# Implementation of Student Character Education with Rewards and Punishments to Increase Student Enthusiasm for Learning

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**Abstract:** This study aims to determine the effect and difference of rewards and punishments on increasing students' enthusiasm for learning at SDN Pekayon 15 Jakarta. This study uses a quantitative method, an experimental design approach. The sample in this study was 20 students of grade II of elementary school at SDN Pekayon 15 Jakarta. The sampling technique used purposive sampling technique, a sample of 20. Data collection techniques used questionnaires, observation and documentation. The data analysis technique used is paired sample test analysis. Before conducting the analysis test, the researcher conducted a prerequisite test, namely the normality test, and the homogeneity test. The results showed that the Reward and Punishment variables have a significant influence on learning motivation. This research shows that the score of reward, the t value is 22.569 with a significance of 0.000, indicating a very significant effect. The punishments have a significant influence; the t value of the punishment variable is 2.747 with a significance of 0.029. Therefore, the conclusion of this study shows that there is an influence of reward and punishment on student enthusiasm, then the results also show a significant difference between the reward and punishment variables in increasing students' enthusiasm in learning.

**Keywords:** Enthusiasm; Punishments; Reward

## Introduction

Every child has a positive natural trait, namely being active and always curious about everything, but since kindergarten age, children often face pressure that encourages them to adjust their behavior and intellectual development to certain cultures and groups. Children are often trapped in less supportive environments, where they can experience difficult challenges to develop due to less supportive surroundings (Webb et al., 2020).

Therefore, the importance of instilling character education from an early age is an effective way to build a strong personality and their self-confidence in developing themselves. Strong character in children is very important in forming a strong and adaptable person. When children have a strong character, they tend to have high self-confidence, are able to face challenges, and are not easily influenced by pressure from the surrounding environment. This strong character includes traits such as honesty, responsibility, perseverance, and empathy. Children with strong character usually adapt more easily to changes and new situations because they have a positive mental attitude and good social skills. Thus, building a strong character from an early age can help children become successful and highly resilient individuals in the future.

According to Bigony et al. (2019) character strengths are traits that enable positive experiences and produce positive outcomes. Outcomes such as well-being, positive relationships, and the achievement of character strengths are capacities for personal fulfillment that are ubiquitous, and do not diminish anything. They are valued in many different cultures and associated with many positive outcomes. Children who have difficulty socializing in school tend to face

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additional challenges in the learning process. The inability to engage in social interactions can leave them feeling isolated, which in turn affects their motivation and confidence in learning. Without peer support and a lack of participation in group discussions, these children may struggle to understand the subject matter in greater depth. In addition, they may also miss out on opportunities for collaborative learning that is essential in developing communication and problem-solving skills. As a result, their academic performance may decline, and they may feel increasingly stressed and anxious in the school environment. This makes it difficult for children in the learning process, has a negative impact on the child's success. Therefore, character education is really needed since they are in elementary school.

Character education is the process of educating students to develop positive moral and ethical values. The goal is to form individuals who have integrity, responsibility, honesty, empathy, and other positive attitudes. Character education focuses on forming a strong and solid personality, so that students can behave well in everyday life and become useful members of society. According to Ramadhani et al. (2024) character education aims to shape and strengthen students' moral, ethical and social values and guide them to become responsible individuals who contribute positively to society.

Students at SDN Pekayon 15 Jakarta also have the problem of a lack of motivation to learn because some find it difficult to socialize. One of the main problems faced by students is feeling awkward or uncomfortable in interacting with their classmates, this can have a negative impact on their enthusiasm for learning. Students who have difficulty socializing tend to feel isolated and lack confidence, which ultimately reduces their interest in actively participating in teaching and learning activities. In addition, difficulty socializing can also cause students to feel stressed and anxious, which has an impact on their mental health and their ability to focus on lessons. When a students feel stressed because they cannot establish good social relationships, they may prefer to avoid situations that require social interaction, including school activities. This can lead to a significant decrease in learning motivation, because students do not feel connected to their learning environment. To overcome this problem, collaborative efforts are needed from teachers, parents, and peers to create an inclusive and supportive environment, where every student feels accepted and motivated to learn. Students have better learning achievement with higher motivation (Widyawati & Kamaludin, 2024).

To overcome this problem, the teacher as a main role to give the best strategy in teaching, Humairoh et al. (2024) give the statement that During the learning process, the teacher is responsible for ensuring its success. The extent to which students learn successfully depends on the teacher's ability to motivate them to learn teachers need to design appropriate strategies in learning to create high interest and motivation in student learning. According to Fitria et al. (2024), the relevance of learning planning is key to increasing students' learning motivation. One strategy that teachers can use to motivate students in class is to apply rewards and punishments to students. Rewards and punishments may vary because each teacher has a different reward and punishment policy, but almost all teachers have the same goal, namely inspiring students to learn.

