is adopted. Questionnaires are mailed to the respondents with a request to retrun after completing the same. It is the most extensively used method in various economic and business surveys. Questionnaire to be used must be prepared very carefully so that it may prove to be effective in collecting the relevant iformation. The purpose of the questionnaire was used as a tool to determine the influence of reward and punishment on student's emotional intelligence of social science students at Man Kota Blitar.

## **7. Test of Validity and Reliability**

The next important step was to test validity and reliability of the questionnaires.

### **1. Validity**

Validity is a measure that indicates the level of validity of an instrument.<sup>70</sup> An instrument said valid is the instrument that has high validity, while an invalid instruments are instrument that have low validity. Valid or not an instrument can be seen by comparing the product moment correlation index with a test that illustrates the extent to which these tests measure what you want measured. Validity test is used to measure an accurate of instrument. The measurement of validity test of questioner can be done by Pearson Moment Method

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<sup>70</sup> SuharsimI Arikunto, Op. Cit., Page 168.

through SPSS 16.0 *for Windows*. The following of Pearson Product Moment formula is:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \cdot \sum X^2) - (\sum X)^2\} \{(N \cdot \sum Y^2) - (\sum Y)^2\}}}$$

$r_{xy}$  = correlation

X = score from item X

Y = score from item Y

N = total sample

Validity of instrument can be looked by measuring of correlation between value that have been obtained from every questions of instrument. If the value of  $r_{\text{count}} > r_{\text{table}}$  and or the value of the sig, then item  $0.05 <$  question is considered valid. The value of correlation can be looked through correlation table. Correlation coefficient of validity uses level of significance = 5 % with sum of subject was 198 respondents. Tabel 3.4 From the results of the validity test as presented in the table below show  $r_{\text{count}} > r_{\text{table}}$  0,139 at a significance of 5%. This means that each question is correlated with the total scores and from 9 items of questions, all questions items are declared valid to be analyzed.

Tabel 3.4 The Results of Validity Test of Reward

Number of item	r statistic	r table (5%)	Sig	$\alpha$	Description
X <sub>1,01</sub>	0,628	0,139	0,000	0,05	Valid
X <sub>1,02</sub>	0,665		0,000		Valid
X <sub>1,03</sub>	0,688		0,000		Valid
X <sub>1,04</sub>	0,659		0,000		Valid
X <sub>1,05</sub>	0,587		0,000		Valid
X <sub>1,06</sub>	0,666		0,000		Valid
X <sub>1,07</sub>	0,646		0,000		Valid
X <sub>1,08</sub>	0,414		0,000		Valid
X <sub>1,09</sub>	0,519		0,000		Valid

Tabel 3.5 From the results of the validity test as presented in the table below show  $r_{\text{count}} > r_{\text{table}}$  0,139 at a significance of 5%. This means that each question is correlated with the total scores and from 9 items of questions, all questions items are declared valid to be analyzed.

Table 3.5 The Results of Validity Test of Punishment

Number of item	r statistic	r table (5%)	Sig	$\alpha$	Description
X <sub>2,01</sub>	0,150	0,139	0,035	0,05	Valid
X <sub>2,02</sub>	0,537		0,000		Valid
X <sub>2,03</sub>	0,661		0,000		Valid
X <sub>2,04</sub>	0,676		0,000		Valid
X <sub>2,05</sub>	0,584		0,000		Valid
X <sub>2,06</sub>	0,617		0,000		Valid
X <sub>2,07</sub>	0,662		0,000		Valid
X <sub>2,08</sub>	0,593		0,000		Valid
X <sub>2,09</sub>	0,557		0,000		Valid

Tabel 3.6 From the results of the validity test as presented in the table below show  $r_{\text{count}} > r_{\text{table}}$  0,139 at a significance of 5%. This means that each question is correlated with the total scores and from 9 items of questions, all questions items are declared valid to be analyzed.

**Tabel 3.6 The Results of Validity Test of Emotional Intelligence**

Number of item	r statistic	r table (5%)	Sig	$\alpha$	Description
Y_01	0,630	0,139	0,000	0,05	Valid
Y_02	0,658		0,000		Valid
Y_03	0,615		0,000		Valid
Y_04	0,599		0,000		Valid
Y_05	0,668		0,000		Valid
Y_06	0,619		0,000		Valid
Y_07	0,427		0,000		Valid
Y_08	0,507		0,000		Valid
Y_09	0,152		0,032		Valid

## 2. Reliability

Reliability is if a credible instrument powerful enough to be used as a means of collecting data for the instrument has been good. Reliable means trustworthy, so reliable.<sup>71</sup>The research instrument is credible if can extend a consistently of measurement result. For determining the reliability of theses instruments, Cronbach's Alpha was applied to calculate internal consistency of items through SPSS 16.0 *for Windows* using Cronbach's Alpha method which is measured based on a scale of 0-1. As the table below:

1. Cronbach's alpha value of 0.20 sd 0,000, meaning less reliable.
2. Cronbach's alpha value of 0.21 up to 0.40, meaning rather reliable.
3. Cronbach's alpha value of 0.42 up to 0.60, means quite reliable.
4. Cronbach's alpha value of 0.61 up to 0.80, meaning reliable.
5. Cronbach's alpha value of 0,81 up to 1.00, meaning very reliable.

<sup>71</sup>Suharsimi, arikunto. Op. Cit. Page 178.

The way These are all valid questions have been items included and measured the coefficient of Cronbach Alpha. If the value Obtained  $> 0.6$ , then the reliability questionnaire. So testing the reliability of the instrument in a study conducted for the reliability of the instrument relating to the regularity and level of confidence in the research instrument.<sup>72</sup>

**Table 3.7 The Results of Reliability Test of Reward, Punishment and Emotional Intelligence**

Variables	Cronbach's Alpha	$\alpha$	Description
Reward	0,770	0,60	Reliable
Punishment	0,722		
Emotional Intelligence	0,678		

Reliability test of the results as presented in the table above shows that all values of Cronbach's Alpha  $> 0,60$ . This means that every statement is correlated with scores and a total of 27 items of questions all declared reliable and ready to be analyzed. The statement declared reliable if the Cronbach Alpha value  $> 0,60$ . And currently on Cronbach's alpha value of 0.61 up to 0.80, meaning reliable.

## 8. Data Analysis

The data analysis is the way to process of data that has been collected and then it can give an interpretation. In this research used multiple regression that function to know the influence of some independent variable through SPSS 16.0 *for Windows*. Multiple regression

<sup>72</sup> Ibid, Pg: 97-98.

is a very versatile statistical technique as the independent variables can be continuous (i.e. interval) or categorical in nature. If categorical data is used then it needs to be dummy coded (e.g. 1 for a male and 2 for a female). Scores on the dependent variable must be interval in scale.

As multiple regression is merely an extension of bivariate linear regression, only the linear relationships between the independent variables and the dependent variables are tested. If a scatterplot suggests the relationship is curvilinear then it may be possible to transform the data to a linear relationship through the use of a log transformation procedure. Multiple regression analysis assumes that the data is normally distributed.<sup>73</sup> The result of this data analysis is used to answer problem research.

#### **a. Classical Assumption Test**

In this research using regression analysis, before it is analyzed must first be freed from the classical assumption test that are:

##### **1. Normality Test**

Normality test aims to test whether the regression model dependent and independent variables have a normal distribution or not. A good regression model is one that has a normal distribution.

To test the normality of the data is one of the ways used is one sample Kolmogorov- Smirnov test by SPSS 16.0 *for Windows*. If significant score  $> 0.05$  then the distribution is normal.

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<sup>73</sup> Alistair W. Kerr dkk, *Doing Statistics with SPSS*. London (Sage Publications, 2002), Page 179.

## 2. Multicollinierity Test

Multicollinearity test is used to test whether the regression model found a correlation between independent variables. A good regression model should not happened correlation between independent variables. Detection of multicollinearity can be used VIF (Variance Inflation Factor), when the VIF score less than 10 ( $<10$ ) and the tolerance score is more than 0.1, it means the regression model is free of multicollinierity.<sup>74</sup>

## 3. Heteroscedasticity Test

Heteroscedasticity Test is used to test whether the regression model occur inequality residual variance from one observation to another observation. If the variance of the residuals of the observations to other observation is remains, it is called homoscedasticity and if different called heteroscedasticity.

According Ghozali, to analyze this test can be done by observing the scatter plot graph through SPSS. The model is free of heteroscedasticity have a scatter plot graph with a pattern of dots spread.<sup>75</sup> Heterosdasticity test can also be showed by Scatterplot Test. If the value of t statistics of independent variable grater than 0.05 then this model doesn't has a heteroscedasticity.

<sup>74</sup>Ronald R Hocking, *Method and Application of Linier Models* (New Jersey. John Wiley & Sons, . 2013), Page 158.

<sup>75</sup> Imam Ghozalli, *Aplikasi Multivariat dengan Program SPSS* (Semarang :Badan Penerbit UNDIP, 2009), Page 532.

#### 4. Autocorrelation

Autocorrelation defined occurred correlation between observational data, where the rise of the data is influenced by previous data. To determine their autocorrelation used Durbin Waston test. To determine their autocorrelation Durbin Waston test was used. The regression equation has to meet the assumptions autocorrelation if Durbin Waston test with close to 2 or more with general standard is:

- a. If  $d < d_l$ , there was autocorrelation
- b. If  $d > (4-d_l)$ , there was autocorrelation
- c. If  $d_u < d < (4-d_l)$ , there was no autocorrelation
- d. If  $d_l < d < d_u$  or  $(4-d_u)$ , there was can't concluded.

#### b. Multiple Regression Testing

The method used in this research is the statistical method. The technique used to test the hypothesis of the research is the multiple regression technique. A multiple regression is conducted by using more than two variable independent.<sup>76</sup> And this research use two independent variables. A multiple regression equation with two independent variable (X1 and X2) and one dependent variable.

The X is the independent variables. The value for a is more or less an intercept, although a multiple regression equation with two independent variables constitutes a plane rather a line. They are called partial regression coefficient. Each b represents the amount of change in y for

<sup>76</sup> Bluman Allan g, *Elementary Statistics: A Step by Step Approach* (New York :The McGraw-Hill Companies, 2004), Page 532.

one unit of change in the corresponding x value when the other x values are held constant. Then, the multiple regression equation of this research as follows:

$$y' = a + b_1X_1 + b_2X_2 + e$$

**Explanation:**

y = Students Emotional Intelligence

a = Constanta

b<sub>1</sub> = Coefficient of reward

X<sub>1</sub> = reward

b<sub>2</sub> = Coefficient of punishment

X<sub>2</sub> = punishment

e = error

**c. Coefficient of Determination Testing**

One way of rendering a correlation coefficient more meaningful is to compute the coefficient of determination. The coefficient of determination (R<sup>2</sup>) essentially measures how far the ability of the model to explain variations in the dependent variable. The coefficient of determination is between zero and one (0 < R<sup>2</sup> < 1). R<sup>2</sup> value is

The coefficient of determination highlights two key points:

1. That a correlation of 0.71 is required before half of the variance on one variable can be explained by changes in the other.
2. That for a correlation of 0.9 the coefficient of determination is 81%, but for a correlation of 0.3 the coefficient of determination is only 9%.

