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THE EFFECT OF REWARDING AND PUNISHMENT ON TEACHER PERFORMANCE AT SDIT PLUS QURTHUBA MAKASSAR

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Abstract

This study aims to describe the implementation of reward and punishment systems and teacher performance at SDIT Plus Qurthuba Makassar, as well as to analyze the partial and simultaneous effects of reward and punishment on teacher performance. This research employed a quantitative ex post facto approach with methodological and educational management perspectives. The respondents consisted of 40 participants selected using a saturated sampling technique. Data were analyzed using descriptive statistics and multiple regression analysis with the assistance of SPSS 28. The findings indicate that the implementation of reward (50%), punishment (52.5%), and teacher performance (35%) are categorized as moderate. Partially, reward has a positive and significant effect on teacher performance with a contribution of 60.7% (Y = 21.482 + 0.534X1), while punishment contributes 51% (Y = 23.917 + 0.607X2). Simultaneously, reward and punishment have a significant effect of 59.4% on teacher performance. The implications of this study emphasize that reward and punishment are effective managerial instruments in improving teacher professionalism when implemented proportionally and fairly. Schools are expected to formulate appropriate human resource management policies, while teachers are encouraged to enhance their performance and view reward as appreciation and punishment as a constructive guidance mechanism.
Keywords: Reward Provision, Punishment, Teacher Performance

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INTRODUCTION

The world of education must be supported by the quality of competent human resources for the realization of good education for all levels of society. The Indonesian government has issued various programs to improve the quality of teachers in Indonesia. Teachers are expected to have underlying competencies in supporting their performance, with the creation of good performance, the learning achievement of students will also increase.

Giving fair and transparent rewards is one way. Justice in giving rewards or wages for work is a direct command from Allah swt. On the contrary, reducing the rights of a worker is an unjust act. This principle is affirmed in many verses, one of which is the promise that every deed no matter how small will be taken into account.

The Word of Allah in QS. Az-Zalzalah/99: 7-8.

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهٗۗ وَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَّرَهٗ

Translation: *"So whoever does good as hard as zarrah, he will surely see his (reward). And whoever does evil as heavy as zarrah, he will surely see his (reward)."*[1]

In simple terms, giving is the process, way, or act of handing or giving something to another party. However, the meaning of this act can be very broad and complex depending on the context, intention, and object given.[2]

Based on the etymological understanding, the word "giving" comes from the root word "give" which is suffixed "pe-an". This turns the verb "give" (perform an action) into a noun that refers to the action itself or the result of the action (gift).[3]

According to the Great Dictionary of the Indonesian Language (KBBI), giving is the process, way, act of giving or giving or something that is given as a gift.[4] So giving is an act of appreciation for others for their help, contribution or dedication. The goal is to build more positive relationships and increase awareness.

[1] Usman el-Qurtuby, *Al Hufaz Junior Mudah Menghafal Qur'an Setiap Hari* (Bandung: PT. Cordoba Internasional Indonesia, 2025), h. 599.

[2] Miranda Pratiwi Br Sembiring, "Hubungan Antara Pemberian Reward Dan Punishment Dengan Motivasi Belajar Siswa Kelas V SDN 060938 Medan Johor Tahun Ajaran 2021/2022," 1 (2022), https://jurnal.semnaspssh.com/index.php/pssh/article/download/121/74.

[3] H. Bachrudin, *Relasi Bahasa Indonesia Dan Bahasa Hukum Indonesia Dalam Penyusunan Perjanjian Dan Pembuatan Akta Notaris* (Jakarta: Kencana, 2023).

[4] Nurhayati Br. Damanik, "Pengaruh Reward Dan Punishment Terhadap Pendidikan Karakter Anak Di MTs Amin Darussalam Bandar Setia Kecamatan Percut Sei Tuan 2018–2019," *Taushiah: Jurnal Hukum, Pendidikan Dan Kemasyarakatan* 14, no. 1 (April 2024), https://doi.org/10.30743/taushiah.v14i1.9146.

Rewards are a form of appreciation or rewards given to teachers or employees for their achievements, performance, or positive behaviors shown. In the context of education, *rewards* for teachers are any form of appreciation given by the school or educational institution to teachers as appreciation for their performance, dedication, responsibility, and positive contribution in carrying out their professional duties.[5]

According to Uno and Lamatenggo as quoted by Siti Halimah, rewards are positive reinforcements given to increase motivation and maintain expected behavior. Rewarding teachers aims to encourage work morale, increase intrinsic and extrinsic motivation, and improve performance quality in a sustainable manner.[6]

In the context of education, Santrock emphasized that this theory is very relevant in classroom management, where teachers can use rewards as positive reinforcement and punishment as behavior control to create a conducive learning environment.[7]

Promotion for teachers can be realized in several ways, including, promotion to functional positions, promotion to management or leadership positions special roles or extra assignments, and promotion as nominees or judges.[8]

Promotion as a form of non-financial reward has several main benefits, namely, increasing motivation and loyalty, professional development, creating a culture of achievement, and improving social status.[9]

Punishment is a form of sanction or punishment given to individuals as a consequence of violations of rules, norms, or provisions that have been set. In the context of education, punishment for teachers is a corrective action given by schools or educational institutions to teachers who violate discipline, professional ethics, or work standards, with the aim of improving behavior and improving discipline and performance.

The provision of punishment to teachers is not intended to punish alone, but is educational and coaching, so that teachers realize mistakes, improve attitudes, and do not repeat the same violations in the future. Punishment is given fairly, proportionately, and consistently, while still upholding human values and professionalism.

