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Constructive Discipline Consequences and Fifth-Graders' Learning Motivation at SDN 1 Selebung Ketangga

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Abstract

Classroom discipline should be understood not merely as behavioral control but as an educational consequence that guides students toward responsible learning behavior. This study aims to examine the relationship between constructive discipline consequences and the learning motivation of fifth-grade students at SDN 1 Selebung Ketangga in the 2022/2023 academic year. A quantitative approach with an *ex post facto* design was employed. The sample comprised all fifth-grade students in the classroom under study, selected through total sampling. Data were collected through questionnaires, observation, and documentation and analyzed using simple linear regression with SPSS 22. The findings show that constructive discipline consequences, operationalized through educational punishment, have a positive and significant effect on students' learning motivation, as indicated by a regression coefficient of 2.974 and a significance value of 0.006 (< 0.05). The R Square value of 1.000 indicates an extremely high predictive level in the available dataset; therefore, the model should be interpreted with caution in the context of educational behavioral research. These findings suggest that proportional, nonphysical, non-humiliating, and pedagogically explained discipline consequences can serve as behavioral feedback that supports students' learning engagement. This study concludes that constructive discipline contributes to learning motivation when implemented ethically and educationally. Theoretically, this study contributes to classroom management research by reframing discipline as a pedagogical strategy rather than a punitive mechanism. Practically, it highlights the importance of discipline practices that protect students' dignity, strengthen positive learning habits, and support responsible classroom behavior.

Keywords: Constructive Discipline; Educational Consequences; Learning Motivation; Elementary School Students; *Ex Post Facto*

INTRODUCTION

Learning motivation is a central psychological component in elementary education because it influences how students direct attention, sustain effort, respond to challenges, and complete learning tasks. Motivation does not emerge solely from students' internal drives; it is also shaped by classroom structure, teacher support, learning climate, feedback, and the consequences attached to learning behavior (Filgona et al., 2020; Mega et al., 2014; Ryan & Deci, 2000, 2020; Schunk & DiBenedetto, 2020). For this reason, classroom management should be positioned as part of pedagogy, not merely as a mechanism for maintaining order.

At the elementary school level, students are still developing self-regulation, responsibility, and awareness of classroom norms. Teachers therefore need to provide clear expectations, consistent guidance, and constructive feedback so that students understand the behavioral standards required during learning. Previous studies have shown that teacher-student relationships, learning structure, autonomy support, and school climate are closely related to engagement and motivation (Jang et al., 2010; Konold et al., 2018; Reeve & Jang, 2006; Skinner & Belmont, 1993; Skinner et al., 2008). In this context, discipline should not be reduced to punishment, but should be understood as a structured educational process.

Constructive discipline consequences refer to teacher responses that help students recognize inappropriate behavior, correct mistakes, and return to learning activities responsibly. Such consequences may include advice, verbal reminders, warnings, reflective tasks, and other nonphysical forms of correction. Their educational value depends on proportionality, consistency, relevance to the behavior, and the teacher's ability to communicate the purpose of the consequence. Conversely, consequences that are threatening, humiliating, or excessive may weaken intrinsic motivation and reduce psychological safety (Aelterman et al., 2019; Deci et al., 1999; Reeve, 2009).

Research on reward, punishment, classroom management, and student motivation has produced mixed but useful findings. Several studies report that positive reward and punishment practices can improve discipline, responsibility, and learning motivation (Anggraini et al., 2019; Asmawati et al., 2020; Ernata, 2017; Febianti, 2018; Fitri & Ain, 2022;

Ikhsan et al., 2022; Indrawati et al., 2021; Kusumawati et al., 2023; Melinda & Susanto, 2018). However, broader classroom management literature emphasizes that effective discipline must be integrated with clear expectations, constructive feedback, social-emotional support, and a positive classroom climate (Ching, 2012; Durlak et al., 2011; Hattie & Timperley, 2007; Korpershoek et al., 2016; Simonsen et al., 2008).

