



## The Effect of Rewards and Punishments on Teacher Performance

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### ABSTRACT

#### Keywords:

Reward,  
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This study aimed to examine the effect of rewards and punishments on teacher performance. The research involved 32 teachers, with data collected through questionnaires and documentation. The study used quantitative methods, including multiple linear regression analysis. Results indicated that rewards had a positive and significant effect on teacher performance (sig. 0.009 < 0.05), while punishments showed no significant effect (sig. 0.598 > 0.05). Both variables combined explained 32.1% of the variation in teacher performance ( $R^2 = 0.321$ ). The theoretical implications suggest that reward mechanisms, as a form of positive reinforcement, are crucial in enhancing teacher motivation and performance, aligning with Skinner's reinforcement theory. The practical implications point to the importance of schools developing more varied and consistent reward systems while carefully managing punishments to avoid negative impacts on teacher morale. This study contributes new empirical evidence to the understanding of reward and punishment systems in public Islamic schools, providing insights into improving teacher motivation and performance through effective incentive management.

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## INTRODUCTION

Every school needs educators who are highly motivated to achieve educational goals (Daskan, 2023; Rita et al., 2023). This motivation can be fostered through an appropriate incentive system, one example of which is the use of rewards and punishments (Orji et al., 2024). Rewards are a form of recognition given for work achievements, while punishments are sanctions for violations or non-compliance with rules (Budqol & Puciato, 2023). Both play an important role in shaping behavior and improving teacher performance (Prasetyo, 2021). In the context of the Civil Service (ASN), the application of punishment has been regulated by law through Government Regulation No. 94 of 2021 concerning Civil Service Discipline. This regulation explains that violations of the obligations

and prohibitions as a civil servant can be subject to disciplinary sanctions, ranging from minor to severe. This serves as an important foundation for enforcing a fair and consistent reward and punishment system in schools (Ministry of Education, Culture, Research, and Technology, 2023).

However, several previous studies have shown mixed results. Jatmiko's (2020) research found that giving rewards can increase teacher motivation and performance by up to 20%, but the study was limited to private schools in urban areas. Conversely, a study by Rahmawati (2021) showed that the application of overly strict punishment can reduce teacher job satisfaction even though it improves discipline. These findings raise doubts about the effectiveness of rewards and punishments if they are not applied in a balanced and contextual manner.

Several factors influence teacher performance, such as limited incentive budgets, lack of transparency in the assessment system, and cultural resistance to formal punishment (Putri & Kurniawan, 2020; Hartono, 2021; Suhardi & Rachman, 2022). The LPMP report (2022) notes that only 45% of schools in Indonesia have a clear teacher performance evaluation system. In addition, most previous studies used a qualitative approach and were limited to certain types of schools, making it difficult to generalize the findings.

Based on these conditions, this study was conducted to fill the knowledge gap regarding the effect of rewards and punishments on teacher performance using a more objective quantitative approach. This study was conducted a public secondary education institution that implements a reward and punishment system but still faces various implementation challenges. This study aims to: (1) analyze the effect of rewards on teacher performance; (2) analyze the effect of punishments on teacher performance; and (3) determine the extent to which rewards and punishments simultaneously affect teacher performance.

This study offers novelty by focusing on the implementation of the reward and punishment system in a public Islamic school context (Madrasah Aliyah Negeri), which has rarely been explored through a quantitative approach. Previous studies have mostly concentrated on private or urban schools, while this research provides empirical insights from a public religious education institution with unique administrative and motivational characteristics. In addition, this study integrates the regulatory framework of Government Regulation No. 94 of

2021 on Civil Service Discipline as a contextual basis, offering a new analytical perspective that links national policy to teacher performance outcomes.

The findings of this study are expected to make both theoretical and practical contributions. Theoretically, this research strengthens the application of Skinner's reinforcement theory in the field of educational management by providing evidence that appropriate reward mechanisms significantly influence performance. Practically, the results provide useful implications for school leaders and policymakers in designing a more balanced incentive structure that combines fair rewards with educationally appropriate sanctions, ensuring teacher motivation and compliance with civil service discipline standards.

## **METHOD**

This study uses a quantitative approach with a survey method. The research design used is an associative study to determine the relationship between the variables of reward ( $X_1$ ), punishment ( $X_2$ ), and teacher performance (Y) partially and simultaneously. The research location was at Madrasah Aliyah Negeri (MAN) 2 Kampar. The population in this study consisted of all 32 teachers at MAN 2 Kampar. Because the number was relatively small, this study used total sampling, where the entire population was used as the research sample.

