International Journal of
Students Education

MOTIVATION STRATEGY STUDY WITH GIVING REWARDS AND PUNISHMENTS IN LEARNING CIVICS IN ELEMENTARY SCHOOL

Maya Sari[1]
[1]Prospective Professional Teachers Republic of Indonesia
Email: [1]mayasaribtbara@gmail.com

Abstract

Motivation study is factor key in success learning, including in eye Citizenship Education (PKn) lessons that are not only emphasize aspect cognitive, but also formational character students. This research done through literature review method that aims for to study influence of giving strategy rewards and punishments to motivation study student school base in learning civics. This study analyze various literature, theory motivation, and results study relevant past. Review results show that the strategy of rewards and punishments can increase motivation study student if applied in a way appropriate. Gifts, such as praise or award symbolic, capable foster a sense of appreciation and enthusiasm learning. While that, the punishment is of a nature educational and proportional can strengthen discipline and a sense of responsibility answer. However, the success of this strategy is very dependent on the teacher's wisdom in understand condition psychological students and create atmosphere positive learning. Improper implementation actually risks reducing students' intrinsic motivation. Therefore, a combination of this strategy with interactive and adaptive learning methods is needed so that the PKn learning process becomes more optimal and meaningful. These findings are expected to be a theoretical and practical reference in improving the quality of PKn learning in elementary schools.

Keywords : Motivation learning, literature review, reward and punishment strategies, citizenship education, school base

Introduction

Motivation plays a crucial role in the learning process because it can affect student learning outcomes. Several studies have shown that high learning motivation can improve students' academic achievement, including in Citizenship Education (PKn) subjects (Prasetyo, 2015). This learning motivation can be influenced by various factors, such as the school environment and the pedagogical methods used (Akbar, 2023). Therefore, it is very important for educators to design learning management strategies that can motivate students effectively. Civics itself plays an important role in shaping students' character. Through civics learning, students can develop values such as discipline, responsibility, and social concern (Farhan et al., 2023). Teaching strategies implemented by teachers, such as providing motivation before learning begins and providing examples of good behavior, can strengthen these values (Utami & Harmanto, 2022). Thus, civics does not only focus on the cognitive aspect, but also on the formation of students' character. One strategy that can influence students' learning motivation is the use of rewards and punishments. Research shows that giving rewards and punishments can increase students' learning motivation positively (Padang et al., 2023). Rewards serve as a form of appreciation for students' efforts, while punishments can be an encouragement so that students do not repeat the same mistakes (Fuad et al., 2021). However, teachers must be wise in implementing this strategy so as not to have a negative impact on students. In the context of digital learning, gamification can also be an effective tool to increase students' intrinsic motivation. Features such as rewarding, competitive elements, and self-actualization can fulfill students' psychological needs

and improve their learning performance. However, modularity in gamified learning activities can hinder the positive influence of fulfilling psychological needs on learning outcomes (Liu et al., 2024). Therefore, it is important to design gamification activities that are balanced and in accordance with students' needs. In addition to motivational strategies, the teaching methods used also determine the success of learning. Conventional pedagogical approaches can be enhanced with interactive methods, such as group discussions or the use of visual media, to increase student engagement and enthusiasm. The combination of strong learning motivation and the application of appropriate teaching methods is believed to be able to support students' academic success more optimally (Maharani et al., 2025).

