

## The Effect of Reward and Punishment Implementation on Improving Students' Disciplined Character Through Football Learning at Sape 9th State Elementary School in 2026

Ilman Nafiyah<sup>1</sup>, Mujriah<sup>2</sup>, Supriadin<sup>3</sup>  
Mandalika University of Education

---

### Article Info

#### Article history:

Received: 14 June 2026

Publish: 1 July 2026

---

#### Keywords:

Reward And Punishment;

Discipline Character;

Football Learning;

Physical Education;

Merdeka Curriculum.

---

### Abstract

This study aimed to examine the effect of implementing *reward and punishment strategies on improving students' discipline character through football learning at SDN 9 Sape in 2026. The study employed a quantitative approach using a quasi-experimental method with a One-Group Pretest–Posttest Design. The participants consisted of 51 elementary school students. Data were collected using a discipline character observation sheet covering punctuality, compliance with rules, responsibility, and discipline during learning activities. Data analysis included descriptive statistics, the Kolmogorov–Smirnov normality test, the Paired Sample t-Test, and effectiveness analysis using N-Gain and Effect Size (Cohen's d). The results revealed that the mean discipline character score increased from 67.67 in the pre-test to 84.76 in the post-test, representing an improvement of 17.09 points (25.25%). The Paired Sample t-Test indicated a significance value of 0.000 ( $p < 0.05$ ), demonstrating a significant effect of the implementation of reward and punishment on students' discipline character. Furthermore, the N-Gain value of 0.53 was categorized as moderate, while the Cohen's d value of 4.38 indicated a very large effect size. These findings suggest that the implementation of reward and punishment in football learning is effective in improving students' discipline character. This study contributes to the development of physical education learning strategies that support character education strengthening as well as the implementation of the Merdeka Curriculum and the Pancasila Student Profile in elementary schools.*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### Corresponding Author:

**Ilman Nafiyah**

Mandalika University of Education

e-mail. [mujriah@undikma.ac.id](mailto:mujriah@undikma.ac.id)

---

### 1. INTRODUCTION

Education, in essence, is not solely oriented toward developing students' academic abilities but also aims to shape character, which serves as the foundation for individual behavior in social life. In the context of 21st-century human resource development, character becomes an increasingly important aspect because advances in science and technology are not always accompanied by the development of students' morals and behavior. Various phenomena occurring in educational environments indicate that student behavior still reflects a lack of positive character, such as a lack of discipline, low responsibility, a lack of respect for rules, and weak self-control during the learning process. This situation demonstrates that character education remains a challenge that requires serious attention from all educational stakeholders.

The urgency of character building is further emphasized through the implementation of the Independent Curriculum, which places the development of the Pancasila Student Profile as the primary goal of national education. The Pancasila Student Profile is designed to shape students who believe in and fear God Almighty, are independent, critical thinkers, creative, collaborative, and globally diverse. The implementation of the Independent Curriculum focuses not only on achieving academic competencies but also on character development integrated into all learning activities (Khoerunnisa Alifiyah et al., 2024). Research (Aprianti et al., 2026) shows that the success of the Independent Curriculum implementation is greatly influenced by teachers' ability to integrate character values into the learning process so that students gain meaningful learning experiences while developing positive behaviors. These findings are supported by (Putri Yuyu & Muhdar, 2026) who stated that character strengthening through the Independent Curriculum has a significant impact on the development of responsibility, independence, and discipline in elementary school students.

Among the various character values developed in elementary schools, discipline is a fundamental trait that determines the success of the educational process. Discipline is not only related to compliance with school rules but also reflects students' ability to control themselves, respect time, carry out tasks responsibly, and adhere to applicable norms. Discipline forms the foundation for the development of other character traits, as students with high discipline tend to be more responsible, independent, and able to manage their behavior positively. Conversely, low discipline can hinder the learning process and result in poor achievement of educational goals.

Various studies have shown that discipline problems remain a common issue in elementary schools. Common forms of indiscipline include late arrival to school, disobeying rules, inattentiveness to teacher explanations, failure to complete assignments on time, and a lack of responsibility for learning activities. Research (Munasiroh et al., 2026) indicates that developing a disciplined character requires consistent practice through intracurricular, cocurricular, and extracurricular activities. Meanwhile, (Khairiyah & Asmara, 2023) explained that the success of forming a disciplined character is greatly influenced by the learning strategies implemented by teachers and the school culture that supports the internalization of character values.