Rewarding is the act of giving awards or prizes to students as a form of recognition for achievements, efforts, or positive behavior shown. Rewards can be in the form of verbal praise, certificates, physical gifts, or special opportunities. According to Umam et al. (2023) the purpose of giving rewards is to motivate students to continue to behave well and achieve, as well as to foster self-confidence and satisfaction in learning. The reward is a means to educate children to feel happy because their deeds or work are rewarded. According to Indrawati et al. (2020; Syahrir et al. (2023) the reward is a means of repressive education that is fun given to children who excel in teaching, have progress and good behavior, and become role models for companies.

Besides, punishment is the act of giving negative punishments to students who commit violations or behavior that is not in accordance with the established rules. Forms of punishment can be in the form of warnings, additional tasks, or restrictions on privileges. Then the punishment is to discipline students, enforce rules, and encourage better behavioral changes. Punishment must be carried out wisely and proportionally, and always accompanied by an educational explanation so that students understand the impact of their behavior.

According to research results Kurniawati & Sobry, (2024), several stages in applying the method reward And punishment for cultivating independent character in elementary schools, it shows: The application of reward and punishment in forming the independent character of elementary school students includes two processes, namely: Planning or Preparing Reward and Punishment; Application of Reward and Punishment in Learning. Various forms of rewards are applied, such as giving stars, expressing praise, and giving additional points. Meanwhile, the forms of punishments given to elementary school students vary according to the nature of the mistake, namely warnings, advice, additional assignments, and motivational strategies that help build

character. According to Hilmi et al. (2024) the learning method also provides students with the possibility to learn systematically, effectively and efficiently in dealing with various teaching materials.

The students' motivation or atusism become the main goal in this research. The antusisasm in learning is very iportant to acvieve the educational purpose. According to Ilegbusi (2013) if the student is motivated strongly enough, his desire to learn may prove strong enough to keep him from the ranks. Hapesah (2020) add the statemnet that the antusisasm to learn is something provides, mobilize and engage students . the motivation will inspire students to remain excited about learning.

Research on punishment and rewards for students is important because it can provide a deeper understanding of how these two approaches affect student motivation and learning behavior. From this case, it shows that learning is not only to improve intellectual but also cognitive as stated by Nur & Ikhsan (2024) learning is seen as a conscious and deliberate effort that is well designed to achieve educational goals. The learning process is essentially attempted so that students can develop their creativity and activities through various interactions and learning experiences. By understanding the effects of punishment and rewards, educators can design more effective strategies to motivate students, increase their engagement in the learning process, and encourage positive developments in behavior and academic achievement. In addition, this research can help identify the most appropriate approaches for different types of students, thereby having a greater impact in supporting better educational achievement overall.

Therefore, this research emphasize about building character as the opinion of Erita et al. (2024) that character formation through schools must also be emphasized; education should not solely focus on subjects that prioritize cognitive achievement but also consider how to instill moral values, aesthetic values, noble character. The research on character education using rewards and punishments has been carried out by several previous studies as follows: Research findings Ariyanti et al. (2023) can be concluded on three important points; Teacher enthusiasm and students' enjoyment of foreign language are moderately correlated, the majority of students assess teachers as enthusiastic in teaching writing, students enjoy writing classes for several reasons, namely the teacher's performance when explaining the material, writing activities, and feedback. feedback given by the teacher to the writing made by students. Based on these results, it is recommended for curriculum developers to include the essence of positive psychology, namely treatments

that can increase students' positive emotions, for example, enjoyment in learning a foreign language. Therefore, it is important to improve the quality of teacher enthusiasm in teaching because it has a direct impact on the emotions and engagement of class students. Results Duisenova & Zhorabekova, (2024) showed that students showed significantly higher motivation and better educational outcomes than the control group.

This study concludes that rewards can effectively increase motivation and performance in DGBL, providing practical recommendations for educators to incorporate rewards in a balanced manner to maintain long-term engagement and learning success. Sidin (2021) found that in theory rewards will increase students' motivation to study and work harder. Rewards and punishments will also increase students' interest in certain subjects. This will lead to a situation where rewards can be obtained motivating students to have good achievements. In conclusion, this research shows that if implemented wisely, reward and punishment will have many positive impacts on student motivation and performance. Future research should explore the long-term impact of such interventions in different educational contexts. Next are the results interview Simbolon (2023), shows that during the learning process educators use the reward method to foster students' learning motivation. The reward method is in the form of words and items. Educators need to pay attention to the time of giving, the form of reward and the students' achievements when giving rewards. To support this, the introduction of students' character and personality needs to be carried out by educators.

