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The Effect of Reward and Punishment on Employee Performance through Work Discipline (Case Study of PT. Fujiyama)

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ABSTRACT*:* The focal point of this inquiry is to scrutinize the effects that positive and negative outcomes have on the work performance of employees, as evidenced through an examination of a particular case study. The study utilizes intermediate variables, specifically focusing on PT. Fujiyama as the subject of analysis. The sampling method involves the use of Google Forms to gather responses from 159 employees at PT. Fujiyama. Data were collected for this study using primary and secondary methods. Primary data was generated through questionnaires, while secondary data was generated through extensive documentation. The study revealed that rewards have a noticeable impact on job learning, while punishment does not. It appears that either rewards or punishments have any detectable effect on employee performance. Similarly, work discipline and job training also fail to demonstrate significant impacts on the quality of employee performance.

KEYWORDS - Employee Performance; Punishment; Reward; Work Discipline

I. INTRODUCTION

For a company to thrive in the global arena, talent is the key. Naturally, individuals possess varying resources. Since Human Resources (HR) all company activities seen equivalent to the usefulness of other sectoral plans, there is a need to develop HR management strategies. Poor employee performance can lead to detrimental effects for the company, including employee, absenteeism, job dissatisfaction, and lack of discipline. One of the humane values that supports the development of quality HR management is self-learning **(Santoso et al., 2019) [1].**

Therefore, companies must meet certain criteria to achieve high-quality employee work and effective performance. Besides workplace learning, organizations also focus on specific costs and penalties. An organization should exhibit characteristics that consider more than just learning, such as recognition. Rewards, as a process, encourage individuals to behave well and improve performance. According to Merchant and Stede **(Kentjana and Nainggolan, 2018) [2]**, rewards are useful because they bring about the desired results and motivate employees to achieve and surpass set goals in their work.

Apart from wages, certain aspects can influence employee performance. **Suparmi and Setiawan (2019) [3]** explain that punishment is imposed when someone's expected behavior does not meet company rules. Appropriate and knowledgeable punishment for company employees can serve as a reference to improve company performance. Thus, discipline is adherence to the principles and rules established in the company, involving responsibilities and rights.

Asnawi (2019;18) [4] defines self-efficacy as an individual's ability when carrying out their obligations and responsibilities**. Pramesti et al. (2019) [5]** also found that employee performance is influenced by the application of rewards and punishments. In summary, employee work is the result of work within the company, carried out based on assigned responsibilities.

Indeed, disciplined workers perform well **(Sembiring and Hutasoit, 2021) [6]**. Work discipline is the idea of respecting and obeying correct, written and unwritten rules, and obligations, meaning not accepting sanctions for violating established tasks and rights. According to **Fikri (2020) [7]**, on-the-job training is a key indicator of efforts to improve employee performance.

Rewards and punishments on employee performance are a topic significant influence workplace learning is a topic of considerable debate in the field of HR management. The use of rewards and punishments can help employees improve their performance, but there are several issues that can arise.

Firstly, the use of rewards and punishments can create unhealthy competition among employees, leading to differences and decreased team performance. Secondly, fines and penalties can be ineffective, if not applied correctly. If rewards and punishments do not correspond to employee performance, employees may not

be influenced to enhance their performance. Thirdly, the use of rewards and punishments can lead to errors among employees. If rewards and punishments are inconsistent and unfair, employees may feel undervalued and lose motivation to improve their performance. Therefore, management must pay attention to the application of fines and penalties, ensuring that rewards and punishments are consistent, fair, effective, and commensurate with employee performance. Therefore, the utilization of rewards and punishments proves to be an effective tool in enhancing employee performance through workplace learning.

Performance is the description of the realization stage of a program or policy in obtaining the direction, targets, visions, and organizational goals embodied in the organization's strategic concept **(Wibowo, 2018;2) [8]**. Performance management is a strategic and systematic plan to distribute long-term success to the organization aims to enhance the performance of its employees and promote both group and individual strengths.

Employee performance is positively influenced by on-the-job learning, as found by **Slamet (2021) [9]**. Based on the results of the study conducted by **Permadani et al. (2020) [10]**, rewards and punishments do not directly affect employee performance but indirectly influence employee performance through on-the-job learning. Compensation is defined as rewards and punishments in the workplace, while gratitude is obtained.

