

The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students

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ABSTRACT

This research is driven by the provision of reward and punishment, which influences student psychology in increasing learning motivation. The purpose of this study was to describe the impact of reward and punishment on students' extrinsic motivation. The research used a qualitative descriptive method with the subject of the fourth grade's homeroom teachers and three students at a state elementary school in Kumantan. Data was collected by observation, interviews and documentation. Triangulation was carried out through focus group discussions between researchers, homeroom teachers and students. The results of the research show that giving rewards and punishment has an impact on student development if it is done properly and appropriately. 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.

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1. INTRODUCTION

Education plays an important role in creating the next intelligent and qualified generation. Everyone has the right to education and training to reach their full potential. Law Number 20 of 2003, Chapter 1, Article 1 Paragraph 1 concerning the National Education System stipulates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential for religious, spiritual strength, control, personality, intelligence, noble qualities, and skills needed for themselves, society, nation and state.

Substantially, education aims to educate the life of the nation. The purpose of education is contained in Law no. 20 of 2003, namely developing abilities and forming noble national character and civilization in the context of educating the life of the nation, to develop their potential of becoming human beings who believe in and have a fear of God, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

One of the indicators of successful teaching goal achievement can be noticed from the learning achievements obtained by the students. Students with high achievement indicate possession of good knowledge. One of the influencing factors is motivation. Driven by good motivation, students will study harder, be tenacious, diligent, and fully concentrate in the learning process. The encouragement of motivation in learning is one thing that needs to be raised in learning efforts at school. Efforts to achieve these goals require high motivation from students so that they will be able to achieve the stated educational goals. The motivation can be either in the form of intrinsic or extrinsic. In relation to these types of motivation, apart from being influenced by the students themselves (intrinsically), they are also influenced by their environment (extrinsically), one of which is the method or approach used, including classroom management, reward, and punishment. The function of learning motivation is to encourage students to be more diligent in learning and direct their actions as well as to focus more on learning goals and also as a driving force to increase their interest in learning (Asmawati et al., 2020).

Giving rewards or punishments does not always have a negative impact on students. Some positive impacts are also seen, such as giving them praises, raised thumbs, stars, applauses, stroking heads, and so on. Additionally, even though the punishment given is illustrated as bad things delivered to them, such as scolding and punishment, however, the teacher's intention is solely to discipline the students and prevent them from making mistakes in the future. Therefore, it can be said that reward and punishment in learning are permissible things to give, yet, both must be in positive ways so that the learning process at school runs well and smoothly (Febianti, 2018). On top of that, teachers must be able to adapt learning to the current conditions of the students as well (Novitasari & Fauziddin, 2022).

Both rewards and punishments psychologically affect students' behaviour. They will keep doing good things as they study to maintain their achievement for getting rewards. Likewise, punishment for committing a mistake given to them will create a deterrent effect. Accordingly, these two responses have the same purpose and function, which is to change student's behaviour for the better. Therefore, rewards and punishments are very important in motivating students to make them more confident and responsible for the tasks given as asserted that reward and punishment are very closely related to providing student motivation Febrianti in (Melinda & Susanto, 2018) since providing rewards and punishments, learning activities become more fun, controlled, and varied (Ernata, 2017).

Reward and punishment come along with their impact especially on students' psychological side. Those who are given a reward will try to regain their accomplishment, and those who don't will try to get it as well. This also applies to punishment in the opposite context by giving a deterrent effect for students. Hence, students who get punishment try not to do it again, as well as the students who don't make mistakes will try not to get the same punishment.

Rewards and punishment ease teachers to increase student learning motivation and achieve the goals of learning by putting suitable kinds of rewards and punishment to motivate the students in learning. However, it should be noted that the provision of reward and punishment must be in accordance with the dose or size so that students can be positively motivated. Nevertheless, the teacher does not fully provide reward and punishment in the right context. On the other hand, the tendency to give punishment is much more tempting than giving rewards to them, or in other words, teachers are reluctant to give rewards even though the rewards are free or do not cost anything. This has been proven in research conducted by Rohmanudin (2010) on the effect of the implementation of prizes on the learning motivation of SD Muhammadiyah Plus students in Salatiga City in the 2009/2010 Academic Year. The results of the study concluded that awarding had a positive impact on students' learning motivation.

