

## Implementation Of Rewards And Punishments In Increasing Student Learning Motivation Class IV B SDN 7 Sambik Bangkol

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### Abstract

*This study was motivated by the low learning motivation of students in class IV B SDN 7 Sambik Bangkol in participating in the learning process. This can be seen from the lack of active participation of students during learning activities, such as not doing assignments, often playing when the teacher explains, and often coming late. Based on these problems, the purpose of this study is to find out the implementation of rewards and punishments in increasing student learning motivation and its impact on student behavior. This research uses a qualitative approach with descriptive methods. The data collection techniques used include observation, interviews, questionnaires, and documentation. The research subjects consisted of class IV B students, homeroom teachers, and school principals. Data were analyzed through three stages, namely data reduction, data presentation, and conclusion drawing. The results showed that the application of rewards such as verbal praise, giving stickers, and simple gifts can increase students' enthusiasm for learning. Punishments that are educational in nature such as reprimands and additional assignments are also effective in shaping student discipline. There are changes in student behavior in a more positive direction after the implementation of the reward and punishment system, such as increased attendance, discipline, and activeness in learning. This research suggests that teachers should be more consistent in applying rewards and punishments fairly and sustainably, as well as involving students in the implementation of rewards and punishments. such as increased attendance, discipline, and activeness in learning. This study suggests that teachers should be more consistent in applying rewards and punishments fairly and sustainably, and involve all subject teachers in the system for more optimal results.*

**Keywords:** *Implementation, Reward, Punishment, Learning Motivation*

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### INTRODUCTION

According to Sujana (2019:29-39), education is a process that takes place continuously without stopping. The aim is to create sustainable quality in a person, focusing on the formation of individuals who are ready to face future challenges. In addition, education is based on the nation's cultural values and Pancasila as the main principle. not only focuses on academic improvement, but also aims to form good character so that individuals can play an active role in society and make positive contributions to social life.

Learning motivation is an encouragement that arises from within or outside the student to carry out learning activities in order to achieve certain goals. Learning motivation acts as an encouragement for individuals to be actively

involved in the learning process (Rahmawanto, 2023: 14). This motivation can come from within the student (intrinsic) or from the surrounding environment (extrinsic). In this case, the teacher has an important role in providing the right stimulus so that students remain enthusiastic about learning.

A strategy that teachers can use to increase students' motivation to learn is the application of rewards and punishments. Rewards are given to appreciate students' efforts and achievements, so that they feel valued and more motivated to learn. Conversely, punishment is given as a form of consequence for poor behavior, so that students learn to be more disciplined and responsible. If applied in a balanced and fair manner, both can create a conducive learning environment and encourage students to be more enthusiastic in learning.

The behavioristic theory proposed by Skinner in (Haniyah Kamilah et al, 2024: 104-117) states that the concept of reward and punishment in learning is a change in behavior as a result of the interaction between stimulus and response. In this case, rewards and punishments act as reinforcement that affects how strong the relationship between the stimulus given and the response that arises from the student.

Based on the results of initial observations conducted on November 30, 2024 at SDN 7 Sambik Bangkol, researchers observed that there were still some students in class IV B who showed signs of lack of enthusiasm in participating in learning. This can be seen from several behaviors such as arriving late, not doing assignments on time and lack of focus during the learning process. This initial finding became the basis for researchers to explore further through the application of reward and punishment strategies. After the teacher applied rewards and punishments consistently, there were positive changes in students' learning behavior, such as increased discipline, enthusiasm when learning and activeness in completing assignments.

However, after the implementation of the reward and punishment strategy, there was a positive change in students' learning motivation. When given a reward, students feel happy and put more effort into learning. Meanwhile, giving fair punishment makes students rethink before repeating the same mistake because they feel uncomfortable with the consequences received.