This means that while a correlation of 0.9 is three times larger than a correlation of 0.3, the strength of the relationship it reflects is nine times larger as the amount of variance accounted for is nine times greater.

SPSS not only computes a value for r square but it also provides a value for what is termed the adjusted rsquare. This adjusted rsquare is the estimate of the proportion of overlapping variance that will be found in the population that the sample is drawn from.<sup>77</sup>

#### **d. Hypothesis Testing**

Based on the problem of research, it is needed to test the hypothesis. This hypothesis testing is to determine whether or no influence of the independent variable on the dependent variable. Hypothesis testing is a claim about a statistic characterizing a population (such as a mean or correlation) that can be subjected to statistical testing. Such a claim is called a hypothesis and refers to a situation that might be true or false. A hypothesis may comprise a judgment about the difference between two sample statistics (e.g., the difference in the means of separate corporate reputation assessments made by customers and by non-customers). It can also be a judgment of the difference between a sample statistic and a hypothesized

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<sup>77</sup> Alistair W. Kerr dkk. Op. Cit. Page 171-172.

population parameter.<sup>78</sup> Hypothesis can through simultaneous test and partial test.

#### a. Partical Test (t Test)

The t test is to determine the significance of partial coefficients. This test is performed by comparing the value of the t statistic with a critical point in the table. If the t-statistic value calculation result is higher than the value t table, then it accepts the alternative hypothesis.<sup>79</sup> In addition to comparing the value of t statistics with t table, the decision in the t test can also be seen from the level of significance. If the significance level less than 5 %, then independent variables have significance on the dependent variable.

The t test is used to determine whether or not the significant influence of each independent variable. Is there a dependent variable that is used to determine a significant worth 0,05. Steps used to test t is:

##### 1. Hypothesis is:

**Ho:  $b_1 = 0$** , variable reward there was no positive significant effect on emotional intelligence of a student's social science MAN KOTA Blitar.

**Ho:  $b_2 = 0$** , variable punishment there was no positive significant effect on emotional intelligence of a student's social science MAN KOTA Blitar.

<sup>78</sup> Erik Moo and Marko Sarstedt, *A Concise Guide to Market Research The Process, Data, and Methods Using IBM SPSS Statistic* (New York: Springer, 2011), Page 114.

<sup>79</sup> Imam Ghozali. Op. Cit., Page. 88.

**Ha:  $b_1 \neq 0$** , variable reward there was a positive significant effect on emotional intelligence of a student's social science MAN KOTA Blitar.

**Ha:  $b_2 \neq 0$** , variable punishments there was a positive significant effect on emotional intelligence of a student's social science MAN KOTA Blitar.

2. Determination of critical value

To determine the level of significance for this analysis used a significant level of 5% ( $\alpha = 0.05$ ) with  $n = 198$ .  $t_{table} = t(\alpha/2; n-1) = t(0.025; 198 - 1) = t(0.025; 197) = 1.97$ .

3. Determination of criteria for acceptance and rejection

Ho accepted if;  $\leq t_{count} \leq 1.97$

Ho rejected if;  $t_{count} < 1.97$

4. Calculating the value of t by using *SPSS 16.0 for Windows*. To find

the value of  $t_{statistic}$  used the formula:

$$t_{statistic} = \frac{b}{Sb}$$

**Explain:**

$t = t_{statistic}$

$b$  = regression coefficient

$Sb$  = standard error of the regression coefficients.

## 5. Conclusion

Reject  $H_0$  and accept  $H_a$  means in partial  $X_1, X_2$  each effect with a variable Y or accept  $H_0$  and reject  $H_a$  means that in partial  $X_1, X_2$  respectively has no effect with variable Y.

### b. Simultaneous Test (F Test)

The statistical F test basically indicates whether all the independent variables included in the model have influence together on the dependent variable. F test used to determine the independent variable simultan of the dependent variable. This test is performed by comparing the value of F statistics according to the table. When the result of the calculation F is greater than the value F according to the table, then all of independent variable can influence together on the dependent variable. As well as researcher did the t test, the decision to implement the F test can also be seen from the level of significance. If the level of significant is less than 5 %, then all independent variable can influence together on the dependent variable.

#### 1. Hypothesis formulation

**$H_0: b_1 = b_2 = 0$**  Variable reward and punishment there was no positive significant effect on student's emotional intelligence of social science students at MAN KOTABlitar.

**$H_a: b_1 \neq 0$**  Variable reward and punishment there was a positive significant effect on student's emotional intelligence of social science students at MAN KOTA Blitar.

## 2. Determination of critical value

To determine the level of significance for this analysis used a significant level of 5% ( $\alpha=0.05$ ) with  $n = 198$ ,  $k = 2$   $F_{table} = F(\alpha, k-1; nk) = F(0.05, 2-1; 198-2) = F(0.05; 1; 197) = 3,04$ .

## 3. Determination of criteria for acceptance and rejection of the hypothesis

$H_0$  accepted if,  $F_{count} \leq 3,04$ .

$H_a$  is rejected if,  $F_{count} \geq 3,04$ .

## 4. Calculating the value of F using SPSS

To search for the  $F_{statistic}$  used formula as follows:

$$F_{hitung} = \frac{R^2/K}{(1 - R^2) / (n - k - 1)}$$

$F = F_{statistic}$

Explanation:

$R^2$  = coefficient of determinant

$k$  = number of independent variables

$n$  = number of samples or the respondent

## 5. Conclusion

Reject  $H_0$  and accept  $H_a$  that means simultaneously the variable  $X_1$  (reward),  $X_2$  (punishment) effect on variable  $Y$  (emotional intelligence). And accept  $H_0$  and reject  $H_a$  that means simultaneously the variable  $X_1$  (reward),  $X_2$  (punishment) does not affect the variable  $Y$  (emotional intelligence).

## CHAPTER IV

### THE EXPOSURE DATA

#### A. DESCRIPTION OBJECT

##### 1. HISTORY MAN KOTA BLITAR

MAN KOTABlitar which is the development of Idea Mr. KH Thohir Widjaja which at that time served as chairman of the Regional Level II GUPPI Blitar with a close friend Mr. Affandi Idhar as the Head of Religious Education Tk.II Blitar, the idea in the form of the establishment of a *Madrasah* which began in 1970. Then in the early 1970 came the only Senior Secondary School (SLTA) Islam in Blitar precisely on **May 12, 1970** the school was transformed into a state with the name of Pre Schools State Islamic Institute are in short SP- IAIN. The school had to temporarily take the place on Campus SPG State Blitar (now UPP-PGSD in Blitar Malang Campus III) with the principal the first Drs.Mukarom Muslimin.The establishment of SP-IAIN among others meant that the students can prepare themselves for the next level of higher education in particular IAIN (now there called the Islamic State University / UIN). They are who commendable to MAN KOTA Blitar presented highest award to the founders are:

1. Advisory : KH Zahid Syafi'ie
2. Chairman : KH Thohir Widjaja
3. Secretary : KH Masykur Efendi
4. Representative : Affandi Idhar
5. Treasurer : Suwoto

6. Member : H.Ali Muksim
7. Member : Suprio
8. Member : Drs.Mukarom Muslimin
9. Member : Sukaryadi
10. Member : Drs.M arsudi
11. Member : Moh.Talkah
- 12.Member : Supandi

Since SP-IAIN moved from location SPG state (now UPP-PGSD in Blitar Malang Campus III) to Jln. Tanjung no.1 is a building belonging to the association of China (School Conghwa conghwi) by being given the status of a right to use SP-IAIN. Teachers and employees who are honorary step by one stage already being in state, in addition to also get some additional school teachers of government. Important position occupied by the teachers still largely concurrently with other positions outside SP-IAIN laid out and perfected, such as started in December 1975 the first director of the school was occupied by *Drs.Mukarom Muslimin* handed to *Mu'ad Rachman Widjaja,BA*.

On 12 of May 1970 MAN KODYA BLITAR changed by MAN KOTA BLITAR formally established with the signing *Prasasti* by *Religious Affairs Minister Mr. H.Munawir Sadzali MA*. Begining of the school year 1979/1980 after SP-IAIN successfully takes his first steps for seven years, the public interest to gain knowledge in it declined sharply, until proven and recorded in 1978 amounted to third-grade four students only. research results

and observation of the drop in public interest against the school SP-IAIN note there are two factors: first they assumed SP-IAIN was not as the SLTA, but as college-level, Secondly there who understand that SP.IAIN is a high school, but the scope of SP.IAIN graduates the opportunity to continue to the next level is limited and IAIN is the only one . Only after the fall of the Decree of the Minister of Religion of the Republic of Indonesia Number: 17. 1978 about the name change of SP.IAIN be MAN (Madrasah Aliyah) the interests of the school community was increases. School year 1983/1984 MAN Blitar begin to occupy its own building in the alley identity X (Jl. Jati 78 ) Sukorejo Blitar .

The Principals who have successfully to lead MAN as it is now, he is:

- |    |                               |                |
|----|-------------------------------|----------------|
| 1. | Drs. Mukarom Muslimin         | period SP.IAIN |
| 2. | Drs. H.Mu'ad Rachman Widjaja  | 1975-19 89     |
| 3. | H. Muhadi                     | 1989 - 1996    |
| 4. | Drs. H. Siddiq Ghozaly        | 1996 - 1997    |
| 5. | H. Masturi, BA.               | 1997 - 2003    |
| 6. | Drs. H.Hasyim As'ari, M.Pd.   | 2003 - 2009    |
| 7. | Drs. H. Siddiq Ghozaly        | 2009 - 2011    |
| 8. | Drs. H. Khusnul Khuluk, M.Pd. | 2011 - 2016    |
| 9. | Drs. P. Slamet Waluyo         | 2016 - now     |

## 2. IDENTITY SCHOOL

1. Name : Madrasah Aliyah Negeri KOTA BLITAR

2. Address

a. Street : St. Jati No. 78 Blitar

- b. Postal Code : 66121
- c. Fax/ Phone : (0342) 801041
- d. Districts : Sukorejo
- e. City : Blitar
- f. Province : East Java
- g. Website : [www.mankotablitar.com](http://www.mankotablitar.com)
- h. E-mail : [mankotablitar@yahoo.co.id](mailto:mankotablitar@yahoo.co.id)
- j. Since :1970

### 3. VISION AND MISSION

#### *a. Vision*

Excellence in Science and technology, IMTAQ and Environmental.

#### *b. Mission*

1. Improving the practice of moral values of Islam in daily life.
2. Realizing learners morals.
3. Developing propaganda Islamiyah.
4. Improving the Academic and Non-Academic achievement of learners.
5. Foster interest in reading and writing.
6. Improve their English and Arabic.
7. Improving multimedia-based learning and skills.
8. Foster a culture of environmental care.