Based on the previous research above, this study has a difference or novelty in research, namely, this study shows that if applied wisely, rewards and punishments will have many positive impacts on strengthening students' character, especially the motivation and interest in learning of students at SDN Pekayon 15 Jakarta. Future research should explore the long-term impact of such interventions in different educational contexts.

Based on the background above, the problem formulation can be formulated as follows: Is there an influence of character education of students with rewards and punishments on increasing students' enthusiasm for learning?, is there an influence of interaction between the treatment of giving rewards and the treatment of giving punishments on students' enthusiasm for learning motivation?, and is there a difference in the results of enthusiasm for learning between students who follow the treatment of giving rewards and students who follow the treatment of giving punishments at SDN Pekayon 15 Jakarta?

**Method**

This study used an experimental design to test the effect and differences in reward and punishment treatments on students' learning enthusiasm. 20 students participated in learning activities with reward treatments in their learning process. Students received rewards in the form of points symbolized by star images, students with the most star points would receive a story book from the teacher. In the next meeting, the students received punishment treatments in the learning process. Students who made mistakes or violated class rules would be punished by sweeping the classroom and yard. Furthermore, students reflected on the learning that had been done and the teacher provided feedback. The teacher announced the students who received the most stars and the students who were punished. The sample in this study was 20 students of grade II of

elementary school at SDN Pekayon 15 Jakarta. In this study, the sampling technique used purposive sampling technique that is 20 students. The selection of students as samples was based on the problem of lack of motivation that affected students' learning achievement and behavior. Symptoms of lack of motivation through low participation in learning activities, lack of enthusiasm in doing assignments, and low interest in achieving learning goals. Data on the lack of student learning motivation was obtained through researcher observations in class

The questionnaire used by the researcher consisted of three types of questionnaires, the first questionnaire for giving rewards, a questionnaire for giving punishments, and a questionnaire for enthusiasm in learning. Each questionnaire consists of 10 questions. The following are the questionnaire indicators in this study.

**Table 1.** Indictors of giving rewards, a questionnaire for giving punishments

| Reward | Punishment | Enthusiasm |
|---|---|---|
| Happy when you get a gift | More careful in doing my assignments | More motivated |
| The gift motivates to study harder | Try harder to achieve learning targets | more appreciated at school |
| The gift received is fair for all students | Helps to correct the mistakes | Try harder to study |
| The gift given in accordance with expectations | Makes more focused | help me to focus more on learning. |
| The gift more motivated to behave well | Makes the classroom atmosphere more enjoyable | More confident after receiving an award |
| The gift become more enjoyable | Motivated to study well | More enjoyable |
| More appreciated with this gift | a reminder not to be late | Encourage to participate more actively |
| The gifts given varied enough | Makes students diligent | More motivated to achieve higher achievements |
| I feel more appreciated when I get a gift from my teacher. | Makes students diligent in doing their homework. | Feel an important part of the school. |
| Do you want this gift program to continue? | Makes the classroom atmosphere orderly. | More enthusiastic about coming to school |

This process not only motivates students to reach their full potential but also creates a more supportive and adaptive learning environment. Data from the questionnaire were calculated and analysed using the Statistical Package for the Social Sciences (SPSS) Version 29.0.2.0 (20).

**Result and Discussion**

This study aims to determine the effect of student character education with rewards on increasing students' enthusiasm for learning at SDN Pekayon 15 Jakarta. The indicators measured refer to the indicators proposed by Iqmaulia & Usman (2019), namely the wishes and desires successfully; incentives and needs in learning; their hopes and ideals of the future. Their rewards in learning; The activity of interest in learning; the existence of a conducive learning environment.

Furthermore, students' result scores are presented in the Table 2.

**Table 2.** learning outcomes using reward

| Students | Score | Criteria |
|---|---|---|
| Student 1 | 37 | Good |
| Student 2 | 40 | Good |
| Student 3 | 44 | Good |
| Student 4 | 42 | Good |
| Student 5 | 35 | Good |
| Student 6 | 37 | Good |
| Student 7 | 36 | Good |
| Student 8 | 39 | Good |
| Student 9 | 34 | Good |
| Student 10 | 38 | Good |
| Student 11 | 36 | Good |
| Student 12 | 38 | Good |
| Student 13 | 37 | Good |
| Student 14 | 33 | medium |

| Students | Score | Criteria |
|---|---|---|
| Student 15 | 36 | Good |
| Student 16 | 36 | Good |
| Student 17 | 35 | Good |
| Student 18 | 39 | Good |
| Student 19 | 33 | medium |
| Student 20 | 33 | medium |
| Total | 738 | 90% |