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[5] Nurul Hidayah, Ahyar Ahyar, and Saparudin Saparudin, "Implementasi Reward System Dalam Meningkatkan Kinerja Guru," *Jambura Journal of Educational Management* 5, no. 2 (September 2024), https://doi.org/10.37411/jjem.v5i2.3142.

[6] Siti Halimah, "Pengaruh Iklim Sekolah Dan Reward Terhadap Kinerja Guru Di SMP Negeri Kecamatan Serpong Kota Tangerang Selatan" (Tesis, FITK UIN Syarif Hidayatullah Jakarta, 2024), https://repository.uinjkt.ac.id/dspace/handle/123456789/82813.

[7] John W. Santrock, *Educational Psychology*, 5th edition (New York: McGraw-Hill, 2011).

[8] Shilphy Afiattresna Octavia, *Sikap Dan Kinerja Guru Profesional* (Yogyakarta: Deepublish, 2019).

[9] Stefanus Maramis, Victor P. K. Lengkong, and Indrie D. Palandeng, "Analisis Penerapan Reward Finansial Dan Non-Finansial Dalam Meningkatkan Produktivitas Kerja Karyawan Di Luwansa Hotel and Convention Center Manado," *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 12, no. 03 (2024).

In general and legal terminology, *punishment* is defined as an act or process of imposing sanctions in the form of discomfort or loss to a person as a consequence of an act that is considered wrong or violates the rules. This sanction is usually given by the authorities (state, institution, parents/educators) based on the norms or rules that are violated.[10]

As for the realm of behavioral psychology (especially in the theory *of operant conditioning* by B.F. Skinner), *punishment* has a more technical definition, namely punishment is the process in which a consequence that follows a behavior results in that behavior becoming less likely to occur in the future.[11]

Punishment for teachers is a form of sanction or corrective action given when teachers violate school rules, professional codes of ethics, or laws and regulations**.** Punishment is not intended as a punishment alone, but as an effort to develop professionals so that teachers can improve behavior and improve the quality of their performance.[12]

Performance is an activity that is carried out to achieve planned goals. In this regard, there are several studies on performance. Smith stated that performance is a manifestation of the results or outputs of the process. Mulyasa identified that performance or performance can be interpreted as performance achievements, work implementation, work results or performance. Performance is part of the concept of operational effectiveness of an organization, by maximizing all potential and resources owned based on predetermined standards and guidelines.[13]

Performance is manifested as work achievements based on knowledge, behavior, skills and motivation to achieve results. Identifying performance as achievements and work achievements related to results and processes.[14]

Taylor and Randall emphasized that performance refers to indicators of the quality of work results, time efficiency, work initiative, ability and effective communication. Teacher performance is a demonstration by teachers in carrying out their duties as teachers, educators, and oriented towards the quality of learning.[15]

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[10] Dinda May Sarah et al., "Pengaruh Pemberian Reward Dan Punishment Terhadap Motivasi Belajar Siswa," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 2, no. 01 (2022).

[11] M. Makbul Akbar, "Implementasi Reward Dan Punishment Pada Jenjang Sekolah Dasar Perspektif Al-Qur'an" (Tesis, Institut PTIQ Jakarta, 2022), https://repository.ptiq.ac.id/id/eprint/1532/.

[12] Praditya Arcy Pratama, Sapto Budoyo, and Della Ayu Maretasari, "Perlindungan Hukum Bagi Guru Dalam Menjalankan Tugas Profesionalnya Terkait Dengan Penerapan Punishment Untuk Mendisiplinkan Siswa," *Jurnal Inovasi Pembelajaran Di Sekolah* 6, no. 1 (2025).

[13] Mualimul Huda, "Analisis Faktor Kinerja Guru Untuk Meningkatkan Mutu Pendidikan Madrasah," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 5, no. 01 (January 2022), https://doi.org/10.30868/im.v5i01.2083.

[14] Nabila Nurizkia Delia, "Pengaruh Pengetahuan Dan Keterampilan Kerja Terhadap Kinerja Pegawai Pada Dinas Tenaga Kerja Kota Bandung" (Skripsi, Universitas Komputer Indonesia, 2023), https://elib.unikom.ac.id/id/eprint/9206/.

[15] Huda, "Analisis Faktor Kinerja Guru Untuk Meningkatkan Mutu Pendidikan Madrasah."

The ideal teacher performance is a teacher who in the implementation of his work has high dedication, discipline, punctuality, has concern for students, is able to encourage students to excel and is able to master the material, is able to master the classroom, has broad insights, is creative, innovative, and has positive characters. Teacher performance is defined as teacher activities based on abilities and results achieved professionally and proportionately.[16]

So, teacher performance is the ability and results of work in carrying out their duties and responsibilities as educators, of course, can have a positive impact on students' learning outcomes in a holistic way.

Teacher performance is very influential in increasing the effectiveness of teaching and learning that has an impact on students. Teachers are the main axis of education. They are the determinants of the progress of a country in the future. In general, the teacher's job is to teach students to have knowledge and skills in each subject area. Performance is the process of comparing the standards of work results, targets or goals set and agreed upon by subordinates and leaders with the achievements of the entire performance process within a certain period of time.

Therefore, both *rewards* and *punishments* must work together to support the creation of professional teacher performance. Although in its implementation, there are still several factors that often contribute greatly to specific teacher performance.

