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 Volume 5, No 1, 2025 B

 Citius

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 Kampus UNUGIRI Bojonegoro Lantai I, Jl. A. Yani No. 10 Bojonegoro.
 Artikel diterima: Maret 2025 Artikel dipublikasikan: Juni 2025



THE EFFECT OF REWARD POLICY ON THE MOTIVATION AND PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN ELEMENTARY SCHOOLS SURABAYA CITY

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Abstract

Physical education, sports, and health teachers have an important role in shaping the character, physical fitness, and discipline of students at the elementary school level. Rewards can be in the form of financial or non-financial rewards given as a form of appreciation for teacher performance. This study uses a quantitative approach with an explanatory research design that aims to test the effect of reward policies on the motivation and performance of physical education teachers in elementary schools in the city of Surabaya. Data collection was carried out by distributing questionnaires directly to teachers at school or through an online platform to facilitate respondents who are in more remote locations. The results of the regression analysis showed that the reward policy had a positive and significant effect on motivation (coefficient = 0.42; $p < 0.05$) and performance (coefficient = 0.38; $p < 0.05$). In addition, motivation also has a positive and significant effect on performance (coefficient = 0.45; $p < 0.05$). The coefficient of determination (r^2) value of 0.61 indicates that 61% of performance variability can be explained by the reward and motivation policy variables. Conclusion, reward policy has a positive and significant effect on the motivation and performance of physical education teachers in elementary schools in Surabaya. Further research can expand the object and use different approaches to enrich the findings.

Keywords: reward policy; motivation; teacher performance; physical education; elementary school

PENGARUH KEBIJAKAN REWARD TERHADAP MOTIVASI DAN KINERJA GURU PENDIDIKAN JASMANI DI SEKOLAH DASAR KOTA SURABAYA

Abstract

Guru pendidikan jasmani, olahraga, dan kesehatan memiliki peran penting dalam membentuk karakter, kebugaran fisik, dan kedisiplinan siswa di tingkat sekolah dasar. Reward dapat berupa penghargaan finansial maupun non-finansial yang diberikan sebagai bentuk apresiasi atas kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksplanatori yang bertujuan untuk menguji pengaruh kebijakan reward terhadap motivasi dan kinerja guru pendidikan jasmani di sekolah dasar di kota surabaya. Pengumpulan data dilakukan dengan menyebarkan kuesioner secara langsung kepada guru di sekolah maupun melalui platform online untuk memudahkan responden yang berada di lokasi yang lebih terpencil. Hasil analisis regresi menunjukkan bahwa kebijakan reward berpengaruh positif dan signifikan terhadap motivasi (koefisien = 0,42; $p < 0,05$) dan kinerja (koefisien = 0,38; $p < 0,05$). Selain itu, motivasi juga memiliki pengaruh positif dan signifikan terhadap kinerja (koefisien = 0,45; $p < 0,05$). Nilai koefisien determinasi (r^2) sebesar 0,61 menunjukkan bahwa 61% variabilitas kinerja dapat dijelaskan oleh variabel kebijakan reward dan motivasi. Simpulan, kebijakan reward berpengaruh positif dan signifikan terhadap motivasi dan kinerja guru pendidikan jasmani di sekolah dasar kota surabaya. Penelitian selanjutnya dapat memperluas objek dan menggunakan pendekatan yang berbeda untuk memperkaya hasil temuan.

Kata kunci: kebijakan reward; motivasi; kinerja guru; pendidikan jasmani; sekolah dasar

INTRODUCTION

Physical education teachers have an important role in shaping the character, physical fitness, and discipline of students at the elementary school level (Srikandi et al., 2020; Witasari & Wiyani, 2020). However, the challenge in improving the motivation and performance of physical education teachers is still a concern, especially in urban environments such as Surabaya. One approach used to improve teacher motivation and performance is through a reward or award policy.

Rewards can be in the form of financial or non-financial awards given as a form of appreciation for teacher performance. The provision of rewards is expected to increase the work spirit, loyalty, and productivity of teachers in carrying out their duties. However, the effectiveness of reward policies in increasing the motivation and performance of physical education teachers in elementary schools still needs further research, especially in the city of Surabaya.

Research on the influence of reward policies on teacher motivation and performance has been widely conducted, but most of these studies are still general in nature and do not specifically highlight teachers in certain subject areas, such as physical education teachers. Previous research examining the relationship between reward provision and teacher motivation in general in an Islamic-based elementary school environment at SD Islam Al-Jamal Tasikmalaya showed that reward provision has a positive and significant influence on teacher work motivation, with a correlation value of 0.650 (Rohmah et al., 2022). The study did not focus on the profession of physical education teachers who have different characteristics of tasks and challenges than teachers in other fields of study. In addition, several previous studies focused more on the high school level and only touched on the reward aspect without linking it in depth to the specific performance indicators of physical education teachers (Huang & Yu, 2022).

