



## The Influence of Task-Based Video Rewards and Punishments on Learning Outcomes in Christian Religious Education and Character Education at SMA Negeri 1 Batang Angkola

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### ABSTRACT

*This study aims to analyze the effect of implementing a video-based punishment and reward method on students' learning outcomes in Christian Religious Education (PAK) and Character Education at SMA Negeri 1 Batang Angkola. The research employed a quasi-experimental method with a pretest-posttest control group design. The sample consisted of 64 students, divided into an experimental group (32 students) who received the video-based punishment and reward intervention, and a control group (32 students) who were taught using conventional teaching methods. Data collection techniques included learning outcome tests, observation, and documentation. The results revealed a significant difference in learning outcomes between the experimental and control groups ( $t = 4.78$ ,  $p < 0.05$ ). The average posttest score of the experimental group (81.25) was higher than that of the control group (72.34). This study concludes that the video-based punishment and reward method has a positive effect on students' learning outcomes in Christian Religious Education and Character Education, with significant improvements observed in cognitive, affective, and psychomotor domains.*

**Keywords:** *punishment and reward, video-based assignments, character education*

### INTRODUCTION

Christian Religious Education (*Pendidikan Agama Kristen*) and character education are subjects that play a strategic role in shaping students' character and personality in a holistic manner. These subjects do not merely focus on the cognitive domain, such as mastery of content or memorization of biblical verses, but also address the affective and psychomotor dimensions that are closely linked to moral values, ethics, and spirituality as the foundation of human life. Through Christian Religious Education and Character Education, students are expected to internalize Christian values in their daily lives, including love, honesty, responsibility, tolerance, and discipline. In the practical implementation of these subjects in schools, particularly at the senior high school level such as SMA Negeri 1 Batang Angkola, various challenges are often encountered that

hinder the attainment of these learning objectives. One of the major issues faced by teachers is the low learning motivation and lack of active student engagement during the learning process. When students are neither interested in nor able to see the relevance of the material to their lives, they tend to become passive, or even mentally absent in class. This situation inevitably affects their learning outcomes, both in terms of knowledge, attitudes, and spiritual competencies. To address the issue of low student motivation, various instructional strategies have been developed and applied. One approach that has been proven effective in influencing students' learning behavior is the application of reward and punishment systems. According to Djamarah (2020), reward and punishment serve as forms of extrinsic motivation that can encourage students to be more diligent and responsible in learning. Rewards may take the form of praise, additional grades, or other types of recognition given as reinforcement for positive behavior or achievement. Punishment, on the other hand, should not be understood as physical or verbal abuse, but rather as an educational consequence intended to guide and direct students toward better behavior. The implementation of rewards and punishments needs to be carried out in a creative and constructive manner. This is in line with the characteristics of Generation Z, who are familiar with technology and are more responsive to digital-based learning. Therefore, teachers are expected to design methods that bridge pedagogical needs with students' interests and learning styles.

With the rapid advancement of information technology, the integration of multimedia in teaching has become not only relevant but also essential. Multimedia tools such as videos, animations, and simulations can provide students with more vivid, interactive, and contextual learning experiences. Mayer and Moreno (2018) highlight that the use of video media in instruction enhances students' conceptual understanding and memory retention, as it simultaneously engages both visual and auditory channels. In the context of Christian Religious Education, video media serve not only as visual aids but also as means of reflection, expression, and deeper internalization of religious values. Videos may feature biblical narratives, everyday life illustrations, or recordings of worship activities relevant to the learning topic. Thus, they not only facilitate students' comprehension of the subject matter but also strengthen the connection between religious teachings and their real-life application. Previous studies have demonstrated the effectiveness of using video media in Christian Religious Education. Situmorang (2021), for example, found that the integration of videos in CRE instruction significantly contributed to improving students' conceptual understanding and critical thinking skills. This suggests that video-based learning encourages students not only to receive information passively but also to analyze, evaluate, and relate it to personal and social contexts. Similarly, Simanjuntak (2020) examined the implementation of reward and punishment strategies in learning and found that this approach effectively increased students' learning motivation and academic outcomes. When students feel appreciated for their efforts or become aware of the consequences of negligence, they tend to demonstrate more positive and participatory attitudes in class. There remains a lack of research specifically examining the combined influence of reward and punishment strategies with video-based tasks in the context of Christian Religious Education. This gap opens opportunities for developing new instructional approaches that integrate both elements in a synergistic manner.