Based on observations made on February 25, 2025, the researcher saw and assessed that there were still some teachers who did not carry out their duties as they should. For example, when teaching in class, there are still those who just say greetings, read prayers, and directly teach without giving perception, *ice breaking*, delivering TP (Learning Goals), providing motivation or advice at the beginning and end of learning and filling out a teaching journal. The researcher also sees that there are still teachers who understand that their main task is only to teach and evaluate. This is in line with the problems that researchers have found, namely that there are some children who should be guided and given personal direction but the teacher chooses to ignore them. Another problem, we still find teachers who lack discipline in terms of arrival, completion of administrative tasks, and awareness to carry out the responsibilities that have been agreed upon (the implementation of ablution pickets and congregational prayers).

Based on the above background, the researcher is interested in conducting research at SDIT Plus Qurthuba with the title "The Effect of Reward and *Punishment* on Teacher Performance at SDIT Plus Qurthuba Makassar".

[16] Octavia, *Sikap Dan Kinerja Guru Profesional*.

RESEARCH METHODS

This research is quantitative research, quantitative research is research where the research data being researched is in the form of numbers which are then processed with accurate calculations. Quantitative research is research whose data is in the form of numbers and analyzed based on statistical formulas.[17]

This study uses two approaches, namely a system approach that looks at the relationship between school components, a human or social behavior approach that focuses on the interaction and performance of teachers and staff, and an operational management approach that analyzes management functions in the management of educational facilities and processes. Through this approach, this study measures aspects of rewarding, *punishment*, and teacher performance outlined in the questionnaire instrument as the basis for analysis.

This research is located at SDIT Plus Qurthuba which is located on Jalan Pertanian Block D No. 131-132 Perdos Unhas Antang, Manggala District, Makassar City, South Sulawesi. As for this study, the overall population is as many as 40 teachers recorded at SDIT Plus Qurthuba. Samples are a number of members who are taken/selected from a population. The size of the sample is determined by the amount of data in the sample. The sample chosen must be representative of the population because the sample is a tool or medium to examine the characteristics of the population. The sample in this study involved as many as 40 respondents recorded at SDIT Plus Qurthuba.

The research instrument used in this study is in the form of a questionnaire, and the scale used is the *Likert scale,* where the *likert scale* is the process of determining the score on the respondent's answers is carried out by making suitable classifications and categories depending on the respondents' responses, then the respondents are asked to choose whether they strongly agree, agree, hesitate, disagree and strongly disagree.[18] To test the research instrument, the validity test and the instrument reliability test were used.

In this study, the data processing techniques used by the researcher in answering problem formulations and hypotheses are using statistical data processing techniques including descriptive analysis techniques and inferential analysis techniques.

[17]Imron Imron, "Analisa Pengaruh Kualitas Produk Terhadap Kepuasan Konsumen Menggunakan Metode Kuantitatif Pada CV. Meubele Berkah Tangerang," *Indonesian Journal on Software Engineering (IJSE)* 5, no. 1 (2019), https://doi.org/10.31294/ijse.v5i1.5861.

[18]Bambang Wisnu Widagdo, Murni Handayani, and Agus Suharto, "Dampak Pandemi Covid-19 Terhadsap Perilaku Peserta Didik Pada Proses Pembelajaran Daring Menggunkan Metode Pengukuran Skala Likert," *Jurnal Teknologi Informasi ESIT* 15, no. 2 (2020): h. 66

RESULTS AND DISCUSSION

Research Results

1. Descriptive Analysis

At this stage, we will answer the formulation of problems 1, 2, and 3, namely a description of the reward, *punishment*, and performance of teachers at SDIT Plus Qurthuba Makassar.

a. Reward Ceremony at SDIT Plus Qurthuba Makassar

Based on the results of the research that has been carried out at SDIT Plus Qurthuba Makassar, the author can conclude the data through a questionnaire instrument given to educators consisting of 40 people. The following is the data from the results of descriptive analysis from SDIT Plus Qurthuba Makassar reward data.

1) *Range* with formula

R = Xt– Xr throw R= 80-52= 28

2) Number of classes with formula

K = 1 + 3.3 log10 n throw K = 1 + 3.3 log 10 (40)

K= 1+3.3 (1,60) = 6,28 Rounded up into 6 classes.

3) Interval dengan rumus

$i = \frac{R}{K}$ throw $i = \frac{28}{6}$ = 4,67 Rounded up so 5.

Based on the calculation above, the frequency distribution table can be made as follows:

Percentage formula: $P = \frac{F}{N} \times 100\%$

Table 1. Frequency Distribution Reward

No	Interval	Frekuensi (F)	Persentase
1	52 – 56	2	5%
2	57 – 61	0	0%
3	62 – 66	5	12,5%
4	67 – 71	3	7,5%
5	72 – 76	10	25%
6	77 – 81	20	50%
Quantity		**40**	**100%**

4) Calculation of Mean Average *(Score)*

The calculation of the average or mean *score* from the *reward* data can be calculated using the following auxiliary work table:

Table 2. Reward Value Distribution

Value Interval	Frekuensi (F_i)	Middle Value (X_i)	F_iX_i	Persentase
52 – 56	2	54	108	5%
57 – 61	0	59	0	0%
62 – 66	5	64	320	12,5%
67 – 71	3	69	207	7,5%
72 – 76	10	74	740	25%
77 – 81	20	79	1.580	50%
Quantity	40	-	2.955	100%

Based on the table above, the mean *score* or average value can be calculated using the mean group data formula:

$$Me = \frac{\sum fiXi}{\sum fi}$$

$$Me = \frac{2955}{40} = 73{,}875$$

Thus, the average value of respondents' responses regarding the *reward* variable based on this calculation is 73,875.