Referring to the background above, this study aims to apply the reward and punishment system in an effort to increase the learning motivation of students in class IV B SDN 7 Sambik Bangkol. In this study, researchers refer to the application of rewards and punishments can help increase students' enthusiasm for learning. Many factors can affect low learning motivation, such as lack of student interest, an unsupportive learning environment, or uninteresting teaching methods. Therefore, by giving rewards as a form of appreciation and punishment as a form of discipline, it is hoped that students will become more motivated in learning. In addition, this research also aims to provide insight for teachers in planning more enjoyable learning so that it can help students achieve better learning outcomes.

## **RESEARCH METHODS**

This research uses a qualitative approach with descriptive methods. This research was conducted to understand the implementation of rewards and punishments in increasing the learning motivation of students in class IV B SDN

7 Sambik Bangkol. This method was chosen because it allows researchers to obtain in-depth information about the experiences of students, teachers, and the learning environment through observation, interviews, and documentation. Qualitative research helps researchers understand the social context that is the background of the phenomenon under study.

Data collection techniques in this study include direct observation of the learning process, interviews with class IV B teachers, and documentation in the form of photos of activities and observation sheets. Researchers used triangulation techniques to test the validity of the data, both from sources, techniques, and time. Data were analyzed through data reduction, data presentation, and conclusion drawing. Through this method, researchers can describe how the application of rewards and punishments affects the increase in student learning motivation (Miles, 2014: 31-33).

## **RESULTS AND DISCUSSION**

### **1. Implementation of Reward and Punishment in Improving Student Learning Motivation in Class IV B SDN 7 Sambik Bangkol**

Based on the results of observations and interviews conducted in class IV B of SDN 7 Sambik Bangkol, the implementation of the reward and punishment system is quite effective although faced with several obstacles. The main obstacles found include: (1) the teacher's role as an assessor is constrained when the teacher is absent or has other activities, causing inconsistency in recording and evaluation; (2) inconsistency in daily recording due to a manual system that depends on the presence and time of the teacher; (3) the lack of honesty of students in reporting the behavior of classmates, especially when the teacher is not in class; and (4) the limited school budget in providing physical rewards, so that the forms of rewards given are limited to stickers, praise, or additional roles in class.

As a solution, teachers have implemented several strategies, including: (1) the use of weekly honesty sheets to encourage students to report their behavior transparently; (2) the posting of reward recaps on the class information board so that students can monitor the progress of their points; (3) modification of punishment forms to be more educational, such as cleaning the class, writing reflections, or leading activities; and (4) periodic character building to instill the values of honesty and responsibility.

Based on these findings, it can be concluded that although there are various obstacles in the implementation of rewards and punishments, the improvement efforts made by teachers have shown a positive impact in increasing the transparency and effectiveness of the system. A more reflective and educative approach is key in ensuring that rewards and punishments not only function as a means of control, but also as a medium for shaping motivation and positive learning behavior for students. Thus, collaboration between teacher consistency, student honesty, and school support is a determining factor in the successful implementation of this policy.

The results of these findings are certainly in line with the theory of behaviorism put forward by B.F. Skinner in (Haniyah Kamilah et al. 2024: 104-117), stating that human behavior can be formed through reinforcement. Positive

reinforcement (reward) is the provision of a pleasant stimulus after the desired behavior appears, with the hope that the behavior will reappear in the future. Conversely, negative reinforcement (punishment) is given to reduce or eliminate unwanted behavior. In the context of learning, rewards are given to reinforce behaviors such as discipline, cooperation, and responsibility. While punishment is used to correct negative behaviors such as skipping class, bullying or not doing assignments.

The implementation of this theory is evident in class IV B. rewards are given directly and periodically to students who are active and diligent, this triggers positive competition between students to be better. Students feel happy when given praise or sriker, and it becomes a trigger for enthusiasm to continue to excel. Conversely, students who receive punishment will be more careful not to repeat the same mistakes. For example, students who often bully are then given punishment in the form of an assignment to write a letter of apology and hang it around the neck. This provides a deterrent effect without making students feel harshly punished.