The aim of this research is to build a relationship between various factors and the impact of incentives and punishments on the efficiency of staff members, while still considering their compliance with workplace rules. This is to ensure that both employees and the company, especially PT. Fujiyama, maintain their current standards or even enhance them.

In conclusion, the hypothesis based on the research can be summarized as follows:

H1: There is an influence of rewards on work discipline
H2: There is an influence of punishment on work discipline
H3: There is an influence of rewards on employee performance
H4: There is an influence of punishment on employee performance
H5: There is an influence of punishment and work discipline on employee performance
H6: There is an influence of rewards and work discipline on employee performance
H7: There is an influence of discipline on employee performance

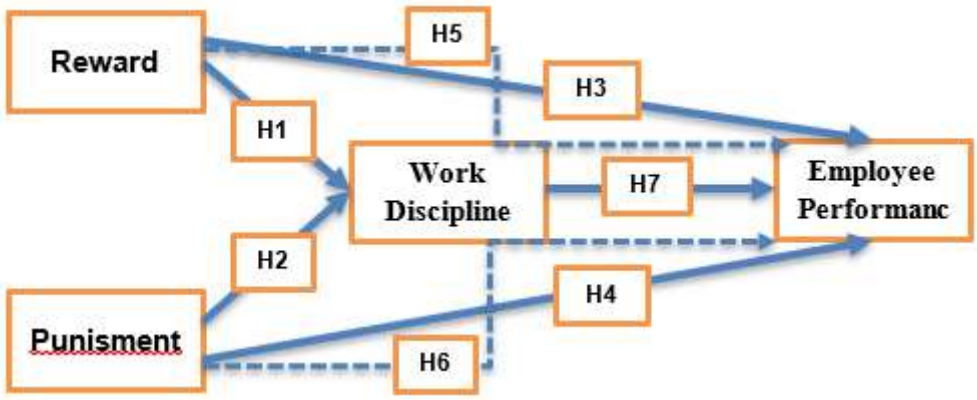

Figure 1. Framework

II. RESEARCH METHOD

PT. Fujiyama has taken up a research study to explore the effects of punishments and rewards on the performance of their employees. The topic has garnered much attention and interest. To carry out the research, a case study approach was chosen. This approach involved the collection of data from both primary and secondary sources. To gather primary data, participants were asked to fill out structured questionnaires based on the format established by **Mas'ud (2017) [11]**. In addition to this, secondary data was also collected through a survey of 159 employees of PT. Fujiyama.

The questionnaire includes response options that participants can choose from. The research tool used in this study is specifically a questionnaire designed to collect data related to indicators that impact the variables under investigation.

In this study, four factors are used as variables, namely Reward (R), Punishment (P), Employee Performance (EP), and Work Discipline (WD). Additionally, the study incorporates an intermediate variable, which represents the relationship between independent and dependent variables, as explained by **Ulfa (2021) [12].** For the Reward index (R), the indicators include salary and bonuses, well-being, professional

development, psychological and social aspects. For the Punishment index (P), the indicators include standards, error reduction in work, warnings, and punishments. Next, the Employee Performance index (EP) indicators include compliance with company rules and behavior standards at work, while Work Discipline (WD) has indicators such as Quantity, Quality, Efficiency, and Independence. Moreover, we use quantitative methods in analyzing data, employing statistical and graphical analysis methods **(Saunders, Lewis, and Thornhill, 2019) [13]**, and analyzing the relationships between measured variables using Smartpls SEM software.

III. RESULTS AND DISCUSSION

The purpose of this study was to investigate how both the implementation of rewards and the imposition of punishments affect the job performance of employees as demonstrated through the case study of PT. Fujiyama. A total of 159 respondents participated in the study by completing a questionnaire provided by our organization. The data presented below is a reflection of the responses collected through this survey.