#### 4. DATA, EMPLOYESS, AND STUDENTS YEARS 2016/2017

##### a. Teachers years 2016/2017

1. Civil Servants (PNS) : 52 people

2. Teachers Variable (GTT) : 18 people

**Total : 70 people**

##### b. Employees / Employees years 2016/2017

a. Permanent Employee (PNS) : 7 people

b. Temporary employees : 4 people

c. security : 2 people

d. Janitor / Guard : 3 people

**Total : 16 people**

##### c. Students years 2016/2017

All students of MAN KOTA Blitar years 2016/2017 which is a student of majors of natural sciences, social sciences and religion.

**Table 4.1 Total Students MAN Kota Blitar**

<b>Class</b>	<b>Man</b>	<b>Female</b>	<b>Total</b>
X	124	253	377
XI	88	270	358
XII	114	192	306
<b>TOTAL</b>	<b>326</b>	<b>715</b>	<b>1041</b>

## 5. DATA FACILITIES SCHOOL

School facilities are very important to support the processs of learning activities in schools.

**Table 4.2 Data facilities MAN Kota Blitar**

No.	Room	Total Room	Condition	Information
1	Classroom	30	Good	2 small class
2	Library room	1	Good	
3	Administration room	1	Good	
4	Space Principals	1	Good	
5	Teacher's room	1	Good	
6	Laboratory	6	Good	
7	Meeting room (Hall)	1	Good	
8	UKS room	1	Good	
9	Space BP / BK	1	Good	
10	The student council room / PMR	1	Moderate	
11	Space Catering	1	Good	
12	Space Dressmaking	1	Good	
13	Multimedia room	1	Good	
14	School canteen	1	Good	
15	Parking Area Schools	6	Good	
16	Basketball court	1	Moderate	
17	Mushola	1	Good	
18	Mosque	1	-	being renovated

### B. Description variable of Research

In this chapter we describe the distribution of respondents' answers to the variables in this study is about reward and punishment through

the emotional intelligence. Variable reward (X1) and punishment (X2) to emotional intelligence (Y).

### 1. Variable Reward

In this study, the reward can be measured by using a verbal reward and non-verbal. This is to determine the extent of the students' response to the stimulus (reward) have been given by the teacher. Indicators made 9 questions with a score of 1-4 for each question. This is in accordance with the alternative answers given in this study. Based on these data the class interval length can be determined by the difference in the value of the highest score minus the lowest score results are shared with many class intervals. In this research used length of the class interval are as follows *SPSS 16.0 for windows*:

**Table 4.3 Interval Reward**

Valid		198
Missing		0
Mean		28.25
Median		28.00
Std. Deviation		3.664
Range		16
Minimum		20
Maximum		36
Percentiles	25	26.00
	50	28.00
	75	30.25

Data about the reward students in Social Science (IPS) department MAN KOTA BLITAR school year 2016/2017 collected from respondents as 198 students, quantitatively show that mean is 28.25 and Std. Deviation is 3.664. The categories to calculate interval class follows:

**High** =  $X > \text{Mean} + \text{Std. Deviation}$

$$X > 28.25 + 3.664$$

$$X > 32$$

**Medium** =  $\text{Mean} - \text{Std. Deviation} \leq X \leq \text{Mean} + \text{Std. Deviation}$

$$24.586 \leq X \leq 31.914$$

$$25 \leq X \leq 31$$

**Low** =  $X < \text{Mean} - \text{Std. Deviation}$

$$X < 25$$

The results of the analysis presented in table 4.4 with the result high = 32 students or 16.2%, medium = 135 students or 68.2% and low = 31 students or 15.7%.

**Table 4.4 Distribution of Frequency Reward**

	Frequency	Percent
<b>High</b>	32	16.2
<b>Medium</b>	135	68.2
<b>Low</b>	31	15.7
<b>Total</b>	198	100.0

Picture 4.1. Diagram Reward



Based on the above table it is known that the teachers in giving rewards to the Social Sciences at MAN KOTA BLITAR which included percentage (1) category high by 32 students, or 16.2% (2) category medium by 135 students, or 68.2%, and (3) low by 31 students, or 15.7%. The percentage of difference can be seen that most of the students in the category medium by 135 students or 68.2%. This indicates that the method of reward to the emotional intelligence work, while the percentage difference is due to differences of each student in response to reward.

## 2. Variable Punishment

The condition of students can be measured by administering punishment of indicators made 9 questions with a score of 1 - 4 for each question. This is in accordance with the alternative answers given in this study. Based on these data the class interval length can be determined by the difference in the value of the highest score minus the lowest score and the

results are shared with many class intervals. In this reserach used Length of the interval grade calculation is as follows *SPSS 16.0*:

**Table 4.5 Interval Punishment**

Valid		198
Missing		0
Mean		25.37
Median		25.00
Std. Deviation		3.731
Range		24
Minimum		12
Maximum		36
Percentiles	25	23.00
	50	25.00
	75	28.00

Data about the reward students in Social Science (IPS) department MAN KOTA BLITAR school year 2016/2017 collected from respondents as 198 students, quantitatively show that mean is 25.37 and Std. Deviation is 3.731. The results of the analysis presented in tabular form as follows:

The categories to calculate interval class follows:

**High** =  $X > \text{Mean} + \text{Std. Deviation}$

$$X > 25.37 + 3.731$$

$$X > 29$$

**Medium** =  $\text{Mean} - \text{Std. Deviation} \leq X \leq \text{Mean} + \text{Std. Deviation}$

$$25.37 - 3.731 \leq X \leq 25.37 + 3.731$$

$$21.639 \leq X \leq 29.101$$

$$22 \leq X \leq 29$$

**Low** =  $X < \text{Mean} - \text{Std. Deviation}$

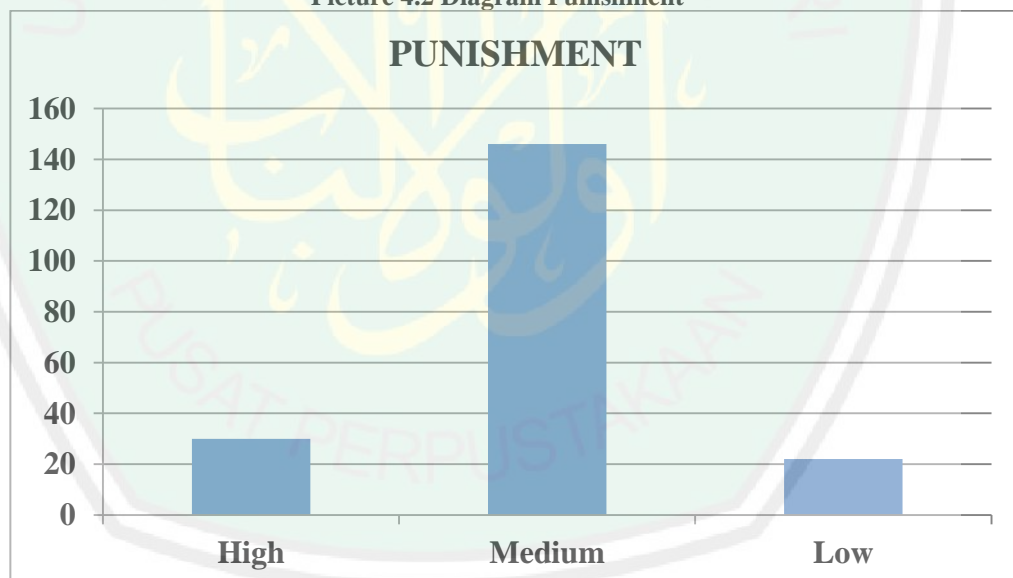
$$X < 22$$

The results of the analysis presented in table 4.6 with the result high = 30 students or 15.2%, medium = 146 students or 73.7% and low = 22 students or 11.1%.

**Table 4.6 Distribution of the frequency of punishment**

	Frequency	Percent
<b>High</b>	30	15.2
<b>Medium</b>	146	73.7
<b>Low</b>	22	11.1
Total	198	100.0

**Picture 4.2 Diagram Punishment**



Based on the above table it is known that the teachers in giving rewards to the Social Sciences at MAN KOTA BLITAR which included percentage (1) category high by 30 students, or 15.2% (2) category medium by 146 students, or 73.7%, and (3) categories low by 22 students, or 11.1%. The percentage of difference can be seen that most of the students in the category

medium by 146 students or 73.7%. This indicates that the punishment through the emotional intelligence is success. The level of the percentage difference above table because of the differences of each respons of punishment.

### 3. Variable Emotional Intelligence

In this research, emotional intelligence variables can be measured using indicators of 5 brach emotional intelligence. The indicator has made 9 questions with a score of 1 - 4 on each question. This is in accordance with the alternative answers given in this study. Based on these data the class interval length can be determined by the difference in the value of the highest score minus the lowest score and the results are shared with many class intervals. In this reserach used Length of the interval grade calculation is as follows *SPSS 16.0*:

**Table 4.7 Interval Emotional Intelligence**

Valid		198
Missing		0
Mean		27.26
Median		27.00
Std. Deviation		3.378
Range		17
Minimum		19
Maximum		36
Percentiles	25	25.00
	50	27.00
	75	29.25

Data about the reward students in Social Science (IPS) department MAN KOTA BLITAR school year 2016/2017 collected from respondents as

198 students, quantitatively show that mean is 27.26 and Std. Deviation is 3.378. The categories to calculate interval class follows:

**High** =  $X > \text{Mean} + \text{Std. Deviation}$

$$X > 27.26 + 3.378$$

$$X > 31$$

**Medium** =  $\text{Mean} - \text{Std. Deviation} \leq X \leq \text{Mean} + \text{Std. Deviation}$

$$27.26 - 3.378 \leq X \leq 27.26 + 3.378$$

$$23.882 \leq X \leq 31$$

$$24 \leq X \leq 31$$

**Low** =  $X < \text{Mean} - \text{Std. Deviation}$

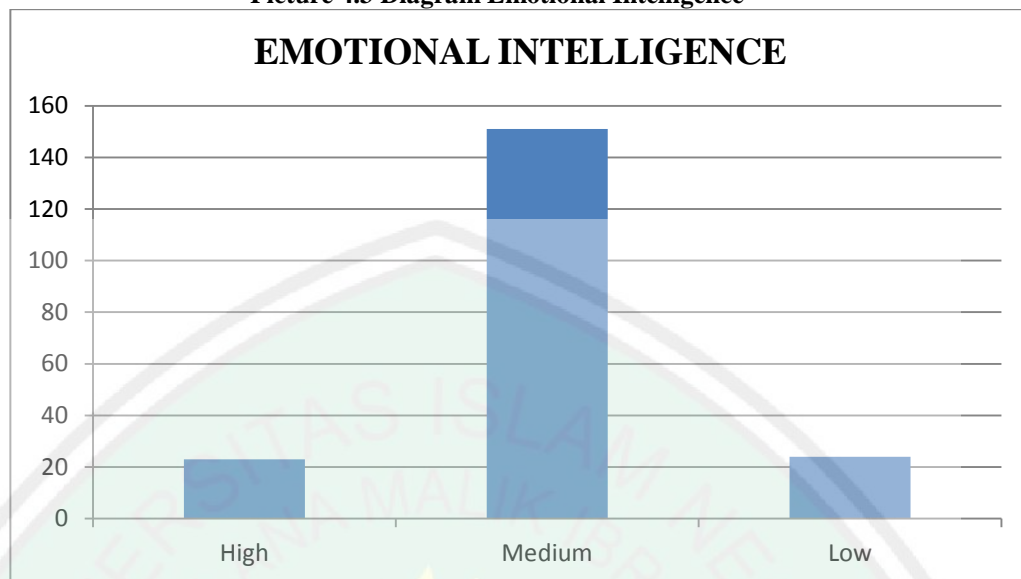
$$X < 24$$

The results of the analysis presented in table 4.8 with the result high = 23 students or 11.6%, medium = 151 students or 76.3% and low = 24 students or 12.1%.