Other research shows that reward and punishment can influence student motivation to learn, including Rahmadiyah (2013) entitled "The Influence of Reward and Punishment on Student Learning

Motivation in Basic Competency of Recording Document Transactions in a General Journal". The results of the study were that differences emerged, namely an increase in learning motivation in students before and after treatment. The results of research by Wulandari, S. & Hidayat (2014) found no significant effect on motivation to learn physical education. Therefore, based on the phenomena previously described, the researcher wants to conduct an analysis related to the impact of reward and punishment on the extrinsic motivation of elementary school students.

2. METHODS

This research was conducted at a state elementary school in Kumantan. The subjects in this study were the homeroom teachers IV and 3 students in class IV. Instead of taking all the components, the researcher only took samples based on the high, medium, and lowest levels of intelligence comprehensively and deeply.

This type of research is qualitative with a descriptive approach. Basically, this research was conducted to understand a phenomenon that describes a symptom, condition, and nature of the situation without any manipulation which means that gained research data describes data in the form of words and language in a special natural context of people and observable behaviour not in the form of numbers, but comes from the results of observations, interviews, and documentation.

The main instrument in this study was the researcher himself, which means that the researcher went directly to the field to find information related to the focus of the research through observation, interviews, documentation, and field notes. This is in accordance with the opinion of Cresswell, who says, "in qualitative research, the researcher acts as a key instrument (researcher as a key instrument) collecting data through documentation, behavioural observation or interviews. This human instrument is made on the basis of knowledge and uses methods based on the research demands. To facilitate data collection in the field, researchers were guided by observation guidelines, interview guidelines, and signs for documentation studies. The observation guidelines grid is presented in table 1.

Table 1. Grid of Teacher and Student Observation Guidelines

No	Research Aspects	Observation Indicator	Technique Collection Data	Respondent
1	<i>Reward</i>	1. Learning in the morning 2. Learning after recess	Observation	Teacher
2	<i>Punishment</i>	1. Learning in the morning 2. Learning after recess	Observation	Teacher

The interview guide is used as a guideline for conducting direct interviews with informants, namely teachers and students. The interview guide grid is presented in table 2.

Table 2. Grid of Interview Guidelines for Teachers and Students

No	Assessment Aspects	Indicator Question	Technique Collection Data	Respondent
1	The teacher's actions in motivating students by applying reward and punishment	<ol style="list-style-type: none"> 1. The impact of reward and punishment in motivating student learning 2. Forms of reward and punishment given by teachers to students 3. Timing of reward and punishment 	Interview	Teacher
2	Student action in	<ol style="list-style-type: none"> 1. Forms of reward and punishment given by teachers to students 2. The impact of reward and punishment on student motivation 	Interview	Student

Data analysis was carried out based on Miles and Huberman's method (Sugiyono, 2007). It consisted of four activity flows, namely: data collection, data display, and data verification/conclusion. The activity flow above can be described that the four main types of activities, namely data collection, data reduction, data display, and verification/concluding data are interactive cycle processes. Data reduction in this research was carried out by grouping the data that has been collected according to the aspects of the research problem. The reduction is made to sharpen and organize field data obtained from observations, interviews, documentation, and field notes. Thus the conclusions can be verified to be used as research findings on the problem studied. The reduced data was then presented (displayed) in the form of a description according to the research aspects.

3. FINDING AND DISCUSSION

3.1 Forms of reward given for Kumantan Elementary School

Based on the information obtained through interviews with 4 informants, namely the homeroom teacher and 3 students in grade 4 of state elementary school in Kumantan, the researcher described the form of reward received by the students. The class IV teacher gave rewards, both verbal and non-verbal. This was corroborated by the homeroom teacher's statement when asked by the researchers about the form of reward received by students in class IV on Monday, June 6, 2022.

Researcher : "If students are able to answer questions/succeed in doing something properly and correctly according to what the teacher wants, what do you do with the student?"

AK : "I will give reward/praise to the student"

Researcher : "What forms of reward do you give to them?"

AK : "All kinds of things, sometimes I give applause, thumbs up, additional value, say words of praises like "good daughter", "smart", and sometimes I give gifts like books and pencils."