The results of previous research that are in line with the implementation of reward and punishment to increase learning motivation in class IV B SDN 7 Sambik Bangkol can be seen in research conducted by Asmawati (2020) and Nurlaila (2023). Asmawati's research (2020) shows that the provision of rewards and punishments significantly affects student learning motivation, where rewards such as verbal praise and small gifts increase enthusiasm for learning, while educational punishments form discipline. This is in line with the findings in class IV B of SDN 7 Sambik Bangkol, where rewards in the form of stickers or praise trigger positive competition, and punishments such as reflection tasks correct negative behavior without demotivating. In addition, Nurlaila's research (2023) using a qualitative approach also revealed that proportional rewards and punishments have a positive impact on learning motivation, as seen in the strategy of the class IV B teacher who modified the punishment to be more educational. Thus, these three studies reinforce each other's findings that the consistent and educational application of rewards and punishments is effective in increasing students' learning motivation, although with variations in context and research methods.

Teachers in class IV B also take a personal approach in providing rewards and punishments. Teachers understand the characteristics of students so that they can determine the appropriate form of reinforcement. For example, students who are more responsive to visuals are given colorful stickers as rewards. Meanwhile, students who prefer challenges are given leadership tasks as a form of reward. Likewise, in giving punishment, teachers consider the level of understanding and background of students so that the punishment given is truly educational and does not cause trauma.

The importance of effective reward and punishment implementation is also supported by a supportive school environment. The principal gives direction to teachers to apply a professional approach that is appropriate to the classroom conditions. In addition, teachers also conduct periodic reflections to evaluate the effectiveness of the strategies applied. This ensures that every teacher's action in

providing reinforcement is always oriented towards increasing students' learning motivation.

Observations showed that students responded positively to this system. They feel more enthusiastic about learning, more focused in class, and less likely to violate the rules. Even students who are usually less active become more confident because they get rewards. Meanwhile, punishment also makes students think twice before committing an offense, because they know there will be consequences that must be faced.

Thus, the implementation of rewards and punishments in class IV B of SDN 7 Sambik Bangkol is in accordance with the principles of behaviorism theory proposed by Skinner. This strategy not only shapes the desired behavior, but also increases students' intrinsic and extrinsic motivation. Consistent, educative, and professional implementation makes rewards and punishments an effective tool in supporting a quality and character learning process.

## **2. The Impact of Reward and Punishment on Student Motivation in Class IV B SDN 7 Sambik Bangkol**

The application of rewards and punishments in class IV B of SDN 7 Sambik Bangkol has a real impact on increasing students' learning motivation. Based on the results of observations and implementation of this program in the field, there are significant changes in student behavior. Students became more motivated to learn, more responsible for the tasks given and showed more active participation in the learning process. This shows that rewards and punishments have an important role in shaping students' better learning attitudes and behaviors.

Based on the results of observations and interviews conducted in class IV B of SDN 7 Sambik Bangkol, it can be concluded that the application of the reward and punishment system has a significant positive impact on student learning motivation. Empirically, there is an increase in students' enthusiasm in participating in learning, discipline in completing assignments, and more consistent attendance in class. This proves that appreciation (reward) and consequences (punishment) that are systematically applied are able to create a more conducive learning environment and motivate students to be actively involved in the learning process.

From a psychological perspective, rewards function as positive reinforcement that triggers students to repeat positive behaviors, such as increasing activeness in class and accuracy in doing assignments. This is in line with the statements of the principal and homeroom teachers who stated that students became more enthusiastic and behaved better after this program was implemented. On the other hand, punishments that are educational in nature—such as writing apologies or cleaning the classroom—not only provide a deterrent effect, but also encourage self-reflection, as expressed by students who feel embarrassed and committed not to repeat mistakes. This approach is in accordance with the principles of positive discipline, where consequences are given not to punish, but rather to build awareness and responsibility.

