
The Impact of Reward and Punishment to Increase the Motivation of Teachers and Academic Staff

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Abstract: *The purpose of this study is to analyze the application of reward and punishment as well as spiritual guidance in increasing teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong. The school emphasizes a religious approach to reward and punishment, focusing on the heart and psychological aspects of teachers. The application of reward and punishment is proportionate, focusing on rewarding good behaviour rather than punishing bad behaviour. The school also emphasizes the importance of working for the afterlife, not just for worldly gain. The paper concludes that the application of reward and punishment, as well as spiritual guidance, has resulted in a positive and motivated work environment for teachers at SMP Al-Qolam Muhammadiyah Gemolong and can be applied in other institutions for long-term quality of human resources. Schools must continue to improve their quality and standards.*

Keywords: *impact, reward, punishment, work motivation, teachers, employees.*

INTRODUCTION

Education is one of the most important sectors in the development of a country. Good quality education can result from good quality human resources (HR) as well. Therefore, the role of teachers as educators is very important in creating good-quality human resources. However, in reality, teachers' motivation often decreases due to various factors such as heavy workload, lack of appreciation, and lack of spiritual formation. Therefore, an effort is needed to increase teacher motivation to create good quality human resources. One of the efforts that can be made is to implement rewards and punishments, as well as spiritual formation. This study aims to analyze the implementation of reward and punishment, as well as spiritual formation in increasing teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong [1]–[8].

This paper discusses the application of reward and punishment as well as spiritual guidance in increasing teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong. The school emphasizes a religious approach to reward and punishment, focusing on the heart and psychological aspects of teachers. The application of reward and punishment is proportionate, focusing on rewarding good behaviour rather than punishing bad behaviour. Top leader

policies also emphasize the importance of working for the afterlife, not just for worldly gain or salary. The paper concludes that the application of reward and punishment, as well as spiritual guidance, has resulted in a positive and motivated work environment for teachers at SMP Al-Qolam Muhammadiyah Gemolong and can be applied in other institutions for long-term quality of human resources. Schools must continue to improve their quality and standards, even the application of punishment appropriately followed by spiritual formation has proven to be very effective in increasing teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong [9]–[11].

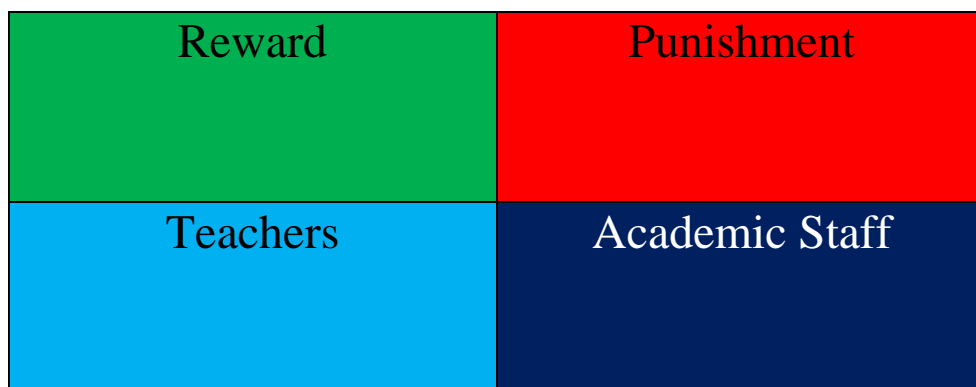


Figure 1. Reward and Punishment to Increase the Motivation of Teachers

LITERATURE REVIEW

In educational and organizational contexts, teacher and employee motivation is a key factor in achieving high performance and continuous professional development. To encourage such motivation, the use of reward and punishment has become a major focus in the literature on human resource management and occupational psychology. In this review of the literature, we explore the effectiveness, impact, and strategies of using reward and punishment in motivating teachers and employees [12]–[14].

Reward. Rewards have proven to be one of the effective ways to motivate teachers and employees. According to reinforcement theory, giving positive rewards can increase the likelihood of desired behaviour occurring again in the future. In an educational context, studies by Deci and Ryan suggest that intrinsic rewards, such as recognition of achievement or autonomy in employment, are more effective in increasing teachers' intrinsic motivation than extrinsic rewards, such as financial bonuses. However, extrinsic rewards also have an important role to play in directing behaviour and achieving specific goals in an organizational context [15]–[19].

Empirical research by Luthans shows that extrinsic rewards, such as raises, performance bonuses, and promotions, can increase job satisfaction and employee motivation. However, it is important to note that the effectiveness of rewards can vary depending on the cultural context, organizational values, and individual preferences [20], [21].

Punishment. While reward is one strategy to increase motivation, punishment is also a tool used in employee management. Punishment, such as reprimand, demotion, or disciplinary sanction, aims to reduce unwanted behaviour or violate organizational rules. However, the use of punishment should be considered carefully as it can harm the psychological well-being and intrinsic motivation of employees [22]–[25].

