

Implementation of Rewards and Punishments in Improving the Discipline of Educators and Educational Staff

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Abstract

Discipline is an attitude of obedience to the rules that exist in educational institutions. The rules that have been made are often violated. These violations must be a matter of concern to change and foster a culture of discipline. Several factors can be influential in growing and creating a work environment that has a disciplined work culture. This factor can be something that provides a deterrent effect (punishment) or something that provides happiness (reward). Even though discipline and performance are related, this research goes more in-depth into the discipline of educators and education staff. This research aims to determine and analyze the impact of reward and punishment on improving the discipline of educators and education staff in educational institutions. This research is important to carry out as a reference in human resource management in the educational environment. This research method is included in analytical research which consists of two cycles with several stages, namely planning, implementation, observation and reflection. Data collection was carried out by 27 researchers. The location of MIS is very strategic in the middle of Purwodadi urban area, precisely at the Purwodadi intersection. The results of this research illustrate that the application of rewards and punishment can increase the discipline of educators and education staff. This improvement can be seen in the initial conditions, the data shows that the percentage of being late in one month was 78.2%, the percentage of leaving early in one month reached 40.6%, the attendance rate was 93.7%, and the percentage of not being absent was 71.8%. In cycle 1, the data showed a decrease in tardiness to 75%, leaving early decreased to 28.1%, the attendance rate increased to 96.8%, and the percentage of absences remained 71.8%. Meanwhile in cycle 2, the number of tardiness in one month for 32 teachers and employees was recorded at 68.75%, no one went home early, the attendance rate remained 96.87%, and the percentage of no absences decreased to 58.25%.

Keywords: Reward, Punishment, Discipline, Educator, Educational Staff

Abstrak

Kedisiplinan merupakan sikap ketaatan dalam aturan yang ada di lembaga pendidikan. Aturan yang sudah dibuat, sering juga dilanggar. Pelanggaran tersebut harus menjadi perhatian untuk dirubah dan ditumbuhkannya budaya disiplin. Beberapa faktor bisa menjadi pengaruh dalam menumbuhkan dan menciptakan lingkungan kerja yang memiliki budaya kerja disiplin. Faktor tersebut bisa berupa sesuatu yang memberikan efek jera (*punishment*) maupun sesuatu yang memberikan kebahagiaan (*reward*). Meskipun antara kedisiplinan dan kinerja memiliki keterkaitan, namun penelitian ini lebih mendalam kepada kedisiplinan pendidik dan tenaga kependidikan. Penelitian ini bertujuan untuk mengetahui dan menganalisis dampak *reward* dan *punishment* terhadap peningkatan kedisiplinan pendidik dan tenaga kependidikan di lembaga pendidikan. Penelitian ini penting dilakukan guna sebagai acuan dalam manajemen SDM di lingkungan pendidikan. Metode penelitian ini termasuk dalam penelitian analisis yang terdiri dari dua siklus dengan beberapa tahapan yaitu seperti perencanaan, pelaksanaan, observasi serta refleksi. Pengambilan data dilakukan oleh peneliti dengan jumlah 27 orang. Lokasi MIS sangat strategis di tengah perkotaan Purwodadi, tepatnya di simpang lima Purwodadi. Hasil penelitian ini menggambarkan bahwa penerapan *reward* dan *punishment* dapat meningkatkan kedisiplinan pendidik dan tenaga kependidikan. Peningkatan tersebut bisa dilihat pada kondisi awal, data menunjukkan bahwa persentase keterlambatan dalam satu bulan adalah 78,2%, persentase pulang lebih awal dalam satu bulan mencapai 40,6%, tingkat kehadiran sebesar 93,7%, dan persentase tidak absen adalah 71,8%. Pada siklus 1, data menunjukkan penurunan keterlambatan menjadi 75%, pulang lebih awal menurun menjadi 28,1%, tingkat kehadiran meningkat menjadi 96,8%, dan persentase tidak absen tetap 71,8%. Sementara pada siklus 2, jumlah keterlambatan dalam satu bulan bagi 32 guru dan karyawan tercatat sebesar 68,75%, tidak ada yang pulang lebih awal, tingkat kehadiran tetap 96,87%, dan persentase tidak absen menurun menjadi 58,25%.