Table 1. Questionnaire Data Result

	Description	Count	Percentage
Gender	Male	100	62,9
	Female	59	37,1%
	Total	**159**	**100%**
Age	< 20 Years	9	5,7
	20-30 Years	128	80,6%
	30-40 Years	17	10,6%
	41 Years	5	3,1%
	Total	**159**	**100%**
Highest Education	SLTA/SMA/SMK	135	84,9%
	D3	10	6,3%
	S1	14	8,8%
	Total	**159**	**100%**
Work Experience	< 1 Years	10	6,2%
	1-5 Years	143	90%
	5 Years	6	3,8%
	Total	**159**	**100%**

Analysis of the Data

Looking at the table above, there is a noticeable difference between male and female respondents, with 100 (62.9%) male respondents and 59 (37.1%) female respondents. The conclusion is that, on average, employees working at PT Fujiyama are male. The largest age group is the age of 20, with 9 individuals (5.7%), followed by the age group of 20 to 30 years with 128 individuals (80.6%), and the age group of 30 to 40 years with 17 individuals (10.6%), and 41 years with 5 individuals (3.1%). As explained, it can be concluded that the average age of employees working at PT Fujiyama is between 20 and 30 years.

The educational background of the respondents is diverse. Firstly, high school (SMA/SMK) with 135 respondents (84.9%), secondly, Diploma (D3) with 10 respondents (6.3%), and thirdly, Bachelor's degree (S1) with 14 respondents (8.8%). This means that the majority of the employees at PT Fujiyama have a high school education.

Lastly, in terms of work experience, those with less than 1 year of experience are 10 employees (6.2%), those with 1 to 5 years of experience are 143 employees (90%), and those with 5 years of experience are 6 employees (3.8%). Therefore, according to this definition, the most common work experience among respondents is between 1 and 5 years.

Data Analysis

Validity Test

The validity test is used to assess the validity of a survey. An indicator is considered valid when its factor loading is greater than 0.70 **(Ghozali, [14] as cited in Suherman & Yusuf, [15])**. Below are the results:

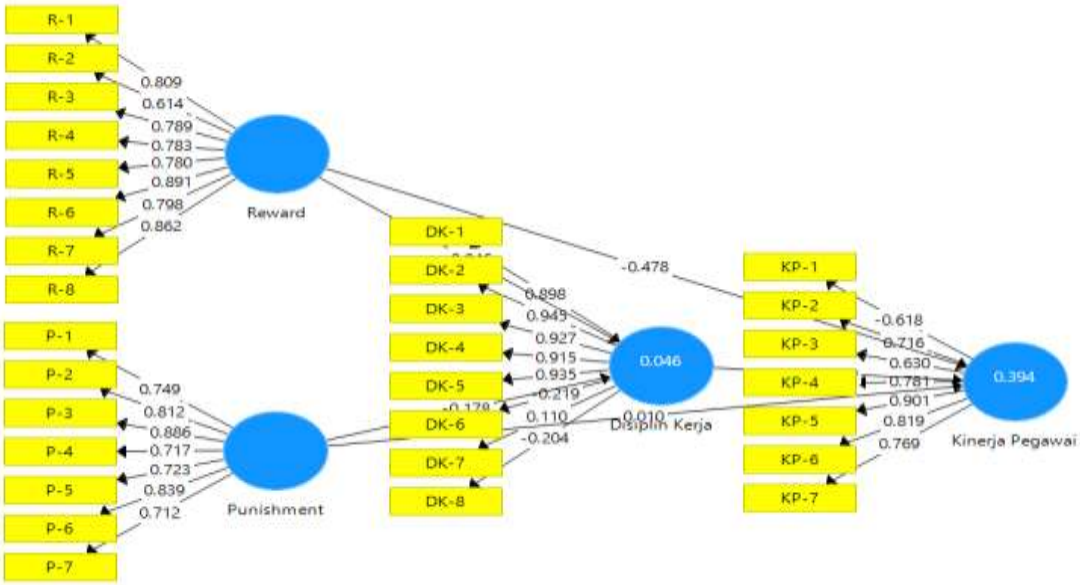

Figure 2. Smart PLS Calculation Results

Table 2. Validity Test

Variable	Indicator	R-Value	Remarks
Reward (R)	R. 1	0.809	Valid
	R. 2	0.614	Not Valid
	R. 3	0.789	Valid
	R. 4	0.783	Valid
	R. 5	0.780	Valid
	R. 6	0.891	Valid
	R. 7	0.798	Valid
	R. 8	0.862	Valid
Punishment (P)	P. 1	0.749	Valid
	P. 2	0.812	Valid
	P. 3	0.886	Valid
	P. 4	0.717	Valid
	P. 5	0.723	Valid
	P. 6	0.839	Valid
	P. 7	0.712	Valid
Work Discipline (WD)	WD.1	0.898	Valid
	WD.2	0.945	Valid
	WD.3	0.927	Valid
	WD.4	0.915	Valid
	WD.5	0.935	Valid
	WD.6	-0.219	Not Valid
	WD.7	0.110	Not Valid
	WD.8	-0.204	Not Valid
Employee Performance (EP)	EP.1	-0.618	Not Valid
	EP.2	0.716	Valid
	EP.3	0.630	Not Valid
	EP.4	0.781	Valid
	EP.5	0.901	Valid
	EP.6	0.819	Valid
	EP.7	0.769	Valid