Based on these findings and the identified research gap, the innovative approach developed in this study is the implementation of video task-based reward and punishment strategies in Christian Religious Education and Character Education. In this approach, punishment is not applied as a negative sanction but rather in the form of reflective educational assignments. Students who have not mastered the material are required to create reflective videos on the biblical teachings they have yet to understand, thereby encouraging them to re-explore the content and contemplate it in a creative format. Conversely, rewards are given to students who demonstrate active participation and satisfactory learning outcomes by providing them the opportunity to showcase their best video projects in class and receive recognition from both teachers and peers. In this way, rewards serve not only as acknowledgment of achievement but also as motivation for continued growth and creativity. This approach is expected not only to enhance student motivation and learning outcomes but also to provide a more enjoyable, meaningful, and contextual learning experience. Integrating videos as task media will encourage students to develop technological, communicative, and collaborative skills that are highly relevant to the demands of the 21<sup>st</sup> century.

## **METHODS**

This study employed a quantitative approach with a quasi-experimental method. The research design used was a pretest–posttest control group design. In this design, the experimental group was given treatment in the form of instruction using a video task-based reward and punishment method, while the control group received instruction through conventional methods. The study was conducted at SMA Negeri 1 Batang Angkola, South Tapanuli Regency, North Sumatra, over the course of one semester in the 2024/2025 academic year. The population of this study consisted of all eleventh-grade students of SMA Negeri 1 Batang Angkola enrolled in Christian Religious Education (*Pendidikan Agama Kristen*) and Character Education, totaling 128 students. The sample was selected using a cluster random sampling technique, resulting in 64 students divided into two groups: an experimental group (32 students) and a control group (32 students). The variables in this study consisted of: Independent variable: Video task-based reward and punishment method and dependent variable: Learning outcomes in Christian Religious Education and Character Education, covering cognitive, affective, and psychomotor aspects. The instruments used in this study included: 1) Learning achievement tests (pretest and posttest) to measure the cognitive aspect; 2) Observation sheets to assess affective and psychomotor aspects; 3) Student perception questionnaires regarding the implementation of the video task-based reward and punishment method. The validity of the learning achievement test instruments was examined through expert judgment and item validity tests using Pearson's product-moment correlation. Reliability was tested using Cronbach's Alpha, which yielded a reliability coefficient of 0.85, indicating high reliability. The research procedure was carried out in three stages: first, Preparation Stage: Developing research instruments, validating the instruments, conducting instrument trials, analyzing the trial results, e. administering the pretest to both experimental and control groups; second, Implementation Stage: a. Experimental group: The application of the video task-based reward and punishment method, with details as follows punishment, students who did not meet the minimum competency criteria or failed to complete assignments were required to produce a reflective video

related to the material they had not yet mastered. Reward, students with the best performance were given the opportunity to present their creative videos in class and receive recognition for their achievement. b. Control group: Instruction was delivered through conventional methods, including lectures, discussions, and written assignments. Evaluation Stage, consists of: a. Administering the posttest to both experimental and control groups, b. Processing and analyzing research data, c. Preparing the research report. Descriptive analysis was used to describe students' learning outcomes, while inferential analysis was applied to test the research hypotheses. Prior to hypothesis testing, prerequisite tests were conducted, including the normality test using the Kolmogorov–Smirnov method and the homogeneity test using Levene's test. Hypothesis testing was then carried out using an independent t-test to determine the differences in learning outcomes between the experimental and control groups.