Likewise with the statements made by N.A, S.M, Z.A students from the results of interviews on Tuesday, 07 June 2022

Researcher : "If you are able to answer questions from the teacher/succeed in doing what he says, have you ever received praise/reward?"

N.A : "Yes, I have."

S.M : "Yes, I have."

Z.A : "Yes, I have."

- Researcher* : "What are the forms of reward/praise given by the teacher when the younger sibling succeeds in doing the assignment from the teacher?"
- N.A* : "The teacher once gave applause by inviting friends, giving additional grades, books or pencils"
- S.M* : "Teacher gives a thumbs up, claps hands, if the prize is a book or pencil."
- Z.A* : "Giving additional marks, applause, books and pencils"

The rewards obtained by grade 4 students at SDN 013 Kumantan are in accordance with the opinion expressed by (Purwanto & Hadi, 2021) that rewards as an educational tool are given when a child does something good and has succeeded, reaching a certain stage of development or achieving a target. According to Sulistyowati & Sugiarti (2021), a gift or reward is a way or stimulus given by the teacher to students in the form of appreciation or something fun. The goal is to make students better in attitude and behaviour.

This was further strengthened by the results of observing the rewards obtained by class IV students at a state elementary school in Kumantan regarding the forms of rewards given on May 26-June 01, 2022, as follows:

a. Verbal rewards

As explained in previous theoretical studies, the reward is done by giving praise as one of its forms. In the learning process, praise is something that is very often done by the teacher. It can even be said that in every meeting, there is always praise for students who successfully answer questions/succeed in doing something properly and correctly according to the teacher's request. When the researcher made direct observations in the learning process in class IV using the interview (question and answer) method, the authors found that the application of this model was always accompanied by giving praise to students who were able to answer questions/succeed in doing something properly and correctly according to the request. The teacher gives praise in the form of words, such as using the words "Great", "Good", "Good", "Okay", "Smart", "Good", "Okay", "Sip", "Yes", "wow", and others.

The teacher always gives praise in every student's performance even if it's just responding to a question and the answer is not completely correct. However, the teacher still gives praise for his courage and ability to respond to a question or problem, especially regarding the subject matter given by the teacher concerned. The results of interviews with students on Tuesday, June 7, also showed that students had received praise in the form of words.

b. Non-verbal rewards

Rewards are shown with gestures, objects, tokens of appreciation and activities. First, gestural. The results of observations show that the teacher gives gestural rewards in the form of smiles, nods, thumbs up, pats on the shoulders and applause, rubs students' heads and shows students' work. Based on observations, giving rewards in the form of gestures is carried out simultaneously with giving other rewards. Gesture rewards in the form of smiles given by the teacher to students are a form of reward that can motivate and improve their learning achievement. The smile means warmth, and the teacher loves doing it. Both rewards are in the form of objects that are not done at every meeting and not even given in every learning process. Sometimes there are also teachers who give it. Third, the reward is in the form of a token of appreciation. The teacher also gives tokens of appreciation to students in the form of achievement stars. After observation, the students looked very excited because the teacher said that the teacher would give them an achievement star. The teacher's achievement stars also provide rewards in another form of awards, such as grades. Giving value as a reward is in accordance with the opinion (Slavin, 2008) states that value will act as an incentive for children in high grades. Fourth, rewards in the form of activities. Through the data obtained from the observation that teachers rarely give rewards in the form of activities. During the observation, the researcher noted that the teacher seemed to give rewards in the form of activities in the form of asking students who had finished helping their friends, or resting first or going home first.

3.2 Forms of punishment applied in grade 4 of Kumantan Elementary School

In addition to giving rewards to grade 4 students, giving punishment is no less important. The following are the forms of punishment received by grade 4 students based on the results of interviews with the homeroom teacher on Monday 06 June 2022.

Researcher : "if the child makes a mistake/breaks the rules what will you do?"

AK : "I will give advice, and if it can't be given, punishment will be addressed"

Researcher : "What forms of punishment do you give to students?"

AK : "The advice is in the form of a warning, and then if it doesn't work the students are asked to read the multiplication to the front of the class."

As for student statements about the forms of punishment given by the teacher based on the results of interviews with students N.A, S.M, Z.A

Researcher : "Have you ever been late for school? What will the teacher do?"