**Table 4.8 Distribution of the frequency of Emotional Intelligence**

	Frequency	Percent
<b>High</b>	23	11.6
<b>Medium</b>	151	76.3
<b>Low</b>	24	12.1
Total	198	100.0

Picture 4.3 Diagram Emotional Intelligence



Based on the above table it is known that the teachers in giving rewards to the Social Sciences at MAN KOTA BLITAR which included percentage (1) category high by 23 students, or 11.6% (2) category medium by 151 students, or 76.3%, and (3) categories low by 24 students, or 12.1%. The percentage of difference can be seen that most of the students in the category medium by 151 students or 76.3%. This indicates that the emotional intelligence is success. It can be concluded that emotional intelligence is quite.

### C. Hypotheses Test

One of the requirements to be able to use multiple regression equation is fulfilled classical assumptions. To get the value of the Best Linear Unbiased Estimator (BLUE) on multiple regression equation by the least squares method (Least Squares) need to be tested to determine the regression generated meets the requirements of the classical assumption.

## 1. Classical Assumption Test

### a) Normality Test

Normality test was used for knowing the normality of data distribution. In order that made hypotheses:

$H_0$  : if data was not distributed normally

$H_1$  : if data was distributed normally

Normality can be looked in significance value using Kolmogrov-Smirnov Test with rules (data was normal if significance value  $> 0,05$  and abnormal if significance  $< 0,05$ ). Normality test in this research using SPSS.16 with this result:

Table. 4.9 K-S Test One-Sample Kolmogorov-Smirnov Test

		X1	X2	Y
N		198	198	198
Normal Parameters <sup>a</sup>	Mean	28.25	1.3996	29.21
	Std. Deviation	3.664	.06566	3.333
Most Extreme Differences	Absolute	.069	.081	.083
	Positive	.069	.076	.083
	Negative	-.066	-.081	-.065
Kolmogorov-Smirnov Z		.967	1.139	1.173
Asymp. Sig. (2-tailed)		.307	.150	.158

a. Test distribution is Normal.

From table above can be summarized that nilai asymp. Sig (2-tailed) Sig (2-tailed) for each of the variables X and Y is above 0.05.  $X_1$  variable sig value of 0, 307,  $X_2$  amounted to 0.150, and Y at 0.158. Sig (2-tailed)

which is above 0.05 indicate that happens acceptance means the normal distribution of data and ready to be analyzed.

### b) Multicolinerity Test

Multicolinerity Test is test to know that is no relation between two or more Independent variable. So that made hypotheses as below:

$H_0$ : If between Independent variable have not relation

$H_1$ : if between Independent variable have relation

Multicolinerity Test is looked from Tolerance value or VIF value. The Rule for Tolerance value  $> 0,10$  and VIF  $< 10,00$ . Multicolinerity Test is used SPSS.16.

**Table 4.10 Multicolinerity Test SPSS Coefficients<sup>a</sup>**

Model	Collinearity Statistics	
	Tolerance	VIF
X1	0.998	1.002
X2	0.998	1.002

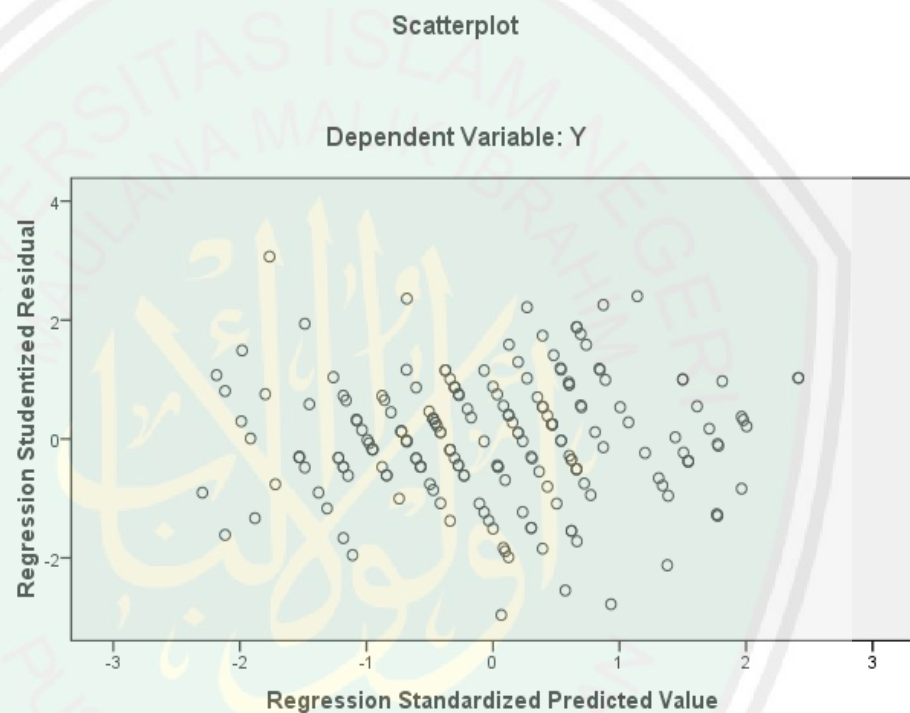
a. Dependent Variable Y

In table above Tolerance value is  $0.998 > 0.10$  and VIF value is  $1.002 < 10.00$ . So that, both Reward and Punishment for Emotional Intelligence have not multicolinerity. Means that  $H_0$  was rejected and  $H_1$  was applied.

### c) Heteroscedasticity

To detect if there is inequality of the variance of the residual one another monitoring presence or absence of heteroscedasticity on a model can be seen from the image pattern scatterplot that model.

Table 4.11 Heteroscedasticity Test



There is no heteroscedasticity if it has the following characteristics: (1) dissemination of data points should not be patterned; (2) The data points spread above and below or around the numbers 0 and (3) of the data points do not accumulate just above or below it. From the table above it can be concluded scatterplot free data and qualify heteroscedasticity regression analysis.

#### d) Autocorelation Test

Because the model should not be any correlation between observations with previous observation, the analysis autocorelation as the table below:

Table 4.12 Autocorelation Test SPSS  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.969 <sup>a</sup>	.939	.938	.841	1.893

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The above data was obtained on the value of Durbin Watson Model Summary is 1.893. So, if  $du < d < (4-dl)$  so  $(1.788 < 1.893 < 2.253)$  then the model is free from autocorrelation.

## 2. The Result Multiple Regression

Multiple linier regression is the analysis used by the researcher if the researcher intends to research by using the independent variable under study is minimal two.

Table 4.13 Multiple Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.201	1.343		5.363	.000
X1	.880	.016	.954	53.770	.000
X2	6.868	.913	.133	7.521	.000

a. Dependent Variable: Y

**Explanation:**

- The total of data (observations) = 198
- Independent variables = X1 (reward), X2 (punishment)
- Dependent variable = Y (emotional intelligence)

Multiple linear regression equation is derived from the coefficient B, of constants and variables. The regression coefficients form an equation as follows:

$$Y = 7.201 + 0.880 X_1 + 6.868 X_2 + e$$

Viewed from above the regression equation regression analysis results showed positive direction. Furthermore, from the equation can be interpreted as follows:

**1) a: 7.201**

This constant value indicates that if the independent variables (X1 and X2) is reward and punishment does not exist at all then emotional intelligence is **7.201**.

**2) b1: 0.880**

The regression coefficient reward variable (X1) of **0.880**. This means that if the other independent variables are variables punishment (X2) value is fixed and reward increases, students' emotional intelligence will also increase by **0.880 or 88%**.

**3) b2: 6.868**

Punishment variable regression coefficient (X2) of **6.868** This means that if another independent variable is the variable reward (X1)

value is fixed and the punishment increases, emotional intelligence will increase by **6.868** or **68.68%**.

### 3. Koefisien Determinasi ( $R^2$ )

Before testing the hypothesis first conducted a correlation analysis. This is to determine how much the relationship variables  $X_1$  (reward) and  $X_2$  (punishment) to variable Y (emotional intelligence) and the large percentage contribution level between independent variable (reward and punishment) to variable Y (emotional intelligence) can use the determination analysis. Below is a table Model Summary using SPSS version 16.0.

**Table 4.14  $R^2$  Test  
Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969 <sup>a</sup>	.939	.938	.841

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on the above table it can be seen that the coefficient of determination is 0.939 or equal 93.9 % (formula calculates the coefficient of determination was  $R \text{ Square} \times 100\% = 0.939 \times 100\% = 93.9\%$ ). Thus it can be stated that this means that there is a correlation or relationship between the dependent variable (emotional intelligence) and independent variables (reward and punishment) is strong. R square/ determination coefficient is 0.939 means that the emotional intelligence can be explained by reward and punishment by 93.9% and the balance of 6.1% is explained by other variables out of the equation. For example, family background factors, the level of understanding

of teachers in giving reward and punishment, as well as the psychological condition of students and others.

#### 4. Hypothesis Testing

There are two test this hypothesis includes the T-test and F-test using multiple linear regression. Multiple linear regression analysis is used to determine the effect partial or simultan between the independent variable that reward and punishment with the dependent variable in the form of emotional intelligence. The calculation by multiple linear regression using SPSS.

##### a. Uji t (parsial)

The hypothesis testing in this study using the t-test (effect individually). This test is intended to determine the significance of the influence of the independent variable on the dependent variable partial. To test the value of t done with two sides that are used to test the hypothesis. After analysis with SPSS 16.0 *for Windows* known the results of influence between rewards on emotional intelligence with hypotheses as follows.

$H_{a1}$  = There was a positive significant influence of reward through the student's emotional intelligence of social science students at MAN KOTA BLITAR.

$H_{a2}$  = There was a positive significant influence of punishment through the student's emotional intelligence of social science students at MAN KOTA BLITAR.

**Table 4.15 Parsial Test (t-test)  
Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.201	1.343		5.363	.000
X1	.880	.016	.954	53.770	.000
X2	6.868	.913	.133	7.521	.000

a. Dependent Variable: Y

Results of testing the hypothesis I used the partial test obtained  $t_{\text{count}} = 53.770$  with significance 0.000 while  $t_{\text{table}}$  for  $n = 198$  is 1.97 The results is  $t_{\text{count}} (53.770) > t_{\text{table}} (1.97)$  and a significance value  $(0.000) < \alpha (0,05)$ , which means that  $H_0$  is rejected  $H_a$  accepted. This shows a partial hypothesis I that reads "There was a significant positive influence of reward through the student's emotional intelligence of social science students at MAN KOTA Blitar" accepted. Meaning it can be concluded that partial there was a positive significant effect on the variable reward ( $X_1$ ) to variable Y (Emotional Intelligence).