## RESULT AND DISCUSSION

Learning outcomes are one of the primary indicators used to evaluate the success of the educational process. Within the national education system, students' learning outcomes demonstrate the extent to which learning objectives have been achieved after undergoing a systematic and structured instructional process. Learning outcomes do not merely reflect students' academic ability to master subject matter but also reveal changes in attitudes, values, and skills acquired during the learning process. According to Bloom's taxonomy (as cited in Sudjana, 2019), students' learning outcomes can be classified into three major domains: cognitive, affective, and psychomotor. The cognitive domain relates to thinking processes, comprehension, and mastery of knowledge. Within this domain, students are expected to recall, understand, apply, analyze, evaluate, and create ideas or solutions based on the knowledge they have learned. The cognitive aspect often becomes the primary focus of the teaching and learning process, particularly in the context of academic testing. Meaningful learning should not stop at the cognitive dimension. The affective domain, which encompasses students' attitudes, values, interests, and emotions, also plays a crucial role. In education, this domain relates to how students internalize moral, ethical, and spiritual values in their daily lives. Meanwhile, the psychomotor domain includes physical skills and actions developed through practice and experience, such as speaking, writing, role-playing, or producing creative works. These three domains are interrelated and mutually supportive in shaping individuals holistically—intellectually, emotionally, and practically. In the context of Christian Religious Education (*Pendidikan Agama Kristen*) and Character Education, learning outcomes take on broader and deeper meaning. These subjects aim not only to convey knowledge about Christian teachings but also to shape students' character according to the example of Christ. Therefore, an approach that emphasizes a balance among the cognitive, affective, and psychomotor domains is indispensable in the teaching of Christian Religious Education. The cognitive domain in Christian Religious Education involves students' understanding of the Bible, Christian doctrines, church history, as well as ethical and moral principles. Students are expected to master the foundational concepts of the Christian faith and articulate the spiritual meaning contained in God's Word. Nonetheless, cognitive mastery is not the ultimate goal. Christian education emphasizes life transformation realized through the application of faith values in real life.

Consequently, the affective domain in Christian Religious Education becomes highly significant. Through meaningful learning processes, students are encouraged to develop attitudes of reverence toward God, love for others, honesty, forgiveness, and other noble values taught by Christ. Such attitudes should arise from hearts that understand and internalize the truth of God's Word, not merely from obligation to rules. Students who succeed in this domain will demonstrate consistent behavior aligned with Christian values in everyday life—at school, at home, and in the community. Similarly, the psychomotor domain in Christian Religious Education should not be overlooked. Although often associated with practical lessons or physical skills, in this context, it can be translated into tangible actions that reflect Christian faith. For instance, students may be engaged in service activities, group discussions, creative projects with Christian themes, spiritual drama performances, or the production of reflective faith videos. Such activities not only enhance students' practical skills but also serve as means for internalizing and expressing the spiritual values they have learned. The effective Christian Religious Education requires an approach that balances all three domains. Teachers should not only act as transmitters of knowledge but also as spiritual mentors capable of creating meaningful and transformative learning experiences. Active, collaborative, reflective, and contextual learning approaches must be developed so that students can experience the truth of faith personally and in applicable ways. It is essential to consider the characteristics of learners, especially today's younger generation who are highly familiar with technology and digital media. Instruction limited to lectures and memorization will struggle to capture students' interest or foster active engagement. Therefore, creative and innovative methods—such as project-based learning, the use of educational videos, gamification, and the integration of constructive reward and punishment strategies—can serve as alternatives to enhance students' overall learning outcomes. In practice, the evaluation of learning outcomes in Christian Religious Education must also reflect these three domains. Cognitive evaluation may include written tests, quizzes, or individual assignments. Affective evaluation may be carried out through attitude observation, reflective journals, or peer assessments. Psychomotor evaluation may involve assessment of students' creative works, presentations, or participation in service activities. Such comprehensive evaluation provides a more holistic picture of students' intellectual, spiritual, and social growth. It can therefore be emphasized that learning outcomes in Christian Religious Education and Character Education cannot be separated from the holistic formation of character. The success of learning is not only measured by examination scores but also by changes in students' attitudes and behaviors that embody Christian values. For this reason, teachers must continually develop relevant, contextual, and meaningful learning approaches so that education truly becomes a medium for nurturing individuals who are faithful, virtuous, and capable of making positive contributions to others.