The table of learning outcomes using rewards presents data for twenty students, focusing on their scores and corresponding performance criteria. The majority of students, specifically seventeen out of twenty, have received a score that falls under the "Good" category. These students have scores ranging from 34 to 44, demonstrating consistent performance within the upper range. Notably, the highest score achieved is 44, while the lowest within the "Good" category is 34. Three students, on the other hand, have scores of 33, which places them in the "Medium" category, indicating a slight deviation from the otherwise consistent pattern of higher scores. The total score accumulated by all students is 738, and the overall performance is marked at 90%, suggesting that the implementation of rewards as a motivational tool has positively impacted the students' learning outcomes. This data highlights the effectiveness of rewards in achieving desirable educational results, with most students meeting the "Good" criteria.

**Table 3.** of learning outcomes using Punishment

| Student | Score | Criteria |
|---|---|---|
| Student 1 | 35 | Good |
| Student 2 | 46 | Good |
| Student 3 | 46 | Good |
| Student 4 | 45 | Good |
| Student 5 | 35 | Good |
| Student 6 | 41 | Good |
| Student 7 | 39 | Good |
| Student 8 | 41 | Good |
| Student 9 | 37 | Good |
| Student 10 | 40 | Good |
| Student 11 | 38 | Good |
| Student 12 | 41 | Good |
| Student 13 | 37 | Good |
| Student 14 | 35 | Good |
| Student 15 | 40 | Good |
| Student 16 | 39 | Good |
| Student 17 | 38 | Good |
| Student 18 | 39 | Good |
| Student 19 | 36 | Good |
| Student 20 | 36 | Good |
| Total | 784 | 100% |

The table provided represents a collection of learning outcomes for a group of given punishment 20 students. Each student's performance is assessed and categorized according to their score and corresponding criteria. The data includes 20 students, each identified by a unique number. Their scores range from 35 to 46, with all students receiving the same evaluation criterion of "Good" regardless of their score. The scores span from a minimum of 35 to a maximum of 46. All students have been classified under the "Good" category, suggesting a uniform standard of evaluation. The highest Score is 46, achieved by Students 2 and 3. The lowest Score is 35, achieved by Students 1, 5, and 14. The scores around the average, such as 39 and 41, appear frequently. The cumulative score for all students is 784. The table demonstrates that all students performed at a "Good" level, with scores closely clustered around the average of 39.2. This suggests a relatively homogenous group performance, where no students were categorized as below or above the "Good" criteria. The uniformity in criteria might indicate a standard evaluation practice or a limited range of assessment categories

*Statistical Test Results*

The instruments can be used in this research if it was proved valid and reliable through tests. Bellows are the reward and punishment instrument validation test results:.

**Table 4.** Reward instrument validation test results

| Question | R count | themselves. | Criteria |
|---|---|---|---|
| 1 | 0.83 | 0.00 | Valid |
| 2 | 0.88 | 0.00 | Valid |
| 3 | 0.88 | 0.00 | Valid |
| 4 | 0.88 | 0.00 | Valid |
| 5 | 0.65 | 0.03 | Valid |
| 6 | 0.89 | 0.00 | Valid |
| 7 | 0.82 | 0.00 | Valid |
| 8 | 0.81 | 0.00 | Valid |
| 9 | 0.77 | 0.00 | Valid |
| 10 | 0.74 | 0.01 | Valid |

The reward instrument validation test results show that all question items are valid. By using significance test criteria and calculated R, each question from 1 to 10 has a calculated R value that exceeds the minimum limit for validity. The first question has a calculated R value of 0.835 with a significance level of 0.002, which indicates that the question is valid. The second and third questions have the same calculated R value, namely 0.885 and a significance level of 0.001, both of which are also declared valid. The fourth question has a calculated R value of 0.883 with a significance level of 0.001, which means it is valid. The fifth question, even though it has the lowest calculated R value among all questions, namely 0.656, is still valid with a significance level of 0.039. The sixth question shows the highest calculated R value of 0.897 with a significance level of 0.000, also

valid. The seventh to tenth questions respectively have calculated R values of 0.826, 0.810, 0.777, and 0.741 with significance levels all below 0.05, which indicates that all of these questions are valid. Overall, the results of this validation test state that the reward instrument tested can be considered valid and can be used for further research.