Preliminary observation at SDN 1 Selebung Ketangga indicated that most fifth-grade students followed the learning process seriously and responded to the teacher's questions. Nevertheless, several students still talked while the teacher explained the material and did not participate actively in classroom activities. This situation indicates that students' learning motivation and classroom engagement were not yet evenly developed. Accordingly, discipline practices at this school need to be examined as educational consequences that may influence students' learning behavior.

The gap addressed in this study lies in the tendency of previous research to combine reward and punishment into a single construct, making it difficult to identify the specific contribution of disciplinary consequences to learning motivation. This study therefore reframes punishment as constructive classroom discipline and examines its effect on fifth-grade students' learning motivation at SDN 1 Selebung Ketangga. The study aimed to analyze whether constructive discipline consequences significantly affect students' learning motivation in the 2022/2023 academic year.

METHODS

This study used a quantitative approach with an ex post facto design. The design was appropriate because the researchers did not manipulate the independent variable directly; rather, they examined an existing classroom condition and analyzed its relationship with students' learning motivation. The independent variable was constructive discipline consequences, operationalized through educational punishment practices, while the dependent variable was students' learning motivation.

The research was conducted at SDN 1 Selebung Ketangga during the 2022/2023 academic year. The study focused on fifth-grade students because the initial classroom observation identified learning participation and discipline issues in this grade level. The population comprised students at SDN 1 Selebung Ketangga, whereas the sample consisted

of all fifth-grade students in the classroom under study. Because all students in the selected classroom were included, the sampling technique was total sampling.

Data were collected using questionnaires, observation, and documentation. The questionnaire measured two variables: constructive discipline consequences and learning motivation. Constructive discipline consequences were represented by nonphysical and educational forms of correction, including reprimands, advice, warnings, guidance tasks, and reminders related to classroom behavior. Learning motivation was represented by attention during instruction, persistence in completing assignments, active response to teacher questions, responsibility for learning tasks, and seriousness in following classroom activities.

Observation was used to support the questionnaire data by recording students' learning behavior during classroom activities. Documentation was used to obtain supporting information related to the learning process and school context. Because the initial manuscript did not provide the number of items, instrument blueprint, validity coefficients, reliability coefficients, or complete descriptive statistics, these elements should be completed before journal submission if the original data are still available.

The data were analyzed using descriptive procedures and simple linear regression with SPSS 22. The hypothesis was tested by comparing the significance value with an alpha level of 0.05. A significance value below 0.05 indicated that constructive discipline consequences had a statistically significant effect on learning motivation. Ethical interpretation was maintained by positioning discipline as a proportional, nonphysical, non-humiliating, and educational consequence that does not violate students' dignity or psychological safety.

RESULTS

The available statistical output consisted of simple linear regression results examining the effect of constructive discipline consequences on learning motivation. Because the original manuscript did not include raw data, complete descriptive statistics, or regression assumption tests, the results are reported only on the basis of the available coefficient, significance value, and coefficient of determination.

Table 1. Simple Linear Regression Results

Model	B	Std. Error	Beta	t	Sig.
Constant	7.950	0.647	-	12.289	0.000
Constructive discipline consequences	2.974	0.004	1.000	324.252	0.006

Table 1 shows that the constant value was 7.950 and the regression coefficient for constructive discipline consequences was 2.974. The regression equation can therefore be expressed as Y = 7.950 + 2.974X. This equation indicates that a one-unit increase in the constructive discipline consequence score was predicted to be followed by a 2.974-unit increase in the learning motivation score, assuming the model remains constant.

The significance value for the independent variable was 0.006. Because this value is lower than 0.05, the statistical output indicates that constructive discipline consequences had a significant effect on fifth-grade students' learning motivation at SDN 1 Selebung Ketangga. Thus, the alternative hypothesis was supported by the available regression output.

Table 2. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
1.000	1.000	1.000	1.01669

Table 2 presents an R Square value of 1.000. Statistically, this value means that the available model explained all variance in the learning motivation score. However, a perfect coefficient of determination is uncommon in educational behavioral research. Therefore, this value should be interpreted cautiously and should not be generalized without information on sample size, score distribution, instrument validity, reliability, and regression assumptions.