### ***Christian Religious Education and Character Education in Schools***

Christian Religious Education and Character Education play a vital role in shaping students' character based on Christian faith. These subjects are not only informative but also transformational, as they aim to reshape students' mindsets, attitudes, and behaviors in accordance with the teachings of Jesus Christ. According to Simanjuntak (2021), effective Christian Religious Education must touch the hearts of students and lead them toward genuine spiritual experiences, rather than rote memorization of dogma.

Nevertheless, a significant challenge in teaching Christian Religious Education at schools lies in the low learning motivation of students, particularly at the senior high school level. Many students perceive the subject as less applicable or unengaging due to monotonous teaching methods. Thus, innovative methods and instructional media are needed to meet the needs of today's young generation.

### ***Reward and Punishment Strategies in Education***

Reward and punishment are integral components of the behaviorist approach to learning theory, which emphasizes the influence of the environment on individual behavior. In education, these strategies are used to shape and guide students' behavior through positive reinforcement and educational consequences. Djamarah (2020) explains that rewards are forms of recognition given to students for behaviors or achievements aligned with learning objectives, while punishments are consequences for inappropriate behavior, designed to educate rather than harm or humiliate. The implementation of reward and punishment strategies in teaching aims to enhance students' motivation and discipline. Rewards provide positive encouragement for students to maintain or improve good behavior, while punishments, when applied wisely, help students recognize mistakes and correct their attitudes. In practice, rewards may include verbal praise, certificates, additional grades, special opportunities, or public recognition in class. Punishments may take the form of additional assignments, reflective writing, or restriction of privileges in class activities. Importantly, both strategies must be applied fairly, consistently, and proportionally to avoid negative effects such as anxiety, fear, or feelings of being undervalued. In the context of Christian Religious Education, reward and punishment have deeper dimensions than in other subjects. This is because Christian Religious Education is not only intended to transfer theological knowledge but also to shape students' character and spiritual awareness. Therefore, the use of reward and punishment in this context should support the development of Christian values such as love, responsibility, honesty, patience, and forgiveness. Rewards in Christian Religious Education should be granted for behaviors that reflect the internalization of Christian values, such as respect for others, active participation in moral discussions, or sincerity in helping peers. Thus, students will perceive that their good deeds are valued not only academically but also morally and spiritually. Such value-oriented rewards strengthen students' faith identity and help cultivate consistent Christian character in daily life. Punishment in Christian Religious Education must also serve educational and transformative purposes. Teachers should avoid punitive actions that demean students' dignity or cause trauma. Instead, punishments should be directed toward reflection and repentance. For instance, students who display inappropriate behavior could be assigned to produce a reflective video on Christian values they have neglected or to write an essay on the importance of living in love. In this way, punishment becomes not merely corrective but also a tool for spiritual growth. The effectiveness of reward and punishment strategies largely depends on teachers' sensitivity in understanding students' needs and characteristics. Considering that today's generation is highly visual, interactive, and accustomed to digital technology, the use of media such as videos, animations, or digital learning platforms in administering rewards or punishments can be highly effective. For example, outstanding students may be given the opportunity to showcase their video projects in class or on school social media platforms as a reward. Conversely,

punishment can take the form of reflective video assignments that must be presented before peers as a form of responsibility and learning from mistakes. It is also important for teachers to involve students in establishing classroom rules and consequences at the outset of the learning process. This approach fosters a sense of responsibility and fairness in the application of rewards and punishments. When students perceive the system as transparent and participatory, they are more likely to accept both recognition and consequences with a positive attitude. Reward and punishment are essential strategies in education, including Christian Religious Education and Character Education. When applied appropriately and wisely, these approaches can serve as effective tools for shaping behavior, enhancing learning motivation, and instilling strong spiritual values in students. Teachers, as facilitators of learning, must continue to develop creativity and sensitivity in integrating these strategies so that students' learning outcomes are not only optimized academically but also become meaningful in the holistic formation of Christian character.

