The Effect of Reward on the Improvement of Self-Confidence in Children Aged 5-6 Years at TK Negeri Pembina Pemenang in the 2023/2024 Academic Year

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ABSTRACT: Self-confidence is a positive attitude that individuals must possess to meet various needs in their environment or situations, which allows them to believe in their own abilities for the purpose of achieving personal happiness. This study aims to examine the effect of rewards on the improvement of self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang during the 2023/2024 academic year. This research employs a quantitative quasi-experimental design with a Nonequivalent Control Group Design. The sample in this study was selected through non-probability sampling, involving 24 children aged 5-6 years at TK Negeri Pembina Pemenang, consisting of 14 boys and 10 girls. The analysis method used is the Independent Sample T-test. The results of the data analysis show that the t-value is greater than the critical t-value ($19.707 > 1.717$), indicating that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus, the hypothesis can be considered valid. Based on these findings, it is concluded that giving rewards positively affects the improvement of children's self-confidence, as evidenced by the higher self-confidence scores in the experimental group after receiving the reward intervention compared to before. It is recommended that educators acknowledge and reward children, particularly those with lower self-confidence, to help them feel more comfortable both at school and outside of school.

KEYWORDS: Reward, Self-Confidence, Early Childhood

I. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential to possess spiritual strength, self-control, intelligence, noble character, and the necessary skills for themselves, society, the nation, and the state (Ramdany et al., 2021). To enable students to actively cultivate their potential in spiritual, self-regulation, intelligence, morality, and skills, education is a deliberate and structured effort to create an environment conducive to learning.

According to the National Education System Law, Article 1, Section 14, early childhood education is a developmental effort aimed at children from birth to six years old, carried out by providing educational stimuli to support their physical and mental growth to prepare them for further education (Aliyanti et al., 2022). Early childhood education is the foundation for the future development of children (Suarta & Rahayu, 2018). In line with this law, early childhood education is provided to children from birth to six years old.

In his book on the concept of early childhood education from the perspective of Islamic psychology, Habibi (2020) explains that "Early childhood education refers to educating children from the womb until around the age of six years." Therefore, early childhood education serves as a fundamental basis for preparing children for higher levels of education. Education is a method of fostering independence in students through the learning process, making education a key factor in achieving success.

The developmental aspects of children include religious and moral values, physical-motor development, cognitive development, language, and social-emotional development (Buahana & Suparno, 2022). It is essential to develop all these aspects in a balanced manner. One of the most important areas is social-emotional development, which unfolds over time and can affect other developmental domains. Social-emotional development in children can be observed through their attitudes and behaviors (Hermana et al., 2023).

The process of education can be carried out by providing educational stimuli that support both the physical and mental growth of children, helping them prepare for further education, whether through formal, non-formal, or informal pathways. With this goal in mind, educators play a critical role in guiding and supporting children, especially when they encounter difficulties in the learning process. This support helps instill a desire to learn and builds self-confidence in children.

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Self-confidence is an internal state that allows individuals to face life's challenges with faith in their abilities. Similarly, self-confidence, as defined by Kamaruddin et al. (2022), is the belief in one's own capabilities or skills to demonstrate specific behaviors or achieve particular goals. Cultivating self-confidence in children from an early age is crucial, as it enables them to approach tasks more easily and take risks confidently.

One of the key developmental milestones for early childhood, especially for children aged 5-6 years in kindergarten, is to have a strong sense of self-confidence. This stage is vital for laying a solid foundation in the child's social, emotional, and cognitive development. A lack of self-confidence can lead to various problems in children. Conversely, children with high or optimal self-confidence tend to exhibit positive attitudes, good adaptability, a willingness to face challenges, a readiness to try new things, and the ability to further develop their potential.

There are various methods to improve children's self-confidence to achieve the desired learning outcomes. One of the factors that can influence children's self-confidence is the provision of rewards. A reward is an external outcome provided by an educator as a response or recognition for good or successful actions. According to Rizqiyah et al. (2021), a reward is a stimulus given after a desired response, which increases the likelihood of the response being repeated in the future. Rewards can take the form of positive reinforcement, such as praise, gifts, or recognition, which strengthen desired behaviors. Based on this definition, a reward is anything that brings joy or satisfaction as recognition for good outcomes in the educational process, with the aim of encouraging continued improvement in performance.

Initial observations conducted by the researcher at TK Negeri Pembina Pemenang revealed several issues that serve as the basis for this research. Some children aged 5-6 years displayed low enthusiasm during classroom interactions, were hesitant to share their experiences in front of peers, showed a pessimistic attitude when given assignments, avoided trying new activities or challenges, and lacked the confidence to present their work. These issues may stem from insufficient responses or recognition from their environment, including teachers, peers, and parents, hindering the development of the children's self-confidence.

Based on the background and problems observed during the initial observation, the researcher is motivated to conduct a study on The Influence of Reward on the Enhancement of Self-Confidence in Children Aged 5-6 Years at TK Negeri Pembina Pemenang for the 2023/2024 Academic Year.

RESEARCH METHODOLOGY

This study employs a quantitative research approach with an experimental method. According to Sugiyono (2013), experimental research is defined as a method used to determine the effect of a particular treatment on other variables under controlled conditions. In this study, the focus is on investigating **The Influence of Reward on the Improvement of Self-Confidence in Children Aged 5-6 Years at TK Negeri Pembina Pemenang for the 2023/2024 Academic Year**.