The Test of the hypothesis II used the partial test obtained  $t_{\text{count}} = 7.521$  with significance 0.000 while  $t_{\text{table}}$  for  $n = 198$  is 1.97 The results is  $t_{\text{count}} (7.521) > t_{\text{table}} (1.97)$  and a significance value  $(0.000) < \alpha (0,05)$ . This suggests that partial hypothesis II that reads "There was a significant positive influence of punishment through the student's emotional intelligence of social science students at MAN KOTA Blitar" accepted. Meaning it can be concluded that partial there was a positive significant effect punishment variable ( $X_2$ ) to variable Y (emotional intelligence).

### b. Uji F (simultan)

Simultaneous Test (Test-F) is a statistical test to determine the effect of independent variables on the dependent variable together. Below is a table Simultaneous Test (Test-F) the results of calculations with the SPSS with the following hypotheses.

Ho = There was no positive significant influence of reward and punishment through the student's emotional intelligence of sosial science students at MAN KOTA BLITAR.

Ha = There was a positive significant influence of reward and punishment through the student's emotional intelligence of sosial science students at MAN KOTA BLITAR.

Table 4.16 Result F (Simultan)  
ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2110.487	2	1055.244	1.493E3	.000 <sup>a</sup>
	Residual	137.856	195	.707		
	Total	2248.343	197			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on the above table F-test was Obtained  $F_{count} 1.493E3$  criteria for Ho is rejected if  $F_{count} > F_{table}$  and the significance value  $0.000 < \alpha (0:05)$ . Therefore  $F_{count} (1.493E3) > F_{table} (3.04)$ , it can be concluded that Ho is rejected or Ha accepted. This suggests that the hypothesis that reads "There was a significant positive influence of reward and punishment through the student's emotional intelligence of sosial science students MAN

KOTA Blitar received. Therefore, it can be concluded that the variable reward and punishment variables can affect simultaneously emotional intelligence. That is, the optimal reward and punishment given to the student's emotional intelligence better.



## CHAPTER V

### DISCUSSION

#### A. The Influence of Reward through the Emotional Intelligence

The results of the data analyst who performed partially (t test) stated that  $H_0$  is rejected and  $H_a$  accepted with a value  $(53.770) > (1.97)$  means that there was a positive significant of reward through the student's emotional intelligence of social science students at MAN KOTA Blitar. Thus it can be concluded that partial reward positive effect is a significant to the emotional intelligence in student's social science MAN KOTA Blitar. This means that the reward system lead to increased emotional intelligence of students. This is like minded with what is presented by Edward Le e Thorndike in Law of effect that Thonrndike believe that association of a stimulus yhat elicited a response with another stimulus results in the other stimulus also eliciting the response through the associative shifting process. Thorndike expalined the process as one of tril and error. Reward then functioned to strenghen the association of the stimulus environment with that response.<sup>80</sup>

In Behavioristictheory is reward the right stimulus can affect wasresponse in the form of emotional intelligence. Then amplified by NgalimPurnomo opinion stating that “the reward is a tool to educate children so that children can feel happy because of the act or the work awarded”.<sup>81</sup>The findings in this study indicate that factors other than the method of reward

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<sup>80</sup>Klein, Stephen B, Learning: *Principes and Applications/ Edition 7*, (New York, McGraw-Hill Inc, 2009), Page 8.

affect students' emotional intelligence. Another factor that affects the reward beyond emotional intelligence including the factor of maturity of learners such as the physical, social, and psychological participant of learners, knowledge on learning outcomes, as well as the lack of opportunities part in learning activities. In addition to the factors that affect the above emotional intelligence, internal and external factors that affect student learning also success determine whether emotional intelligence such as the physical, cognitive ability, style and approach to student learning, student's readiness to learn, as well as curiosity.

While external factors such as the environment of students, student learning facilities, the level of attention of parents, teachers authoritarian attitude, the application method is less precise reward, or financial constraints, the level of the needs of students (Adam needs Maslow's theory). Partially findings in this study also contradicts the findings of research conducted by Mehrad, Halimatussadiyah, Ma'rof, Haslinda research on "The Relationship between Reward And Emotional Intelligence of the Academic Staff at Malaysian Public Universities" stated that the Obtained results indicate that there rewards are significant associations between items with emotional intelligence (perception and managing own emotion) that Analyzed by t-test.<sup>82</sup> So  $H_0$  is rejected and  $H_a$  accepted. It is meaning that there are differences significant from give reward.

From the discussion above it can be concluded that the reward is a significant positive effect on the student's emotional intelligence. This is

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<sup>82</sup>Mehrad, Journal of Educational Op.cit. Vol 4, No. 1, 2015.

motivated by internal and external factors in the learning process, so that rewards can function as a control tool emotional intelligence in learning. That's one theory that states reward can improving emotional intelligence is entirely true, because in theory Behavioristic be able to explain complex learning situation, because many variables related to learning and canbe changed into a relationship of stimulus and response. This is similar to that disclosed by NgalimPurwanto "learning is a psychological process that occurs within in someone therefore dificult known exactly how it happened".<sup>83</sup>

#### B. The Influence of Punishment through the Student's Emotional Intelligence

From the research that is done partially expressed Ho rejected and Ha accepted with a value  $(7.521) > (1.97)$  means that there was a positive significant of punishment through the student's emotional intelligence of social science students at MAN KOTA Blitar. This is consistent with the theory of Edwin Ray Guthrie also believe that punishment an important role in the learning process. Penalties are given at the right time to be able to change a person's behavior. So a penalty imposed on time, will be able to change one's habits.<sup>84</sup>This is like minded according to Emile Durkheim punishment destinations in the world there are theories prevention education.

In this theory of punishment is a way to prevent violations of the regulations. Educators besides punishing the child so that the child was no

<sup>83</sup>Baharuddin dan Esa Wahyuni, Op. Cit.

<sup>84</sup><http://www.rangkumanmakalah.com/teori-pembelajaran-menurut-edwin-ray-guthrie/> on 31 March 2017 20.02 wib.

repeat also to prevent other students do not imitate.<sup>85</sup> Punishment it is expected that students can change their bad habits such as lazy and undisciplined so that with this punishment motivated students learning and can change his behavior. This is in like

From the results of the research and some opinions of the figures above. Then it shows compatibility between theory and research. Where the provision of punishment may increase the student's emotional intelligence in learning. Means the public perception and teachers that punishment is a bad thing and air negative impact is not true. Punishment in question is didactic to change bad behavior and motivate student learning is not the practice of punishment and torment that obstructive creativity. Means that this is in line with the research findings and theory experts that method of punishment a significant positive effect on the student's emotional intelligence.

Reinforcement negative is usually confused with punishment. According to Skinner explained that negative reinforcement is a stimulus that encourages responses to avoid certain consequences or impact is not satisfactory. Or withdraw from an unpleasant situation to reinforce<sup>86</sup> the behavior. For example, teachers who frees student from class if the student task of cleaning the house to complete the task. If cleaning the classroom is an unpleasant task, then the task of student fees is a reinforce of behavior.

Effects of reinforcement either positive or negative always involves retrofitting behavior. For example, if there are children home late parents

<sup>85</sup> Emile Durkheim, *Pendidikan Moral: Suatu Studi Teori dan Aplikasi Sosiologi Pendidikan*, (Jakarta: Erlangga. 1990, Page. 116.

<sup>86</sup> Baharuddin dan Esa Wahyuni, *Op. Cit.* Page 73.

would scold and when the next day came home late, parents will hit him then if later on come late again, parents will be told not to return eventually the child will not be coming home. Meanwhile, the penalties include banning behavior weakens or if the teacher punishment example in the form of a reduction in value due to students not doing homework then on the next day the students will be diligent homework. This means that the behavior is followed by punishment may be less repeated in similar situations in the future. Differences with negative reinforcement, negative reinforcement effect or behavior that aims reinforcement reinforced because the addition of the desired response, while the punishments aimed at stopping the unwanted responses.

The explanation can be concluded that the method of punishment this in order to work to make students deterrent so that students will not commit the same mistakes again and drive behavioral change towards a better and motivate students to want to learn. So, assuming that sanctions were a bad influence for the students can even kill a student's emotional intelligence is not true because, according to research results presented above punishment that significant positive effect on emotional intelligence.

### C. The Influence of Reward and Punishment through the Student's Emotional Intelligence

The results of the analysis carried out simultaneously stating that  $F_{\text{Count}} (1.493E3) > 3.04$  it can be concluded that  $H_0$  is rejected or  $H_a$  accepted. Means there is a significant positive effect on the variable Reward and Punishment through the Student's Emotional Intelligence of Social Science

Students at MAN KOTA Blitar. The result mean simultaneous data analysis proved to reward and punishment on students can simultaneously significant positive effect on students' emotional intelligence. The rationale supporting these findings is that teachers provide appropriate reward and punishment and then automatically wise student motivation will be high. This is inconsistent with that disclosed by W.S. Winkel in teaching psychology books that reward and punishment is one of the most effective ways and has been used by teachers in an educational institution, reward and punishment is very important to balanced student's emotional intelligence.

This is similar to the one delivered by theory In journal Ching Gregeory, Barron and harackiewicz (2001) proposes using four patterns of evidence to investigate the complexity of multiple goals for educational research.<sup>87</sup>”Reward and sanction are likely to be effective if they are based on school principles. They are not an end in themselves and not the main means of promoting possitive behavior. Their purpose relates to improving behavior for learning, with pupils achieving changes in their behavior and taking responsibility for their actions. The contradictory results of previous studies suggest the need to consider the conditions under which extrinsic motivation is detrimental to intrinsic motivation and those conditions where it is not”.

Emotional Intelligence a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reactions, state of mind,

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<sup>87</sup>Ching, Gregeory S, *looking into the issues of rewards and punishment in students*. International Journal of research studies in psychology of learning, Lunghwa University of Science and Technology, Taiwan, Volume 1, June 2012, Number 2, 29-38.

coping style and communication style.<sup>88</sup>These factors directly affects the level of success, satisfaction, ability to connect to other people as well as the individual's ability to cope with stress, level of self stream, perception of control and overall level of mental and emotional well being.<sup>89</sup>This corresponds behavioristic theory in which learning is a change in behavior as a result of the interaction between stimulus and response.

In other words, learning is a form of change experienced by students in terms of the ability to behave in a new way as a result of the interaction between stimulus and response.<sup>90</sup>The stimulus in this study is the provision of reward and punishment, while the response in the form of changes in emotional intelligence. Thus, these findings indicate that in order to achieve good the emotional intelligence, it is recommended in the teaching and learning activities in the classroom to apply the method of reward and punishment as a means of achieving optimal learning objectives.