### ***Video Media as an Innovative Learning Tool***

The rapid development of information and communication technology has brought significant changes to the field of education. One of the most prominent innovations is the use of video media as an instructional aid. Video media offers the advantage of presenting material both visually and auditorily, thereby enhancing students' comprehension and retention effectively (Mayer & Moreno, 2018). In the context of Christian Religious Education (CRE) and Character Education, video functions not only as a tool for delivering content but also as a medium that can enliven spiritual and moral values through more engaging and contextual approaches. Mayer and Moreno (2018) emphasize that instructional videos integrate two cognitive channels-visual and auditory-that operate simultaneously in processing information. This approach greatly benefits students with visual or auditory learning styles. Through video, abstract concepts such as Christian ethical values, biblical narratives, or moral teachings can be conveyed in illustrated narratives that are easier for students to grasp and remember. Moreover, video enables the presentation of real-life illustrations relevant to students' social and cultural contexts, thereby making the learning material more meaningful. In CRE and Character Education, videos can be utilized for various purposes. For example, biblical story videos can help students better understand the historical context and moral messages they contain in a more vivid manner. Recorded testimonies of faith can serve as powerful sources of inspiration, enabling students to see how Christian values are applied in everyday life. Additionally, videos illustrating moral scenarios-both positive and negative-can stimulate classroom discussions and foster deep personal reflection (Situmorang, 2021). Research by Situmorang (2021) demonstrates that the use of video in CRE significantly increases student engagement. Students are no longer passive listeners but become active participants who observe, analyze, and discuss video content. This engagement enhances learning motivation and strengthens the understanding of spiritual values. Furthermore, video encourages critical thinking by helping students relate biblical teachings to real-life situations, ensuring that learning extends beyond theoretical knowledge to genuine changes in attitude and behavior. Beyond its instructional role, video also functions as an effective tool for spiritual reflection. Watching videos containing inspiring stories or moral illustrations can evoke positive

emotions such as empathy, gratitude, and moral responsibility. This aspect is crucial in CRE, which focuses on character formation and spiritual maturity (Hasugian, 2019). In other words, video is not merely an information delivery medium but a resource that facilitates holistic and transformative learning experiences. The use of video media in CRE and Character Education also aligns with the needs of today's digital generation. Millennials and Gen Z have grown up in environments heavily shaped by visual and interactive technology. Consequently, learning that incorporates video is better positioned to capture their interests and learning styles, thereby increasing instructional effectiveness (Sari & Utami, 2020). Moreover, videos provide flexibility, as they can be accessed anytime, allowing students to engage in self-directed learning beyond formal class hours. The use of video in instruction requires thoughtful implementation. Teachers must ensure that videos are relevant to the learning objectives and systematically organized to prevent confusion. Video duration should be carefully managed to maintain focus and avoid student fatigue. In addition, teachers need to facilitate discussions and reflective activities following video sessions to optimize understanding and internalization of the values presented (Simanjuntak, 2020). The creative and interactive development of CRE videos can enhance student engagement and provide enjoyable learning experiences. For instance, videos may include short dramas depicting Christian values, animated biblical stories, or documentation of community service projects involving students. Such approaches ensure that videos are not merely passive media but active tools that invite student participation in the learning process. Video media represents a highly innovative and promising tool in the teaching of Christian Religious Education and Character Education. It effectively combines audio-visual elements to improve comprehension, motivation, and student engagement. Beyond its instructional function, video also serves as a medium of spiritual reflection that contributes to character formation and faith maturity. Therefore, teachers should maximize the potential of this technology by ensuring relevance, quality, and active student participation throughout the learning process.