Overall, learning motivation, the role of civics subjects, and reward and punishment strategies are important elements in the learning process. By understanding and implementing the right strategies, educators can create a conducive learning environment, support character development, and improve students' academic achievement. Based on this background, this study focuses on learning motivation strategies through giving rewards and punishments in Civic Education (PKn) learning in elementary schools. The problems to be studied include how the strategy of giving rewards and punishments is applied by teachers in PKn learning, as well as the forms of rewards and punishments used. In addition, this study also aims to determine the effect of the strategy on students' learning motivation, as well as the obstacles faced by teachers in implementing it in the classroom. The purpose of this study was to explain the effect of reward and punishment strategies on students' learning motivation. This strategy is expected to increase students' involvement and enthusiasm in the learning process, which has often been hampered by low learning motivation. Through the application of rewards and punishments, students are expected to be more motivated to actively participate in learning activities, increase their desire to achieve success, and form hopes and ideals for a better future (L., S., Hermansyah et al., 2023). Theoretically, this study is useful for enriching scientific studies on learning motivation, especially in the context of implementing reward and punishment strategies. The results of this study can be a reference for the development of a more comprehensive and applicable theory of learning motivation (Viana et al., 2023). Practically, this study provides a reference for educators in increasing student motivation. By understanding how reward and punishment strategies affect learning motivation, teachers can design more effective learning that is in accordance with students' needs, so as to create a safe and enjoyable learning atmosphere (Puspita, 2018).

Research Methodology

The strategy of giving rewards and punishments has been widely studied in the context of education, especially in efforts to increase student learning motivation. Based on theoretical studies and previous research results, this approach shows a significant impact on student behavior and enthusiasm for learning, including in the subject of Citizenship Education (PKn). According to Prasetyo (2015), giving rewards can increase students' feelings of appreciation, thus encouraging them to continue to show good learning performance. Rewards such as praise, additional marks, or symbolic forms of appreciation play an important role in strengthening students' intrinsic motivation. On the other hand, punishments that are applied in an educational and proportional manner can also function as effective behavioral controls, encouraging students to be more disciplined in following the learning process (Fuad et al., 2021). Several studies have shown that the implementation of reward and punishment strategies is effective if carried out consistently and fairly. Sidin (2021) emphasized the importance of non-discriminatory implementation and considering the psychological condition of students so that this strategy does not cause excessive pressure. Physical or degrading punishment can have a negative impact and even reduce students' learning motivation. In the context of civics learning, this strategy is considered in line with the goal of character building. Utami and Harmanto (2022) stated that the right motivational strategy can help instill values such as responsibility, discipline, and social concern in students from an early age. Therefore, teachers have an important role in designing a motivational system that is adaptive and in accordance with the characteristics of students in elementary schools.

In addition, Liu et al.'s (2024) research on gamification in education shows that elements such as digital rewards and competitive challenges also have the potential to increase students' learning motivation. However, they warn that if these strategies are not well integrated into the learning flow, they can actually disrupt students' learning focus. In general, reward and punishment strategies can also be viewed through a behaviorist approach, as explained in Skinner's learning theory, where behaviors followed by positive consequences tend to be repeated, while behaviors followed by negative consequences will decrease in frequency (Kusumawati et al., 2023). This strengthens the theoretical basis for the use of this strategy in a learning context. By reviewing various relevant literature, it can be concluded that reward and punishment strategies have a strong theoretical and empirical basis in

increasing student learning motivation. However, its implementation still needs to be adjusted to the social, cultural context, and individual needs of students in order to be effective and not cause negative impacts.