Kata Kunci: Reward, Punishment, Kedisiplinan, Pendidik, Tenaga Kependidikan

INTRODUCTION

Indonesian society is inferior in terms of discipline to developed Asian countries such as Japan and South Korea. Furthermore, the discipline of developed countries in Europe is higher than that of Indonesia. The character of Indonesian society, which is more comfortable with a relaxed attitude, has also influenced the progress of Indonesian civilization. A person's discipline has an important role and great benefits in all aspects of life, including performance. Discipline in performance will bring the institution forward and make it easier to achieve its goals.¹ It's just that society has not developed awareness of the importance of discipline in performance.

¹ Adetia Azmi Tanjung and MHD. Andi Rasyid, "Pengaruh Disiplin Kerja Dan Kepuasan Kerja Terhadap Kinerja Karyawan Efarina Tv," *Jurnal Manajemen Ekonomi Dan Bisnis* 2, no. 1 (2023): 49–59, <https://doi.org/10.61715/jmeh.v2i1.78>.

Every action taken with discipline brings the individual or teacher closer to his or her goal. In a work environment, discipline creates an orderly and productive atmosphere. A disciplined teacher can set priorities well, avoid distractions, and stay focused on important tasks. As a result, the work produced is of higher quality and professional reputation increases. Success at work often comes from the ability to maintain discipline even when faced with various obstacles. Discipline allows a person or teacher to stay on the right track, not be easily distracted, and continue trying to achieve goals.² This helps individuals achieve long-term goals, develop skills, and open up better career opportunities. Apart from that, work discipline also contributes to character development. Through discipline, an educator and educational staff learn to be responsible for their work and commitment, and appreciate the time and effort given. This not only creates career success, but also helps a person become a more organized, confident person, and able to face life's challenges. In short, work discipline is a very important basis for achieving personal and institutional success. Without discipline, goals and dreams will remain far from being achieved. On the other hand, with strong discipline, every small step taken will bring us closer to the desired success.

The success of the Jabalul Khair Grand Mosque's flagship MIS can be measured by the achievement of its vision, mission and goals. An institution can be called an institution that has achieved and realized its vision, mission and goals, namely an institution that meets the criteria related to the performance of each teacher, namely effective and efficient teacher performance in superior MIS.³ Effectiveness refers to the ability to achieve desired results or predetermined goals in an appropriate and efficient manner. Something that is effective can produce maximum achievements with minimal use of resources, such as time, energy or costs. In another context, effectiveness refers to the extent to which a step or method is successful in achieving predetermined goals.⁴ Meanwhile, performance

² Abdullah Khalid, "Pentingnya Disiplin Kerja Terhadap Peningkatan Efektivitas Kerja Pegawai Pada Dinas Pemberdayaan Perempuan Dan Perlindungan Anak Kabupaten Poso," *Jurnal Ilmiah Administratie* 10, no. 1 (2019): 9–16.

³ Baharun, "Manajemen Kinerja Jurnal I Lmu Tarbiyah ' At - Tajdid ', Vol . 5 No . 2 , Juli 2016," *Manajemen Kinerja Dalam Meningkatkan Competitive Advantage Pada Lembaga Pendidikan Islam* 5, no. 2 (2016): 243–62.

⁴ Bistari Bistari, "KONSEP DAN INDIKATOR PEMBELAJARAN EFEKTIF," *Jurnal Kajian Pembelajaran Dan Keilmuan* 1, no. 2 (April 12, 2018): 13, <https://doi.org/10.26418/jurnalkpk.v1i2.25082>.

efficiency refers to the ability to achieve goals or desired results by utilizing existing resources, such as time, energy and costs, optimally in carrying out tasks or work. The focus is on achieving maximum results with minimal use of effort or resources, which in turn increases productivity and reduces waste. Performance efficiency also includes using the right processes, methods and tools to produce better and faster output.⁵

Above we have explained how important discipline is in the world of work in any institution, including educational institutions. However, the need for discipline in superior MIS is not yet fully recognized by educators and education staff. It is still found that education and educational staff are lacking in complying with rules related to discipline. This has been proven in this Madrasah, the attendance data for educators and education staff shows that there are many gaps when the attendance print out is carried out via finger print at the end of the month. Teachers' and employees' attendance and departure times often do not comply with government regulations which require 37.5 hours per week. Writing performance reports or daily teaching journals is often completed using a report system that accumulates over several months and is done in one day, or is done at night only if requested by the head of the madrasah. Many class administrations (such as Prota, Promes, syllabus, RPP, student absences, score lists, analysis and minutes) are simply copied from other sources or are not even completed or signed. Therefore, this research is considered important because it is an answer to existing problems so that it can create a work environment full of work ethic and discipline.

