



THE EFFECT OF REWARD AND PUNISHMENT ON TEACHER PERFORMANCE IN NON-FORMAL EDUCATION INSTITUTIONS

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Accepted: June 1, 2026	Reviewed: June 20, 2026	Published: June 30, 2026
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Abstract

This study aims to analyze the effects of reward and punishment on the performance of teachers at Bimba Bintang Junior, Cibitung District, both partially and simultaneously. Using a descriptive-verificative quantitative design, the study involved 40 teachers as the sample. Primary data were collected through questionnaires and analyzed using multiple linear regression (SPSS 25). The results revealed that reward had a significant positive effect ($p < 0.001$) on performance, characterized by increased motivation, responsibility, and teaching dynamism. Punishment was also found to be effective in strengthening discipline and compliance with internal regulations, with a significance value of $p = 0.002$. Simultaneously, reward and punishment jointly affected teacher performance, with an F -test significance of $p < 0.001$, explaining 69.6% of the variance in teacher performance ($R^2 = 0.696$), while the remaining variance was influenced by factors outside the model. The practical implication is that non-formal educational institutions need to integrate a fair appreciation system with proportional sanction mechanisms to promote more optimal teacher performance.

Keywords: reward; punishment; teacher performance; non-formal education



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1. Introduction

The dynamics of social transformation and the rapid advancement of technology require education not merely to transfer knowledge, but also to develop students' competencies, ethics, and character so that they remain relevant to the demands of society

and industry (Inanna, 2018). In this context, teachers occupy a strategic position because they are directly involved in determining the success of the learning process. Therefore, the quality of education is strongly influenced by the performance of teaching personnel (Munawir et al., 2023).

The professional competence of teaching personnel is manifested in teaching performance, which encompasses a series of systematic activities, ranging from preparing lesson plans and implementing instructional processes to assessing learning outcomes and complying with daily work standards. Teachers with strong performance are generally able to create an effective learning environment and optimally support the achievement of educational objectives (Muspawi, 2021).

One approach to improving teacher performance is the implementation of reward and punishment systems. Reward refers to material or non-material recognition given for achievement or work performance, whereas punishment refers to sanctions imposed for violations of applicable rules (Sa'diyah, 2023). Reward serves to encourage work motivation and responsibility, while punishment is used to strengthen discipline and compliance. The effectiveness of both mechanisms is strongly influenced by the consistency, fairness, and manner of their implementation.

Previous studies have reported inconsistent findings regarding the effects of reward and punishment on performance. Dzulqarnain (2020) found that reward had a significant effect on performance, whereas punishment did not have a significant effect. Meanwhile, Yanti et al. (2021) showed that reward and punishment significantly affected performance. Aulia et al. (2024) also found that punishment had a significant effect on improving discipline and performance. These differences in findings indicate an empirical gap that warrants further investigation.

In addition to the differences in previous findings, most earlier studies have been conducted in business organizations and formal educational institutions. Research on the implementation of reward and punishment in non-formal educational institutions remains relatively limited. However, non-formal educational institutions have organizational characteristics, work systems, and approaches to managing teaching personnel that differ from those of formal educational institutions. This condition indicates the need for further examination of the effects of reward and punishment on teacher performance in the context of non-formal education.

This phenomenon is also observed at Bimba Bintang Junior, Cibitung District. Based on preliminary observations and interviews with the management, the institution has implemented reward and discipline-control systems in the form of praise, bonuses, reprimands, and performance evaluations. However, their implementation remains informal and has not yet been systematically documented. This condition has resulted in variations in teacher performance, including tardiness, inconsistency in the learning process, and less-than-optimal preparation of learning activities. On the other hand, some teachers demonstrate high levels of work enthusiasm and responsibility.

Based on the empirical gap and the observed phenomenon, this study aims to analyze the effects of reward and punishment on the performance of teachers at Bimba Bintang Junior, Cibitung District, both partially and simultaneously. The contribution of this study lies in examining the effects of reward and punishment in the context of non-formal education, which has received relatively limited scholarly attention. Practically, the findings are expected to provide a basis for institutional managers to develop fairer, more consistent, and more proportional reward and sanction systems to improve teacher performance.

The novelty of this study lies in examining reward and punishment in relation to teacher performance in a non-formal educational institution whose respondents are entirely female and predominantly at the early stage of their employment. Conceptually, this study extends the application of reward and punishment concepts to human resource management in the non-formal education sector.

Based on the relationships among the variables and the findings of previous studies, the research hypotheses are formulated as follows:

H1: Reward has a positive and significant effect on teacher performance.