From an educational psychology perspective, the development of discipline can be achieved through reinforcement aimed at encouraging the repeated emergence of positive behavior. One form of reinforcement widely used in educational practice is the application of rewards and punishments. Rewards are a form of appreciation given to students for positive behavior, while punishments are educational consequences given for behavior that violates rules. Both strategies serve as behavioral learning instruments, helping students understand the relationship between actions and consequences.

Recent research shows that the proportional, consistent, and educational application of rewards and punishments can increase learning motivation and foster disciplined behavior in students. Ratnasari et al. (2026) found that the provision of rewards and punishments significantly influenced the development of disciplined character in elementary school students. Students who received rewards for positive behavior tended to maintain that behavior, while the provision of educational consequences reduced the occurrence of behavior that violated school rules. These findings align with previous research showing that a consistently implemented reward and consequence system can increase student compliance with school rules and strengthen self-control in various learning activities.

Physical Education, Sports, and Health (PJOK) is a subject with significant potential for developing student character. Unlike other subjects that focus more on cognitive aspects, PJOK provides hands-on learning experiences through physical activities that involve affective, social, and moral aspects. According to Hariandi et al. (2023), PJOK learning is an effective medium for developing character values because students are directly exposed to situations that demand responsibility, cooperation, leadership, sportsmanship, and adherence to rules. Studies (Bisa, 2023; Setyawan et al., 2024; Zaky Ismail et al., 2024) also show that sports activities significantly contribute to character formation, the development of social responsibility, and the enhancement of positive student behavior.

One PJOK subject with potential for developing discipline is soccer. Soccer is a team game that requires students to obey the rules of the game, cooperate with team members, respect the decisions of referees or teachers, and carry out responsibilities according to their assigned roles. Through soccer activities, students gain real-world experience in applying the values of discipline throughout the learning process. Therefore, soccer learning can be used as a means to internalize discipline through various appropriate learning strategies.

Extensive research has been conducted on the application of rewards and punishments in character education. (Rizkita & Saputra, 2020; Sulistiyono et al., 2021) found that implementing rewards and punishments in soccer lessons can improve discipline, sportsmanship, courage to express opinions, and respect for others. (Indah Saputri & Widyasari, 2021; Indrawati et al., 2021a; Yuningsih, 2021) also reported that reward and punishment programs have a positive impact on improving student discipline. However, most previous research has focused on general classroom learning or overall school discipline programs. Research specifically integrating rewards and punishments into soccer lessons as a means of improving elementary school students' discipline is still relatively limited. Furthermore, studies linking the application of rewards and punishments to strengthening discipline within the context of the Independent Curriculum are still scarce, particularly in elementary schools in Bima Regency.

Based on these conditions, there is a research gap that requires further study. Previous research generally places rewards and punishments as strategies for fostering discipline in the general school environment, while research integrating these strategies into soccer learning activities as part of the implementation of character education in the Independent Curriculum is still limited. Therefore, this study offers novelty in the form of an assessment of the effect of implementing rewards and punishments integrated into soccer learning on improving the discipline of elementary school students. Another novelty lies in the context of the research, which was conducted on students at SDN 9 Sape, a representative elementary school in Bima Regency, which has not yet been widely studied for character education through physical education (PJOK).

Based on the above description, the research problem is formulated as follows: Is there an effect of the implementation of rewards and punishments on improving students' disciplinary character through soccer learning at SDN 9 Sape in 2026? The proposed research hypothesis is that the implementation of rewards and punishments has a positive and significant effect on improving students' disciplinary character through soccer learning.

This study aims to analyze the effect of the implementation of rewards and punishments on improving students' disciplinary character through soccer learning at SDN 9 Sape in 2026. The results are expected to provide theoretical contributions to the development of character education studies in physical education (PJOK) learning and serve as a consideration for teachers in designing effective learning strategies to improve the disciplinary character of elementary school students.

## 2. RESEARCH METHODS

### a. Research Design

This study used a quantitative approach with a quasi-experimental research method through a One-Group Pretest–Posttest Design. This design was used to determine the effect of the implementation of rewards and punishments on improving students' disciplinary character through soccer learning. In this design, research subjects were given an initial measurement (pre-test) to determine their level of disciplinary character before treatment. They were then given treatment in the form of the implementation of rewards and punishments in soccer learning. A final measurement (post-test) was conducted to determine changes in disciplinary character after the treatment (John W. Creswel, 2014). The research design is schematically shown as follows:

$$O_1 - X - O_2$$

Where:

$O_1$  = Initial measurement (pre-test) of students' disciplinary character

$X$  = Treatment in the form of the implementation of rewards and punishments in soccer learning

$O_2$  = Final measurement (post-test) of students' disciplinary character

This design was chosen because it allows researchers to measure changes in students' disciplinary character before and after treatment, thus determining the effectiveness of the implementation of rewards and punishments in soccer learning.