5) Categorization of Respondent Scores

To find out the categorization of *reward* giving at SDIT Plus Qurthuba Makassar, all scores are grouped into three categories, namely low, medium, and high.

Table 3. Categorization of Respondent Scores

Value Interval	Frekuensi (f)	Category	Presentase (%)
52 – 56	2	Low	5%
57 – 61	0	Low	0%
62 – 66	5	Low	12,5%
67 – 71	3	Height	7,5%
72 – 76	10	Height	25%
77 – 81	20	Medium	50%
Quantity	**40**		**100%**

Based on the table above, you can see the picture of rewarding 50% in the medium category with frequencies of 20, and 25%, 7.5% in the high category with frequencies 10 and 3 and 12.5% and 5% in the low category with frequencies 5 and 2 respectively.

b. Punishment at SDIT Plus Qurthuba Makassar

Based on the results of the research that has been carried out at SDIT Plus Qurthuba Makassar, the author can conclude the data through a questionnaire instrument given to 40 educators. The following is the data from the results of the descriptive analysis of the punishment data *of* SDIT Plus Qurthuba Makassar.

1) *Range* with formula

R = Xt– Xr throw R= 68-43= 25

2) Number of classes with formula

K = 1 + 3.3 log10 (n) throw K = 1 + 3.3 log10 (40)= 6,28 Rounded up into 6 classes.

3) Intervals with formulas

$i = \frac{R}{K}$ throw $i = \frac{25}{6}$ = 4,17 Rounded up to 5

Based on the calculation above, the frequency distribution table can be made as follows:

Percentage formula: $P = \frac{F}{N} \times 100\%$

Table 4. Distribution of *Punishment Frequency*

No	Interval	Frekuensi (F)	Persentase
1	43 – 47	2	5%
2	48 – 52	2	5%
3	53 – 57	5	12,5%
4	58 – 62	9	22,5%
5	63 – 67	21	52,5%
6	68 - 72	1	2,5%
Quantity		40	**100%**

4) Calculation of Mean Average *(Score)*

The calculation of the average or mean *score* of punishment can be calculated using the following auxiliary work table:

Table 5. Distribution of Punishment Value

Value Interval	Frekuensi (F_i)	Middle Value (X_i)	F_iX_i	Persentase
43 – 47	2	45	90	5%
48 – 52	2	50	100	5%
53 – 57	5	55	275	12,5%
58 – 62	9	60	540	22,5%
63 – 67	21	65	1,365	52,5%
68 – 72	1	70	70	2,5%
Quantity	**40**	**-**	**2,440**	**100%**

Based on the table above, the mean *score* or average value can be calculated using the mean group data formula:

$$Me = \frac{\sum fiXi}{\sum fi}$$

$$Me = \frac{2440}{40} = 61$$

Thus, the average value of respondents' responses regarding the punishment variable based on the calculation was 61.

5) Categorization of Respondent Scores

To find out the categorization of *punishment* at SDIT Plus Qurthuba Makassar, all scores are grouped into three categories, namely low, medium, and high.

Table 6. Categorization of Respondent Scores

Value Interval	Frekuensi (f)	Category	Presentase (%)
43 – 47	2	Low	5%
48 – 52	2	Low	5%
53 – 57	5	Low	12,5%
58 – 62	9	Height	22,5%
63 – 67	21	Medium	52,5%
68 – 72	1	Low	2,5%
Quantity	**40**		**100%**

Based on the table above, it can be seen that the punishment is 52.5% in the medium category with a frequency of 21, 22.5% in the high category with a frequency of 9, and 12.5%, 5%, and 2.5%, respectively with a frequency of 5, 2, and 1.

c. Teacher performance at SDIT Plus Qurthuba Makassar

Based on the results of the research that has been conducted at SDIT Plus Qurthuba Makassar , the author can conclude the data through a questionnaire instrument given to educators consisting of 40 people. The following is the data from the results of descriptive analysis of SDIT Plus Qurthuba Makassar teacher performance data.

1) Range with formula

R = Xt– Xr throw R= 96 – 65 = 31

2) Number of classes with formula

K = 1 + 3.3 log10 (n) throw K = 1 + 3.3 log10 (40)= 6,28 Rounded up into 6 classes.

3) Interval dengan rumus

$i = \frac{R}{K}$ throw $i = \frac{31}{6}$ = 5,17 Rounded up to 6

Based on the calculation above, the frequency distribution table can be made as follows:

Percentage formula: $P = \frac{F}{N} \times 100\%$

Table 7. Frequency Distribution of Teacher Performance

No	Interval	Frekuensi (F)	Persentase
1	65 – 70	2	5%
2	71 – 76	1	2,5%
3	77 – 82	9	22,5%
4	83 – 88	8	20%
5	89 – 94	6	15%
6	95 – 100	14	35%
Quantity		**40**	**100%**

4) Calculation of Mean Average (Score)

The calculation of the average or mean *score* of teacher performance can be calculated using the following auxiliary work table:

Table 8. Distribution of Teacher Performance Scores

Value Interval	Frekuensi (F_i)	Middle Value (X_i)	F_iX_i	Persentase
65 – 70	2	67,5	135	5%
71 – 76	1	73,5	73,5	2,5%
77 – 82	9	79,5	715,5	22,5%
83 – 88	8	85,5	684	20%
89 – 94	6	91,5	549	15%
95 – 100	14	97,5	1,365	35%
Quantity	**40**	**-**	**3,522**	**100%**

Based on the table above, the mean *score* or average value can be calculated using the mean group data formula:

$$Me = \frac{\sum fiXi}{\sum fi}$$

$$Me = \frac{3522}{40} = 88{,}05$$

Thus, the average value of respondents' responses regarding teacher performance variables based on this calculation is 88.05.