H2: Punishment has a positive and significant effect on teacher performance.

H3: Reward and punishment simultaneously have a positive and significant effect on teacher performance.

2. Research Method

This study employed a quantitative approach with a descriptive-verification design (Sugiyono, 2016). This framework was selected not only to describe the empirical profile of each variable, but also to verify the direction and strength of the relationships among the reward system, sanction mechanism, and teacher performance outcomes through structured statistical testing.

The study population consisted of all active teachers at Bimba Bintang Junior, Cibitung District, totaling 40 teachers. Because the population was relatively small, all population members were included as respondents using a census (saturated sampling) technique. The research data were obtained from two sources: primary data collected directly from respondents through a survey instrument, and secondary data obtained from institutional records, academic literature, and relevant scientific publications. To strengthen contextual validity, field observations were also conducted to capture the dynamics of teachers' work in the Bimba Bintang Junior environment.

The research instrument used a five-point Likert scale. The reward variable was operationalized using four indicators: praise, respect, gifts, and recognition awards, adopted from Sa'diyah (2023), with eight statement items. One example of an item is, "My supervisor gives me praise for my work achievements." The punishment variable was measured using three indicators—light, moderate, and severe punishment, adopted from Sofiana et al. (2017), with five statement items. One example of an item is, "I receive a verbal reprimand to correct my mistake." Meanwhile, teacher performance was

measured through three dimensions: lesson planning, lesson implementation, and assessment and evaluation of learning outcomes, referring to Muspawi (2021), with eight statement items. One example of an item is, “I prepare lesson plans clearly and systematically.”

Before the main analysis, the instrument was tested for validity and reliability. Item validity was assessed using the Pearson Product-Moment correlation, while internal consistency was measured using Cronbach’s Alpha (Ghozali, 2016). The verified data were then analyzed through a series of classical assumption tests: normality, multicollinearity, and heteroscedasticity as prerequisites for regression modeling.

Hypothesis testing was conducted using multiple linear regression with the assistance of SPSS version 25. This approach enabled the evaluation of the partial effect of each independent variable while estimating its collective contribution to variations in teacher performance. The significance of the relationships was tested using *t* and *F* statistics, accompanied by the coefficient of determination (R^2) to measure the proportion of variance explained by the model.

3. Results and Discussion

Respondent Profile and Descriptive Statistics

The study was conducted among teachers at Bimba Bintang Junior, Cibitung District, with a total of 40 respondents. Based on respondent characteristics, all respondents were female. The majority of respondents were aged 19–24 years (72.5%), while the remainder were aged 25–30 years. Most respondents had approximately one year of work experience, indicating that the institution is staffed by teachers who are still in the early stages of professional competency development.

The fact that all respondents were female and that most had relatively short work experience should be considered when interpreting the research findings. Short work tenure may make teachers’ perceptions of reward and punishment more strongly influenced by their need for recognition, guidance, and adjustment to the institution’s work rules.

The perception mapping (Table 1) shows that teacher performance obtained the highest mean score ($M = 4.50$), followed by the reward system ($M = 4.42$) and the punishment mechanism ($M = 3.71$). This pattern suggests that teachers perceive themselves as having performed their teaching duties optimally, supported by consistent appreciation, while the implementation of work discipline remains at a moderate level of acceptance.

Table 1. Descriptive Statistics of the Research Variables

Variable	Mean	Category
<i>Reward</i> (X1)	4,42	Strongly Agree
<i>Punishment</i> (X2)	3,71	Agree
Kinerja Guru (Y)	4,50	Strongly Agree

Source: Primary data processed using SPSS 25, 2026.

Instrument Validity and Reliability

Before hypothesis testing, the research instrument was tested to ensure its validity and reliability. The results showed that all statement items had calculated *r* values greater than the critical *r* value of 0.312; therefore, all items were declared valid, as presented in Table 2. In addition, all variables had Cronbach's Alpha values greater than 0.60, indicating that the research instrument was reliable, as shown in Table 3.

Table 2. Validity Test Results

Variable	Calculated <i>r</i> Range	Critical <i>r</i>	Description
<i>Reward</i>	0,554 – 0,825	0,312	Valid
<i>Punishment</i>	0,551 – 0,765	0,312	Valid
Kinerja Guru	0,561 – 0,871	0,312	Valid

Source: Primary data processed using SPSS 25, 2026.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Standard	Description
<i>Reward</i>	0,844	0,60	Reliable
<i>Punishment</i>	0,730	0,60	Reliable
Kinerja Guru	0,879	0,60	Reliable

Source: Primary data processed using SPSS 25, 2026.