**Table 5.** Punishment instrument validation test results

| Question | R count | Significance | Criteria |
|---|---|---|---|
| 1 | 0.78 | 0.01 | Valid |
| 2 | 0.94 | 0.00 | Valid |
| 3 | 0.92 | 0.00 | Valid |
| 4 | 0.90* | 0.00 | Valid |
| 5 | 0.92 | 0.00 | Valid |
| 6 | 0.80 | 0.00 | Valid |
| 7 | 0.91 | 0.00 | Valid |
| 8 | 0.84 | 0.00 | Valid |
| 9 | 0.85 | 0.00 | Valid |
| 10 | 0.92 | 0.00 | Valid |

The punishment instrument validation test results table shows that all the question items tested have high validity values. The calculated R for each question ranged from 0.785 to 0.944, which shows a strong correlation between the question items and the entire instrument. All significance values are below 0.05, which indicates that the statistical test results show significant validity for each item.

All question items in this instrument are declared valid based on the statistical tests that have been carried out. This indicates that this instrument can be used to measure punishments accurately and reliably.

**Table 6.** Motivation instrument validation test results

| Question | R count | Significance | Criteria |
|---|---|---|---|
| 1 | 0.96 | 0.00 | Valid |
| 2 | 0.90 | 0.00 | Valid |
| 3 | 0.98 | 0.00 | Valid |
| 4 | 0.83 | 0.00 | Valid |
| 5 | 0.96 | 0.00 | Valid |
| 6 | 0.91 | 0.00 | Valid |
| 7 | 0.80 | 0.00 | Valid |
| 8 | 0.90 | 0.00 | Valid |
| 9 | 0.94 | 0.00 | Valid |
| 10 | 0.88 | 0.00 | Valid |
|  | 0.82 | 0.00 | Valid |

Data from the motivation instrument validation test results table shows the level of validity of the ten questions tested. Each question is tested using the correlation coefficient (R count) and statistical significance to determine its validity. The results of this validation test show that all questions meet the validity criteria with a high calculated R value and low significance.

The first question has the highest calculated R value, namely 0.963 with a significance of 0.000, indicating a very strong correlation and high validity. The third question has the second highest calculated R value of 0.982 with the same significance. Other questions also show high scores, including the second and eighth questions with a calculated R value of 0.907.

Meanwhile, the fourth and seventh questions have the lowest calculated R values among the others, amounting to 0.837 and 0.809 respectively, but are still in the valid category. All questions have a level of significance that supports their validity, with very low values, ensuring that all of these instruments can be considered valid for measuring motivation. Overall, these results indicate that the instrument tested has strong validity and is reliable. Reliability testing was carried out on question items that were declared valid. One. A variable is said to be reliable or reliable if the answer to the question is always consistent. The results of the validity test in this research are as follows:

**Table 7.** Instrument Reliability Test Results

| Variable | Total Respondents | Cronbach's Alpha | Criteria |
|---|---|---|---|
| Reward | 20 | 0.96 | Reliable |
| Punishment | 20 | 0.96 | Reliable |
| Motivation | 20 | 0.98 | Reliable |

Instrument reliability testing is an important step in research to ensure the consistency and reliability of the measuring instruments used. Based on the table of reliability test results of the instruments provided, there are three variables tested, namely Reward, Punishments, and Motivation. Each variable was tested involving 20 respondents. The test results show that all variables have very high Cronbach's Alpha values, namely 0.960 for Reward, 0.969 for Punishments, and 0.986 for Motivation. A Cronbach's Alpha value above 0.7 is generally considered an indicator that the instrument is reliable. Thus, these values show that the three instruments tested are very reliable and consistent in measuring each variable. This provides confidence that the data collected from this instrument is reliable and can be used for further analysis in research.

The next test is normality test through the one sample Kolmogorov Smirnov test that is a statistical test used to determine whether a sample comes from a certain distribution, in this case the normal distribution.

**Table 8.** One-Sample Kolmogorov-Smirnov Test Instrument Reliability Test Results

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 10 |
| Normal Parameters[a,b] | Mean | 0.00 |

|  |  | Unstandardized Residual |
|---|---|---|
| | Std. Deviation | 46.16 |
| Most Extreme Differences | Absolute | 0.235 |
| | Positive | 0.235 |
| | Negative | -0.213 |
| Test Statistic | | 0.235 |
| Asymp. Sig. (2-tailed) | | 0.125c |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The results of this test are very important for understanding the reliability of the instrument being evaluated. The following is an explanation of the main components of the data presented in the table: Test Statistics The test statistic of 0.235 is a normal distribution. Higher values indicate larger deviations. Asymp. signature. (2-tailed) The asymptotic significance value, often referred to as the p value, is 0.125 means that is higher than 0.05, with application of the Lilliefors Significance Correction. These results indicate that the difference between the sample distribution and the normal distribution is statistically significant. In conclusion, the results of the One-Sample Kolmogorov-Smirnov Test show that the residues of the instruments tested are normally distributed.

Two data variants in this study, therefore a homogeneity test is needed. The homogeneity test or the test of equality of two variances aims to determine whether the two data are homogeneous or not by comparing the two variances.