### ***Integrating Video-Based Reward and Punishment***

One innovative approach in education is the integration of reward and punishment systems with video-based assignments. This method combines external motivation (through rewards and punishments) with learning media that resonate with the current digital generation. In practice, punishment is implemented through assignments such as creating reflective videos or presentations on material not yet mastered by students. In this way, punishment becomes not merely corrective but also educational, encouraging students to re-engage with the learning content. Meanwhile, rewards are given to students who demonstrate high achievement or creativity, such as through recognition of the best work, showcasing videos in class, or receiving acknowledgment from teachers. According to Simanjuntak (2020), social forms of reward-such as public recognition and appreciation-are highly effective in boosting student motivation within project-based learning. Integrating reward and punishment with video-based tasks also enables learning to become more personal, contextual, and oriented toward individual responsibility in the learning process.

### **Pretest and Posttest Results**

The pretest results indicated that the initial abilities of both groups were relatively comparable. The mean pretest score of the experimental group was 62.75 (SD = 8.34), while the control group obtained a mean score of 63.12 (SD = 7.96). An independent samples t-test revealed no significant difference between the two groups' pretest scores ( $t = 0.18$ ,  $p > 0.05$ ). After the intervention, a significant difference was found in the posttest results between the experimental and control groups. The experimental group achieved a mean posttest score of 81.25 (SD = 7.12), whereas the control group obtained 72.34 (SD = 8.45). The t-test results confirmed a statistically significant difference between the two groups' posttest scores ( $t = 4.78$ ,  $p < 0.05$ ).

### **Learning Outcomes by Aspect**

In the cognitive domain, the experimental group demonstrated greater improvement than the control group, particularly in indicators related to conceptual understanding and the application of Christian Religious Education (CRE) values in everyday life. The experimental group achieved a gain score of 18.50, compared to 9.22 for the control group. Observation results further indicated that the experimental group exhibited notable progress in the affective domain, including respect, empathy, and social concern. The mean affective score of the experimental group was 85.43 (categorized as *very good*), while the control group obtained 76.25 (*good*). In the psychomotor domain, the experimental group outperformed the control group in communicating ideas, collaborating, and producing creative outputs that reflected the values of CRE and Character Education. The experimental group's mean psychomotor score was 83.68 (*very good*), compared to 75.18 (*good*) for the control group.

The student perception survey revealed that 87.5% of students in the experimental group responded positively to the implementation of the video-based reward and punishment method. Specifically, students indicated that the method made learning more engaging (92.1%), increased motivation (88.7%), facilitated meaningful learning (85.3%), and enhanced confidence in expressing their understanding (83.4%).

The findings demonstrate that the video-based reward and punishment method positively influenced students' learning outcomes in CRE and Character Education. This result is consistent with Simanjuntak (2020), who found that appropriate use of rewards and punishments can improve student motivation and learning achievement. However, the present study contributes new insights by integrating video assignments as a more creative and contextually relevant form of reward and punishment for the digital generation. The significant improvement in the experimental group's learning outcomes can be explained from several theoretical perspectives. Behaviorist perspective: The use of rewards and punishments serves as reinforcement that motivates students to exhibit desirable learning behaviors (Skinner in Santrock, 2022). Punishment in the form of reflective video assignments on unmastered material provided opportunities for deeper understanding, while rewards, such as showcasing the best student-created videos, encouraged optimal performance. Cognitive perspective: Video production as a learning task involves higher-order thinking processes, including analysis, evaluation, and creation (Anderson & Krathwohl, 2001). Students were required to process information deeply in order to communicate their understanding through videos, thereby strengthening their conceptual grasp of CRE and Character Education. Constructivist perspective: Video

production encouraged students to construct their own knowledge through active and reflective experiences (Vygotsky in Schunk, 2019). This aligns with Situmorang's (2021) findings, which highlight that video-based learning enhances conceptual understanding and critical thinking skills in CRE instruction.