Overall, the implementation of rewards and punishments in class IV B of SDN 7 Sambik Bangkol has proven its effectiveness in increasing learning motivation and shaping student behavior. This success confirms that an approach that combines appreciation and educational consequences can be an effective

classroom management model, provided it is applied consistently, fairly and oriented towards character building. The findings also provide practical implications for educators to design a more structured reward and punishment system that has a positive impact on students' academic and moral development.

Providing rewards such as stickers, praise or the role of group leader, makes students feel valued for their achievements. Students who receive rewards show motivation to learn and consistency in completing tasks. They also tend to show a disciplined attitude and are motivated to maintain their achievements. When rewards are given directly in front of classmates. This is an additional reinforcement because students feel proud and want to maintain a positive image in the eyes of teachers and peers.

Meanwhile, the punishments given are educational in nature and do not bring down students' self-esteem. For example, for students who do not complete assignments or commit inappropriate actions such as bullying, they will be asked to write a letter of apology or do additional assignments as a form of responsibility. This action makes students more careful in their actions because they understand that every offense will have consequences. Some students even show a change in attitude after receiving punishment, such as being more motivated to learn, diligent and more involved in the learning process.

Apart from learning motivation, the positive impact is also seen in the aspect of students' enthusiasm for learning. Students are more active in asking questions, answering and working together in groups. They also tend to complete tasks seriously because they do not want to lose the opportunity to get a reward or avoid punishment. In this case, rewards and punishments function as behavior regulators that provide clear direction to students regarding what is expected of them in the learning process.

Class IV B teachers apply this system consistently and fairly, so that students understand the rules that apply and feel safe in the learning environment. Every form of reward and punishment given has a clear goal of shaping the character of students who are responsible, disciplined and motivated to continue learning. With this right approach, teachers succeed in creating a conducive and fun classroom atmosphere. So that students feel comfortable and challenged to develop.

It was also observed that students had a good understanding of the system. They recognize that getting rewards makes them feel happy and proud, while punishments make them more vigilant and careful in their actions. Students also realize that good attendance and completing assignments on time will have a positive impact not only in the form of rewards but also in the form of trust from teachers.

Skinner's (1953) reinforcement theory developed by Santrock (2021:231) states that rewards are positive and negative reinforcement. Positive reinforcement in the form of praise, added value, or small gifts is proven to increase student motivation. For example, when a teacher gives appreciation to a student who actively answers questions, the student tends to participate more often in subsequent discussions. This is appropriate because pleasant consequences strengthen the likelihood of behavior repetition.

On the other hand, proportionate negative reinforcement and punishment also influence behavior change. For example, applying consequences such as point deductions or verbal reprimands to students who do not do their assignments can reduce laziness in learning. However, observations show that punishment is only effective if it is given consistently and educationally, not just punitively.

Overall, rewards and punishments have a huge impact in shaping students' character and learning motivation in class IV B of SDN 7 Sambik Bangkol. With proper implementation, this program has successfully reminded students' motivation to learn, attendance, discipline and responsibility for their tasks. The implementation of rewards and punishments can be considered an effective strategy to improve the quality of the learning process and create a productive and enjoyable learning environment.

The impact of the application of rewards and punishments can be seen from changes in student attitudes. Students who were previously often late or absent became more diligent in attending. They are also more responsible in completing assignments and show more active involvement in learning activities. Reward and punishment are effective tools to direct students to the desired behavior by teachers and schools.

## CONCLUSIONS

The implementation of rewards and punishments is carried out by class IV B teachers by rewarding active and disciplined students through verbal praise, stickers and giving roles such as group leaders. Meanwhile, punishment is given educationally such as writing letters of apology or verbal reprimands to students who commit violations. This application is carried out consistently and fairly according to the student's situation.

The impact of the implementation of rewards and punishments has an impact on increasing student learning motivation. This can be seen from students' more regular attendance and responsibility in completing assignments. Students become more disciplined, active and show better learning behavior. Rewards encourage student enthusiasm while punishments help students be more careful in their behavior. It also helps to create a more orderly and purposeful learning atmosphere.

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