The novelty of this study lies in its focus on elementary school physical education teachers in an urban environment, namely the city of Surabaya, which has its own social and cultural complexities. The approach used in this study not only measures the influence of rewards on motivation quantitatively, but also evaluates its impact on performance using indicators specifically designed according to the duties and functions of physical education teachers. The use of standardized instruments but adjusted to the local context and a more comprehensive statistical analysis approach are the main differences compared to previous studies.

Methodologically, this study uses a quantitative approach with an explanatory research design, which aims to explain the causal relationship between reward variables, motivation, and performance. This study also includes empirical validation through a more stringent instrument test and includes relevant and representative research subjects, namely physical education teachers at public and private elementary schools in various sub-districts in the city of Surabaya. Previous studies generally do not distinguish between geographic characteristics and school backgrounds, even though this context influences the effectiveness of reward policies (Oktaviani & Putra, 2021; Pps & Verawati, 2021; Sulistyono, 2019).

The urgency of this research is based on the importance of the role of physical education teachers in shaping the character, physical health, and discipline of students from an early age. In the midst of post-pandemic educational challenges and increasingly complex learning demands, improving teacher performance is very vital. This research makes an important contribution in filling the gap in the literature and providing a strong basis for making more specific policies, especially in urban areas such as Surabaya which have their own dynamics in education management. However, research that specifically examines the effect of reward policies on the motivation and performance of physical education teachers in elementary schools in the city of Surabaya is still limited. This

indicates the need to conduct more specific research in this context. Work motivation emphasizes the importance of reinforcement or strengthening in motivating behavior and rewards as a form of positive reinforcement can increase the frequency of desired behavior, such as improving teacher performance and work motivation (Smith et al., 2021; Wu, 2023; Zhang et al., 2024).

In addition, Maslow's theory of needs is also relevant (Winatha & sujana, 2024), where awards or rewards can fulfill the need for appreciation (esteem needs), which in turn can increase an individual's intrinsic motivation. Although there have been studies on the influence of rewards on teacher motivation and performance, most of these studies are general and not specific to elementary school physical education teachers. In addition, local contexts such as the city of Surabaya with unique social and cultural characteristics have not been widely explored in previous studies.

The purpose of this study is to provide a deeper understanding of the influence of reward policies on the motivation and performance of physical education teachers in elementary schools in Surabaya. Specifically, this study aims to analyze the extent to which reward policies implemented by schools or related agencies can influence the work motivation of physical education teachers in carrying out their professional duties and responsibilities. In addition, this study also aims to evaluate the impact of reward policies on teacher performance, both in terms of planning, implementing learning, evaluation, and self-development. Through the findings obtained, this study is expected to provide relevant and effective policy recommendations to improve the motivation and performance of physical education teachers in a sustainable manner, especially through a reward mechanism that is measurable, fair, and in accordance with the characteristics and needs of teachers in elementary schools in Surabaya.

METHOD

This study uses a quantitative approach with an explanatory research design which aims to test the influence of reward policies on the motivation and performance of physical education teachers in elementary schools in the city of Surabaya (sari et al., 2022). This approach was chosen because it can reveal the causal relationship between the variables studied using numerical data analyzed statistically. The population of this study was all physical education teachers in elementary schools in Surabaya, totaling around 350 people. The research sample was taken using stratified random sampling by considering the sub-districts in Surabaya so that the data obtained could represent variations in existing geographical and social conditions. Based on the sample calculation, the number of respondents taken was 168 physical education teachers, representing 50% of the population with a margin of error of $\pm 5\%$ at a 95% confidence level.

The design of this study used a survey with the main instrument in the form of a questionnaire consisting of three main parts: first, measuring the reward policy given to teachers, which includes the form and frequency of reward giving and teachers' perceptions of fairness and their satisfaction with the policy. Second, measuring teacher work motivation based on Herzberg and Maslow's motivation theory which includes aspects of intrinsic and extrinsic motivation; third, measuring teacher performance referring to the standards set in Permendiknas no. 16 of 2007, including the quality of learning planning and implementation, evaluation, and teacher self-development. Before the questionnaire was distributed to respondents, this instrument was first tested for validity and reliability to ensure that the measuring instrument used could produce accurate and consistent data.