RESEARCH METHODS

The research method used is to analyze the actions of the performance of educators and education staff in the Madrasah/School environment. The research subjects were 27 educators and educational staff. Each hypothesis test is carried out through four processes, namely planning, at this stage the researcher determines the system of rewards and punishments that will be applied. The award given is in the form of meal money amounting to Rp. 100,000 per month, while the penalty is a reduction in food allowance of Rp. 5,000,- every day if there is a delay.

⁵ Rizka Karlina Putri, Rita Nurmalina, and Burhanuddin Burhanuddin, "ANALISIS EFISIENSI DAN FAKTOR YANG MEMENGARUHI PILIHAN SALURAN PEMASARAN," *MIX: JURNAL ILMIAH MANAJEMEN* 8, no. 1 (March 9, 2018): 109, <https://doi.org/10.22441/mix.2018.v8i1.007>.

Implementation of this system is planned for the second and third weeks of August 2020.⁶

In the second implementation, researchers conducted socialization regarding the application of the reward and punishment system regarding teacher presence. After that, the system began to be implemented in the second week of August 2020. Third, observations, researchers monitored the situation during the implementation of the reward and punishment system. This observation was carried out in the second and third weeks of August, with the results showing small improvements, although there are still things that need to be improved.⁷ Fourthly, the researcher held a discussion with the head of another Ibtidaiyyah madrasah. After the reward and punishment system was implemented in the first cycle, the researchers evaluated the effectiveness of the system. In July, of the 32 teachers and employees, 25 arrived late. However, after implementing rewards and punishments, in August, the number of latecomers fell to 24 out of 32 teachers and employees. Thus, only one person was successfully repaired.

RESULT AND DISCUSSION

Pre-Action Initial Conditions

Initially, at this Madrasah, in July 2020, teacher and employee attendance data showed many vacancies when the attendance was printed out via finger print at the end of the month. The attendance and departure hours for teachers and employees also do not comply with government regulations which require 37.5 hours per week. Performance reports or daily teaching journals are often completed by rapel method, where tasks that have been postponed for months are completed in one day or overnight, and only done if requested by the head of the madrasah. Class administration (such as Prota, Promes, syllabus, lesson plans, student absences, score lists, analysis and minutes) is mostly just copied or left blank, and

⁶ Meiria Sylvi Astuti, "PENINGKATAN KETERAMPILAN BERTANYA DAN HASIL BELAJAR SISWA KELAS 2 SDN SLUNGKEP 03 MENGGUNAKAN MODEL DISCOVERY LEARNING," *Scholaria : Jurnal Pendidikan Dan Kebudayaan* 5, no. 1 (January 8, 2015): 10, <https://doi.org/10.24246/j.scholaria.2015.v5.i1.p10-23>.

⁷ Benny Kurniawan Farida Nurul Fadilah, Ngatiqotul Markhumah, Siti Fatimah, "UPAYA MENINGKATKAN MINAT BELAJAR SISWA DENGAN MENGGUNAKAN METODE TEAM TEACHINGDALAM PEMBELAJARAN PAI DI SMP NEGERI 7 KEBUMEN" 1, no. 2 (2022): 118–26, file:///C:/Users/INV SMP-06/Downloads/464-Article Text-1077-1-10-20220627.pdf.