**Table 9.** Homogeneity Test Results
Test of Homogeneity of Variances

| Parameters | Levene Statistic | df1 | df2 | Say. |
|---|---|---|---|---|
| Based on Mean | 1.00 | 2 | 27 | 0.38 |
| Based on Median | 0.37 | 2 | 27 | 0.69 |
| Based on Median and with adjusted df | 0.37 | 222.745 | | 0.69 |
| Based on trimmed mean | 0.80 | 2 | 27 | 0.45 |

A value greater than 0.05 indicates that the data in this study is homogeneous. Based on the data above, it shows that the mean value is 1.004 with a significance level of 0.380, which indicates there is no significant difference in variance based on the mean value between groups (homogeneous). Based on the median it is 0.373 with a significance level of 0.692, again showing no significant difference in variance when using the median. Based on the Median and with df which has a statistic of 0.373 and a significance level of 0.693, based on the Average the statistical value is 0.807 with a

significance level of 0.457, which shows consistent data results. The conclusion is that all significance values are >0.05, so the data is said to be homogeneous.

In accordance with the problem formulation prepared in this research, hypothesis testing is divided into 3 stages as follows.

**Table 10.** Hypothesis Test Results First

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | sig |
| (Constant) | 80.54 | 6.78 | | 11.873 | 0.00 |
| reward | -0.10 | 0.04 | -0.65 | -2.42 | 0.04 |

Dependent Variable: motivation

In the table and graph above, the values t The calculated reward is 2.426 with a significance of 0.041, indicating that the effect is significant. So it can be concluded that the results of this research are Ho rejected and Ha accepted, meaning variable X1 The use of rewards influences or is related to variable Y, namely enthusiasm or motivation to learn.

**Table 11.** Advanced Hypothesis Test Results 1

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | sig |
| (Constant) | 15.41 | 21.19 | | 0.72 | 0.48 |
| punishment | 0.77 | 0.27 | 0.70 | 2.80 | 0.02 |

Dependent Variable: motivation

In the table and graph above, the values t The calculated punishment is 2.801 with a significance of 0.023, indicating that the effect is significant. So it can be concluded that the results of this research are Ho rejected and Ha accepted, meaning variable X2 the use of punishments, influences or is related to variable Y, namely enthusiasm or motivation to learn.

The table of Paired Samples Statistics results presented provides information regarding the influence of independent variables on the dependent variable motivation.

**Table 12.** Paired Samples Statistics

| Parameter | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Reward | 78.40 | 10 | 296.18 | 93.66 |
| | Punishment | 73.80 | 10 | 162.95 | 51.53 |

The table shows statistics from paired samples involving two variables, namely Reward and Punishment. From ten samples analyzed, with a standard deviation of 296.18 and a standard error of the

mean of 93.66. the average value for Reward is 78.40. While for Punishment, the average value is 73.80 with a standard deviation of 162.95 and a standard error of the mean of 51.53. These data provide the conclusion that the value of reward is higher than punishment, meaning that Reward treatment is better than Punishment in being used to strengthen students' character or enthusiasm in learning. then to test the correlation relationship between reward and punishment is as follows.

**Table 13**. Paired Samples Correlations

| Parameters | | N | Correlation | Sig. |
| --- | --- | --- | --- | --- |
| Pair 1 | Reward & Punishment | 10 | 0.82 | .003 |

The table above shows the results of the paired sample correlation between Reward and Punishment. In this analysis, there are 10 pairs of samples tested. The correlation between these two variables is 0.82, indicating a strong positive relationship. The level of significance (Sig.) is recorded at 0.003 > drai 0.05, indicating that this correlation is statistically significant. This shows that reward and punishment have a strong correlation

Based on field research data, the results of the reward score were higher than the punishment score. Several students were seen actively involved and enthusiastic in doing the tasks given and enthusiastic in receiving rewards. This shows that rewards are more effective in use than punishment. In line with observations in the field, Andriana et al., (2023), provides in-depth insight into the complexity of the relationship between rewards and learning motivation in Grade 1, taking into account contextual factors, reward implementation, and understanding of reward concepts. The research conclusions highlight the great potential of rewards in increasing interest, strengthening positive behavior, improving academic performance, introducing the concept of rewards and punishments, and encouraging student independence. This research provides a strong basis for the development of more effective reward strategies in increasing students' learning motivation in grade 1. This is proved that this strategy is effective to be used in increasing collaboration between teacher and students. According to The goal of education is achieved if all parties in an institution, such as a school, have good cooperation and collaboration (Fuad et al., 2021). According to the research results of Prasetiyo & Yunarta (2023) there is an influence of reward and punishment on learning motivation in learning physical education. In order to get better learning motivation, especially in giving reward and punishment, this learning method should

be applied in learning physical education according to the abilities and conditions of students. Giving reward and punishment is used as a reference to increase student motivation.