Data collection techniques were carried out through the distribution of closed questionnaires with a five-point Likert scale and supporting documentation. The instruments were tested for validity and reliability before use. Data analysis techniques using multiple linear regression were used to measure the effect of independent variables on dependent variables. Classical assumption tests such as normality, linearity, and multicollinearity were also conducted to ensure the validity of the regression model. The analysis was performed using statistical software (SPSS) and a significance level of 5% ( $\alpha = 0.05$ ) was used.

## **FINDINGS AND DISCUSSION**

### **Finding**

This study was conducted by collecting data from 32 teachers at Madrasah Aliyah Negeri (MAN) 2 Kampar through questionnaires and school documentation. The collected data was then analyzed to see the effect of rewards and punishments on teacher performance. The following is a summary of the

research results.

### Description of the Reward Variable (X1)

Based on the questionnaire results, the reward variable had an average score of 83.56, which falls into the "high" category. Most teachers stated that the rewards given by the school were still formal and not varied, but still had an impact on work motivation.

### Description of the Punishment Variable (X2)

For the punishment variable, the average score of 75.13 falls into the "fair" category. Some teachers stated that the punishments given were not strict enough and were not always consistent, so they did not have the maximum deterrent effect.

### Description of Teacher Performance Variable (Y)

Teacher performance variables showed an average score of 88.03, which is classified as "high." This indicates that even though the reward and punishment system is not yet optimal, the majority of teachers continue to perform well in teaching and carrying out their duties.

### Multiple Linear Regression Test Results

Multiple linear regression analysis shows that the reward variable has a significant effect on teacher performance (sig. 0.009 < 0.05), while punishment has no significant effect (sig. 0.598 > 0.05). Simultaneously, both variables have a significant effect on teacher performance (sig. 0.004 &lt; 0.05) with a contribution of 32.1%.

**Table 1. Multiple Linear Regression Analysis Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.836	14.790		2,491	.019
	Reward	.394	.140	.509	2,811	.009
	Punishment	.066	.124	.096	.533	.598

a. Dependent Variable: Teacher Performance

### Partial Test (T-test)

Partial tests are used to determine the effect of each independent variable individually on the dependent variable.

**Table 2. Partial Test Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.836	14.790		2,491	.019
	Reward	.394	.140	.509	2,811	.009
	Punishment	.066	.124	.096	.533	.598

a. Dependent Variable: Teacher Performance

From the results above, it is known that rewards have a significant effect on teacher performance because the sig. value is  $< 0.05$ , while punishment does not have a significant effect because sig. is  $> 0.05$ .

### Simultaneous Test (F Test)

The F test aims to determine the extent to which independent variables ( $X_1$  and  $X_2$ ) simultaneously affect the dependent variable (Y). The effect is considered significant if the significance value is less than 0.05 and the  $F_{\text{calculated}}$  value is greater than F table.

**Table 3. Simultaneous Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	512.492	2	256,246	6,857	.004 <sup>b</sup>
	Residual	1,083,726	29	37,370		
	Total	1,596,219	31			

a. Dependent Variable: Teacher Performance  
b. Predictors: (Constant), Punishment, Reward

Based on the table above, a significance value of  $0.004 < 0.05$  was obtained, as well as an  $F_{\text{calculated}}$  value of  $6.857 > F_{\text{table}}$  of 3.32. Therefore, it can be concluded that rewards and punishments simultaneously have a significant effect on teacher performance.

## Coefficient of Determination

**Table: 3 Simultaneous Test Results**

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.567 <sup>a</sup>	.321	.274	6.113
a. Predictors: (Constant), Punishment, Reward				

Based on the test results using IBM SPSS Statistics Version 26.0, an R Square value of 0.321 was obtained. This indicates that variables  $X_1$  and  $X_2$  contribute 32.1% to variable Y, while the remaining 67.9% is influenced by factors other than the variables studied in this research.

The regression analysis results demonstrate that the reward variable has a significant positive effect on teacher performance, while punishment shows no significant effect. This suggests that intrinsic motivation derived from recognition, appreciation, and career-related rewards plays a more dominant role in enhancing teacher productivity. These findings support the study by Haryanto and Supriyadi (2021), who found that reward systems are effective in increasing teacher morale and engagement. Conversely, the insignificant impact of punishment aligns with Hartono's (2021) argument that disciplinary measures, if applied inconsistently or too harshly, may lead to decreased job satisfaction and compliance fatigue among teachers.