5) Categorization of Respondent Scores

To find out the categorization of teacher performance at SDIT Plus Qurthuba Makassar, all grades are grouped into three categories, namely low, medium, and high.

Table 9. Categorization of Respondent Scores

Value Interval	Frekuensi (f)	Category	Presentase (%)
65 – 70	2	Low	5%
71 – 76	1	Low	2,5%
77 – 82	9	Height	22,5%
83 – 88	8	Height	20%
89 – 94	6	Height	15%
95 – 100	14	Medium	35%
Quantity	**40**		**100%**

Based on the table above, it can be seen that the research overview of teacher performance is 35% in the medium category with the number of frequencies 14, 22.5%, 20%, and 15% are in the high category with the number of frequencies 9, 8, and 6

respectively, while 5% and 2.5% are in the low category with the number of frequencies 2 and 1 respectively.

2. Inferential Statistics

Inferential statistics are intended to test the effect of *rewarding* and *punishment* on the performance of SDIT Plus Qurthuba Makassar teachers. The use of inferential statistics can be done at least on the condition that the data is normally distributed and linear so that it requires a normality test and a linearity test. In this section, of course, to answer the formulation of problems 4, 5, and 6.

a. Test Analysis

1) Normality Test

The normality test is a test that is carried out with the aim of assessing the distribution of data on a data group or variable, whether the distribution of the data is normally distributed or not. The data normality test on each variable can be carried out using the help of SPSS version 28.0 through the Kolmogorov-Smirnov test using Standardized Residual.

Table 10. *Data Normality Testing* Outputs

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.53271578
Most Extreme Differences	Absolute	.148
	Positive	.093
	Negative	-.148
Test Statistic		.148
Asymp. Sig. (2-tailed)		.068[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Normality testing of *reward data* with the following conditions: Ho : Normal distributed *reward* data H1 : Reward *data* not normally distributed The conditions for acceptance or rejection of Ho are as follows: If the value of sig < a (0.05), then H0 is rejected and H1 is accepted If sig > a (0.05), then H0 is accepted and H1 is rejected.

Based on the *Kolmogorov-Smirnov test, a* sig value of 0.200 was obtained, so it was known that the sig value was greater than 0.05 so that H1 was rejected and H0 was accepted. Thus, the data is normally distributed and can be continued to be analyzed.

2) Linearity Test

The linearity test of this study was tested using the help of SPSS version 28.0, two variables are said to have a linear relationship if the significance value on *deviation from linearty* > 0.05. The linearity of rewarding *(X1) on teacher performance (Y) and* punishment (X2) on teacher performance (Y) is as follows:

a) Testing the Linearity of Rewarding Teacher Performance

Table 11. *Output* of Linearity Testing of Reward on Teacher Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
y * x1	Between Groups	(Combined)	2640.375	12	220.031	37.985	.000
		Linearity	2538.004	1	2538.004	438.146	.000
		Deviation from Linearity	102.371	11	9.306	1.607	.153
	Within Groups		156.400	27	5.793		
	Total		**2796.775**	**39**			

Testing the linearity of the data of variable Y over X1 with the conditions: H0 : Linear regression line H1 : Nonlinear regression line The conditions for acceptance or rejection of Ho are as follows: If sig < a (0.05), then H0 is rejected and H1 is accepted If sig > a (0.05), then H0 is accepted and H1 is rejected. Based on the above linearity test seen from *Deviation from Linearity, a* significance value of >α (0.153 > 0.05) was obtained, which means that there is a significant linear relationship between the variables of *reward* on teacher performance.

b) Testing of Linearity Test Punishment on Teacher Performance

Table 12. *Output* of Linearity Testing Punishment for Teacher Performance

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
y * x2	Between Groups	(Combined)	2702.875	12	225.240	64.765	.000
		Linearity	2545.112	1	2545.112	731.821	.000
		Deviation from Linearity	157.763	11	14.342	4.124	.006
	Within Groups		93.900	27	3.478		
	Total		**2796.775**	**39**			

Testing the linearity of the data of the variable Y over X1 with the conditions: H0 : Linear regression line H1 : Nonlinear regression line The conditions for acceptance or rejection of Ho are as follows: If sig < a (0.05), then H0 is rejected and H1 is accepted If sig > a (0.05), then H0 is accepted and H1 is rejected. Based on the above linearity test as seen from *Deviation from Linearity, a* significance value of >α (0.06 > 0.05) was obtained, which means that there is a significant linear relationship between the variables of punishment on teacher performance.

b. Uji Hypothesis

Hypothesis testing was carried out using simple linear regression analysis to test hypotheses partially and multiple regression to test hypotheses simultaneously. This section will answer the formulation of problem 4, namely the effect of *reward* and *punishment* on the performance of SDIT Plus Qurthuba Makassar teachers, which are as follows:

1) The Effect of Rewarding on the Performance of SDIT Plus Qurthuba Makassar Teachers

Hypothesis testing the effect of *reward* on teacher performance of SDIT Plus Qurthuba Makassar was carried out using simple linear regression analysis, then a determination test and an F test to determine the magnitude of the influence of the X1 variable (*rewarding*) on Y (teacher performance).