### ***Impacts on Cognitive, Affective, and Psychomotor Aspects***

The improvement observed in the experimental group was not limited to the cognitive domain but extended to the affective and psychomotor domains as well. Cognitive: Video production fostered deeper understanding, as students needed to explain concepts in their own words. This supports Mayer and Moreno's (2018) assertion that multimedia learning enhances conceptual comprehension through the simultaneous processing of verbal and visual information. Affective: Creating reflective videos on CRE and Character Education values facilitated students' internalization of these values. They not only understood them theoretically but also expressed their appreciation through creative outputs. This finding supports Nainggolan (2019), who emphasized that student-centered CRE instruction effectively promotes the internalization of Christian values. Psychomotor: Video creation developed students' technical and creative skills, such as organizing information, visual communication, and collaboration. This corroborates Hutapea's (2022) argument that CRE learning should cultivate 21st-century skills relevant to students' needs in the digital era.

Students' positive perceptions of the video-based reward and punishment method indicate that it was well-received and aligned with their learning preferences in the digital age. Most students reported that the method made learning more engaging and meaningful. This aligns with the concept of *student engagement* described by Fredricks et al. (2019), who assert that emotional, cognitive, and behavioral engagement contributes positively to learning outcomes. These findings also reinforce Simatupang's (2023) claim that instructional approaches integrating technology and catering to Generation Z characteristics enhance motivation and engagement in CRE learning. Moreover, students' favorable perceptions of the method correspond with the principle of *relevance* in Keller's ARCS motivational model (Attention, Relevance, Confidence, Satisfaction), which posits that students are more motivated when they perceive learning as relevant to their lives and interests.

### **Conclusion**

Based on the findings of the study conducted at SMA Negeri 1 Batang Angkola, it can be concluded that the task-based video reward and punishment method has a positive and significant effect on learning outcomes in Christian Religious Education (CRE) and Character Education. This is evidenced by the significant difference between the posttest scores of the experimental group that applied this method and those of the control group that used conventional methods. These findings indicate that integrating video assignments with a system of rewards and consequences can enhance students' overall academic achievement. The task-based video reward and punishment method proved to have a positive impact on all three dimensions of learning outcomes: cognitive, affective, and psychomotor. The most notable improvement was observed in the affective and psychomotor domains, demonstrating that this method not only strengthens conceptual understanding but also fosters attitudes and skills aligned with the learning objectives of

CRE and Character Education. In other words, this approach cultivates moral and spiritual awareness as well as practical competencies necessary for students' daily lives. In addition to improved learning outcomes, the majority of students expressed positive responses toward the application of this method. Such positive perceptions reflect the relevance of the task-based video reward and punishment approach to the characteristics and learning preferences of today's digital-native students. The use of video as a component of this instructional method effectively captures students' interest, motivates active participation, and makes the learning process more meaningful and enjoyable. Several recommendations can be made: First, CRE and Character Education teachers are encouraged to integrate the task-based video reward and punishment method as an alternative instructional strategy to comprehensively improve student learning outcomes, particularly in the affective and psychomotor domains. Second, schools should provide support by facilitating teacher capacity-building, especially in designing and implementing innovative, technology-based learning methods, including training in the production of educational videos. Third, future researchers are advised to expand the scope of investigation by applying this method to other subjects or broader populations. Additionally, further exploration of more diverse and contextually relevant forms of rewards and punishments is recommended to address different learning needs. Thus, the application of the task-based video reward and punishment method not only enhances learning outcomes but also contributes to the development of students' character and skills that are relevant to the demands of the digital era. This opens opportunities for more engaging, effective, and contextually meaningful instructional innovations.

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