Table 1. Respondents' questionnaire on teacher policy, motivation and performance

No.	Statement	Score 1-5
A. Reward policy		
1	My school gives rewards to teachers based on performance.	
2	The type of reward given is in accordance with the effort I put in.	
3	I receive rewards regularly and on schedule.	
4	Rewards are given fairly and objectively.	
5	I know the criteria used in giving rewards.	
6	The rewards I received motivated me to work better.	
7	I am satisfied with the reward system implemented.	
8	The reward policy at my school is open and accountable.	
B. Teacher work motivation		
9	I feel excited every time I teach physical education.	
10	I find working as a physical education teacher to be meaningful and personally satisfying.	
11	I am motivated by the opportunity to develop professionally.	
12	I feel appreciated by students and colleagues for my contributions.	
13	I am constantly looking for ways to improve the quality of physical education teaching.	
14	Bonuses or awards from the school motivate me to teach more actively.	
15	I feel motivated to maintain work performance in order to achieve rewards.	
16	My motivation increases when I see my colleagues are also appreciated for their performance.	
C. Performance of physical education teachers		
17	I always prepare a physical education learning implementation plan systematically.	
18	I use a variety of appropriate learning methods in teaching physical education.	
19	I evaluate student learning outcomes objectively and continuously.	
20	I attended training or workshops to improve my competence as a physical education teacher.	
21	I make innovations in physical education learning activities.	
22	I integrate character values into physical education learning.	
23	I am able to manage classes and physical activities in a safe and enjoyable manner.	
24	My performance as a physical education teacher improved after the introduction of a reward system at school.	

Data collection was carried out by distributing questionnaires directly to teachers at schools or through online platforms to facilitate respondents in more remote locations. The collected data will be analyzed using multiple linear regression analysis to determine the extent to which reward policies affect teacher work motivation and performance. Classical assumption tests such as normality, multicollinearity, and heteroscedasticity were also carried out to ensure the feasibility of the regression model used. All data analysis was carried out with the help of the latest version of SPSS software to obtain more valid and measurable results.

Results and Discussion

Based on the results of data collection through questionnaires distributed to 168 physical education teachers in elementary schools in Surabaya, the data obtained showed that the reward policy has a significant influence on work motivation and teacher performance. Of the 168 questionnaires distributed, 168 questionnaires were returned completely and validly, providing a very good response rate.

Table 2: distribution of respondents by gender and age

Respondent characteristics	Category	Number of respondents	Percentage (%)
Gender	Man	87	51.8%
	Woman	81	48.2%
Age	25–35 years	92	54.8%
	36–45 years	58	34.5%
	46–55 years	18	10.7%

Table 2 presents the distribution of respondent characteristics based on two main demographic categories, namely gender and age. These data provide an overview of the demographic profile of physical education teachers who were the subjects of the study in elementary schools in Surabaya. Understanding the characteristics of respondents is very important to analyze the factors that influence the influence of reward policies on their motivation and performance. In the gender category, respondents were divided almost evenly between male and female, with 87 male teachers (51.8%) and 81 female teachers (48.2%). Meanwhile, in the age category, the majority of respondents were in the 25-35 year age range, with a total of 92 people (54.8%), which shows that the majority of physical education teachers are relatively young educators and are in their productive age. The rest consisted of teachers aged 36-45 years (58 people, 34.5%) and 46-55 years (18 people, 10.7%). These data provide important context in analyzing other variables, such as reward policies, motivation, and teacher performance, which may be influenced by the age and gender of respondents.

Table 3: Results of regression analysis of the influence of reward policy

Variables	Regression coefficient	Significance value (p-value)	Influence on motivation/performance
Reward policy towards motivation	0.42	0.000 < 0.05	Positive and significant
Performance reward policy	0.38	0.000 < 0.05	Positive and significant
Motivation for performance	0.45	0.000 < 0.05	Positive and significant
Coefficient of determination (r^2)	0.61	-	Explains 61% of performance variability

Multiple linear regression analysis conducted to test the effect of reward policy on teacher motivation and performance shows that the reward policy variable has a positive and significant effect on the work motivation of physical education teachers ($p < 0.05$). The results of the study in table (3) show that the reward policy has a significant effect on the work motivation of physical education teachers in elementary schools in Surabaya. The regression coefficient of 0.42 and the significance value of $0.000 < 0.05$ indicate that the better the reward system implemented by the school, the higher the level of motivation felt by the teacher. This finding is in line with research byrusmiati et al., (2024) which explains that external factors such as rewards are included in the category of motivators that can increase individual satisfaction and work enthusiasm. In addition, reward policies also have a positive effect on the performance of physical education teachers with a regression coefficient of 0.38.

This indicates that giving rewards not only increases work enthusiasm, but also has a direct impact on the quality of task implementation, designing learning, implementing sports activities, and conducting professional learning evaluations. These results strengthen the view that fair and transparent organizational policies in giving rewards can increase teacher work productivity.

Teacher work motivation has also been shown to have a positive and significant influence on the performance of physical education teachers, with a regression coefficient of 0.45. This means that teachers who have high motivation tend to show better performance in the aspects of teaching and professional development. This finding is in accordance with Maslow's theory, which states that individuals whose psychological and actualization needs are met will be more motivated to work optimally. The determination coefficient of 0.61 shows that the reward and motivation policy variables together are able to explain 61% of the variability in teacher performance. This is a fairly strong contribution, indicating that rewards and motivation are two key factors that need to be considered in improving the quality of education, especially in the field of physical education at the elementary school level.