### b. Research Location and Time

The research was conducted at SDN 9 Sape, Bima Regency, West Nusa Tenggara Province, during the even semester of the 2025/2026 academic year. The research was conducted over four soccer learning sessions integrated with the application of rewards and punishments.

### c. Research Population and Sample

The research population was all fifth-grade students at SDN 9 Sape in the 2025/2026 academic year. The sampling technique used total sampling due to the relatively small population size, thus all students were included in the research sample. The use of total sampling allowed the researcher to obtain a more representative picture of the effect of the treatment on students' disciplinary character (John W. Creswel, 2014).

### d. Research Variables

This research consists of two variables:

- 1) The independent variable, namely the application of rewards and punishments in soccer learning.
- 2) The dependent variable, namely the students' disciplinary character.

### e. Research Procedure

The research procedure was carried out through several systematic stages, as stated by Kemmis et al., 2014, which states that the implementation of learning activities must be carried out in a planned, structured, and sustainable manner. The research stages include:

#### 1) Preparation Stage

At this stage, the researcher conducted:

- a) Initial observations of students' disciplinary conditions.
- b) Preparation of soccer learning materials.
- c) Preparation of research instruments.

- d) Validation of research instruments by experts.
  - e) Preparation of the research implementation schedule.
- 2) Pre-test Stage
- Before the treatment was administered, students were observed using a discipline character observation sheet to obtain initial data regarding their level of discipline.
- 3) Treatment Stage
- The treatment was carried out through four soccer learning sessions. At each meeting, the teacher implements a reward and punishment system. The forms of rewards given include:
- a) Verbal praise.
  - b) Applause.
  - c) Best group award.
  - d) Positive reinforcement from the teacher.
- Forms of punishment given include:
- a) Verbal warnings.
  - b) Educational advice.
  - c) Additional educational assignments.
  - d) Group point deductions for violating agreed-upon rules.
- The implementation of rewards and punishments focuses on discipline indicators such as punctuality, adherence to learning rules, wearing sports uniforms as required, and responsibility in participating in soccer learning activities.
- 4) Post-test Stage
- After all treatments were completed, students' disciplinary character was measured again using the same instrument as the pre-test. The research flow is shown in Figure 1.



Figure 1. Research Implementation Flow

Figure 1 shows the research flow, which used a quasi-experimental approach with a One-Group Pretest–Posttest design. The study began with problem identification through initial observations to determine the students' disciplinary character during soccer lessons. Next, the researchers developed and validated the research instrument used to measure the students' disciplinary character. Once the instrument was ready for use, a pretest was conducted to obtain baseline data on the students' level of discipline before the treatment was administered.

The next stage was the implementation of rewards and punishments in soccer lessons over several sessions. The treatment was given through rewards for disciplined

behavior and educational consequences for students who violated learning rules. After all treatments were completed, a posttest was conducted to determine changes in students' disciplinary character. The data obtained were then analyzed using descriptive and inferential statistics to test the research hypotheses. The results of the analysis served as the basis for drawing conclusions regarding the effect of the implementation of rewards and punishments on improving students' disciplinary character through soccer lessons at SDN 9 Sape.

f. Research Instruments

The main research instrument used a discipline character observation sheet developed based on student discipline indicators. Table 1 presents the discipline character indicators used in the study. Table 1. Student Discipline Character Indicators

No	Indicator	Description Observation
1	Time Discipline	Arrive on time and attend lessons according to the schedule.
2	Compliance with Rules	Comply with learning regulations and teacher instructions
3	Responsibility	Complete assigned learning assignments.
4	Dress Discipline	Wear a sports uniform according to school regulations.

The observation instrument uses a 1–4 assessment scale with categories of very poor, poor, good, and very good.

g. Data Collection Techniques

Data collection was conducted through:

1) Observation

Observation was used to observe the discipline of students during soccer lessons. The observation technique was chosen because it provides factual information regarding student behavior directly on the field (Indrawati et al., 2021).