Classical Assumption Tests

Classical assumption tests were conducted to ensure that the regression model met the required statistical assumptions, including normality, multicollinearity, and heteroscedasticity. The normality test produced an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05. Therefore, the residuals in the regression model were considered normally distributed.

The multicollinearity test showed that the reward and punishment variables each had a tolerance value of 0.741 and a Variance Inflation Factor (VIF) value of 1.350. The tolerance values were greater than 0.10 and the VIF values were less than 10; therefore, it can be concluded that there was no multicollinearity in the regression model. A summary of the normality and multicollinearity tests is presented in Table 4.

Based on the heteroscedasticity test using a scatterplot, the residual points were randomly distributed above and below 0 on the Y-axis and did not form any particular pattern. Thus, the regression model showed no indication of heteroscedasticity. The results of the heteroscedasticity test using the scatterplot are presented in Figure 1.

Based on the overall test results, the regression model met the classical assumptions and could therefore be used for hypothesis testing.

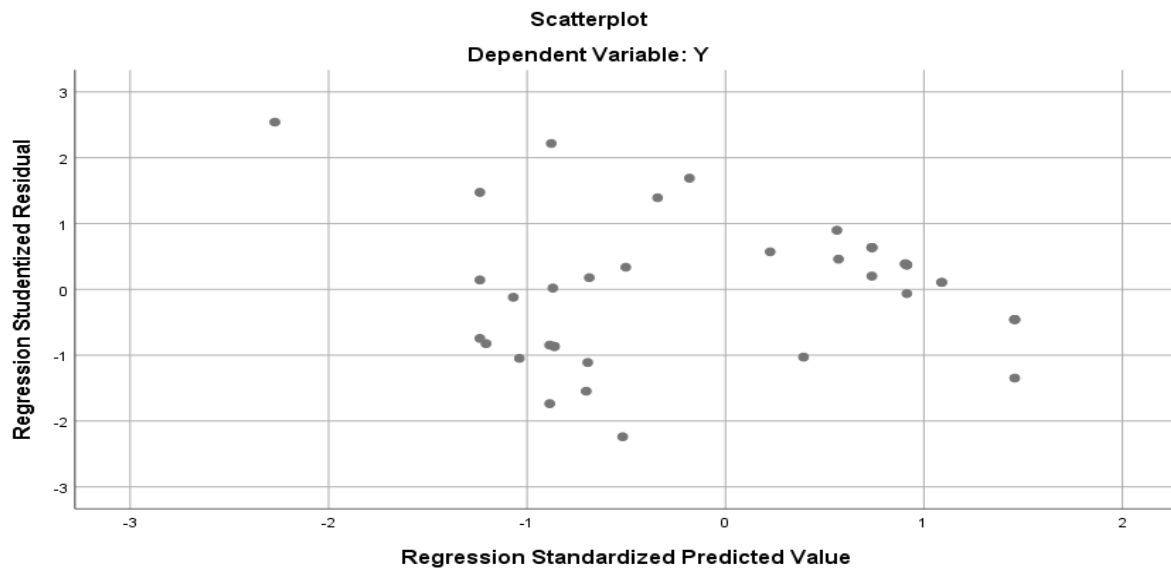
Table 4. Summary of Normality and Multicollinearity Test Results

Test	Variable/Indicator	Result	Criterion	Conclusion
Normality	Asymp. Sig. (2-tailed)	0,200	> 0,05	Residuals are normally distributed

Multicollinearity	Reward: Tolerance	0,741	> 0,10	No multicollinearity
	Reward: VIF	1,350	< 10	No multicollinearity
	Punishment: Tolerance	0,741	> 0,10	No multicollinearity
	Punishment: VIF	1,350	< 10	No multicollinearity

Source: Primary data processed using SPSS 25, 2026.

Figure 1. Heteroscedasticity Test Results



Source: Primary data processed using SPSS 25, 2026.

Regression Estimation and Hypothesis Testing

The results of the multiple linear regression analysis are presented in Table 5.

Table 5. Results of Multiple Linear Regression Analysis

Variable	B	Calculated t	Sig.
Constant	2,552	0,699	0,489
<i>Reward</i>	0,611	5,612	0,000
<i>Punishment</i>	0,638	3,428	0,002

Source: Primary data processed using SPSS 25, 2026.

$$Y = 2.552 + 0.611X_1 + 0.638X_2 + e$$

The positive coefficients for both predictors, with a reward coefficient of 0.611 and a punishment coefficient of 0.638, confirm that both variables have a positive relationship with teacher performance.