Emotional Intelligence is recognized by some experts it is important to support the learning process. So it is true to achieve optimal learning it needed a strong emotional intelligence in order to provide clear direction to achieve the learning objectives. Therefore, teachers should give reward and punishment properly and wisely then this knowledge on the principles and terms of the reward and punishment are indispensable, but must be consistent. Extrinsic motivation in this study in the form of reward and punishment is that given

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<sup>88</sup>Ravi Kant, *Interrelationship between Personality Traits and Emotional Intelligence...* Op.cit Vol. 3, 2014.

<sup>89</sup>Ravi Kant, *Interrelationship between Personality Traits and Emotional Intelligence...* Op.cit Vol. 3, 2014.

<sup>90</sup>Asri Budingsih, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2005), Page. 20.

properly it can make a student's emotional intelligence in learning in class and also functions to change the behavior of students. Reward and punishment will greatly assist students especially helpful in terms of improving learning outcomes, because using the method of reward and punishment of students into the spirit and get the learning outcomes that correspond to the learning objectives.



## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Based on result multiple linear regression lead to the conclusion as follows:

1. There was a positive significant influence of reward through the student's emotional intelligence of social science students at MAN KOTA Blitar. This means that the reward effect on the student's emotional intelligence. The more teachers give rewards to the students will appropriately affect the emotional intelligence of students. Because, indirectly students are required learn to control emotions when students experience various situations. If not, this will have an impact on student's emotional intelligence.
2. There was a positive significant influence of punishment through the student's emotional intelligence of social science students at MAN KOTA Blitar. This means that the punishment effect on the student's emotional intelligence. Punishment is one of the most commonly used ways in education, so if not appropriate put punishment, then it could be the student will violate the rules. The effectiveness of punishment should also be paid attention to the way of giving own punishment, and also to pay attention when appropriate with the condition.
3. There was a positive significant influence of reward and punishment through the student's emotional intelligence of social science students

4. at MAN KOTA Blitar. This means that the reward and punishment effect on the student's emotional intelligence. Reward and punishment is a unity that can not be separated suits the need. Not only given rewards or punishment continuously, but also must consider with the need of students. Do not wrong in determining the policy when students deserve rewards and punishment.

#### **B. Recommendation**

Reward and punishment method is one in teaching basic skills to be mastered by a teacher. Because in learning activities teachers often have difficulty controlling the student's emotional intelligence to encourage students to learn. So the method of reward and punishment that is educative activity is expected to be an active learning in the classroom and make learning fun. So that the goal can be achieved in an optimal learning.

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KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>. email : [fitk\\_uinmalang@yahoo.com](mailto:fitk_uinmalang@yahoo.com)

Nomor : Un.3.1/11.00.1/324/2016 3 November 2016  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

Kepada  
 Yth. Kepala MAN Kota Blitar  
 di  
 Blitar

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rina Muji Astutik  
 NIM : 13130062  
 Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
 Semester – Tahun Akademik : Ganjil - 2016/2017  
 Judul Skripsi : *The Influence of Reward and Punishment on Student's Emotional Intelligence of Social Science Students at MAN Kota Blitar*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Dr. H. Sutalah, M.Ag  
 NIP. 19651112 199403 2 0024

Tembusan :  
 1. Yth. Ketua Jurusan PIPS  
 2. Arsip

**ANGKET INSTRUMEN PENELITIAN**  
**THE INFLUENCE OF REWARD AND PUNISHMENT THROUGH THE**  
**STUDENT'S EMOTIONAL INTELLIGENCE OF SOCIAL SCIENCE**  
**STUDENTS AT MAN KOTA BLITAR**  
**RINA MUJI ASTUTIK (13130062)**

**I. KETERANGAN ANGKET**

1. Angket ini dimaksudkan untuk memperoleh data objektif dari siswa dalam penyusunan skripsi.
2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi.

**II. PETUNJUK PENGISIAN ANGKET**

1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Bacalah dengan baik setiap pertanyaan, kemudian beri tanda centang (√) pada jawaban yang dianggap paling tepat.
3. Instrumen angket ini menggunakan Skala Likert dengan 4 alternatif jawaban yaitu SS (Sangat Setuju), S (Setuju), TS (Tidak setuju) dan STS (Sangat Tidak Setuju).
4. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua soal dapat dijawab. Dan sebelumnya tak lupa kami ucapkan terima kasih atas segala bantuannya.

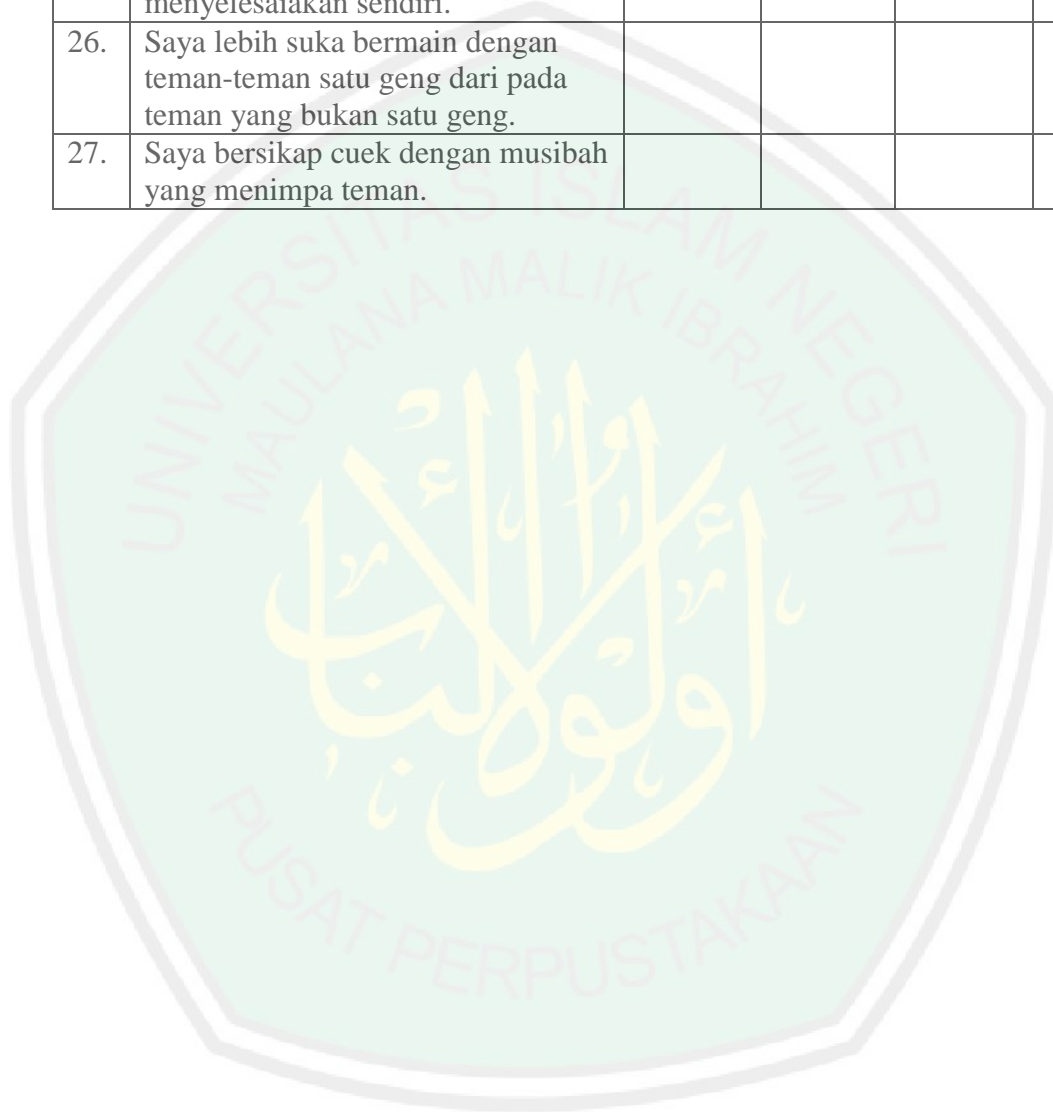
**III. IDENTITAS RESPONDEN**

1. Nama :
2. Jenis Kelamin :
3. Umur :

No	DAFTAR PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
1.	Guru memberikan pujian ketika saya menjelaskan materi dengan baik.				
2.	Guru memberikan pujian ketika saya mengerjakan PR.				
3.	Guru memberikan pujian ketika saya mendapat nilai bagus.				
4.	Guru memberikan tanda jempol/ tepuk tangan ( <i>applause</i> ) saat saya bisa mengulangi penjelasannya				

	dengan baik.				
5.	Guru mendekati bangku saya, ketika saya rajin.				
6.	Guru menjabat tangan, ketika saya mendapatkan rangking di kelas.				
7.	Guru memberikan hadiah ketika saya bisa menjawab kuis.				
8.	Guru tetap memberikan nilai tambahan, pada saat saya mengerjakan soal, meskipun jawabannya kurang tepat.				
9.	Guru memberikan nilai tambahan ketika saya aktif di kelas.				
10.	Ekspresi guru tidak menyenangkan, ketika saya tidak dapat mengerjakan latihan soal di depan.				
11.	Guru marah dan tidak berbicara, ketika saya tidak memperhatikan kegiatan belajar.				
12.	Guru marah ketika saya tidak aktif berdiskusi.				
13.	Guru memberikan peringatan ketika saya tidak mengerjakan PR.				
14.	Guru memberikan peringatan ketika saya datang terlambat.				
15.	Guru memberikan teguran ketika saya ramai di kelas.				
16.	Guru mengurangi nilai ketika saya telat mengumpulkan tugas.				
17.	Guru memberikan tugas tambahan ketika saya tidak mengerjakan tugas.				
18.	Guru menyuruh membersihkan kelas, ketika saya tidak tertib.				
19.	Saya merasa mempunyai banyak kekurangan.				
20.	Saya mampu mengungkapkan perasaan yang sedang saya rasakan kepada orang lain.				
21.	Saya bahagia dengan segala sesuatu yang saya miliki.				
22.	Ketika mempunyai masalah, saya berusaha untuk tenang dalam menghadapi masalah tersebut.				
23.	Saya mampu mengendalikan diri,				

	pada saat situasi sulit.				
24.	Saya tidak dapat memutuskan jalan keluar terbaik dalam memecahkan masalah.				
25.	Saya lebih suka menyelesaikan tugas secara kelompok dari pada menyelesaikan sendiri.				
26.	Saya lebih suka bermain dengan teman-teman satu geng dari pada teman yang bukan satu geng.				
27.	Saya bersikap cuek dengan musibah yang menimpa teman.				