Based on the table and figure, the description of the price variable at 0.7 can be concluded that many points from this variable are valid. However, there are also many different points that are considered invalid because they have an r-value < 0.7. The cases considered invalid are excluded from the analysis.

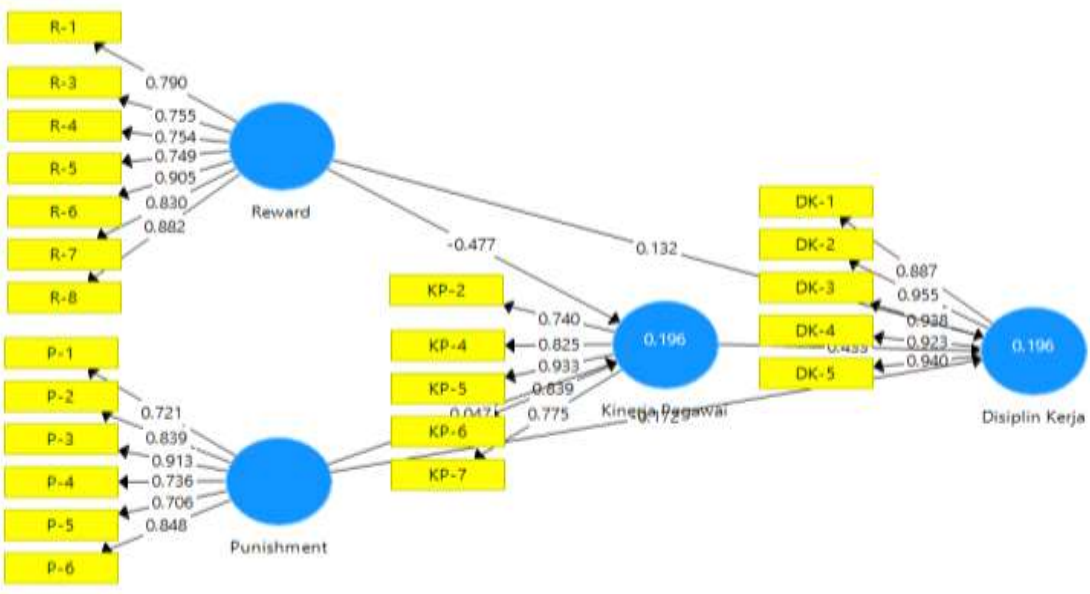

Figure 3. First Modification

Based on the above figure 2, the results of the first modification show that several indicators have been removed because r-value < 0.7. The indicators excluded from the analysis are X1.2, Y1.1, Y1.3, Z.6, Z.7, Z.8. The results of the first modification indicate that one indicator is declared invalid due to an r-value <0.7, which ultimately undergoes a second modification as shown in figure 3. From the results of the second modification, the indicator removed from the analysis is X2.7. The results in figure 4 are the results of SmartPLS with 2 modifications.

Reliability Test

The objective of this assessment is to verify the reliability of a measurement instrument. According to [16], posits that a construct or variable is considered to be dependable when the value of Cronbach's Alpha surpasses 0.6. The following figures depict the results of the evaluation of reliability.

Table 3. Results of Reliability Test

Variabel	*Alfa Cronbach*	*Composite Reliability*	Keterangan
Reward	0.961	0.969	Reliable
Punishment	0.833	0.914	Reliable
Employee Performance	0.890	0.912	Reliable
Work Discipline	0.919	0.931	Reliable

Based on the table above, reliability values, or Cronbach's Alpha, obtained from each variable are greater than 0.6. This, it can be concluded that the results of this test are reliable and pass the reliability test.