a) Simple Regression Analysis

Regression analysis of the effect of *reward* on teacher performance was carried out through SPSS version 28 with the following outputs:

Table 13. Results of Simple Linear Regression Analysis Effect of *Reward* on Teacher Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.482	6.214		3.456	.004
	Pemberian *reward*	.534	.102	.719	5.222	.000

a. Dependent Variable: Kinerja Guru

Based on the table above, the output of the regression analysis in the *coefficients* table shows that the value of Constant (a) is 21,482 and the value of regression coefficient (b) is 0.534. Thus the regression equation Y = 21,482 + 0.534X1. This indicates that if the *reward* (X1) increases by one unit, the performance of the teacher (Y) can be predicted to increase by 0.534 (53.84%) at constant 21,482.

b) Uji F

Significance testing was carried out with the help of SPSS version 28.0 with the following outputs:

Table 14. Significant Testing Outputs The Effect of Reward on Teacher Performance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2538.004	1	2538.004	372.700	.000[b]
	Residual	258.771	38	6.810		
	Total	2796.775	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

The output of the significance test of the effect of rewarding on teacher performance based on the Anova table showed that the F value was 372.70 with a Sig. value of 0.000. The interpretation of the significance test was carried out with the following:

H0 : The coefficient of the regression equation is not significant

H1 : The coefficient of the regression equation is not significant

The conditions for Ho's acceptance or rejection are as follows:

If Sig. < a (0.05), then H0 is rejected and H1 is accepted

If Sig. > a (0.05), then H0 is accepted and H1 is rejected

The regression test based on the Anova table obtained an F value of 384,300 with a Sig. value of 0.000. The Sig. 0.000 value is smaller than 0.05 which indicates that H0 is rejected and H1 is accepted. Thus, the reward has a significant effect on the performance of SDIT Plus Qurthuba Makassar teachers.

c) Determination Test

The magnitude of the influence of rewarding on teacher performance can be seen in the results of the determination test through SPSS version 28 in the following table:

Table 15. Determination Test Outputs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653[a]	.607	.605	2.60955

a. Predictors: (Constant), X1

Based on the results of the test output, it was shown that the value of the determinant coefficient was 0.607. Thus, the magnitude of the effect of rewarding on the performance of SDIT Plus Qurthuba Makassar teachers was 60.7% and 39.3% was determined by other factors.

2) The effect of *punishment* on the Kineja Guru of SDIT Plus Qurthuba Makassar

Hypothesis testing the effect of *punishment* on the performance of SDIT Plus Qurthuba Makassar teachers was carried out using simple linear regression analysis, then a determination test and an F Test to determine the magnitude of the influence of the X2 variable (punishment) on Y (teacher performance).

a) Simple Regression Analysis

The regression analysis of the influence of teaching facilities on teacher performance was carried out through SPSS version 28 with the following outputs:

Table 16. Results of Simple Linear Regression Analysis of the Effect *of School Punishment* on Teacher Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.917	7.862		3.041	.008
	Sarana	.607	.173	.652	3.511	.003

a. Dependent Variable: Kinerja Guru

Based on the table above, the regression analysis output in the *coefficients* table shows that the value of Constant (a) is 23.917 and the value of regression coefficient (b) is 0.607. Thus, the regression equation Y = 23.917 + 0.607X2. This indicates that if the means of defense (X2) increases by one unit, the performance of the teacher (Y) can be predicted to increase by 0.607 (60.7%) at constant 23.917.

b) Uji F

Significance testing was carried out with the help of SPSS version 28.0 with the following outputs:

Table 17. Significant Testing Outputs of the Effect of Punishment on Teacher Performance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2545.112	1	2545.112	384.300	.000[b]
	Residual	251.663	38	6.623		
	Total	2796.775	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X2

The output of the significance test of the effect *of punishment* on teacher performance based on the Anova table showed that the F value was 384.30 with a Sig. value of 0.00. The interpretation of the significance test was carried out with the following:

H0 : The coefficient of the regression equation is not significant

H1 : The coefficient of the regression equation is significant

The conditions for Ho's acceptance or rejection are as follows:

If Sig. < a (0.05), then H0 is rejected and H1 is accepted

If Sig. > a (0.05), then H0 is accepted and H1 is rejected

The regression test based on the Anova table obtained an F value of 384.30 with a Sig. value of 0.00. The Sig. value of 0.00 is smaller than 0.05 which indicates that H0 is rejected and H1 is accepted. Thus, the provision of *punishment* has a significant effect on the performance of SDIT Plus teachers Qurthuba Makassar.

c) Determination Test

The magnitude of the influence of *punishment* on teacher performance can be seen in the results of the determination test through SPSS version 28 in the following table:

Table 18. Output of Teacher Performance Determination Testing on Punishment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558[a]	.510	.908	2.57347

a. Predictors: (Constant), X2

Based on the results of the test output, it shows that the value of the determinant coefficient is 0.510. Thus, the magnitude of the effect of *punishment* on the performance of SDIT Plus Qurthuba Makassar teachers is 51% and 49% determined by other factors.