Overall, the results suggest that constructive discipline consequences were positively associated with students' learning motivation in the fifth-grade classroom studied. Nevertheless, because the study used an ex post facto design, the finding should be understood as a predictive association in the available dataset rather than as absolute causal evidence.

DISCUSSION

The finding that constructive discipline consequences significantly affected learning motivation can be explained through the role of discipline as behavioral feedback. When students receive clear and proportional consequences, they are more likely to understand

which behaviors support or disrupt the learning process. In elementary classrooms, this clarity can help students develop responsibility, maintain attention, and participate more seriously in learning activities. This interpretation is consistent with classroom management research showing that clear expectations and consistent responses support students' academic, behavioral, emotional, and motivational outcomes (Korpershoek et al., 2016; Simonsen et al., 2008).

The result also aligns with prior studies indicating that reward and punishment, when applied positively, may increase students' motivation and discipline (Anggraini et al., 2019; Ernata, 2017; Febianti, 2018; Fitri & Ain, 2022; Ikhsan et al., 2022; Kusumawati et al., 2023; Melinda & Susanto, 2018). However, the present study differs by emphasizing punishment as a constructive disciplinary consequence rather than as a punitive or coercive action. This distinction is important because the educational function of discipline lies not in making students afraid, but in helping them recognize errors and improve their learning behavior.

From the perspective of self-determination theory, student motivation develops more positively when the learning environment supports autonomy, competence, and relatedness (Niemiec & Ryan, 2009; Ryan & Deci, 2000, 2020). Therefore, discipline consequences should not be separated from teacher support and psychological safety. If consequences are delivered harshly or humiliatingly, students may comply only to avoid sanctions, and their intrinsic motivation may decline (Deci et al., 1999; Reeve, 2009). The positive result in this study should therefore be interpreted within the ethical boundary of nonphysical, proportional, and pedagogically explained discipline.

The pedagogical implication is that teachers at SDN 1 Selebung Ketangga and similar elementary school contexts need to implement discipline as part of a wider classroom management system. Discipline should be accompanied by clear rules, constructive feedback, opportunities to repair mistakes, and positive reinforcement for appropriate behavior. Hattie and Timperley (2007) argued that effective feedback helps students understand their current position, learning goals, and next steps for improvement. This means that a discipline consequence becomes educational when it directs students back to learning, not merely when it stops inappropriate behavior.

The R Square value of 1.000 requires special methodological caution. In behavioral and educational research, a perfect model fit may indicate a very small sample, highly homogeneous responses, overlapping constructs, or data entry and scoring issues. Because

the initial manuscript did not report the exact number of respondents, item distribution, reliability, validity, and assumption tests, the strength of the model should be treated as limited to the available output. The result remains useful as preliminary evidence, but it should be strengthened through fuller reporting and a more transparent data analysis procedure.

Theoretically, this study contributes to the discussion of discipline and motivation by reframing punishment as constructive classroom discipline. Practically, the findings suggest that elementary school teachers should avoid physical, degrading, or fear-based punishment and instead use reflective, educative, and behaviorally relevant consequences. Future research should examine reward, teacher instructional style, classroom climate, parental support, and student engagement as additional predictors so that learning motivation can be understood through a more comprehensive model.

CONCLUSION

This study concluded that constructive discipline consequences had a positive and significant effect on the learning motivation of fifth-grade students at SDN 1 Selebung Ketangga. The regression coefficient of 2.974 and significance value of 0.006 (< 0.05) indicate that the disciplinary consequence variable was associated with higher learning motivation in the available dataset. The research objective was therefore answered within the limits of the ex post facto design and the statistical output provided.

The main contribution of this study is the reconceptualization of punishment as an educational consequence that may support learning motivation when implemented proportionally, nonphysically, and without humiliation. The study also highlights the importance of ethical classroom management that protects students' dignity while guiding them toward responsible learning behavior. The main limitation is the incomplete reporting of respondent numbers, sample characteristics, instrument validity, reliability, descriptive statistics, and regression assumption tests. Future studies are recommended to use validated instruments, report statistical procedures more comprehensively, and compare different forms of classroom discipline in relation to student motivation.

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