Result & Discussion

The implementation of reward and punishment strategies in civics learning is carried out through giving awards such as praise, material gifts, and additional points, as well as punishments in the form of warnings, additional assignments, or light physical punishments such as standing in front of the class (Fauzi & Permadi, 2023). This strategy is used by the teacher with the aim of increasing student motivation and discipline, so that they become more active and responsible in following the learning process (Sidin, 2021). The types of rewards given include verbal praise, giving exclusive items as awards, and additional points that encourage students to achieve better performance (Akramah, 2021). Meanwhile, the forms of punishment applied include warnings, additional assignments such as writing sentences or memorizing vocabulary, and light physical executions such as standing in front of the class (L., S., Hermansyah, 2023). This management art is designed not only to convey a deterrent effect, but also as a way for students not to repeat the same mistakes (Kusumawati et al., 2023). After the implementation of the delivery and execution strategy, students' learning motivation showed a significant increase. They became more active in class, showed responsibility for their tasks, and were more motivated to achieve better learning outcomes (Padang, 2023). Studies also show a positive relationship between the use of this tactic and increased student learning motivation (Prasetyo, 2015). The effectiveness of this strategy is largely determined by several factors, such as consistent and fair implementation by teachers, as well as support from a conducive learning environment (Kusumawati et al., 2023). However, there are also several obstacles that can reduce its success, for example if the execution is given excessively or not on target. This can actually make students feel stressed and lose interest in learning (Fauzi & Permadi, 2023). What will happen in this study is in line with the theory of behaviorism which states that students' learning attitudes can be influenced by the provision of gifts or execution (Sidin, 2021). Previous studies have also shown that this art of management has proven effective in increasing student motivation and learning outcomes (Prasetyo, 2015). Even so, it is important for teachers to note that inappropriate implementation can actually cause negative consequences, such as feelings of stress or motivation that is only focused on gifts (Fauzi & Permadi, 2023). Thus, these findings indicate that the tactics of reward and execution can be an effective tool in increasing student motivation and discipline, especially in Civics learning in Elementary Schools. Teachers are advised to use this strategy wisely, taking into account the needs and characteristics of students so that the results achieved are more optimal (Sidin, 2021). Ultimately, this tactic can help create a more progressive, positive, and productive learning atmosphere for students.

Conclusion

This study shows that the tactics of Reward and Execution can have a positive impact on students' learning motivation in Civic Education (PKn) learning in elementary schools. The application of rewards, such as praise and awards, can increase students' enthusiasm and involvement. While execution given proportionally can foster a sense of responsibility and discipline in following the learning process. Students' learning motivation has been proven to increase after this tactic is applied consistently and fairly. However, the success of this strategy also depends heavily on the teacher's wisdom in its implementation. Including consider condition psychological students and form environment supportive learning. If not implemented perfectly, this tactic risks causing stress and reducing students' interest in learning. Holistically, reward and execution tactics can be an effective approach to building student motivation and character. Especially when combined with interactive learning methods that are in accordance with student needs. Teachers are advised to continue to evaluate and adjust the approach used so that learning becomes more meaningful, enjoyable, and encourages students to achieve optimal achievement.

Refrences

Akbar, A. (2023). Correlation study of student learning motivation in civics subjects in high school. *Journal of Social Knowledge Education (JSKE)* . https://doi.org/10.37251/jske.v4i2.428

Akramah , A. (2021). An analysis on rewards and punishments toward students' motivation in English learning. *English Language Study and Teaching, 2* (1). https://doi.org/10.32672/ELASTE.V2I1.3335

Farhan, F., Jaenam , J., & Rudagi , R. (2023). PPKn teacher strategies in strengthening students' learning discipline character values through Pancasila and Citizenship Education learning at SMP Negeri 9 Kota Pariaman. *YASIN, 3* (6) . https://doi.org/10.58578/yasin.v3i6.1645

Fauzi, S., & Permadi, B. (2023). Application of rewards and punishments in improving student discipline in class IV MI Miftahul Ulum Pandan Arum . *Academicus* : *Journal of Teaching and Learning, 2* (2). https://doi.org/10.59373/academicus.v2i2.23

Fuad, M., Suyanto, E., & Muhammad, U. (2021). Can 'reward and punishment' improve student motivation? International *Journal of Evaluation and Research in Education (IJERE), 10* (1), 200–206. https://doi.org/10.11591/ijere.v10i1.20826

Harahap, D., Nasution, F., & Nasution, E. (2022). Management of literacy program implementation at elementary school post COVID-19 pandemic in Indonesia. *International Journal of Health Sciences, 6* (Special Issue 2). https://doi.org/10.53730/ijhs.v6ns2.7618