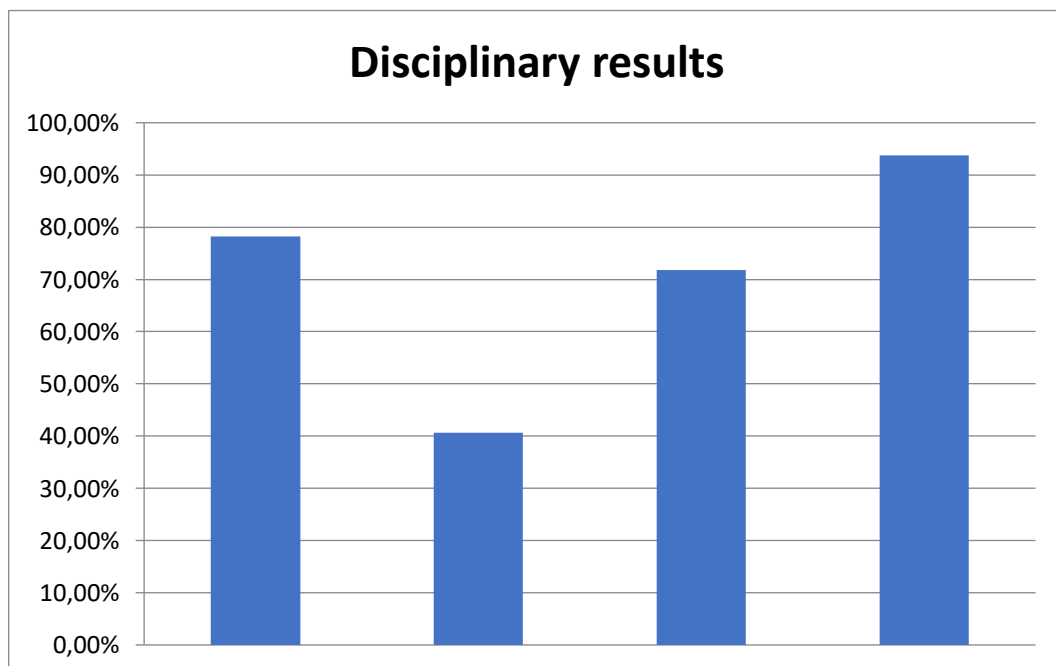
not done or signed.

Table 1.1: Pre-action disciplinary data

No	Value Category	Initial conditions
1	Still late	78,2 %
2	Go home first	40,6%
3	Not absent	71,8%
4	Total attendance	93,7%

The table above shows that the level of discipline among educators and education staff in MIS is still very poor. Based on this data, researchers tried to make changes and improvements by implementing rewards and punishments at MIS Unggul Puurwodadi. For any educator and educational staff who obeys the rules and is disciplined in all matters, they will receive Rp. 100,000, while those who are late or undisciplined will be given punishment in the form of a fine or educators and education staff will pay a late fee of Rp. 5,000.

Graph 1.1: Pre-action disciplinary data



The graph above depicts the percentage of initial data on the state of discipline in MIS. Educators and education staff at MIS in the late category are still

at 78.2%, educators and education staff are the ones who go home first figure was 40.6%, education and educational staff who were not absent from their daily activities was 71.8%. Meanwhile, overall the number of educators and education staff present at Madrasas is 93.7%. This shows that discipline in the Superior MIS environment is still low.