3) The Effect of Giving *Rewards* and *Punishments* Together on Teacher Performance at SDIT Plus Qurthuba Makassar

Hypothesis testing the effect of *giving rewards* and *punishments* together on the performance of teachers at SDIT Plus Qurthuba Makassar was carried out using simple linear regression analysis, then a determination test and an F Test to determine the magnitude of the influence of the variables X1 (rewarding) and X2 (*punishment*) on Y (teacher performance).

a) Simple Regression Analysis

The analysis of the effect of *giving rewards* and *punishments* together on the performance of SDIT Plus Qurthuba Makassar teachers was carried out through SPSS version 28 with the following outputs:

Table 19. Results of Simple Linear Regression Analysis Effect of *Reward* and *Punishment* on Teacher Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.694	4.352		1.768	.085
	X1	.327	.696	.281	.470	.641
	X2	.903	.801	.674	1.128	.267

a. Dependent Variable: Y

Based on the table above, the regression analysis output in the *coefficients* table shows that the value of Constant (a) is 15.872, the value of the regression coefficient (b1) is 0.412 with a value of Sig. 0.001, and the value of the regression coefficient (b2) is 0.213 with a value of Sig. 0.024. Thus the regression equation is Y = 15.872 + 0.001X1 + 0.024X2. This can be interpreted as if X1 increases by one unit, then Y will increase by 0.412 units, assuming X2 is fixed. Then if X2 increases by one unit, then Y will increase by 0.231 units assuming X1 is constant and the constant value of 15.872 indicates that X1 and X2 = 0, the value of Y is predicted to be 15.872.

b) Uji F

Significance testing was carried out with the help of SPSS version 28.0 with the following outputs:

Table 20. Significant Testing Outputs of the Effect of Reward and Punishment on Teacher Performance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2546.604	2	1273.302	188.320	.000[b]
	Residual	250.171	37	6.761		
	Total	2796.775	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The output of the significance test of the effect of rewarding and *punishment* together on the performance of SDIT Plus Qurthuba Makassar teachers based on the Anova table showed that the F value was 188.320 with a Sig. value of 0.000. The interpretation of the significance test was carried out with the following:

H0 : The coefficient of the regression equation is not significant

H1 : The coefficient of the regression equation is significant

The conditions for Ho's acceptance or rejection are as follows:

If Sig. < a (0.05), then H0 is rejected and H1 is accepted

If Sig. > a (0.05), then H0 is accepted and H1 is rejected

The regression test based on the Anova table obtained an F value of 188.320 with a Sig. value of 0.000. The Sig. 0.000 value is less than 0.05 which indicates that H0 is rejected and H1 is accepted. Thus, the provision of *rewards* and *punishments* has a significant effect on the performance of SDIT Plus teachers Qurthuba Makassar.

c) Determination Test

The magnitude of the influence of rewarding and *punishment* on teacher performance can be seen in the results of the determination test through SPSS version 28 in the following table:

Table 21. Output of Teacher Performance Determination Testing on Reward and Punishment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754[a]	.594	.554	2.60027

a. Predictors: (Constant), *Punishment*, *Reward*

Based on the results of the test output, it was shown that the value of the determinant coefficient was 0.594. Thus, the magnitude of the effect of *giving rewards* and *punishments* together on teacher performance at SDIT Plus Qurthuba was 59.4% and 40.6% was determined by other factors.

Discussion

This discussion is based on the results of data analysis obtained through descriptive and inferential data analysis, while the discussion will be described as follows;

1. Overview of Rewarding at SDIT Plus Qurthuba Makassar

Rewarding is one of the human resource management strategies that aims to increase teacher motivation, performance, and job satisfaction. Rewards are given as a form of appreciation by the school or foundation for the contributions that have been made by teachers,

both in financial and non-financial forms. The other meaning is all income in the form of money, direct or indirect goods received by teachers in exchange for services provided to schools or foundations.

In this study, the variables of reward provision were measured through five indicators, namely financial awards in the form of salaries, financial awards in the form of allowances, financial awards in the form of bonuses, non-financial awards in the form of interpersonal awards, and non-financial awards in the form of promotions.

Providing transparent and performance-based bonuses is very important to increase the effectiveness of financial rewards. In addition to reward indicators, of course, there are several other internal factors that affect the effectiveness of rewarding, namely teachers' intrinsic motivation, perception of fairness, organizational culture, and leadership.

Many theories assert that rewards, both financial and non-financial, play an important role in meeting the needs of teachers, increasing motivation, and encouraging optimal performance. Therefore, the provision of rewards that are fair, transparent, and in accordance with the needs of teachers will have a positive impact on individuals and organizations as a whole.

The description of the reward given at SDIT Plus Qurthuba Makassar, of course, consists of the basic salary as the main form of real appreciation, bonuses are also given to teachers involved in the committee and during holidays, there are health allowances and also allowances for children and wives. In addition, if the performance and dedication are very good, of course the promotion of positions will await, support from various parties, especially between fellow teachers. Every year there is a big event held by the foundation which collaborates with all units called "Qurthuba Awards" with 3 main categories, namely best teacher, best teacher Qur'an, and best employee. The highest award within the scope of the Qurthuba foundation is free Umrah.

Based on the results of the research, the overview of the reward is 50% in the medium category with frequencies of 20, and 25%, 7.5% in the high category with frequencies of 10 and 3 and 12.5% and 5% are in the low category with frequencies 5 and 2, respectively. The reward at SDIT Plus Qurthuba Makassar is based on the results of data analysis interpreted by the Mean Score which is 73,875 with an average of 40 respondents.

