

The Effect of Applying Sanctions and Rewards on Teacher's Performance Motivation

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Abstract: This study aims to find out the influence of awarding policies (reward) and legal sanctions (punishment) to Civil Servants in the Department of Education and Culture of Central Bangka Regency. The research method that the authors used in this study was a survey research method with data collection techniques through observation, interviews, questionnaires, and documentation studies. The population in this study is 157 teachers and employees in Cluster 1, Koba District, Central Bangka. Samples were carried out using Bivariate Pearson. The validity test analysis uses factor validity and item validity, while the reliability test uses the SPSS program. To get a sample that can describe the population, in determining the research sample used the Slovin Formula as many as 52 teachers and employees in Cluster 1, Koba District, Central Bangka Regency. Based on the results of the analysis, an r count of 0.981 is obtained, meaning that 98% of the variation in changes in employee performance (Y) is caused by reward (X1) and punishment (X2) factors. While the remaining 2% variation or employee performance is caused by other variables not included in this study. The reward variable (X1) partially has a significant effect on employee performance (Y) and punishment (X2) partially has no significant effect on employee performance (Y). So, rewards have the most dominant effect on the performance of teachers and employees in Cluster 1, Koba Bangka Tengah District.

Keywords: Rewards, Sanctions, Work Motivation

A. Introduction

Offering prizes to staff members helps both retain them and inspire them to perform better. It can also boost morale and productivity by encouraging positive behavior and attitudes at work. In the interim, the employee may receive written warnings, be suspended while efforts are made to educate and improve the employee, or have their work relationship terminated if they are no longer able to receive coaching. Rewarding someone can help them feel more motivated to perform well and achieve more. Employees are encouraged to work harder and achieve corporate or

organizational goals when they receive an award from the leadership of their company, whether it be material or intangible (Fitri et al., 2013).

Every educational institution, organization, and business undoubtedly has expectations for behavior that must be met in the workplace. and expects workers to obey whether or not it is in writing to boost output. However, in actuality, employees are just regular individuals with a weakness – discipline. The process of discipline can help someone feel that the objectives of an organization or educational unit are being upheld and improved objectively by adhering to its rules (Slamet, 2007). The attitude of someone who freely complies with all laws and who is conscious of their obligations is called awareness. Thus, without force, he will comply and perform all of his obligations perfectly (Hasibuan, 2009).

As a government institution, Koba Central Bangka District's Education Unit and Cluster 1 is tasked with carrying out the curriculum's applicable requirements, assessing learning outcomes, carrying out the learning process, offering services to the community and students, and maintaining cleanliness. mentoring, organizing, managing, and overseeing. Similarly, it is not insurmountable for any disciplined individual to demonstrate an organization with a robust, positive culture and consistent success, regardless of the agency or organization where they are employed.

Enforcing discipline for employees in the education unit and Cluster 1 of Koba District, Central Bangka, involves establishing regulations regarding behavior so that workers can fulfill their responsibilities in compliance with the standard 2% absenteeism and 5% tardiness rates. Based on the pre-survey results, it can be observed that 80% of respondents said that employees received verbal and written warnings. These results relate to the three variables that were proposed, which are sanctions, rewards, and the work motivation of teachers and employees through the most indicators for each variable.

If an employee violates the work discipline and code of ethics, they may be subject to written warnings, warnings, suspensions intended to educate and improve the offending employee, or termination of the employment relationship if training is no longer possible. According to Sastrohadiwiryono (2005), The primary goal of imposing work disciplinary consequences on employees who defy evolving standards is to rectify and instruct those employees who engage in disciplinary behavior. Sanctions serve as a signal that helps explain a person's behavior and guide the educational process so that it can be corrected in the future. The deliberate infliction of pain following a transgression, crime, or error by someone as a form of discipline is known as providing penalties.

According to Handoko (2003) claims that a person's motivation is a personal condition that fuels their desire to engage in specific activities to reach their goals. According to Robbins & Coulter (2010), the process of energizing, directing, and maintaining one's efforts toward the accomplishment of an objective is referred to as motivation. According to Maslow (1970), People are motivated by an internal drive that pushes them to act or reach out for what they need. The urge that propels or inspires someone to take action is what is meant by "motivation" in this study. Sixty-five percent of respondents said that employees are less courteous to their coworkers when they make mistakes, and many employees (65%) don't finish their work on time. Many issues that need further investigation were discovered when the pre-survey in Cluster 1 of Koba District, Central Bangka Regency, was conducted. Sanctions, incentives, and job motivation are the variables that need to be examined.