Description of Research Results

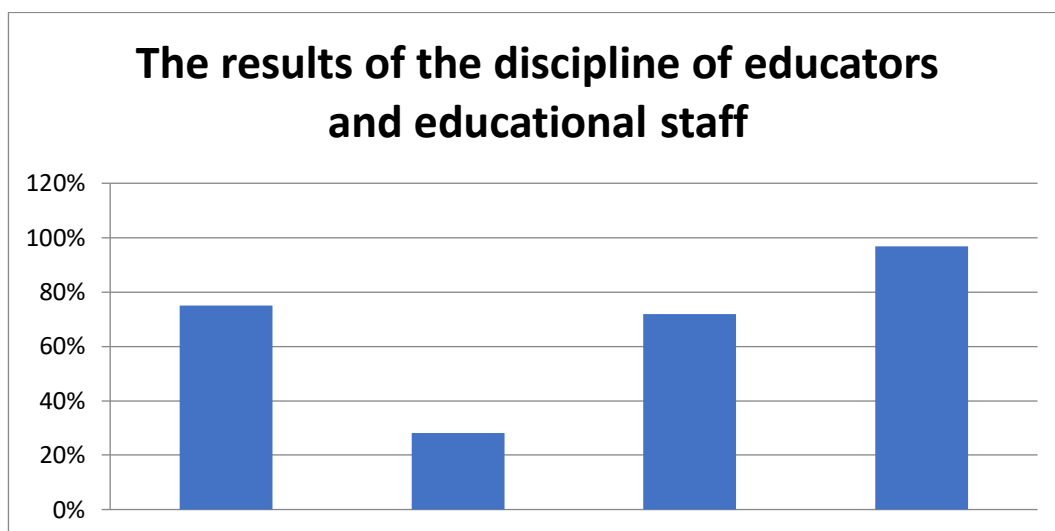
Cycle I

This research was carried out in two cycles, with the first cycle carried out in August 2020. In this cycle, researchers observed arrival and departure times and supervised teachers. Based on preliminary data in July 2020, it was found that there were still many teacher and employee attendance blanks when the finger print attendance was printed at the end of the month. Arrival and return times also do not comply with government regulations, namely 37.5 hours per week. Writing performance reports or daily teaching journals often uses a report system, that is, it is completed in one day or within a short time if not reprimanded by the head of the madrasah. Class administration such as Prota, Promes, syllabus, lesson plans, student absences, score lists, analysis, and minutes are mostly still in the form of copies or unworked and unsigned. After implementing the reward and punishment method in the first cycle, there was an increase in the discipline and work productivity of teachers and employees, although it was still limited. From initial data, the number of teachers and employees who were late was 25 people, reduced to 24 people in the first cycle. The number of teachers who went home early decreased from 13 to 9, while the number of teachers who were frequently absent remained unchanged, namely 23. Therefore, a second cycle needs to be carried out, as a measure to determine the increase in the impact of implementing rewards and punishment.

Table 1.2: Results of discipline of educators and education staff

No	Value Category	Cycle 1
1	Still late	75%
2	Go home first	28,1%
3	Not absent	71,8%
4	Total attendance	96,8%

Graph 1.2: Results of discipline of educators and education staff



The results of the analysis from observations show that educational discipline and educational staff are great. This shows that the discipline of educators and educational staff is sufficient, but still less than what researchers want. The lack of discipline in education and education personnel is due to their not being accustomed to implementing a culture of discipline. Educators and education staff are just starting to get used to discipline, therefore improvements must be made in the next cycle so that educators and education staff are truly disciplined and obey the regulations that have been made.

After cycle I, the researcher conducted a reflection which was used as evaluation material on the discipline of educators and education staff. Some things that have been done to improve the direction of this cycle are that the school principal supervises all educators and education staff. Supervision is carried out regularly and with commitment, so that educators and education staff develop a

sense of awareness and work ethic so that discipline becomes an increasingly special concern to carry out. Next, the school principal provides guidance to all educators and education staff based on the results of the supervision records carried out. Apart from that, the school principal also carries out development and outreach regarding the implementation of the reward and punishment system. The first step of the system, namely notification regarding the implementation of the reward and punishment system, was delivered during routine coaching on Saturday Pahing in class 4B on July 25 2020, and the system began to be implemented at the beginning of August. So that in August, the number of teachers and employees who arrived late decreased by one person, from 25 people to 24 people, which means the percentage decreased from 78.2% to 75%. This shows an increase of 3.2%. Apart from that, the number of teachers and employees who went home early also decreased by one person.

Cycle II

The first cycle was carried out in August 2020, then followed by the second cycle in September, with similar steps, namely monitoring arrival and departure times and supervising teachers. After implementing the reward and punishment method in the second cycle, an increase in the discipline and productivity of teacher and employee performance was seen. In the first cycle, the number of teachers and employees who were late was 24 people, but this decreased to 22 people in the second cycle. The number of teachers who went home early, which was previously 9 people, has now become orderly, and the number of teachers who are often absent or absent has decreased from 23 people to 18 people. Thus, this research can be considered successful with a good success rate.

In cycle II, the school principal monitors the implementation of the duties of educators and education staff, then the school principal carries out administrative checks which are the teacher's obligation to fulfill. Teachers should, in making administration, not only discharge their obligations but use administration as a benchmark in carrying out their duties. The three school principals motivated teachers and education staff to improve discipline and reiterated the provision of rewards and punishment.⁸ It is hoped that this step will be a motivation and also a