Childhood is indeed the most important period in character formation, based on the results of this research; it is proof that children need stimulus to be successful. As this statement relevant to Fitria et al. (2024) Basic education can develop attitudes and abilities, provide the basic abilities and skills needed to prepare students for further education. Additionally, Anas & Hasibuan (2023) add that at the elementary school (SD) level, students' mindset about knowledge will be carried to higher levels or stages. This is because the level of elementary school is where the basic knowledge is implanted in the students.

Study Yuningsih & Sunaryo, (2022) has the results to determine the application of reward and punishment in building the characteristics of early childhood discipline. Searches for research articles were carried out in several databases using the words and concepts of special features in the 2016-2020 period. From several searches, 100 national and international research journals were found, 65 journals met the criteria, 35 journals did not meet the criteria and 20 journals met the criteria. criteria consisting of 15 national journals and 5 international journals. The literature review shows that the application of reward and punishment in developing discipline characteristics in early childhood has variations in several aspects of research design, sample and population (individuals involved), variables, methods, data analysis, specificity and effectiveness. From statistical data analysis, this shows that the method used can increase parents' knowledge and actions. The application of rewards and punishments in building discipline characteristics in early childhood can shape discipline and change children's attitudes or behavior for the better

Some students who received punishment for committing violations such as not answering questions, being late in submitting assignments, etc., were also seen to be enthusiastic in carrying out the punishment. This strategy is effective as Aldi & Azis (2024) statement that an innovative learning model serves to build an interesting and fun environment in learning. It can encourage optimising the level of concept acquisition and student activity. The reward scores results also increased in the posttest. So, the results of tests can be concluded that the results of this research are Ho rejected and Ha accepted, meaning variable X2 the use of punishments, influences or is related to variable Y, namely enthusiasm or motivation to learn. Research result by Ramda & Suryono (2020) shows that character education that likes reading through the School Literacy

Program at SD Negeri Sidareja 01 is implemented through: The habituation stage which includes getting used to reading for 10-15 minutes and other activities that can build a culture of literacy and be literacy friendly. physical environmental conditioning. The development stage which includes developing literacy skills through various non-academic activities as well as fostering the social and affective environment as a model of literacy communication and interaction. The learning stage which includes implementing learning using various literacy strategies and making the school a literate academic environment through professional development. Kurniawan, (2016) says that the implementation of disciplined character education is carried out by providing direct examples, giving advice, including disciplinary values in learning, always reminding and making students aware of their mistakes, and applying sanctions at school. This implementation aims to provide guidance to students so that they become obedient, disciplined and deterred from committing violations.

Based on the results of the reliability reward, punishment, and motivation that have high reliability values, meaning that the instrument test results are very good, based on the results of the T test it also shows that reward, punishment has a very big influence on student motivation and enthusiasm in learning. This provides confidence that the data collected from this instrument is reliable and can be used for further analysis in research. It is relevant to the research result Komalasari, & Indrawadi (2023), revealed that the value-based blended learning model of character strengthening is carried out by integrating character in all combinations, all stages of learning, and in all components of learning, habituation, role models, rules, reward systems and punishments; the majority of students perceive the implementation of value-based blended learning in Pancasila and citizenship education courses very well; and the majority of students show very good character. The dominant characteristics developed in a blended value-based learning method are critical thinking, creative and innovative thinking, independence, collaboration, hard work, digital literacy, democracy, religiosity, peace, responsibility and tolerance.

The result of the one-sample Kolmogorov-Smirnov test, referred to as the p value, is 0.000, with the application of the Lilliefors Significance Correction. These results indicate that the difference between the sample distribution and the normal distribution is statistically significant. In conclusion, the results of the One-Sample Kolmogorov-Smirnov Test show that the residues of the instruments tested are normally distributed. These results are supported based on the results of the analysis Saleh et al. (2022), of reward giving

is in the good category with a percentage value of 66.13 percent. The results of the analysis of learning outcomes (Y) are in the good category with a percentage value of 85.0721 percent. There is a significant influence between giving rewards on the learning outcomes of students majoring in Office Administration Automation at SMK Negeri 4 Takalar. So the hypothesis proposed, namely "it is suspected that there is an influence of giving rewards on the learning outcomes of students majoring in Office Automation and Management at SMK Negeri 4 Takalar" is declared accepted. Research result Kurniasih, A., Qowaid, Q., & Saepudin, (2021), shows that the contribution of reward (X1) and punishment (X2) to student discipline (Y) is 82.4%, and the remaining 17.6% is influenced by other variables not examined in this research. Hi accepted. This means that reward and punishment together influence student discipline.