B. Methods

This research was conducted from November 2022 to March 2023. This research used quantitative research methods. According to Sugiyono (2017), based on the positivist ideology, quantitative research methods are used to study specific populations or groups. Data is gathered through the use of research tools, and analysis is done quantitatively and statistically with the intention of testing. The population that will be used is based on the number of schools in Cluster 1, Koba District, Central Bangka, totaling 11 elementary schools. According to Nurul (2009) population is all data that is of interest to researchers within a predetermined scope and time. The population in this study were teachers and employees in Cluster 1, Koba District, Central Bangka Regency, consisting of 125 teachers and employees in Cluster 1, Koba District, Central Bangka Regency. Based on the population in Cluster 1, Koba District, Central Bangka Regency, 2 elementary schools were taken as a test sample from Cluster 2, Koba District, Central Bangka, and the sample was 9 elementary schools in Koba Cluster 1. Data collection techniques in research entitled "The Effect of Applying Sanctions and Rewards using Observation, Interview, Questionnaire and Documentation Methods. A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2015).

C. Results and Discussion

This study, which relates to the stages of report writing as published and socialized by PGRI Palembang University's postgraduate program, was conducted similarly to other phases of scientific research. While preparing research instruments, researchers consider the signs that will be identified and examined. Creation of instruments that are expertly designed by researchers and have undergone validity and reliability testing as a result of construct analysis and instrument testing phases. The instruments employed in this study are those that have been deemed legitimate

and trustworthy. The researcher removed statements from indicator items whose results were deemed invalid. As is well known, high-quality data collection requires high-quality research tools. The study procedure proceeded according to plan, and the necessary preparations were completed on time. After the study is completed, the data is summarized and examined, but not before preliminary testing is done to identify the best test to test the hypothesis and make it the solution to the research's difficulties.

The researchers perform prerequisite tests such as data normality, heteroscedency, linearity, and multicollinearity. According to the results, the research data is normally distributed, which satisfies the primary prerequisites for using parametric statistical analysis to test the hypothesis. The data was then tested for heteroscedasticity, and the results showed that there were no signs of heteroscedasticity in the study data because they were evenly distributed on all sides as seen in the data distribution graph.

All variables had a strong link, as demonstrated by the results of the linearity test that followed. Because the majority of requirements have been met to perform parametric statistical tests. The data is deemed good in the multicollinearity test, and no multicollinearity symptoms are present. As a result, the regression equation model derived from the analysis of research data is deemed to be a good regression, capable of accurately predicting the value of variable Y if the values of the independent variables X1 or X2 fluctuate.

Subsequently, the investigator examined multiple tests that were classified as preparatory tests. Based on the fulfillment of the numerous test requirements, it is deemed suitable to employ linear regression analysis to evaluate the research data in this study.

The Effect of Sanctions on the Work Motivation of Teachers and Employees in Cluster 1 District Koba

A stimulus or incentive for each employee to work in performing their obligations is known as work motivation. When workers are well-motivated, they will be joyful and motivated at work, which will lead to substantial advancement and expansion inside the company. According to McClelland in (Diniaty, 2014)) says that achievement motivation is the desire to do well, not so much for the sake of social recognition or personal prestige, but success in meeting some standard of excellence. According to Luthans (2011), motivation is the desire to do work to achieve its goals, there are two factors, namely intrinsic factors and extrinsic factors.

The maximum score obtained by research participants regarding punishments was 83.33, which corresponds to 9 individuals or 7.2% of the entire sample under

investigation. Just one respondent received the highest score of 92.00, or 0.8%, on the sanction's variable, whereas just one respondent had the lowest score of 75.33. Then, it can be mentioned that 41 study participants indicated that the implementation of the penalties-imposed falls into the excellent category. This conclusion is supported by the fact that the value attained is higher than 86.00, which is the cutoff point for classifying an achievement as very good.

SDN 2 Koba received the greatest average score of 85.21 for sanctions, while SDN 5 Koba received the lowest average score of 81.64 for sanctions. The highest and lowest scores fall into the same category, i.e., academic supervision is deemed good, when looking at the categorization or classification of academic supervision achievements. because the 3.57 value difference between the two is not very great. Since the two average achievements that currently exist belong to the same category, this value is deemed worthless.

This is evident from the computed r value of 0.176 for $n - 2 = 125$ in the r table ($0.583 > r$ table). The performance of teachers and sanctions are significantly correlated. This is determined by looking at the computed r value of $0.583 >$ for $n - 2 = 125$, or 0.176, from the r table. With a t value of 1.645, 0.000 is considered significant. The alternative hypothesis to the first hypothesis is accepted when considering its significance, indicating that sanctions have a positive and noteworthy impact on the performance motivation of teachers and staff in Koba District's cluster 1. If the significance value is less than 0.05, the alternative hypothesis, or (H_a), is accepted and the result is in line with the test's criteria. Additionally, $t\text{-count} = 1.645 > t\text{-table} = 0.176$ indicates that hypothesis one's alternative hypothesis (H_a) is accepted.

The Koba sub-district cluster 1 exhibits a close association between punishments and the performance motivation of instructors and staff, as indicated by the correlation coefficient value of 0.583, which translates to a relationship size of 58%. The determinant coefficient, or magnitude of influence, is 0.340, meaning that, if testing is conducted in part, 34% of the performance motivation of teachers and staff in Koba District's cluster 1 is influenced by the sanction variable, and the remaining 66% is influenced by other factors not covered in this study. It is known from the test results that $Y = 32.884 + 0.606$ is the regressive equation applied to the research data.