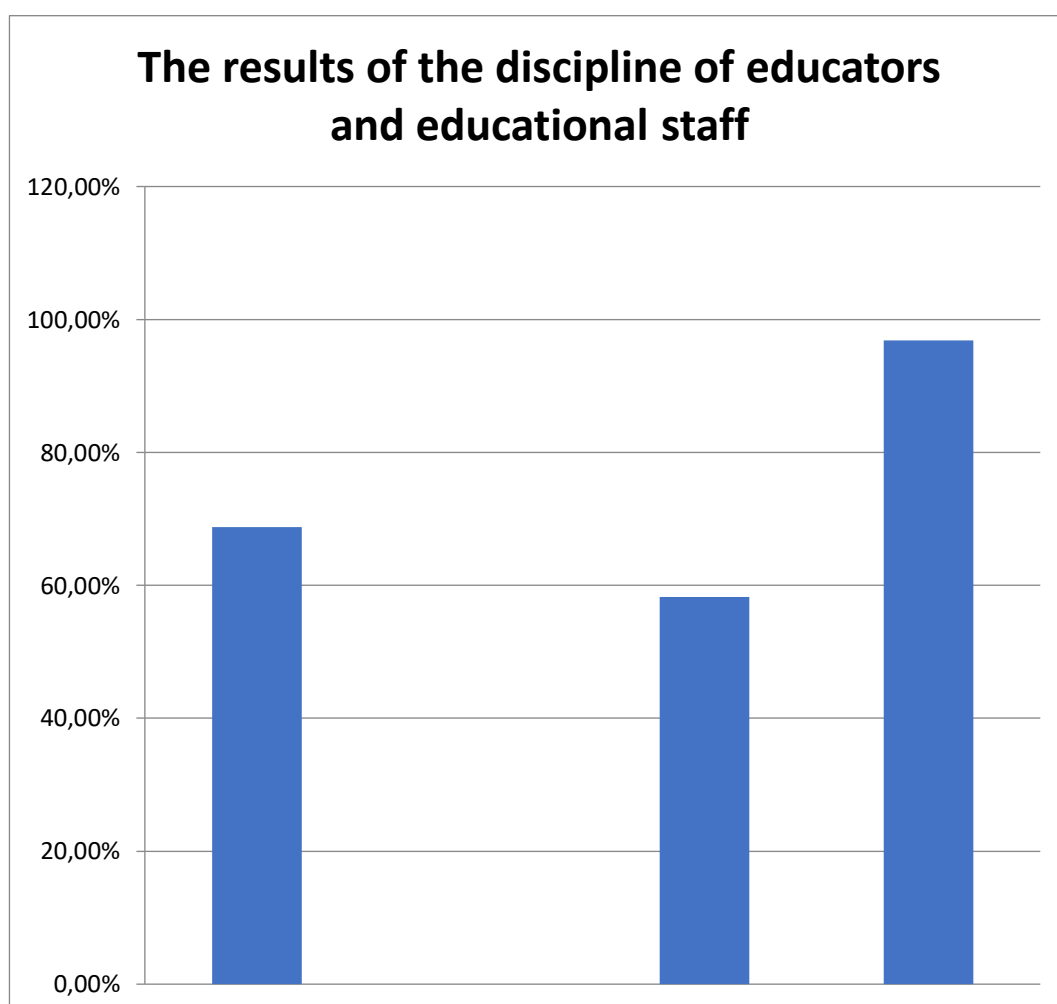
⁸ Halimatus Sa'diyah, "Reward Dan Punishment Dalam Meningkatkan Kedisiplinan Santri," *Jurnal*

trigger for discipline.

Table 1.3: Results of discipline of educators and education staff in cycle II

No	Value Category	Cycle II
1	Still late	68,75%
2	Go home first	0 %
3	Not absent	58,25 %
4	Total attendance	96,87%

Graph 1.3: Results of the discipline of educators and educational staff in cycle II



The data from the observations above provide an understanding that the discipline of educators and education staff has seen a significant increase, where in

September, the number of teachers and employees who were late decreased by 2 people, from 25 people (78.2%) in the initial condition to 24 people (75 %) after coaching, and became 22 people (68.75%) after further coaching. This shows an increase of 9.45% from the initial condition. In September, no teachers or employees went home early. For the absence category, the percentage decreased, from 71.8% to 58.25% in cycle 2. Meanwhile, the number of attendance which was initially 93.7% increased to 96.87% after passing cycles 1 and 2.