Studies by Skinner show that consistent and proportionate punishment of undesirable behaviour can be effective in reducing the frequency of such behaviour. However, if punishment is applied inconsistently or unfairly, it can result in resistance, dissatisfaction, and decreased employee motivation [26]–[28].

Integration of Reward and Punishment Strategies. A holistic approach to motivating teachers and employees may involve integrating reward and punishment strategies. Social control theory suggests that a fair combination of positive reward and punishment can create a balanced work environment, where desirable behaviours are reinforced and undesirable behaviours are reduced [29]–[33].

Research by Lawler suggests that a well-structured reward and punishment system can create feelings of fairness and transparency among employees, which in turn increases intrinsic motivation and commitment to the organization.

So the affirmation, overall, is that the use of reward and punishment is an integral part of performance management in educational and organizational contexts. However, an effective strategy must take into account individual preferences, organizational culture, and principles of fairness. A balanced approach between positive reward and fair punishment can create a work environment that motivates teachers and employees to achieve common goals and develop their professionalism. Hopefully, this literature review provides a comprehensive overview of the use of reward and punishment to motivate teachers and employees [34], [35].



Figure 2. Ilustarsi Reward and Punishment

METHODOLOGY

The type of research conducted in this study is qualitative research. Researchers use interviews, documentation, and observation to collect data and analyze it to conclude [12]–[14].

This qualitative research was conducted to investigate the impact of reward and punishment systems on the work motivation of teachers and academic staff in educational environments. In designing the study, we chose questionnaires as the main instrument of data collection. The study population consisted of all academic staff members at several randomly selected schools. The study sample consisted of several teachers and academic staff selected by random method from participating schools [15]–[17].

This study focuses the independent variable on the application of the reward and punishment system, while the dependent variable is the level of work motivation. The control variables involved factors such as work experience and education level. The intervention was carried out by implementing a reward system that included public recognition, performance bonuses, and additional training, as well as a punishment system that included reprimands, status reductions, and incentive cuts. Both systems were implemented consistently over six months [42]–[45].

Data were collected through questionnaires given to respondents before and after the intervention period. Data analysis was conducted using descriptive statistical methods and regression analysis to measure the impact as well as significant differences between groups of respondents. The conclusion of the study will summarize the main findings, evaluate the positive or negative impact of reward and punishment, and provide implications for increasing

the work motivation of teachers and academic staff. Recommendations for further development or improved implementation will also be discussed based on the findings of this study [18]–[20].

RESULTS AND DISCUSSION

In this study, an analysis was conducted on the implementation of reward and punishment, as well as spiritual formation in increasing teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong. The concept of reward and punishment in Islam is based on human values, while in the Western perspective, reward and punishment are based on animal philosophy [21], [22].

The implementation of rewards and punishments at SMP Al-Qolam Muhammadiyah Gemolong is carried out proportionately, focusing on providing rewards for good behaviour rather than providing punishment for bad behaviour. This is done to create a positive work environment and motivate teachers [23]–[25].



Figure 3. Pictures of SMP Al-Qolam Muhammadiyah Gemolong

In addition, spiritual formation is also carried out at SMP Al-Qolam Muhammadiyah Gemolong to increase teacher work motivation. Spiritual formation is carried out by teaching teachers to work while still prioritizing the hereafter on a sincere basis and hoping for the pleasure of Allah alone. This was done to strengthen the motivation of the teachers [26]–[28].

From the results of the study, it can be concluded that the implementation of rewards and punishments, as well as spiritual formation, can increase teacher motivation at SMP Al-Qolam Muhammadiyah Gemolong. The implementation of rewards and punishments is proportionate and focuses on rewarding good behaviour. Spiritual formation is carried out by teaching teachers to work while still prioritizing the afterlife based on sincerity and hoping for Allah's pleasure and not worldly orientation and salary alone. This is done to strengthen the motivation of the teachers.

However, it should be realized that the pattern of reward and punishment management does not only have a positive impact on the work motivation of teachers, and employees. There are also negative impacts of the reward and punishment pattern, among others, teachers, employees, jealous and even hateful and unhealthy job competition in schools. In reality, both are contradictory, but if the application is right it will be able to improve HR performance as R.M. Panekenan., W.J.F.A. Tumbuan, F.S.Rumokoy said "If the reward is a positive form, then the punishment is a form of negative, but if given correctly and wisely can be an enhancement tool to improve employee performance". Then it needs the right and appropriate steps for work motivation management in an institution, especially Islamic schools. One way is by regular management of spiritual formation [29]–[33].

Spiritual formation is not only important but necessary to maintain the harmony of the soul amid the turmoil and anxiety of modern civilization. It is known that one of the typologies of modern man is their attitude that is too proud of science and rationality in addressing problems. In the spiritual aspect, modern society is always lulled into situations of chaos, freedom, and even secular tendencies that erase the vision of divinity. As a result, modern humans are often stressed, anxious, and insecure and even forget themselves [34], [35].