2) Documentation

Documentation was used to obtain supporting data in the form of student lists, photographs of learning activities, learning materials, and other documents related to the research.

h. Instrument Validity and Reliability Test

The instrument's validity was determined through expert judgment by a physical education lecturer and an educational evaluation expert. An empirical validity test was then conducted using Pearson Product Moment correlation. The instrument items were declared valid if the calculated  $r$  value was greater than the table  $r$  value at a significance level of 5% (Sumardi, 2023). Reliability testing was conducted using the Cronbach's Alpha coefficient. The instrument was declared reliable if it had a Cronbach's Alpha value  $\geq 0.70$  (Hair et al., 2019).

i. Data Analysis Techniques

Data analysis was conducted descriptively and inferentially. Descriptive analysis was used to determine the average, percentage, maximum, minimum, and standard deviation of students' disciplinary character before and after treatment. Before hypothesis testing, prerequisite tests were conducted, including:

- 1) Normality test using the Kolmogorov–Smirnov test.
- 2) Homogeneity test using the Levene Test.

Hypothesis testing was conducted using a Paired Sample t-Test at a significance level of 0.05 to determine differences in disciplinary character scores before and after treatment. If the significance value (Sig.)  $< 0.05$ ,  $H_0$  is rejected and  $H_1$  is accepted, indicating that the implementation of rewards and punishments has an effect on improving students' disciplinary character through soccer learning (Sorensen et al., 2024).

### 3. RESULTS AND DISCUSSION

#### 3.1 Research Results

This study aims to determine the effect of implementing rewards and punishments on improving students' disciplinary character through soccer learning at SDN 9 Sape in 2026. Discipline character measurements were conducted before treatment (pre-test) and after treatment (post-test) on 51 students.

##### Descriptive Statistics

The results of the descriptive analysis of students' disciplinary character are presented in Table 2.

Table 2. Descriptive Statistics of Students' Discipline Character

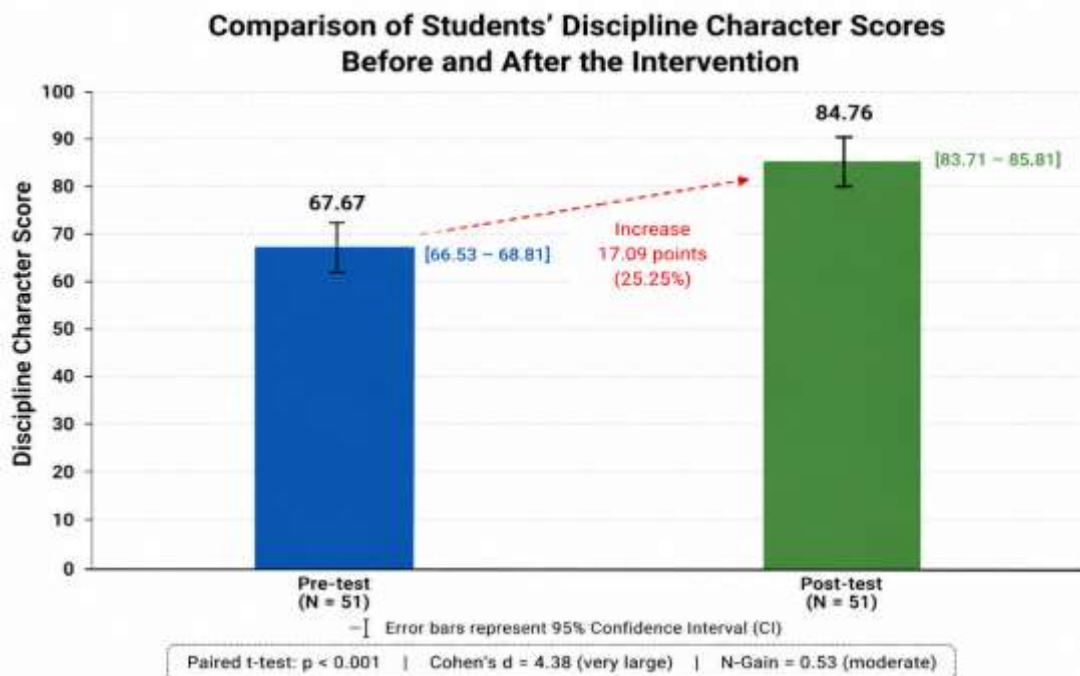
Variable	N	Minimum	Maximum	Mean	Standard Deviation
<i>Pre-test</i>	51	60	75	67,67	4,06
<i>Post-test</i>	51	79	92	84,76	3,74

Source: Research Data Analysis Results (2026)

Based on the descriptive analysis, the average score for students' discipline before the treatment (pre-test) was 67.67. After implementing the reward and punishment strategy in soccer learning, the average score increased to 84.76. This result represents an increase of 17.09 points, or approximately 25.25%. This increase indicates that the implementation of rewards and punishments can encourage changes in students' discipline behavior for the better.