*Cluster sampling*

CLASS	POPULATION	PROPORTION	SAMPLE
X	143	36,39%	72
XI	136	34,61%	69
XII	114	29%	57
<b>Total</b>	<b>393</b>	<b>100%</b>	<b>198</b>

**CLASS X**

CLASS	POPULATION	PROPORTION	SAMPLE
X IPS 1	30	20,98%	15
X IPS 2	37	25,88%	19
X IPS 3	38	26,57%	19
X IPS 4	38	26,57%	19
<b>Total</b>	<b>143</b>	<b>100%</b>	<b>72</b>

**CLASS XI**

CLASS	POPULATION	PROPORTION	SAMPLE
XI IPS 1	27	19,86%	14
XI IPS 2	38	27,94%	19
XI IPS 3	35	25,73%	18
XI IPS 4	36	26,47%	18
<b>Total</b>	<b>136</b>	<b>100%</b>	<b>69</b>

**CLASS XII**

CLASS	POPULATION	PROPORTION	SAMPLE
XII IPS 1	31	27,20%	15
XII IPS 2	31	27,20%	16
XII IPS 3	26	22,80%	13
XII IPS 4	26	22,80%	13
<b>Total</b>	<b>114</b>	<b>100%</b>	<b>57</b>

**Explanation:**

Proportion = population : total population x 100%

Sample = proportion x total sample

**DATA REWARD**

<b>Responden</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Total</b>
<b>1</b>	2	2	2	2	2	3	4	3	3	<b>23</b>
<b>2</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>3</b>	3	2	2	3	2	1	1	4	4	<b>22</b>
<b>4</b>	4	4	3	4	3	3	3	3	4	<b>31</b>
<b>5</b>	3	2	2	3	2	2	1	3	2	<b>20</b>
<b>6</b>	3	3	3	3	2	3	3	3	3	<b>26</b>
<b>7</b>	3	2	3	3	2	3	3	2	3	<b>24</b>
<b>8</b>	4	3	4	3	3	3	3	3	4	<b>30</b>
<b>9</b>	3	2	3	3	3	3	3	3	3	<b>26</b>
<b>10</b>	3	3	3	4	3	3	2	4	4	<b>29</b>
<b>11</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>12</b>	3	2	2	3	3	3	2	4	4	<b>26</b>
<b>13</b>	3	3	3	4	3	4	3	4	4	<b>31</b>
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<b>74</b>	3	4	4	3	4	4	4	4	1	<b>31</b>
<b>75</b>	3	4	3	3	3	3	3	3	2	<b>27</b>
<b>76</b>	3	4	4	3	4	4	4	4	1	<b>31</b>
<b>77</b>	2	2	4	2	3	4	4	4	2	<b>27</b>
<b>78</b>	2	2	3	3	3	4	4	3	2	<b>26</b>
<b>79</b>	3	3	3	3	2	2	4	4	1	<b>25</b>
<b>80</b>	3	3	2	2	2	2	3	3	3	<b>23</b>
<b>81</b>	3	3	4	4	3	4	3	4	2	<b>30</b>
<b>82</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>83</b>	3	3	4	3	3	3	4	4	1	<b>28</b>
<b>84</b>	4	4	4	3	3	4	4	4	2	<b>32</b>
<b>85</b>	3	4	3	3	4	4	1	4	1	<b>27</b>
<b>86</b>	3	3	3	2	3	3	4	4	4	<b>29</b>

<b>87</b>	4	4	4	3	3	4	4	4	2	<b>32</b>
<b>88</b>	3	4	4	3	3	3	3	4	2	<b>29</b>
<b>89</b>	4	4	4	4	4	2	4	4	2	<b>32</b>
<b>90</b>	3	3	4	2	3	4	4	4	1	<b>28</b>
<b>91</b>	3	3	3	3	3	3	3	3	1	<b>25</b>
<b>92</b>	4	4	4	4	4	4	4	4	1	<b>33</b>
<b>93</b>	2	2	4	2	4	4	3	3	1	<b>25</b>
<b>94</b>	3	3	4	3	4	4	4	4	2	<b>31</b>
<b>95</b>	2	3	3	3	3	2	1	4	1	<b>22</b>
<b>96</b>	3	3	4	2	3	4	4	4	1	<b>28</b>
<b>97</b>	3	3	3	2	4	3	4	3	1	<b>26</b>
<b>98</b>	4	4	4	2	2	2	4	4	1	<b>27</b>
<b>99</b>	4	4	4	1	1	4	4	4	1	<b>27</b>
<b>100</b>	3	3	3	3	3	4	4	4	2	<b>29</b>
<b>101</b>	3	3	4	4	4	4	4	4	3	<b>33</b>
<b>102</b>	3	4	4	3	3	3	4	3	4	<b>31</b>
<b>103</b>	4	4	4	4	4	4	3	1	3	<b>31</b>
<b>104</b>	3	4	4	4	4	3	4	4	2	<b>32</b>
<b>105</b>	4	4	4	4	4	4	4	4	1	<b>33</b>
<b>106</b>	2	3	3	3	2	2	4	4	2	<b>25</b>
<b>107</b>	3	3	3	3	3	2	4	4	3	<b>28</b>
<b>108</b>	3	3	3	3	3	3	4	4	3	<b>29</b>
<b>109</b>	3	3	3	3	3	4	4	4	2	<b>29</b>
<b>110</b>	3	4	4	2	3	4	4	4	1	<b>29</b>
<b>111</b>	3	3	3	3	3	4	4	4	2	<b>29</b>
<b>112</b>	2	3	3	3	2	2	4	4	2	<b>25</b>
<b>113</b>	3	4	4	2	3	4	4	4	1	<b>29</b>
<b>114</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>115</b>	3	3	3	3	3	2	3	3	3	<b>26</b>
<b>116</b>	3	4	3	4	4	3	3	4	2	<b>30</b>
<b>117</b>	3	3	2	2	2	2	3	3	2	<b>22</b>
<b>118</b>	4	4	4	4	4	4	4	4	2	<b>34</b>
<b>119</b>	3	3	3	3	3	4	4	4	2	<b>29</b>
<b>120</b>	4	4	4	3	4	3	3	4	2	<b>31</b>
<b>121</b>	3	3	2	2	2	1	2	3	3	<b>21</b>
<b>122</b>	2	4	4	3	4	4	4	3	2	<b>30</b>
<b>123</b>	3	4	4	2	3	3	3	3	2	<b>27</b>
<b>124</b>	3	3	2	3	3	4	3	3	2	<b>26</b>
<b>125</b>	2	2	3	2	3	3	2	3	2	<b>22</b>
<b>126</b>	3	3	3	3	2	3	2	3	2	<b>24</b>
<b>127</b>	3	3	3	2	3	3	3	2	2	<b>24</b>
<b>128</b>	2	3	3	3	3	4	3	4	1	<b>26</b>
<b>129</b>	3	3	3	2	2	2	2	3	2	<b>22</b>
<b>130</b>	3	4	3	2	3	2	3	3	2	<b>25</b>

<b>131</b>	3	3	3	3	3	4	4	3	3	<b>29</b>
<b>132</b>	4	3	4	4	3	4	4	4	2	<b>32</b>
<b>133</b>	3	3	3	3	3	3	3	1	2	<b>24</b>
<b>134</b>	3	3	3	3	4	3	3	4	3	<b>29</b>
<b>135</b>	3	4	3	3	4	3	3	3	3	<b>29</b>
<b>136</b>	4	4	3	3	3	3	4	4	2	<b>30</b>
<b>137</b>	2	3	3	2	3	2	4	3	2	<b>24</b>
<b>138</b>	2	2	3	4	2	3	3	3	3	<b>25</b>
<b>139</b>	2	2	2	3	2	2	3	3	3	<b>22</b>
<b>140</b>	2	2	2	2	2	2	4	4	4	<b>24</b>
<b>141</b>	3	3	2	2	3	2	4	3	3	<b>25</b>
<b>142</b>	3	3	3	3	3	2	3	4	1	<b>25</b>
<b>143</b>	3	3	3	2	3	3	2	3	2	<b>24</b>
<b>144</b>	3	4	4	3	3	3	3	3	2	<b>28</b>
<b>145</b>	3	4	4	3	4	2	3	4	3	<b>30</b>
<b>146</b>	3	3	3	4	3	3	2	4	1	<b>26</b>
<b>147</b>	3	3	3	2	3	2	3	3	3	<b>25</b>
<b>148</b>	3	3	3	2	2	3	3	3	3	<b>25</b>
<b>149</b>	3	3	2	2	2	4	3	3	2	<b>24</b>
<b>150</b>	3	4	4	1	4	4	4	4	1	<b>29</b>
<b>151</b>	2	2	2	2	3	2	3	4	2	<b>22</b>
<b>152</b>	2	2	2	3	4	3	3	4	3	<b>26</b>
<b>153</b>	3	3	4	3	3	4	3	4	4	<b>31</b>
<b>154</b>	3	3	3	3	3	3	4	3	3	<b>28</b>
<b>155</b>	4	4	4	3	4	4	3	3	3	<b>32</b>
<b>156</b>	4	4	4	3	3	4	4	4	3	<b>33</b>
<b>157</b>	2	2	3	3	2	3	3	3	3	<b>24</b>
<b>158</b>	4	4	4	3	4	4	4	4	1	<b>32</b>
<b>159</b>	3	3	2	2	2	3	3	3	3	<b>24</b>
<b>160</b>	3	3	3	3	3	3	4	2	2	<b>26</b>
<b>161</b>	3	4	4	4	4	3	3	4	2	<b>31</b>
<b>162</b>	3	4	4	4	3	3	4	4	4	<b>33</b>
<b>163</b>	3	4	4	3	3	3	4	4	1	<b>29</b>
<b>164</b>	3	3	4	3	3	3	3	4	2	<b>28</b>
<b>165</b>	3	3	3	3	3	3	3	3	2	<b>26</b>
<b>166</b>	4	4	4	4	4	4	3	4	3	<b>34</b>
<b>167</b>	4	3	4	4	4	4	4	4	3	<b>34</b>
<b>168</b>	3	4	4	3	3	4	4	4	2	<b>31</b>
<b>169</b>	3	3	4	3	3	3	4	4	1	<b>28</b>
<b>170</b>	3	3	2	2	2	4	3	3	2	<b>24</b>
<b>171</b>	3	4	4	3	4	4	4	4	3	<b>33</b>
<b>172</b>	3	4	3	4	3	3	3	3	4	<b>30</b>