The Influence of Rewards on Teacher and Employee Performance Motivation

The research participants' best score was attained about reward was determined to be 84.67, representing 35 individuals or 8.8% of the entire research sample. With only one respondent, the research sample's maximum score was 92.67, or 0.8%, while its lowest score was 73.33%, or 1.6%, with two respondents. It might be further said that

because the sample's score was greater than 86.00, the 35 study samples deemed the reward to be extremely good.

Eight Koba had the highest score, 84.71, whereas SDN Five Koba received the lowest reward achievement score, 81.27. Based on the reward achievement categorization, the greatest and lowest scores fall into the same group; that is, they are deemed good because the 3.44-point difference in scores between them is not statistically significant. The difference in these scores is stated to be not very significant because the two average achievements are included in the same category, namely good.

Rewards and the motivation of teachers' performance are significantly correlated. This is evident from the computed r value of 0.504, which is higher than the value of 0.176 seen in the r table for $n - 2 = 125$. The significant value is 0.000, while the t value is 6.472. The alternative hypothesis for the second hypothesis is accepted based on the significance value, indicating that rewards have a positive and significant impact on the performance motivation of employees and teachers in cluster 1 of the Koba sub-district. This result complies with the testing criteria, which state that if the significance is less than 0.05, the alternative hypothesis is accepted. It can also be seen from $t\text{-count} = 6.472 > \text{from } t\text{-table} = 1.645$, which means the alternative hypothesis (H_a) for this second hypothesis can be accepted.

According to Fahmi (2012), motivation is a behavioral activity that works to fulfill desired needs. According to Anwar (2015) states that motivation is the condition (energy) that moves within an individual that is directed towards achieving organizational goals. Motivation arises from two impulses, namely encouragement within oneself (Internal Motivational) and encouragement from outside oneself/external parties (External motivational). If the test is partially administered, there is a fairly close relationship between rewards and the performance motivation of teachers and staff in cluster 1 of the Koba subdistrict, with a correlation coefficient value of 0.504, which is interpreted as a relationship size of 50%. Based on the research data, the regression equation $Y = 42.987 + 0.490$ was chosen.

The Influence of Sanctions and Rewards Together on Teacher Performance Motivation

The highest score achieved by research respondents related to teacher performance was 84.00 for 8 people or 6.4% of the total number of research respondents. The highest score achieved by research respondents was 92.67 or 1.6%, while the lowest score achieved by the research sample was 74.67 or 2.4%. After further investigation, there were 42 respondents who stated that teacher performance was in the very good category.

The highest average score achieved was in the SDN 2 Koba sample group, namely 85.21, while the lowest average score was in the SDN 5 Koba sample group with a score of 81.64. The scores achieved by each sample group fall into the same category which indicates that the teacher's performance is good. The difference between the highest value and the lowest value is 3.57, which is stated as a difference that is not too big.

There is a significant relationship between sanctions and rewards together with the performance motivation of teachers and employees in cluster 1 of the Koba sub-district. This is known from the calculated r values of 0.583 and 0.504 which are greater than the r table for a sample size of $127-2 = 125$, namely 0.176. f -count is 42.474 and when compared with f -table of 3.00, it is clear that the alternative hypothesis for the third test is declared acceptable or that rewards and sanctions together have a positive and significant influence on the performance motivation of teachers and employees in cluster 1 of Koba sub-district. It can be seen from the significance value, that the significance is 0.000, and then compared with the significance level used in this research, namely 0.05, it is clear that 0.000 is smaller than 0.05, which means the alternative hypothesis or H_a in the third hypothesis is declared accepted and the hypothesis the H_o statistic is rejected.

Djamarah (2005) explains that rewards are one of the educational tools, as a tool that has an important meaning in developing the character of students. According to Purwanto (2010) rewards are a tool to educate children so that children can feel happy because their actions or work are rewarded. The correlation coefficient or magnitude of the relationship between the sanctions and reward variables together with the performance motivation of teachers and employees in cluster 1 of the Koba sub-district is 64% and is included in the close relationship category. The determinant coefficient or magnitude of influence is 0.641, which means that together or simultaneously the sanctions and reward variables influence 0.410 or 41% of teacher performance motivation in cluster 1 of the Koba sub-district. Both independent variables and the dependent variable are in the quite high category. The regression equation from the results of the analysis is $Y = 20.716 + 0.463 X_1 + 0.291 X_2$ Either the value is negative or positive.

D. Conclusion

Based on the results of the analysis that has been carried out as well as ongoing discussions regarding the three variables that are the focus of this research, several points can be concluded from the results of the research carried out, 1) there is a positive and significant influence on the sanction variable on the performance motivation of teachers and employees of Cluster 1 Koba subdistrict; 2) there is a positive and significant influence between the reward variable on the performance motivation of teachers and employees in cluster 1 of the Koba sub-district; 3) there is

a positive and significant influence of the sanctions and reward variables on the performance motivation of teachers and employees in cluster 1 of the Koba sub-district.

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