Human anxiety and aridity today cannot be separated from the imbalance between physical and spiritual health. Man tends to be a material being only. This means that humans need additional spiritual nutrition as a balance to physical health. Likewise, when human resources, teachers, and employees in schools experience unhealthy patterns and habits like this, a special touch with spiritual flush nutrition is needed.

The pattern of spiritual formation is not only important but necessary to cultivate a sense of comfort, and peace inwardly. Every human being needs tranquillity, tranquillity. One of the right efforts is when people often get spiritual flushes. Because there will be directed about remembering Allah and remembering the hereafter. By remembering God, the positive impact will be a comfortable and calm soul in treading every human activity. As Allah says in QS. Ara'd verse 28 follows: (That is) believers and their hearts are at peace with the remembrance of Allah. Remember, that only by remembering God will the heart always be at peace [36]–[38].

From this, it is very visible that the role of religion is very important for human life. Because of the importance of religion and spiritual guidance for spiritual health, the WHO (World Health Organization) states that the religious aspect is one element of the understanding of health as a whole. Therefore, spiritual formation is very important to maintain the balance of human resources, including in schools, to maintain resilience to various life problems, including at school [39], [40].

The implementation of rewards and punishments at SMP Al-Qolam Muhammadiyah Gemolong is carried out proportionately, focusing on providing rewards for good behaviour rather than providing punishment for bad behaviour. This is done to create a positive work environment and motivate teachers.

In addition, spiritual formation is carried out at SMP AL-Qolam Muhammadiyah Gemolong to increase teacher work motivation. Spiritual formation is carried out by teaching teachers to work while still prioritizing the afterlife based on sincerity and expecting pleasure alone. This is done to strengthen the motivation of the teachers [41], [67].

This kind of research has been conducted by Resmin Manik with the title of Research on the Implementation of Reward and Punishment to Improve Teacher Work Ethic, but this research focuses its discussion on reward and punishment only. The result of this study is that the provision of rewards and punishments to teachers and education staff affects work ethic, and can motivate and improve performance results and dedication in carrying out the tasks entrusted to each person [68].

The difference with this study, the uniqueness of this study lies in its focus which is presented which is more comprehensive because in addition to reward and punishment coupled with an emphasis on the implementation of spiritual formation. Most previous research was still focused on the discussion of rewards and punishment or focused on the other side of spiritual formation or about spiritual formation.

In addition to this kind of research is still rare to be studied, the most important thing is that it is not uncommon for rewards to bring spoiled and even materialist patterns. Punishment alone also often leads to dislike and even hatred and resentment. So it takes balancing with comfort through spiritual formation to create a balance of physical and inner satisfaction. Moreover, work orientation is not only limited to material size or reward but there is hope for

the true future, namely reward and heaven in the hereafter. This only works when routine HR spiritual formation is running.

The research setting is at SMP Al-Qolam Muhammadiyah Gemolong because this school is relatively new in the world of education in age but the quality progress is very good, especially in Sragen Regency and Central Java in general. The most important thing about this school is that although it is relatively new, the motivation for the work of teacher human resources is very good and the culture of discipline, and spirit of spiritual formation is also very thick. The other side that is most noticeable is that Al-Qolam Muhammadiyah Gemolong Junior High School is very trusted by community consumers and student factors, especially PPDB, are in great demand by the community. This means that there is a good character that runs, especially rewards, punishment, and spiritual formation that strongly encourage the motivation of the teachers of Al-Qolam Muhammadiyah Gemolong Junior High School.

Based on the things mentioned above, researchers are interested in conducting research related to the issue of Implementation of Reward–Punishment and Spiritual Formation at SMP Al-Qolam Muhammadiyah Gemolong. This research focuses on the Reward–Punishment and Spiritual Formation model in the school. The full title of this study is "Implementation of Reward–Punishment and Spiritual Development of SMP Al-Qolam Muhammadiyah Gemolong".

CONCLUSION

In conclusion, the application of reward and punishment, as well as spiritual guidance has resulted in a positive and motivating work environment for teachers at SMP Al-Qolam Muhammadiyah Gemolong. The school emphasizes a religious approach to reward and punishment, focusing on the heart and psychological aspects of teachers. The application of rewards and punishments is fair, with a focus on rewarding good behaviour rather than punishing bad behaviour. The policy that has become a culture also emphasizes the importance of working for the afterlife, not only for worldly gain if the salary orientation is alone even the results of the majority of teacher interviews conclude that it is not the only reward that motivates him, but punishment still motivates him in a way to protect himself for his mistakes and confinement. So for school managers, it is appropriate to continue to improve the quality and standards, especially starting from the spirit of human resources that will have an impact on the quality of schools and for the welfare of the community and the nation.

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Authors Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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