2. Punishment at SDIT Plus Qurthuba Makassar

Punishment is a form of behavior control that is used to reduce or correct behavior that deviates from the rules that have been set. In the context of this study, the administration of punishment is understood as an action given by the authorities to individuals who violate the rules, with the main goal of providing a deterrent effect and encouraging behavior change in a more positive direction. The variables of punishment were analyzed through several indicators,

namely the provision of sanctions, the provision of reprimands, the consistency of the implementation of the rules, and the corrective purpose of punishment.

Sanctions or reprimands are given in response to violations committed and serve as a reminder that each action has certain responsibilities and consequences. The results of the study show that the imposition of clear and measurable sanctions can have an influence on individual behavior, especially in improving compliance with applicable rules.

Of course, this is in accordance with the behavioristic theory put forward by Skinner, which states that behavior can be formed through the consequences that accompany it. In this view, punishment is used to suppress the appearance of unwanted behavior. However, the effectiveness of sanctions depends heavily on the suitability between the type of violation and the form of sanction given. Sanctions that are too heavy can cause resistance, while sanctions that are too light tend not to have a deterrent effect.

The results of the study show that inconsistencies in the application of rules can reduce the effectiveness of punishment and cause the perception of injustice. If rules are enforced consistently, individuals tend to accept the punishment given more and use it as material for self-evaluation. Conversely, inconsistency can trigger repeated deviant behavior.

In addition to punishment indicators, there are other internal factors that affect the effectiveness of punishment, including: self-awareness, internal motivation, and attitudes and perceptions of authority.

The description of punishment at SDIT Plus Qurthuba Makassar is that one of the indicators is the provision of sanctions or reprimands, namely the provision of sanctions in the form of a reduction in points (the impact of course leads to the grade listed in the kafalah) as a result of the teacher's performance that is not in accordance with the agreed SOP. In addition, verbal reprimands are usually given when there are teachers who come on time, do not come once a month in the bina ukhuwah program (the documentation is listed in the attachment), and there are teachers who act or behave not in accordance with the direction of the principal. Even for violations that can no longer be tolerated, the foundation in collaboration with the school will dismiss the teacher (of course for the underlying reasons will be a secret of the leadership).

Based on the results of the study, the description of punishment is 52.5% in the medium category with a frequency of 21, 22.5% in the high category with a frequency of 9, and 12.5%, 5%, and 2.5%, respectively with a frequency of 5.2, and 1. The reward at SDIT Plus Qurthuba Makassar is based on the results of data analysis interpreted by the Mean Score which is 61 with an average of 40 respondents.

3. Teacher Performance at SDIT Plus Qurthuba Makassar

Teacher performance is the ability and results of work shown by teachers in carrying out their professional duties as educators. Teacher performance is not only seen from the ability to deliver subject matter, but also includes the role of teachers in shaping character, developing potential, and assessing and evaluating students. In this study, teacher performance is measured through several indicators, namely educating, teaching, guiding, directing, training, assessing, and evaluating students, of course, this is in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers.

Based on these main tasks, the seven are a unit of interrelated professional roles in the learning process. The implementation of these tasks can be strengthened through the strategy of providing rewards and punishments as a form of reinforcement of student behavior.

Teachers play a role in instilling values, attitudes, and character, increasing students' motivation to learn, helping to overcome learning and behavioral difficulties, providing clear direction regarding students' behavior and responsibilities, improving skills through strengthening the success of training, of course, also assessing every learning process that has been passed for 2 semesters with clear assessment instruments, and finally providing a thorough evaluation can be the basis for determining the right form of reward and punishment.

In the context of research, the provision of rewards and punishments acts as pedagogical strategies that support the implementation of the seven main tasks of teachers. Rewards function as a reinforcement of positive behavior, while punishment functions as an educational corrective tool. Both, if applied proportionately and consistently, can increase the effectiveness of teacher performance and the quality of the learning process.

In addition to these indicators, there are several other internal factors that affect teacher performance, namely professional competence, work motivation, commitment to the profession, and teaching experience. Some theories that are relevant in the discussion of teacher performance variables include teacher competency theory and humanistic theory.

The description of the performance of teachers at SDIT Plus Qurthuba Makassar, the researcher describes specifically and generally. In particular, there are still teachers who do not understand their duties so that in their application in schools there are still things that are missed. In general, of course, awareness is needed from the teachers themselves so that in the future it can be even better.

The research overview of teacher performance is 35% in the medium category with the number of frequencies 14, 22.5%, 20%, and 15% in the high category with the number of frequencies 9, 8, and 6 respectively, while 5% and 2.5% are in the low category with the number of frequencies 2 and 1 respectively. The reward at SDIT Plus Qurthuba Makassar is based on the

results of data analysis interpreted by the Mean Score which is 88.05 with an average of 40 respondents.

CONCLUSION

Based on the results of the analysis and discussion of the research, it can be concluded that the rewarding, punishment, and teacher performance at SDIT Plus Qurthuba Makassar is generally in the medium category, which shows that these three aspects are not at an optimal level and still need to be improved. The results of the statistical test showed that the provision of rewards had a positive and significant effect on teacher performance with a contribution of 60.7% (Sig. 0.000 < 0.05) and a regression equation Y = 21.482 + 0.534X1. Similarly, the provision of punishment had a positive and significant effect on teacher performance with a contribution of 51% (Sig. 0.000 < 0.05) and a regression equation Y = 23.917 + 0.607X2. Simultaneously, the provision of rewards and punishments had a significant effect on teacher performance with a contribution of 59.4%, while 40.6% was influenced by other variables that were not studied. Thus, the more effective the implementation of rewards and punishments, the more teacher performance at SDIT Plus Qurthuba Makassar will also improve.

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