N.A : "Never"

S.M : "Once", the teacher advised not to be late for school again

Z.A : "Never"

Researcher : "Have you ever received a reprimand from the teacher? How do you feel after getting reprimanded?"

N.A : "Once, my feeling was sad to get a reprimand."

S.M : "Once, my feeling was sad"

Z.A : "Once, my feeling was sad"

Researcher : "Have you ever received a punishment from the teacher when you did not carry out the teacher's orders?"

N.A : "Never"

S.M : "Yes, I have"

Z.A : "Never"

From the presentation of the interview above, the provision of punishment which was applied in grade 4 of a state elementary school in Kumantan was carried out by giving a warning. If it did not work, a warning would be given according to the level of the mistake. Reinforced by the results of observations on May 26-June 01 that the teacher always conveys the rules or regulations that apply in the class; if they are not needed, students will be subject to sanctions in the form of reading multiplication to the front of the class.

3.3 The impact of reward and punishment given in grade 4

Giving rewards and punishments to students will certainly have an impact on students, both positive and negative. The following is an explanation of the impact of reward and punishment on grade 4 students, which is expected to provide good feedback.

3.4 The positive and negative impacts of reward and punishment

A positive impact is an impact that can encourage a student to continue to maintain the development of achievements and the good that he does. Students will look more confident and motivated, as expressed by the mother (AK) as the homeroom teacher for class IV through the results of an interview on Monday 06 June 2022:

Researcher : "Does it affect motivation by applying reward and punishment to each lesson?"

AK : "It has an impact on the learning process with the reward of children competing to get praise from the teacher, especially if I say I will give a plus value for those who can answer questions"

Researcher : "Does it have a positive/negative impact by giving rewards and punishments in the learning process?"

AK :*"There are positive and negative impacts. The positive impact is that if children are given rewards they always come on time, always bring learning equipment and that is a sign that children are motivated by giving rewards and they are ready to study, do homework, and when they take quizzes they can raise their hands. And then the positive impact of punishment is that children become afraid to break the rules and become more discipline children. I don't think there is a negative impact of reward, and the negative impact of punishment is that children always complain when they are given punishment."*

Accompanied by student statements N.A, S.M, Z.A based on the results of interviews on Tuesday 07 June 2022

Researcher :*"With the provision of reward and punishment does it have a good or bad impact on younger siblings in the learning process?"*

N.A :*"Makes me even more diligent in studying so that I can get a reward from the teacher and not commit a violation"*

S.M :*"Creating a passion for Learning"*

Z.A :*"Create enthusiasm for learning so that I get a reward from the teacher and don't make mistakes so I don't get punished"*

From the explanation of the interview results above, it can be concluded that the award for grade 4 students is very good for students, especially because it provides a good stimulus. In general, it can be said that the existence of rewards has a very positive influence on students in various aspects. First, students are more enthusiastic about the activities provided by the teacher. Second, the right reward can increase children's motivation to do more achievements. Third, rewards motivate other students to be able to get rewards like friends who get them.

If students do not do something the teacher wants, then the teacher gives a punishment, where the punishment functions to prevent students from repeating prohibited actions. The teacher warns students not to repeat and explains the reasons why it is not permissible to do the action.

From the explanations of the informants above, the researcher can conclude that the positive impact of punishment is that students become disciplined, because discipline can increase their discipline and be aware of their responsibilities as students. (Fitri & Ain, 2022) claimed that punishment is very important in motivating students because through punishment, students will become more responsible for the assignments given. Giving punishment also has weaknesses or negative impacts. One of them is a lack of self-confidence; students do not dare to express their opinions. Likewise, field notes obtained by researchers show that the impact of giving rewards and punishment has an impact on student learning motivation, which is marked by the neatness of uniform clothes, no garbage scattered in class, being active in class when the teacher asks questions, and stationery and books and everything that brings a sign of enthusiasm for school children. This study's results align with (Indrawati et al., 2021) which show teacher's of the abilities in managing the class. And from the results of interviews with all students and data on teacher scores, it can be seen that reward and punishment significantly affect student achievement as evidenced by changes in grades in the first semester and second semester and make students more disciplined.