The common thread from the data is the improvement from the initial state of superior MIS, then analysis was carried out in cycle I and continued in cycle II, there was continuous improvement. This is in line with the results of research conducted by Ngumpriyatun, the results of his research show an increase in discipline. In the initial condition, only 3 teachers or 27.27% were present on time. After implementation in cycle I, the number of teachers who attended on time increased to 7 people or 63.64%, and in cycle II it increased again to 10 people or 90.91%.⁹ In line with Ngumpriyatun is Johane Purwanto's research which resulted in the first cycle, the research results showed that teacher attendance discipline in teaching with a delay of less than 10 minutes only reached 22.2%, which did not meet the indicator target of 75%. However, in the second cycle, teacher attendance discipline with delays of less than 10 minutes increased to 88.8%. Based on data analysis, teacher attendance discipline during the learning process in the second cycle has increased and meets the specified indicators. Thus, it can be concluded that the application of the reward and punishment system is effective in increasing teacher discipline in class.¹⁰

Apart from that, the results of research on this discipline are almost similar to the results of research conducted by Suryamah Anshori. The research results explained that in about one month, by implementing the reward and punishment program twice, there was a positive impact on increasing teacher discipline in the

⁹ Ngumpriyatun Ngumpriyatun, "PENINGKATAN KEDISIPLINAN GURU MELALUI REWARD AND PUNISHMENT DI SDN KETAWANG KARAY I KECAMATAN GANDING KABUPATEN SUMENEP SEMESTER 1 TAHUN 2017/2018," *Autentik : Jurnal Pengembangan Pendidikan Dasar* 3, no. 1 (June 29, 2020): 6–23, <https://doi.org/10.36379/autentik.v3i1.30>.

¹⁰ Johannes Purwanto, "Upaya Meningkatkan Disiplin Guru Dalam Kehadiran Mengajar Di Kelas Melalui Reward and Punishment Di SDN Bandulan 1 Kecamatan Sukun Malang," *Jurnal Bidang Pendidikan Dasar (JBPD)* 1, no. 2 (2017): 58–69.

teaching process. This program has proven to be effective for teachers. Efforts to increase teacher discipline through providing rewards and punishment by the Principal are going well and on target. Reflection after the first 10 days showed a score of 115, which met the expected target score of 101. Reflection after the second 10 days produced a score of 133, which shows a very good increase in teacher discipline, almost reaching the maximum score. The results of the questionnaire for the first 10 days showed a score of 154, although it had not yet reached the maximum score, it had shown positive changes in discipline. Meanwhile, in the questionnaire after the second 10 days, the score obtained was 214 out of a maximum score of 240, which shows that the teacher's discipline was very good.¹¹

Regarding the discipline of educational staff or employees, it is not the same as the research results of Raymod Suwak et al. The results of their research show that the relationship between giving rewards and punishment and employee performance is very weak. Simultaneous hypothesis testing indicates that reward and punishment do not have a significant effect on employee performance. Likewise, partial hypothesis testing also shows that there is no significant influence between reward and punishment on employee performance.¹² However, there are also the same research results in increasing discipline as carried out by Asih Widi et al that the results after implementing the reward and punishment system,¹³ KPPN Kudus employee discipline has increased, both in the aspects of time discipline and behavior.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that rewards and awards have a big influence on educational discipline and educational staff. These results can be seen in an increase in discipline in the initial condition of items still being late 78.2%, going home first 40.6%, not being absent 71.8%, total attendance 93.7% and changing to still being late 75%, going home first 28,

¹¹ Suryamah Anshori, "UPAYA MENINGKATKAN DISIPLIN GURU MELALUI PEMBERIAN REWARD DAN PUNISHMENT DI SDN 3 WONOHARJO TAHUN AJARAN 2018/2019," *Jurnal Wahana Pendidikan* 7, no. 1 (January 31, 2020): 53, <https://doi.org/10.25157/wa.v7i1.3226>.

¹² Raymond Suak, Adolfina, and Yantje Uhing, "Pengaruh Reward Dan Punishment Terhadap Kinerja Karyawan Sutanraja Hotel Amurang," *Emba* 5, no. 2 (2017): 1050–59.

¹³ Asih Widi Lestari and Firman Firdausi, "Pelaksanaan Sistem Reward Dan Punishment Di Lingkungan Kementerian Keuangan Dalam Upaya Meningkatkan Kedisiplinan Pegawai (Studi Pada Kantor Pelayanan Perbendaharaan Negara/KPPN, Kudus)," *Reformasi* 6, no. 1 (2016): 66–75.

1%, no absences 71.8%, attendance 96.8%. The increase continued in cycle II with details of 68.75% being late, 0% going home early, 58.25% not being absent, 96.87% attendance.

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