Ho, M., Cushman, F., Littman, M., & Austerweil, J. (2018). People teach with rewards and punishments as communication, not reinforcement . *Journal of Experimental Psychology: General, 148* , 520–549. https://doi.org/10.1037/xge0000569

Kusumawati, M., Fauziddin, M., & Ananda, R. (2023). The impact of reward and punishment on the extrinsic motivation of elementary school students. *Al- Ishlah : Jurnal Pendidikan, 15* (1). https://doi.org/10.35445/alishlah.v15i1.2856

Liu, R., Zhang, L., Cao, Z., & Mi, J. (2024). Influence of gamification affordance on young citizens' motivation and learning performance toward digital civic education. *Journal of Chinese Governance, 9* , 244–278. https://doi.org/10.1080/23812346.2024.2327735

Maharani, I., Dabutar , N., Ingtyas , F., & Ginting, L. (2025). The correlation of learning motivation and conventional learning methods with civic education learning outcomes. *Edunesia : Journal Science of Education, 6* (1). https://doi.org/10.51276/edu.v6i1.1096

Maman, M., Ocktaviani , N., Chisebe , S., & Al- Ghzewat , M. (2024). Harmony of progress: Investigating discipline, motivation, and learning achievement in citizen education. *Journal of Social Knowledge Education (JSKE), 5(2*). https://doi.org/10.37251/jske.v5i2.873

Padang, D., Rangkuti , M., Samosir , R., Siregar, Y., & Angin , L. (2023). The effect of giving rewards and punishment on the learning motivation of class V students at SDN 101769 Tembung . *Journal of Educational Analytics, 2* (2). https://doi.org/10.55927/jeda.v2i2.4423

Parinussa, J., Taryana, T., Ningtyas, A., Rachman, R., & Tannady, H. (2023). Developing student emotional intelligence by involving the active role of teacher. *Journal on Education, 5* (3). https://doi.org/10.31004/joe.v5i3.1638

Parmuz, M., Garakani, A., & Hanifi, F. (2022). Providing a model for evaluating the quality of the elementary school curriculum in Tehran. *Journal of Adolescent and Youth Psychological Studies, 3* (2), 265–274. https://doi.org/10.52547/jspnay.3.2.265

Prasetyo , H. (2015). Relationship between perception of implementation TGT method , reward and punishment techniques and motivation Study to results Study student Class V of SDN I Ngrejo Tulungagung . Konstruk : *Journal of Education, 7* (2), 119–129. https://doi.org/10.30957/konstruk.v7i2.311

Puspita, K. (2018). *The implementation of rewards and punishments in motivating students in English learning* (Thesis , Muria Kudus University).

Sidin , S. (2021). The application of reward and punishment in teaching adolescents. In *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020).* https://doi.org/10.2991/ASSEHR.K.210325.045

Taupik , R., & Fitria, Y. (2023). Learning motivation and computational thinking ability of elementary school students in learning science . *Journal Science Education Research , 9* (9). https://doi.org/10.29303/jppipa.v9i9.4826

Utami, Y., & Harmanto , H. (2022). Formation character not quite enough answer student through learning PPKn hybrid learning at SMP Negeri 9 Surabaya. *Morals and Citizenship Studies, 10* (4), 1068–1082. https://doi.org/10.26740/kmkn.v10n4.p1068-1082

Viana, S., Junaidi, A., & Saputra, A. (2023). Motivation in English learning at junior high school of SMPN 7 Mataram academic year 2022/2023. *Journal of English Education Forum (JEEF), 3* (2), 30–34. https://doi.org/10.29303/jeef.v3i2.561

Viana, S., Junaidi, A., & Saputra, A. (2023). The implementation of rewards and punishment on the students' motivation in English learning at junior high school of SMPN 7 Mataram academic year 2022/2023. *Journal of English Education Forum (JEEF), 3* (2), 30–34. https://doi.org/10.29303/jeef.v3i2.561