Coefficient of Determination (R-Square)

Imam Ghozali (2016) [16] argues that evaluating the coefficient of determination (R^2) is crucial in assessing the model's capacity to account for differences in the dependent variable. A correlation coefficient close to zero indicates that the independent variable has an insignificant influence on explaining the observed changes in the dependent variable. Conversely, a correlation coefficient close to one indicates that the independent variable plays a significant role in predicting the observed changes in the dependent variable. Therefore, the R^2 value serves as an indicator of the model's reliability and accuracy, which can be relied upon.

Table 4. R-Square Test Results

	R-*Square*	Adjust R-Square
Work Discipline (WD)	0.050	0.037
Employee Performance (EP)	0.324	0.311

According to the analysis in Table 4, be stated that coefficient of determination produced by R and P for variable WD is 0.037. Only approximately 3,7% % of the variance in WD value can be attributed to

variations in the R and P values. The coefficient of determination generated by R and P for the EP variable is 0.311. The data indicates that alterations in the R and P values have an impact on approximately 31,1% of the variation found in EP value.

F-Square Test

The F-square metric is employed as a tool the objective of conducting a regression analysis is to evaluate how a given independent variable affects the dependent variable at hand. This is undertaken in order to gain a deeper understanding of the significance of variables that have been extracted from the endogenous system. By examining the R^2 value, we can observe how it changes as different exogenous variables are extracted from the model, thereby providing valuable insight into their importance. [17] outlines the criteria as follows:

1. If the F2 value is equal to 0.02, it means the influence of exogenous variables on endogenous variables is limited.
2. If the F2 value is equivalent to 0.15, it can be concluded that exogenous variables have a significant or reasonable influence on endogenous variables.
3. If the F2 value is equal to 0.35, this indicates a significant influence of exogenous variables on endogenous variables.

Table 5. F-Square Test Results

	Reward (R)	**Punishment (P)**	**Work Discipline (WD)**	**Employee Performance (EP)**
Reward (R)			0.003	0.129
Punishment (P)			0.011	0.007
Work Discipline (WD)				0.190
Employee Performance (EP)				

Based on the F-Square test, it can be concluded that the influence of Rewards on Work Discipline is quite substantial or moderate, as evidenced by the F2 value of 0.003. Conversely, the variable Punishment on Work Discipline has a relatively insignificant correlation with an F2 value of 0.011. The impact of Employee Performance on Rewards on the endogenous variable is limited, with an F2 value of 0.129. Similarly, the influence of the Punishment variable on Employee Performance is relatively small, with an F2 value of 0.007. In the end, Work Discipline has a significant impact on Employee Performance with an F2 value of 0.190.

Hypothesis Testing

Path coefficients are divided into two types: direct effect and indirect effect analyses. Hypothesis testing or path coefficients are conducted using the bootstrapping method. The data required for bootstrapping is the one performed in the Measurement stage. This bootstrapping test aims to examine how the intention of the connection and the significance of the relationship in each variable can be seen by meeting the comparison of t-statistic and t-critical values. According to Hair [18], the realized t-statistic is certainly greater than the t-critical value, namely 1.65 and a p-value of 0.05.

Table 6. Path Coefficients Direct Effect Hypothesis 1

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Reward* → Work Discipline**	-0.084	-0.075	0.127	0.661	0.509

According to Table 6, the coefficient parameter value of 0.084 indicates that vocational training costs contribute to 8.4% of the benefits, while other variables contribute to 91.6%. If a higher wage or reward is obtained, the work discipline tends to increase. The t-statistic value is 0.661, and the t-table value at a significance level of 5% is 1.655, so the t-statistic value is less than the t-table value (0.661 < 1.655). This means that employee wages have a significant effect on their performance. This suggests that providing incentives or rewards to employees may not have a significant impact on increasing workplace learning.

This indicates that based on the research or information available, providing rewards or incentives does not have a significant impact on the level of work discipline. In other words, giving rewards or incentives to employees does not directly affect how well employees adhere to rules and tasks in the work environment. This

finding suggests that other aspects may play a more significant role in improving work discipline within the organization. According to **Bandiyono (2021) [19],** it was found that giving rewards did not have a significant influence on the level of work discipline. This indicates that the reward factor does not directly affect the awareness and obedience of employees to rules and tasks in the workplace. This finding highlights that alternative approaches may be needed to strengthen aspects of work discipline in the organization.