##### Comparison of Mean $\pm$ 95% Confidence Interval

A comparison of the average scores for students' discipline before and after the treatment is presented in Figure 2. Figure 2. Comparison of Mean Student Discipline in the Pre-test and Post-test (95% CI).



### Normality Test

Before conducting the hypothesis testing, the data were first tested for normality using the Kolmogorov-Smirnov test. The test results are presented in Table 3. Table 3. Data Normality Test Results

Variable	Kolmogorov-Smirnov Statistic	Sig.	Description
Pre-test	0,098	0,200	Normal
Post-test	0,087	0,200	Normal

Source: Research Data Analysis Results (2026)

Based on Table 3, the significance values for the pre-test and post-test data were each 0.200 ( $>0.05$ ). Thus, the data were normally distributed and met the assumptions for parametric analysis using the Paired Sample t-Test. Test criteria: Sig.  $> 0.05$  indicates normally distributed data.

### Hypothesis Test

Table 4. Paired Sample t-Test Results

Variable	Mean Difference	t-test	df	Sig. (2-tailed)
Pretest-Posttest	-17,09	-42,82	50	0,000

Source: Research Data Analysis Results (2026)

Based on the analysis results in Table 4, a significance value of 0.000 ( $<0.05$ ) was obtained. This result indicates a significant difference between the disciplinary character scores before and after the treatment. Therefore, the research hypothesis is accepted, and it can be concluded that the implementation of rewards and punishments has a significant effect on improving students' disciplinary character through soccer learning. Testing criteria:  $H_0$  is rejected if Sig.  $<0.05$ .

### Effectiveness Test

To determine the effectiveness of the treatment, an analysis was conducted using N-Gain and Effect Size (Cohen's d). The results of the analysis are presented in Table 5.

Table 5. Results of the Effectiveness Test of Reward and Punishment Implementation

Indicator	Value	Category
N-Gain	0,53	Moderate
Cohen's d	4,38	Very Large

The analysis results show that the N-Gain value of 0.53 is in the moderate category. This finding indicates that the implementation of rewards and punishments has a fairly good level of effectiveness in improving students' disciplined character. Furthermore, Cohen's d value of 4.38 is in the very large category, indicating that the treatment has a very strong practical impact on improving students' disciplined character. Thus, in addition to being statistically significant, the implementation of rewards and punishments has also proven to be practically effective in supporting the development of disciplined character through soccer learning.

### 3.2 Discussion

The results of this study indicate that the implementation of rewards and punishments in soccer learning significantly improved students' discipline. This was demonstrated by an increase in the average discipline score from 67.67 in the pretest to 84.76 in the posttest, representing an increase of 17.09 points, or 25.25%. The results of the Paired Sample t-Test also showed a significance value of 0.000 ( $p < 0.05$ ), indicating a significant difference between the pre- and post-treatment conditions. This finding indicates that reward and punishment strategies can be an effective means of improving students' disciplined behavior in soccer learning.

Theoretically, the results of this study can be explained through Skinner's operant conditioning theory. This theory explains that individual behavior can be shaped through reinforcement and consequences for actions. In the context of this study, rewards serve as positive reinforcement that encourages students to maintain disciplined behavior, while punishment serves as a behavioral control that helps students understand the consequences of actions that violate the rules. When students receive rewards for demonstrating disciplined behavior, their motivation to repeat it increases. Conversely, providing educational consequences encourages students to be more cautious in their actions and more compliant with applicable rules. This fosters the formation of disciplined habits that are repeated over and over until they become part of everyday behavior.

The findings of this study align with those of Ratnasari et al., 2026, which found that the implementation of rewards and punishments positively impacts the development of disciplinary character in elementary school students. This study demonstrated that consistent rewards can increase students' compliance with school rules and strengthen their responsibility in carrying out tasks. These findings also support the findings of Yeri & Darmiwanti, 2023, which explain that reward and punishment systems are effective in improving student discipline because they provide external motivation that can encourage positive behavioral changes. Furthermore, research by Khairiyah & Asmara, 2023, indicates that developing disciplinary character requires a learning strategy that integrates continuous behavioral reinforcement so that students understand the value and meaning of each rule implemented in the school.