On the other hand, based on research Indardi (2023), It can be concluded that reward prizes are very influential in increasing students' learning motivation, while punishment prizes are also very influential in increasing students' learning motivation. Providing rewards and punishment is one way to increase student motivation. Educators are expected to be able to motivate students considering that there is a strong relationship between giving rewards and punishments and learning motivation. Rewards and punishments themselves must be applied in an appropriate and efficient manner. This means that giving rewards and punishments must be adjusted to a person's condition at that time. Giving rewards and punishments is more educational in nature so that it can provide motivation for someone in a declining condition. Providing educational rewards and punishments can stimulate or bring out a person's inner motivation so that the person will get up and try again to improve it and obtain maximum results. Additionally statemnet about this case from Suryandani & Asih (2024), that the teachers still use conventional learning media that does not involve students actively, so learning runs monotonously and results in low student learning motivation.

Discussion Yuda Mahendra et al. (2024) highlights the implications of these results in the context of modern educational practice, where cultivating motivation is critical to the engagement and success of young learners. The research concluded that teachers should emphasize positive reinforcement strategies rather than punishments to create a conducive learning atmosphere. The implications suggest that policy makers and educational practitioners should consider integrating positive behavioral approaches in the curriculum to effectively increase student motivation.

Based on the results of the hypothesis test for reward, the t value is 22.569 with a significance of 0.000, indicating a very significant effect. Overall, this value shows that the reward variable has a significant influence on motivation, plus punishments have a significant influence, the t value of the punishment variable is 2.747 with a significance of 0.029. So it can be concluded that the results of this research are Ho rejected and Ha accepted, meaning that variables X1 use of rewards, and X2 Punishments, influence or relate to variable Y, namely enthusiasm or motivation to learn. Apart from cultivating enthusiastic character and high motivation, according to Aprilia et al. (2023), reward means appreciation and punishment means punishments, both are given to students based on the actions or actions they perform. This method is also an effective method for disciplining students in completing assignments because it fosters a positive attitude in students in applying Rewards and makes students evaluate their actions so that they do not happen again when applying Punishment. However, there are still shortcomings in the application of this method in disciplining students because it allows quite large costs to be incurred in implementing Rewards and allows chaos or loss of students' confidence in implementing Punishment.

Study Yuningsih & Sunaryo, (2022) has the results to determine the application of reward and punishment in building the characteristics of early childhood discipline. The literature review shows that the application of reward and punishment in developing discipline characteristics in early childhood has variations in several aspects of research design, sample and population (individuals involved), variables, methods, data analysis, specificity and effectiveness. From statistical data analysis, this shows that the method used can increase parents' knowledge and actions. The application of rewards and punishments in building discipline characteristics in early childhood can shape discipline and change children's attitudes or behavior for the better. The other result of Kusumawati et al. (2023) that rewards are given to instill good values, which is done by habituation and appreciation when doing positive things, but when the students do negative things, the teacher will provide appropriate punishment for them as this punishment aims to prevent students from repeating unacceptable actions. Based on the results of this study, it was concluded that the effectiveness of reward and punishment as an educational tool to get feedback from students will be gained if they are appropriately delivered. Additionally, Indardi (2023) explain that a number of reward and punishment literature has an effect on improvement motivation Study student. Present That is symbol so

Can stimulate motivation learn student. While punishment is given if student bother friend , too late enter class and Relations Giving Reward and Punishment with Motivation Study. Then, difference with the Sidin (2021) explanation that The rewards and punishment will also increase students' interest in a particular subject. This will lead to a situation where rewards can motivate students to have good performance

## Conclusion

This research shows that the Reward and Punishment variables have a significant influence on learning motivation. for reward, the t value is 22.569 with a significance of 0.000, indicating a very significant effect. The punishments have a significant influence, the t value of the punishment variable is 2.747 with a significance of 0.029. Overall, the results of this research prove that the instrument tested is valid, reliable, and can have a significant influence in the context of the research being conducted. Based on the results and various factors, the application of the Reward and Punishment method has been proven to be able to foster positive attitudes in students regarding student enthusiasm or enthusiasm for learning. However, there are several drawbacks such as expensive costs, optimizing classroom conditions, triggering internal student problems such as loss of self-confidence, so teachers need to consider their own conditions, conditions in the classroom and evaluate student actions that trigger students to do these things. get a Reward or Punishment, for example by giving a simple award for Reward and follow up after school for follow up Punishment

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## Author Contributions
The authors listed in this article contributed to the development of the article, and have read, approved the published manuscript.

## Conflicts of Interest
In writing this article, the authors do not have any conflict of interest.

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