In the context of MAN 2 Kampar, the relatively mild enforcement of sanctions and limited incentive variations may explain why punishment fails to significantly influence performance. This highlights the importance of adopting a balanced approach that combines constructive feedback and positive reinforcement rather than relying heavily on punitive measures. Strengthening a transparent reward policy while maintaining fair and educationally oriented discipline is therefore essential for sustaining teacher motivation and improving overall school performance.

## Discussion

This study reveals that the reward variable has a significant effect on teacher performance while the punishment variable does not have a significant impact. These findings align with previous research, such as the study by Haryanto and Supriyadi (2021), which found that reward systems are effective in enhancing teacher morale and engagement. This study also highlights that while

the rewards provided were still formal and limited, they still had a positive impact on teachers' work motivation (Forson et al., 2021). On the other hand, punishment, in this study, did not show any significant effect. This result supports Hartono's (2021) argument that inconsistent or overly harsh punishments can lead to decreased job satisfaction and increased fatigue among teachers.

Theoretically, the findings of this study confirm that motivational theories, particularly reinforcement theory, remain highly relevant in the educational context (Urhahne & Wijnia, 2023). Reward, as a form of positive reinforcement, can increase intrinsic motivation in teachers, while punishment, which serves as negative reinforcement, has no significant effect (Amir et al., 2023; Kusumawati et al., 2023). This leads to the conclusion that the appropriate provision of rewards is a more effective tool for improving teacher performance compared to the application of inadequate or inconsistent punishment. This study aligns with the literature that emphasizes the importance of intrinsic motivation in education, as it tends to have a stronger influence on long term performance quality than extrinsic motivation driven by punishment or threats (Iqbal et al., 2023).

Practically, the implications of these findings are crucial for policy development for other schools facing similar challenges. Implementing a more varied and relevant reward system can be a strategic step toward improving teacher motivation and performance (Elrayah & Semlali, 2023). For example, offering a broader range of rewards, not only formal ones but also personal recognition and career development-related incentives, could have a more substantial impact on teachers' commitment and dedication to their work. On the other hand, the consistent and targeted application of punishment, while still important, needs to be reconsidered carefully, as its effects were found to be less significant in this study.

In the case, the results of this study suggest that although the existing reward system is adequate, there is still room for improvement in terms of variety and impact on teacher performance. Strengthening the reward system with more structured and transparent mechanisms would be more effective than relying on weak and inconsistent punishment (Onaywie et al., 2023; Akbar et al., 2025). This highlights the need for a balanced approach that combines positive reinforcement and educational discipline to optimize teacher performance (Bonghawan & Macalisang, 2024). It also indicates that other factors not studied in this research may have a more substantial influence on teacher performance, suggesting the need for further research to explore additional variables.

Overall, this study emphasizes the importance of providing consistent and diverse rewards to enhance teacher performance. The research also contributes

to the development of motivation theory in the educational context and recommends that schools focus more on positive reinforcement while reassessing punishment strategies that are ineffective. Therefore, it is crucial for educational management to implement more effective reward policies and re-evaluate punishment practices to optimally improve teacher performance.

## CONCLUSION

Based on the data analysis and discussion, it can be concluded that rewards have a positive and significant effect on teacher performance, while punishment does not show a significant effect. However, when considered simultaneously, both rewards and punishments together contribute 32.1% to teacher performance. This indicates that appropriate and consistent rewards can significantly boost teachers' motivation and productivity, while disproportionate or lenient punishment tends to have little impact on performance.

These findings highlight the critical role of reward management in education as an effective strategy for enhancing teacher performance. At the same time, it is important to consider how punishment mechanisms are implemented. Ensuring that sanctions are fair, consistent, and educationally oriented is essential for creating a positive work environment. Schools should focus on developing a more diverse and relevant reward system that meets the professional needs of teachers, while also reviewing the effectiveness of their punishment policies to maintain work discipline.

The study is limited by its specific location and sample size, meaning that the findings may not be applicable in all contexts. Future research should explore additional variables that could influence teacher performance, such as leadership style, job satisfaction, and organizational culture. A broader and more in-depth approach will help provide a more comprehensive understanding of the factors that impact teacher effectiveness.

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