<b>173</b>	3	3	3	3	3	3	3	4	4	<b>29</b>
<b>174</b>	2	3	3	2	2	2	4	3	2	<b>23</b>
<b>175</b>	2	3	4	2	2	1	4	4	3	<b>25</b>
<b>176</b>	3	3	3	2	3	2	3	3	2	<b>24</b>
<b>177</b>	3	3	3	2	3	3	2	3	2	<b>24</b>
<b>178</b>	3	3	4	3	2	3	3	4	1	<b>26</b>
<b>179</b>	2	2	3	2	2	2	3	3	2	<b>21</b>
<b>180</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>181</b>	3	4	3	2	3	3	3	3	2	<b>26</b>
<b>182</b>	3	4	3	3	3	3	4	4	3	<b>30</b>
<b>183</b>	4	3	4	3	3	3	2	4	1	<b>27</b>
<b>184</b>	2	3	3	1	2	2	2	3	2	<b>20</b>
<b>185</b>	3	3	3	2	3	3	3	2	2	<b>24</b>
<b>186</b>	3	3	3	1	1	1	4	4	4	<b>24</b>
<b>187</b>	3	2	4	2	2	2	3	3	2	<b>23</b>
<b>188</b>	3	3	3	3	3	2	3	3	2	<b>25</b>
<b>189</b>	3	3	3	3	3	3	3	3	3	<b>27</b>
<b>190</b>	4	3	3	3	2	3	3	4	2	<b>27</b>
<b>191</b>	3	2	4	2	2	2	3	3	2	<b>23</b>
<b>192</b>	2	2	3	2	3	3	4	4	2	<b>25</b>
<b>193</b>	2	2	3	2	2	1	3	3	1	<b>19</b>
<b>194</b>	2	2	3	2	3	4	3	4	2	<b>25</b>
<b>195</b>	3	4	2	2	4	4	3	4	2	<b>28</b>
<b>196</b>	2	4	3	4	3	3	3	3	3	<b>28</b>
<b>197</b>	3	4	2	2	4	4	4	3	2	<b>28</b>
<b>198</b>	3	3	3	2	2	2	4	4	4	<b>27</b>

## VALIDITAS REWARD

## Correlations

	X1	X2	X3	X4	X5	X6	X7	X8	X9	TOTAL
X1 Pearson Correlation	1	.508**	.473**	.363**	.336**	.320**	.266**	.123	.180*	.628**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.102	.016	.000
N	179	179	179	179	179	179	179	179	179	179
X2 Pearson Correlation	.508**	1	.607**	.396**	.307**	.342**	.298**	.163*	.159*	.665**
Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.022	.026	.000
N	179	198	198	198	198	198	198	198	198	198
X3 Pearson Correlation	.473**	.607**	1	.388**	.306**	.456**	.312**	.136	.203**	.688**
Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.056	.004	.000
N	179	198	198	198	198	198	198	198	198	198
X4 Pearson Correlation	.363**	.396**	.388**	1	.253**	.366**	.300**	.261**	.337**	.659**
Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
N	179	198	198	198	198	198	198	198	198	198
X5 Pearson Correlation	.336**	.307**	.306**	.253**	1	.392**	.273**	.039	.249**	.587**
Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.581	.000	.000
N	179	198	198	198	198	198	198	198	198	198
X6 Pearson Correlation	.320**	.342**	.456**	.366**	.392**	1	.456**	.016	.187**	.666**
Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.823	.008	.000
N	179	198	198	198	198	198	198	198	198	198
X7 Pearson Correlation	.266**	.298**	.312**	.300**	.273**	.456**	1	.196**	.231**	.646**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.006	.001	.000
N	179	198	198	198	198	198	198	198	198	198
X8 Pearson Correlation	.123	.163*	.136	.261**	.039	.016	.196**	1	.303**	.414**
Sig. (2-tailed)	.102	.022	.056	.000	.581	.823	.006		.000	.000
N	179	198	198	198	198	198	198	198	198	198
X9 Pearson Correlation	.180*	.159*	.203**	.337**	.249**	.187**	.231**	.303**	1	.519**
Sig. (2-tailed)	.016	.026	.004	.000	.000	.008	.001	.000		.000
N	179	198	198	198	198	198	198	198	198	198
Pearson Correlation	.628**	.665**	.688**	.659**	.587**	.666**	.646**	.414**	.519**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	
N	179	198	198	198	198	198	198	198	198	198

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## VALIDITAS PUNISHMENT

## Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	TOTAL
X1	Pearson Correlation	1	-.099	-.137	-.019	.041	.094	.138	-.011	.004	.150*
	Sig. (2-tailed)		.166	.053	.791	.570	.187	.053	.881	.956	.035
	N	198	198	198	198	198	198	198	198	198	198
X2	Pearson Correlation	-.099	1	.436**	.374**	.066	.101	.109	.307**	.128	.537**
	Sig. (2-tailed)	.166		.000	.000	.355	.158	.126	.000	.072	.000
	N	198	198	198	198	198	198	198	198	198	198
X3	Pearson Correlation	-.137	.436**	1	.548**	.304**	.276**	.265**	.223**	.174*	.661**
	Sig. (2-tailed)	.053	.000		.000	.000	.000	.000	.002	.014	.000
	N	198	198	198	198	198	198	198	198	198	198
X4	Pearson Correlation	-.019	.374**	.548**	1	.370**	.296**	.302**	.178*	.267**	.676**
	Sig. (2-tailed)	.791	.000	.000		.000	.000	.000	.012	.000	.000
	N	198	198	198	198	198	198	198	198	198	198
X5	Pearson Correlation	.041	.066	.304**	.370**	1	.569**	.472**	.198**	.196**	.584**
	Sig. (2-tailed)	.570	.355	.000	.000		.000	.000	.005	.006	.000
	N	198	198	198	198	198	198	198	198	198	198
X6	Pearson Correlation	.094	.101	.276**	.296**	.569**	1	.571**	.232**	.277**	.617**
	Sig. (2-tailed)	.187	.158	.000	.000	.000		.000	.001	.000	.000
	N	198	198	198	198	198	198	198	198	198	198
X7	Pearson Correlation	.138	.109	.265**	.302**	.472**	.571**	1	.365**	.378**	.662**
	Sig. (2-tailed)	.053	.126	.000	.000	.000	.000		.000	.000	.000
	N	198	198	198	198	198	198	198	198	198	198
X8	Pearson Correlation	-.011	.307**	.223**	.178*	.198**	.232**	.365**	1	.364**	.593**
	Sig. (2-tailed)	.881	.000	.002	.012	.005	.001	.000		.000	.000
	N	198	198	198	198	198	198	198	198	198	198
X9	Pearson Correlation	.004	.128	.174*	.267**	.196**	.277**	.378**	.364**	1	.557**
	Sig. (2-tailed)	.956	.072	.014	.000	.006	.000	.000	.000		.000
	N	198	198	198	198	198	198	198	198	198	198
TOTAL	Pearson Correlation	.150*	.537**	.661**	.676**	.584**	.617**	.662**	.593**	.557**	1
	Sig. (2-tailed)	.035	.000	.000	.000	.000	.000	.000	.000	.000	
	N	198	198	198	198	198	198	198	198	198	198

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## VALIDITAS EMOTIONAL INTELLIGENCE

## Correlations

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	TOTAL
Y1 Pearson Correlation	1	.607**	.396**	.307**	.342**	.298**	.163*	.159*	-.034	.630**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.022	.026	.638	.000
N	198	198	198	198	198	198	198	198	198	198
Y2 Pearson Correlation	.607**	1	.388**	.306**	.456**	.312**	.136	.203**	-.071	.658**
Sig. (2-tailed)	.000		.000	.000	.000	.000	.056	.004	.321	.000
N	198	198	198	198	198	198	198	198	198	198
Y3 Pearson Correlation	.396**	.388**	1	.253**	.366**	.300**	.261**	.337**	-.173*	.615**
Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.015	.000
N	198	198	198	198	198	198	198	198	198	198
Y4 Pearson Correlation	.307**	.306**	.253**	1	.392**	.273**	.039	.249**	.067	.599**
Sig. (2-tailed)	.000	.000	.000		.000	.000	.581	.000	.350	.000
N	198	198	198	198	198	198	198	198	198	198
Y5 Pearson Correlation	.342**	.456**	.366**	.392**	1	.456**	.016	.187**	-.010	.668**
Sig. (2-tailed)	.000	.000	.000	.000		.000	.823	.008	.886	.000
N	198	198	198	198	198	198	198	198	198	198
Y6 Pearson Correlation	.298**	.312**	.300**	.273**	.456**	1	.196**	.231**	-.149*	.619**
Sig. (2-tailed)	.000	.000	.000	.000	.000		.006	.001	.036	.000
N	198	198	198	198	198	198	198	198	198	198
Y7 Pearson Correlation	.163*	.136	.261**	.039	.016	.196**	1	.303**	-.006	.427**
Sig. (2-tailed)	.022	.056	.000	.581	.823	.006		.000	.936	.000
N	198	198	198	198	198	198	198	198	198	198
Y8 Pearson Correlation	.159*	.203**	.337**	.249**	.187**	.231**	.303**	1	-.099	.507**
Sig. (2-tailed)	.026	.004	.000	.000	.008	.001	.000		.166	.000
N	198	198	198	198	198	198	198	198	198	198
Y9 Pearson Correlation	-.034	-.071	-.173*	.067	-.010	-.149*	-.006	-.099	1	.152*
Sig. (2-tailed)	.638	.321	.015	.350	.886	.036	.936	.166		.032
N	198	198	198	198	198	198	198	198	198	198
TOTAL Pearson Correlation	.630**	.658**	.615**	.599**	.668**	.619**	.427**	.507**	.152*	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.032	
N	198	198	198	198	198	198	198	198	198	198

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## RELIABILITY OF REWARD, PUNISHMENT AND EMOTIONAL INTELLIGENCE

### RELIABILITAS REWARD

#### Reliability Statistics

Cronbach's Alpha	N of Items
.770	9

### RELIABILITAS PUNISHMENT

#### Reliability Statistics

Cronbach's Alpha	N of Items
.722	9

### RELIABILITAS EMOTIONAL INTELLIGENCE

#### Reliability Statistics

Cronbach's Alpha	N of Items
.678	9



MAULANA MALIK IBRAHIM MALANG  
STATE ISLAMIC UNIVERSITY  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jalan Gajayana Nomor 50 Telepon (0341) 552398 faksimile (0341) 552398  
Website: [fitk.uin.malang.ac.id](http://fitk.uin.malang.ac.id) email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

#### EVIDENCE OF CONSULTATION

Name : Rina Muji Astutik  
Number of Student : 13130062  
Departmen : Social Science Education Department  
Advisor : Luthfiya Fathi Pusposari, M.E  
Title of Skripsi : The Influence of Reward and Punishment through the Student's Emotional Intelligence of Social Science Students at MAN KOTA Blitar.

No	Date of Consultation	Consultation Material	Signature
1.	9 Februari 2017	Konsul 1,2,3 + Angket	
2.	27 Maret 2017	Konsul bab 1,2,3 & 4	
3.	4 April 2017	Konsul bab 4	
4.	10 April 2017	konsul bab 4,5 & 6	
5.	19 April 2017	konsul bab 4,5, & 6	
6.	3 Mei 2017	konsul bab 1,2,3,4,5 & 6	
7.	19 Mei 2017	ACC	

Acknowledged by,  
Head of Department,

Dr. H. Abdul Bashith, M.Si  
NIP. 197610022003121003

**BIODATA**

Name : Rina Muji Astutik  
NIM : 13130062  
Date and Place of Birth : Blitar, April 27<sup>th</sup>, 1995  
Fac/Study Program : Faculty of Tarbiyah And Teaching Training/Social  
Sciences Education Department  
Entrance Year : 2013  
Address : Cipunegara's Street RT/RW 01/07, Tanggung,  
Blitar  
Contact : 081357009836  
Email : rinamujiastutik27@gmail.com

Malang, 3<sup>rd</sup> May 2017

Rina Muji Astutik