Table 7. Path Coefficients Direct Effect Hypothesis 2

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Punishment* → Work Discipline**	-0.153	-0.167	0.115	1.330	0.184

As per Table 7, the coefficient parameter has a value of 0.153. This value indicates that employee education costs have a positive impact of 15.3% on other variables, with the remaining 84.7% being related to other factors. Employees tend to acquire more knowledge and skills at work if the company imposes realistic and severe punishments. The t-statistic value is 1.330, and the t-table value at a 5% significance level is 1.655. As the t-statistic value is lower than the t-table value (1.330 < 1.655), it is concluded that employee punishment does not significantly affect workplace learning. Consequently, disciplinary actions against employees do not play a significant role in enhancing job training levels. Other factors, such as intrinsic motivation and organizational support, may have a more substantial impact on workplace learning.

This indicates that employee punishment does not have a significant impact on learning, and there is an element of internal and external motivation that is a good way to motivate and improve employee performance. The organizational context is influenced by **Utami (2019) [20].**

Table 8. Path Coefficients Direct Effect Hypothesis 3

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Reward* → Employee Performance**	-0.448	-0.462	0.085	5.253	0.000

According to the information provided in Table 8, the parameter's coefficient value is 0.448. This reveals that the expenses linked with employee training have a constructive effect of 44.8%, whereas other variables have a positive effect of 55.2%. A correlation has been established between higher wages and an increase in employee output. The t-statistic value, after analysis, is 5.253. The t-table value at a 5% significance level is 1.655, which is surpassed by the t-statistic value of 5.253. Therefore, it can be concluded that employee wages have a significant impact on their productivity.

The results of research suggest that rewarding or recognizing employees has a beneficial effect on their performance within an organization. **Shafuwandi (2019) [21]** states that providing incentives, recognition, or appreciation for exceptional work contributions or accomplishments features a positive affect on representative execution. The term "rewards" encompasses a variety of forms of recognition and motivation. When rewards are implemented, employees are encouraged to improve their work ethic and make a more constructive contribution towards achieving organizational objectives.

Table 9. Path Coefficients Direct Effect Hypothesis 4

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Punishment* → Employee Performance**	0.107	0.115	0.096	1.115	0.265

According to Table 9, it is observed that the parameter value of 0.107 has a positive impact of 10.7% on remuneration related to work studies, while other variables have an influence of 89.3% on employee

performance. Therefore, the disciplinary actions taken by the company have a direct correlation with its output. The T-statistic value in this situation is 1.115. At a significance level of 5%, the T-table value is 1.655. However, the T-statistic value exceeds the T-table value (1.115 > 1.655), making the T-statistic more significant. This means that the disciplinary actions taken by the employer are not significant in influencing employee performance.

According to this statement, the use of punishment as a means to improve employee behavior does not result in a significant improvement in employee performance. Instead, factors such as internal motivation, technological advancements, and a supportive work environment have a stronger influence on performance improvement. Punishment is primarily aimed at addressing negative behavior, rather than encouraging positive growth and productivity in the workplace. This is evident in the research by **Adatearini (2022)**, which explains that punishment is ineffective because its use is less effective in improving employee performance compared to better methods such as offering rewards, supporting technological development, and creating a positive work environment.

Table 10. Path Coefficients Direct Effect Hypothesis 5

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Punishment* → Work Discipline → Employee Performance**	-0.056	-0.062	0.044	1.290	0.198

From the data presented in Table 10, the coefficient parameter value is observed to be 0.056. This esteem demonstrates that as it were 5.6% of the benefits are related with the taken a toll of work preparing, whereas the remaining 94.4% is impacted by other viewpoints. The success of sanctions and penalties imposed by a company is directly related to the quality of its employee performance. After conducting statistical analysis, it is found that the t-statistic value is 1.290. At a significance level of 5%, the corresponding t-table value is 1.655. Based on this information, it can be concluded that the effectiveness of cooperative learning and punishment as methods to improve employee performance is not significant. This conclusion is drawn because the t-statistic value (1.290) is smaller than the t-table value (1.655) at a 5% confidence level.