The improvement in disciplinary character found in this study is also relevant to the objectives of implementing the Independent Curriculum. The Independent Curriculum places character education as a primary focus through strengthening the Pancasila Student Profile. The dimensions of independence, responsibility, mutual cooperation, and faith are part of the profile that must be developed in every learning process. According to (Khoerunnisa Alifiyah et al., 2024), the implementation of the Independent Curriculum will run optimally if teachers are able to integrate character values into real learning activities. This finding is supported by (Aprianti et al., 2026), who stated that the success of the Independent Curriculum is determined not only by the achievement of academic competencies, but also by the school's success in shaping students' character through meaningful learning experiences. In this study, the application of rewards and punishments is one form of learning implementation that supports the strengthening of discipline as part of the Pancasila Student Profile.

From a character education perspective, discipline is a fundamental characteristic that forms the basis for the development of other character traits such as responsibility, integrity, hard work, and independence. According to Putri Yayu & Muhdar (2026), students with disciplined character traits tend to more easily develop self-management skills, make responsible decisions, and adapt to various learning situations. Therefore, the increased discipline found in this study not only impacts students' behavior during soccer lessons but also has the potential to positively impact their learning behavior in general. These findings reinforce the view that character education needs to be integrated into all subjects, including Physical Education, Sports, and Health (PJOK).

In the context of PJOK learning, the successful implementation of rewards and punishments is inseparable from the characteristics of the game of soccer, which demands adherence to rules, cooperation, responsibility, and sportsmanship. Soccer is an activity that allows students to practice character values directly through real-life experiences. During the learning process, students must obey the rules of the game, respect the decisions of teachers or referees, fulfill their roles within the team, and take responsibility for assigned tasks. This situation creates a learning environment that naturally supports the internalization of disciplinary values. The results of this study support the findings (Hariandi et al., 2023) that physical education (PJOK) learning significantly contributes to student character development because it involves social interaction, collaboration, and direct experience in applying moral values.

The findings of this study are also consistent with international research showing that sports activities are an effective means of character development. (Nurafiati et al., 2025) explain that cooperative learning-based sports learning can improve students' social responsibility, discipline, and ability to work together. (Jadwiszczak et al., 2025) found that systematically designed physical education can be an effective medium for character development because it provides students with opportunities to directly experience moral values in learning activities. Similarly, (Bisa, 2023) emphasizes that sports function not only as a physical activity but also as a means of forming values and character that contribute to students' social development. Similar findings were also reported by (Opstoel et al., 2020), who stated that physical education has a significant contribution to students' personal and social development, particularly in the aspects of discipline, responsibility, and self-control.

The improvement in disciplinary character in this study was seen in several behavioral indicators, such as increased punctuality in field attendance, compliance with learning rules, use of sports uniforms according to school regulations, and

responsibility in participating in all learning activities. These behavioral changes indicate that the implementation of rewards and punishments not only increased observation scores but also resulted in real behavioral changes that could be directly observed. According to (Munasiroh et al., 2026), the success of character education is not only measured by increasing assessment scores but also through consistent changes in student behavior in daily life. Therefore, the changes in disciplinary behavior found in this study indicate that the strategies implemented have a real impact on the formation of student character.

However, the effectiveness of reward and punishment implementation depends heavily on the consistency and professionalism of teachers in implementing them. Rewards must be given objectively, fairly, and proportionally to avoid social jealousy among students. Meanwhile, punishment should be educational and aimed at improving behavior, rather than applying psychological pressure or repressive punishment. (Burhaein et al., 2025) emphasized that character-building strategies in physical education will be more effective if teachers position students as learning subjects, guided to understand the meaning of each rule and consequence. Therefore, the success of reward and punishment implementation lies not only in the form of reward or consequence given, but also in the teacher's ability to create a learning environment that supports student character development.

Overall, the results of this study indicate that the application of rewards and punishment in soccer learning is an effective strategy for improving the discipline of elementary school students. These findings provide an empirical contribution to the development of character education studies in physical education and reinforce various previous studies that confirm that sports activities can be an effective medium for developing student character. In addition, this study provides practical implications for PJOK teachers to utilize the reward and punishment system as part of a learning strategy that supports the implementation of the Independent Curriculum and the strengthening of the Pancasila Student Profile in elementary schools.