The R^2 value of 0.696 implies that the combination of reward and punishment explains nearly 70% of the variance in teacher performance, while the remaining 30.4% is determined by external factors not included in the model. This 30.4% may be associated with other factors beyond the scope of the study, such as leadership, work environment, job satisfaction, organizational culture, teacher competence, and intrinsic motivation.

The simultaneous test ($F = 42.403$; $p < 0.001$) rejected the null hypothesis, demonstrating that the two variables collectively had a significant effect. The partial t-tests also confirmed the individual significance of reward ($t = 5.612$; $p < 0.001$) and punishment ($t = 3.428$; $p = 0.002$).

Discussion

The empirical findings confirm that the reward mechanism functions as a lever for work motivation. Theoretically, this finding can be explained through reinforcement theory, which views reward as a positive consequence that encourages individuals to repeat desired work behaviors (Skinner, 1953). When teachers receive recognition for their pedagogical contributions, their perception of organizational justice increases, thereby encouraging commitment and teaching quality. In the context of Bimba Bintang Junior, this effect may be associated with praise and bonuses as direct forms of recognition for teachers' task performance. This finding is consistent with Dzulqarnain (2020) and Yanti et al. (2021), who reported that reward had a positive effect on teacher performance, positioning reward as a catalyst for educator productivity.

In addition, punishment was also found to have a significant effect on teacher performance. From the perspective of reinforcement theory, punishment that is applied consistently and proportionally serves to reduce inappropriate work behaviors and strengthen compliance with organizational standards (Skinner, 1953). The findings indicate that punishment implemented through reprimands and work-discipline controls can improve teachers' responsibility and professionalism. Empirically, reprimands and performance evaluations serve as corrective mechanisms for tardiness, inconsistency in the learning process, and less-than-optimal preparation of learning activities. In this study, punishment is not understood merely as a penalty, but as a means of controlling work behavior so that teachers continue to perform their duties in accordance with institutional rules. A graduated approach from reprimands to corrective action minimizes performance deviations, consistent with the work-discipline framework proposed by Sofiana et al. (2017).

The synergy between these two instruments creates a balanced work environment: reward stimulates initiative and enthusiasm, while punishment ensures accountability and consistency. These findings are reinforced by Basir (2024), who showed that appropriately designed incentives can improve individual motivation and performance in organizations. The simultaneous findings are also supported by Sofiati (2021), who reported that reward and punishment jointly improve employee performance in organizations.

5. Conclusion and Suggestions

The empirical findings confirm that the reward mechanism contributes significantly to optimizing the performance of teaching personnel at Bimba Bintang Junior, Cibitung District. The implementation of an appreciation system—whether in the

form of verbal, symbolic, or material recognition—functions as a catalyst that strengthens intrinsic drive and enhances teachers' pedagogical responsibility in managing the learning process.

In addition, punishment also has an effect on teacher performance. The implementation of work discipline through reprimands and other forms of sanctions helps improve teachers' compliance with institutional rules, thereby enabling duties to be performed more effectively and professionally.

Simultaneously, the findings confirm that the interaction between the reward system and sanction mechanism collectively enhances educator performance outcomes. A balance between motivating appreciation and measured disciplinary enforcement has the potential to create a conducive work environment for optimizing teaching quality in non-formal educational institutions.

The contribution of this study lies in providing empirical evidence regarding the implementation of reward and punishment in the context of non-formal educational institutions, which remains relatively under-researched. Academically, the findings extend the application of reward and punishment concepts in human resource management and educational management, particularly in the non-formal education sector.

For the management of Bimba Bintang Junior and similar non-formal educational institutions, the findings underscore the importance of implementing a fair and consistent reward system as well as a proportional, graduated, and documented sanction mechanism to support improved teacher performance. In practical terms, institutional managers should establish reward criteria based on measurable performance indicators, conduct regular performance evaluations, and define sanction procedures in writing so that they are transparent, proportional, and consistently applied.

The scope of this study was limited to two main predictors, reward and punishment, and data were collected from a single institution using a sample with limited representativeness. These limitations mean that the findings cannot yet be broadly generalized to other non-formal educational institutions with different organizational characteristics, teaching personnel, and management systems. To deepen understanding of the dynamics of teacher performance, future research is recommended to incorporate additional determinants—such as organizational climate, leadership style, or intrinsic motivation—and to expand the population coverage so that the findings can be more widely generalized.

Future studies may also employ Structural Equation Modeling (SEM) to examine more complex relationships, a mixed-methods approach to explore teachers' experiences in greater depth, or a comparative design involving formal and non-formal educational institutions.

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