The implementation of discipline and the level of job training may not always have a statistically significant impact on employee performance due to specific reasons. Employee performance is a multifaceted product of several factors, such as internal motivation, organizational support, and elements of the work environment that shape employee behavior and productivity. As a result, the influence of punitive measures and educational levels may not be as crucial as other factors that have a more substantial impact on employee outcomes. This perspective contradicts the findings of Hakim [22], who argues that penalties significantly shape employee performance, as employee performance serves as an incentive for human resource development and encourages active employee participation in the company's success in achieving organizational goals.

Table 11. Path Coefficients Direct Effect Hypothesis 6

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
***Reward* → Work Discipline → Employee Performance**	-0.031	-0.227	0.049	0.632	0.528

Based on Table 11, the coefficient value is observed to be 0.031. This result indicates that vocational training costs contribute 3.1% to the overall benefits, while other variables contribute 96.9%. The research suggests that employees receiving higher salaries and undergoing workplace training tend to be more efficient. The t-statistic value obtained from this data is 0.632. Comparing this value with the critical t-value at a 5% significance level, which is 1.655, demonstrates that the t-statistic is lower than the t-table value (0.632 < 1.655).

Therefore, it can be concluded that compensation and collaborative learning initiatives do not significantly influence employee performance. This statement implies that the combination of rewards and collaborative learning initiatives does not have a statistically significant impact on employee performance. In other words, despite providing compensation and efforts to encourage collaborative learning, their effects on the level of employee performance are not visibly significant. This may be attributed to various factors such as a mismatch between the type of compensation provided and employee expectations, or perhaps the lack of effectiveness in the applied collaborative learning methods.

Table 12. Path Coefficients Direct Effect Hypothesis 7

	***Original Sample* (O)**	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T Statistics (0/STDEV)***	***P Values***
Work Discipline → Employee Performance	0.367	0.374	0.058	6.383	0.000

According to Table 12, a coefficient value of 0.367 signifies that job training has an impact of 36.7% on employee performance, while other variables have an influence of 63.3% on employee job performance. Increasing the level of on-the-job learning and completing tasks in a timely manner will enhance employee performance. With a t-statistic value of 6.383 and a critical t-value of 1.655 at a 5% significance level, it is evident that the t-statistic exceeds the t-table value (6.383 > 1.655).

Therefore, the conclusion can be drawn that workplace training has a significant effect on employee performance. Typically backed by the sign of the degree to which workers follow to rules, assignments, and duties. . When employees use learning to perform their jobs, efficiency, productivity, and reliability improve. This can also contribute to creating a better workplace and actively participating in the achievement of organizational goals.

Learning enhances employee productivity and efficiency. These findings align with **Septiasari (2017) [23]**, indicating that job-based learning is beneficial for work. Self-discipline allows employees to appreciate themselves and others. The discipline cultivated in employees shows that they take full responsibility for the entrusted work, fostering a sense of work and contributing to the achievement of goals for leaders, employees, and the community at large.

IV. CONCLUSION

The study titled "The Influence of Reward and Punishment on Employee Performance through Work Discipline (Case Study: PT. Fujiyama)" can be summarized as follows:

1. Appreciating employees does not have a significant impact on workplace learning. This means that decisions or assessments related to rewards and their impact on work discipline are based on specific conditions.
2. Imposing sanctions on employees does not have a significant impact on workplace learning. In other words, punitive actions against workers do not influence the improvement of job training levels.
3. The effect of employee salaries on performance is substantial. This means that incentives do not singularly determine performance, and that other factors such as intrinsic motivation, skills, and the work environment also contribute to an employee's overall productivity.
4. The impact of learning on employee performance is not significant, as internal motivation, technological advancements, and a supportive work environment are stronger factors that enhance performance. Punishment in the workplace is primarily geared towards correcting negative behavior, rather than promoting positive growth and productivity.
5. The integration of discipline and on-the-job training has little to no impact on the performance of employees. This recommends that worker execution is impacted by different components such as inherent inspiration, back from the organization, and outside circumstances that hold more influence over representative conduct and yield.
6. Providing compensation and job training to employees may not have a noteworthy effect on their job performance. This suggests that these factors may not be the main contributors to enhancing employee productivity or work results.
7. Employee discipline significantly influences worker execution. This implies that when workers keep up a tall level of teach, it incorporates a critical affect on making strides their execution. Awareness and adherence to rules, tasks, and responsibilities can create a more efficient work environment, which, in turn, can enhance employee work outcomes

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