Table 3: Average scores of teacher motivation and performance based on reward policies

Reward policy categories	Average motivation score	Average performance score
High reward	4.22	4.18
Medium reward	3.56	3.67
Low reward	2.89	2.75

The results from Table (3) show the relationship between reward policies received by physical education teachers and their average motivation and performance scores. Based on the data, it was seen that teachers who received high rewards had an average motivation score of 4.22 and a performance score of 4.18, which indicates that high reward policies significantly improve teacher motivation and performance. Teachers who feel rewarded with high rewards tend to work with more enthusiasm and show better performance in teaching. In contrast, teachers who received moderate Rewards had an average motivation score of 3.56 and a performance score of 3.67, indicating that although the rewards provided had a positive impact, the effect on motivation and performance was not as large as in the high reward category. Finally, at low reward, teachers had an average motivation score of 2.89 and a performance score of 2.75, indicating that low reward tended to be associated with low motivation and teacher performance. These results confirmed that the higher the reward teachers received, the higher their motivation and performance. Therefore, a better reward policy and in accordance with the contribution of teachers can be a significant factor in improving the quality of teaching and professionalism of physical education teachers in primary schools.

The results also showed a strong relationship between motivation and performance of physical education teachers. Path analysis indicates that work motivation serves as a mediator in the relationship between reward Policy and teacher performance. That is, reward policies not only have a direct effect on teachers ' performance, but also increase their motivation first, which then contributes to improved performance. The implementation of appropriate, fair, and consistent reward policies is critical in improving the motivation and performance of physical education teachers. Schools and education policy makers need to review the reward system implemented to be more targeted and in accordance with the needs of teachers, in order to create a work environment that supports professionalism and dedication.

The findings of this study indicate that reward policies have a significant effect on the motivation and performance of physical education teachers. These results are in line with several previous studies that examined the relationship between reward, motivation, and teacher performance in the primary school environment. The principal's managerial skills and the provision of rewards have a positive effect on teacher performance, especially if mediated by teacher motivation (Manik & siahaan, 2021). Rewards not only play a direct role in driving performance, but also indirectly through increased motivation. This means that when teachers feel appreciated, teachers will be more motivated, which then has an impact on improving teacher performance. Motivation is an important variable in driving the quality of teacher work (Oktaviani & son, 2021). Rewards are a source of extrinsic motivation and are a strategic tool to improve overall teacher performance.

Teacher work motivation plays an important role in bridging various organizational variables including organizational culture, job satisfaction, and work climate towards improving performance.(Chandra & Sutarmin, 2022; Wusqo et al., 2023). Rewards can be positioned as one of the factors of organizational culture or internal school policies that encourage the creation of high work motivation. Teacher professionalism can be improved with institutional support, academic supervision and work culture.(Kulsum et al., 2023). Although they do not explicitly discuss rewards, their research findings confirm that external factors such as appreciation and recognition from leaders (often manifested in the form of rewards) can improve teacher professionalism and performance.

The importance of work environment, discipline, and motivation can affect teacher performance. This is in line with the findings of this study, where high rewards not only provide financial incentives, but also create a positive and competitive work environment.(Marwati et al., 2021; maryati, 2022).

These studies have strong links with the findings of this study, especially in showing that motivation is an important mediator between rewards and performance.(Agustin & Dewi, 2024; Mukholid et al., 2025). The main difference in this study lies in its more specific focus, namely on physical education teachers at the elementary school level and in the quantitative regression-based approach that directly measures the influence between these variables.

This study makes a novel contribution to the literature by highlighting reward policies in the context of physical education teachers specifically, and adds empirical evidence that well-designed reward strategies can significantly improve teacher motivation and performance.

Overall, these data support the theory that high rewards are positively related to increased motivation and performance. Adequate rewards not only provide satisfaction for teachers but also encourage them to continue to improve the quality of their learning and performance. Therefore, clear, fair, and relevant reward policies need to be considered by schools and education policy makers to ensure that teachers feel appreciated and motivated to give their best in teaching.

CONCLUSION

This study shows that reward policy has a positive and significant effect on the motivation and performance of physical education teachers in elementary schools in Surabaya. Appropriate rewards increase motivation, which ultimately has an impact on improving performance. This study provides novelty with a focus on physical education teachers, as well as practical and methodological contributions to the development of educational management policies. It is recommended that schools implement fair and consistent reward policies to improve the motivation and performance of physical education teachers. Rewards can be non-financial rewards such as recognition or training. Principals need to make rewards a part of teacher performance management. Further research can expand the object and use different approaches to enrich the findings.

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