Discussion

The results of the analysis are based on a study of reward theory as an educational tool that is given when a child does something good and has succeeded in reaching a certain stage of development or achieving a target (Shohimin, 2014). Meanwhile, punishment is a form of negative reinforcement which becomes a motivational tool if it is given properly and correctly in accordance with the principles of giving punishment (Sardiman, 2011). Based on the findings of the data presented above, giving rewards and punishment has an impact on student development if done properly and appropriately. This is in line with Fuadilah's research in (Melinda, 2018) that reward and punishment is a learning method that influences student learning motivation. Motivation, according to (Dimiyati, 2009), is seen as a mental impulse that moves and directs human behavior, including learning behavior. Reward and

punishment are forms of extrinsic motivation that teachers can use to improve students' attitudes to develop good potential, and prevent bad potential (Ahmad et al., 2021). The reward is an award received by students to encourage good behaviour, ability, and business. At the same time, punishment is a consequence that students receive to reduce their bad behaviour. Both are forms of extrinsic motivation. Giving rewards is done with the aim of instilling good values, which is done by habituation and appreciation when doing positive things, but when children do negative things, the teacher will provide appropriate punishment for students, which is intended to prevent children from repeating actions that are not allowed. This is in accordance with the research of Sabartiningsih et al., (2018) that applying punishment to children, teachers use strategies or conditions and the characters possessed by children. (Irawarti et al., 2016) also said that punishment is given to students to make them alert to make mistakes.

There are various forms of reward and punishment applied in class IV at SDN 013 Kumantan. In accordance with Sanjaya's theory in (Marta, 2016) the rewards given to students are in the first two forms: verbal rewards, such as praise. The second is non-verbal rewards, namely gestural, object-shaped rewards, rewards in the form of awards, and rewards in the form of activities. While the forms of punishment applied are notifications, reprimands, warnings, and punishments. This is in accordance with Yanuar's theory in (Anggraini et al., 2019) in the classification of forms of punishment based on the reasons for implementing punishment, namely a form of preventive punishment.

Giving reward and punishment also has an impact on student discipline. (Siregar & Ulya, 2022) said that reward and punishment provides positive implementation in forming students' discipline. In this case the form of reward given is a sentence of praise, appreciation, gift and motivation, while punishment is in the form of educational advice to children. Discipline according to Anggraini et al., (2019) is an orderly and orderly condition that is owned by students at school, without any violations that are detrimental either directly or indirectly to the students themselves and to the school as a whole. This can be seen from the results of observations. Observations on the first day the researchers found 2 students who were late for school after receiving punishment from the teacher then on the second day of observation, the two students came to school on time and there were no more students came late.

Giving rewards and punishments also has an impact on student learning motivation, as asserted by Mc. Donald (t.t) in (Hamalik, 2016) that "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction". Motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. Furthermore, Mc Donald's statement contains three important elements in motivation. These three elements include: (1) Motivation starts from a change in personal energy. (2) Motivation is characterized by the emergence of feelings of affective arousal. (3) Motivation is characterized by reactions to achieve goals.

The results of the research show that giving rewards and punishment can have a big influence on students' learning motivation. The teacher's strategy in increasing student motivation is to find out continuously how students should learn using interesting methods according to the situation and conditions of students which means that teachers are demanded to do this on an ongoing basis.

4. CONCLUSION

The practice of giving rewards and punishment is used by teachers as a form of reinforcement, a stimulus in educating students. Rewards are given by the teacher to students by giving verbal rewards such as praise, and non-verbal rewards such as gestural, object-shaped rewards, rewards in the form of appreciation, and rewards in the form of daily value activities. Giving rewards is intended to make children more active in their efforts and do even better. The punishment given is a warning by giving advice and guidance according to the level of error. Punishment is given by the teacher to students because students commit violations or mistakes. Punishment will make students regret their wrong actions. Meanwhile, the provision of reward and punishment has an impact on two main things, namely, negative and positive impacts. The negative impact of giving rewards can be said to be non-existent because the teacher gives rewards not excessively so there is no negative impact. While the

positive impact of having rewards is that students become enthusiastic about carrying out the activities given by their teachers, giving rewards can increase children's motivation to excel, and the latter can be an incentive for other students to follow their friends who get the teacher's praise. Then the negative impact of giving punishment is causing a lack of student confidence. While the positive impact of giving punishment is that students will not repeat their actions.

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