#### 4. CONCLUSION

This study demonstrates that the implementation of rewards and punishments in soccer lessons has a positive and significant impact on improving the discipline of students at SDN 9 Sape. This strategy fosters discipline through reinforcement of positive behavior and the provision of educational consequences for behavior that violates the rules. Through a structured learning process, students demonstrated increased awareness of adhering to rules, taking responsibility for assigned tasks, and demonstrating discipline during learning activities.

The research findings confirm the hypothesis that the implementation of rewards and punishments is an effective learning strategy for developing students' discipline. Soccer lessons not only serve as a means of developing motor skills but also serve as an effective medium for instilling character values through authentic and contextual learning experiences. Therefore, the integration of rewards and punishments in physical education (PJOK) lessons can be an alternative strategy to support the strengthening of character education while simultaneously implementing the Independent Curriculum and the Pancasila Student Profile in elementary schools.

Scientifically, this study provides empirical evidence that the behavioral reinforcement approach applied in sports activities can contribute to the development of students' character. Therefore, PJOK teachers are advised to implement rewards and punishments consistently, proportionally, and educationally as part of efforts to create a

learning environment that supports the development of students' disciplined character in a sustainable manner.

## 5. ACKNOWLEDGMENTS

The author would like to thank the Principal of SDN 9 Sape, the Physical Education and Health teachers, and all students who participated and provided support during the implementation of this research. Appreciation is also expressed to the supervising lecturer and various parties who provided input, direction, and technical assistance, ensuring the successful implementation of this research. This research received no funding from any specific institution or sponsor, but its success is inseparable from the cooperation and support of all parties involved. Hopefully, the results of this research can contribute to the development of Physical Education, Sports, and Health (PJOK) learning, particularly in efforts to strengthen students' discipline in elementary schools.

## 6. BIBLIOGRAPHY

- Aprianti, S., Istan, M., & Apriani, D. E. (2026). Implikasi Kurikulum Merdeka Terhadap Pendidikan Karakter Siswa Sekolah Dasar Sekecamatan Muara Pinang Kabupaten Empat Lawang. In *Jurnal Pendidikan Islam* (Vol. 13, Number 1).
- Bisa, M. (2023). Sports Education as a Means of Building Student Character: Values and Benefits. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1581–1590. <https://doi.org/10.35445/alishlah.v15i2.3889>
- Burhaein, E. B., Phytanza, D. T. P. P., & Lourenco, C. C. V. (2025). Adapted physical education: how the character development of students with physical disabilities in Yogyakarta, Indonesia? *Retos*, 26(9), 815–826. (<https://recyt.fecyt.es/index.php/retos/index>)
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis*. [www.cengage.com/highered](http://www.cengage.com/highered)
- Hariandi, A., Suryadi, D., Methalia, E., Dwi, I., Agustin, H., & Muliani, R. (2023). *Pola Pelaksanaan Pendidikan Karakter terhadap Siswa Sekolah Dasar*. <http://jiip.stkipyapisdmpu.ac.id>
- Indah Saputri, A., & Widyasari, C. (2021). Application of Reward and Punishment To Develop Disciplinary Behavior of Early Childhood. *Early Childhood Research Journal* ISSN Numbers: Print, 2655–9315. <http://journals.ums.ac.id/index.php/ecrj>  
Literature Review: Applicationof....
- Indrawati, I., Marzuki, M., Syafi'urrohman, S., & Malik, A. R. (2021a). Investigating the Effect of Reward and Punishment on the Student's Learning Achievement and Discipline. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 337–350. <https://doi.org/10.31539/leea.v4i2.1860>
- Indrawati, I., Marzuki, M., Syafi'urrohman, S., & Malik, A. R. (2021b). Investigating the Effect of Reward and Punishment on the Student's Learning Achievement and Discipline. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 337–350. <https://doi.org/10.31539/leea.v4i2.1860>
- Jadwiszczak, M., Wawrzyniak, S., & Pezdek, K. (2025). More than movement: a systematic review of moral and social development in adolescents physical education. In *BMC Public Health* (Vol. 25, Number 1). BioMed Central Ltd. <https://doi.org/10.1186/s12889-025-23169-2>
- John W. Creswel. (2014). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (Vicki Knight, Ed.; Fourth Edition). SAGE Publications,.

- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. In *The Action Research Planner: Doing Critical Participatory Action Research*. Springer Singapore. <https://doi.org/10.1007/978-981-4560-67-2>
- Khairiyah, U., & Asmara, B. (2023). Fenomena Penerapan Kurikulum Merdeka dalam Pembentukan Karakter Profil Pelajar Pancasila Siswa Sekolah Dasar. *ELSE (Elementary School Education Journal)*, 7(8), 172–178. <https://doi.org/DOIhttp://dx.doi.org/10.30651/else.v7i2.196924>
- Khoerunnisa Alifiyah, D., Nishrina Nurul Bayani, Q., Khayla Fadhilla Azahra Firmansyah, R., & Rustini, T. (2024). Analisis Penerapan Kurikulum Merdeka terhadap Pengembangan Karakter Siswa di Sekolah Dasar. <https://doi.org/10.31004/jptam>
- Munasiroh, L. A., Yulianto, I., Andaryani, E. T., Sumartiningsih, S., & Fuchs, P. X. (2026). Implementasi Pendidikan Karakter Melalui Kegiatan Kokurikuler dalam Perspektif Kurikulum Merdeka di Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 11(6), 212–223.
- Nurafiati, S., Asri, A., Suparman, Hasbillah, M., & Arham, S. (2025). The Role of Physical Education in Developing Positive Character Traits in Elementary School Students. *Journal RESPECS (Research Physical Education and Sport)*, 7(1), 6–12. <https://doi.org/10.31949/respecs.v7i1.12539>
- Opstoel, K., Chapelle, L., Prins, F. J., De Meester, A., Haerens, L., van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A review study. *European Physical Education Review*, 26(4), 797–813. <https://doi.org/10.1177/1356336X19882054>
- Putri Yayu, I., & Muhdar, S. (2026). Implementasi Pendidikan Karakter dalam Kurikulum Merdeka di Sekolah Dasar. *KARTIKA: Jurnal Studi Keislaman*, 6(1), 877–886.
- Ratnasari, C. A., Setiawan, R., Muhimmah, H. A., Fakhruddin, A., Guru, P., Dasar, S., Pendidikan, I., & Surabaya, U. N. (2026). Peran Reward and Punishment terhadap Pengembangan Karakter Disiplin Siswa Kelas V Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 14(2), 372–385.
- Rizkita, K., & Saputra, B. R. (2020). Bentuk Penguatan Pendidikan Karakter pada Peserta Didik dengan Penerapan Reward dan Punishment. *Pedagogi: Jurnal Ilmu Pendidikan*, 20(2), 69–73. <https://doi.org/10.24036/pedagogi.v20i2.663>
- Setyawan, H., Endang Edi Sukarti, S., Aziz Purnomo Shidiq, A., Darmawan, A., Eken, Ö., Pavlovic, R., Latino, F., & Tafuri, F. (2024). The integration of social values in physical education and sport to develop teenage students' character: a systematic review La integración de los valores sociales en la educación física y el deporte para la formación del carácter de los alumnos adolescentes: una revisión sistemática. In *Retos* (Vol. 58). <https://recyt.fecyt.es/index.php/retos/index>
- Sorensen, A., Dalen, T., & Lagestad, P. (2024). Effects of a Short-Term Soccer Training Intervention on Skill Course Performance in Youth Players: A Randomized Study. *Sports*, 12(12). <https://doi.org/10.3390/sports12120345>
- Sulistiyono, Sugiyanto, Kristiyanto, A., & Purnama, S. K. (2021). Improving skills and character youth football player through games experience coaching model. *International Journal of Human Movement and Sports Sciences*, 9(2), 171–179. <https://doi.org/10.13189/saj.2021.090202>
- Sumardi, S. (2023). The Implementation of PBL-STEAM Equipped with JBatik Software as Learning Media to Enhance Students' Creative Thinking Skills in Designing Batik

- Motifs of Indonesian Local Heritage. *International Journal of Current Science Research and Review*, 06(05). <https://doi.org/10.47191/ijcsrr/V6-i5-38>
- Yeri, S., & Darmiwanti, D. (2023). Pengaruh Pemberian Reward dan Punishment Terhadap Disiplin Belajar PAI Siswa SMK Negeri 1 Baso. *SURAU: Journal of Islamic Education*, 1(1), 55. <https://doi.org/10.30983/surau.v1i1.6883>
- Yuningsih, T. T. (2021). Implementation Of Reward and Punishment In Forming Discipline Characterearly Childhood. *Early Childhood Research Journal) ISSN Numbers: Print, 2655–9315*. <http://journals.ums.ac.id/index.php/ecrj>
- Zaky Ismail, G., Ridwan, M., & Ockta, Y. (2024). Analysis Of Teenage Students' Moral Through Physical Education. In *Journal of Education, Teaching, and Learning* (Vol. 9).