The experiment employed in this research is a quasi-experiment, as not all factors that could affect the variables being studied can be controlled during the research. The design involves two groups: an experimental group and a control group. The study begins with a pre-test administered to both groups, followed by the treatment, in which the experimental group receives rewards. After the treatment, a post-test is conducted on both groups. The pre-test and post-test assessments utilize learning worksheets (LKPD) based on the theme "myself" and the sub-theme "my body." The experimental design used is the **Nonequivalent Control Group Design**.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O_1	X	O_2
Control Group	O_3	-	O_4

(**Source:** Sugiyono, 2013: 79)

Explanation:
- O_1: Pre-test score of self-confidence in the experimental group
- O_2: Post-test score of self-confidence in the experimental group
- X: Treatment (Reward intervention)
- O_3: Pre-test score of self-confidence in the control group
- O_4: Post-test score of self-confidence in the control group

This research involves two variables: the independent variable and the dependent variable. The independent variable in this study is the reward intervention, while the dependent variable is self-confidence. The population consists of children aged 5-6 years in Group B at TK Negeri Pembina Pemenang, totaling 24 children. The sample was selected using purposive sampling, a technique where the sample is determined based on specific criteria (Sugiyono, 2013).

Data collection was carried out by administering a pre-test to measure the children's initial self-confidence levels, followed by a post-test to measure the improvement in self-confidence after the intervention. The tests were designed to assess the effect of the

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reward intervention on the children's self-confidence. The research instruments were tested for validity and reliability before being given to the respondents. The content validity was assessed by two expert validators, while item validity and reliability were measured using SPSS (Statistical Program for Social Science) Version 23.0 for Windows. Data collection techniques included observation, interviews, and documentation.

Data Analysis Techniques

Data analysis was conducted using two types of tests: prerequisite tests and hypothesis testing, with the help of SPSS for Windows Version 23.0. The prerequisite tests included:

1. **Normality Test** using the Kolmogorov-Smirnov formula,
2. **Homogeneity Test** using the Levene Statistic formula.

Hypothesis testing was conducted using the **Independent Sample T-test** formula.

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RESULTS AND DISCUSSION

The research results consist of numerical data or observational data on children's self-confidence, including pre-test and post-test scores from the experimental group (which received the treatment) and the control group (which did not receive the treatment). The data can be summarized in the following table:

Table 3. Pre-Test and Post-Test Scores on Self-Confidence Improvement in Children Aged 5-6 Years

Group	Pre-Test	Post-Test	Pre-Test	Post-Test
Experiment	34	69	21	54
Control	35	30	22	24
Total Score	311	708	311	322
Average	25.92	59	25.92	26.82

The table above compares the pre-test and post-test results of children aged 5-6 years in the experimental group (before and after the treatment). Before the intervention, the total score of the experimental group was 311, with an average score of 25.92. After the reward intervention, the total score increased to 708, with an average score of 59. This indicates a significant increase in the children's self-confidence after the treatment, contrasting with their lower scores before the intervention.

Hypothesis Testing

The hypotheses tested in this study are as follows:

1. **Ha**: $\mu \neq \mu2$ (alternative hypothesis), indicating that there is a significant effect of reward on improving self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang.
2. **Ho**: $\mu = \mu2$ (null hypothesis), indicating that there is no significant effect of reward on improving self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang.

Prerequisite Tests

After analyzing the pre-test and post-test data, prerequisite tests were conducted, including normality and homogeneity tests using SPSS 23.0 for Windows. The results of these tests are presented in the following tables:

Table 4. Normality Test Results

Class	Kolmogorov-Smirnova Statistic	Df	Sig.
Pre-Test Experimental	.208	12	.159
Post-Test Experimental	.183	12	.200*
Pre-Test Control	.212	12	.143
Post-Test Control	.170	12	.200*

Based on the table above, the normality test results with a 5% significance level show that the significance value is > 0.05, indicating that the data is normally distributed.

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Table 5. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
Based on Mean	1.491	3	44
Based on Median	1.030	3	44
Adjusted Median	1.030	3	29.8
Trimmed Mean	1.383	3	44

Based on the table above, the homogeneity test results show that the significance value is 0.230 > 0.05, meaning the data variance is homogeneous.

Hypothesis Testing

Based on the results of the normality and homogeneity tests, which show that the self-confidence data from both the experimental and control groups are normally distributed and homogeneous, hypothesis testing was conducted using parametric statistical analysis, specifically the **Independent Sample T-test**. The results of the hypothesis test are presented in the table below:

Table 6. Hypothesis Test Results

Independent Samples Test	F	Sig.	T	Df	Sig. (2-tailed)
Equal variances assumed	3.911	.061	19.707	22	.000

Based on the table above, the significance value for the 2-tailed test is less than 0.05 (0.000 < 0.05) at a 5% significance level, with a calculated t-value of 19.707, which is greater than the critical t-value of 1.717. Therefore, **Ha** is accepted, and **Ho** is rejected. It can be concluded that there is a significant effect of reward on improving self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang.

The analysis of the data shows that the average self-confidence scores of the experimental group, which received the reward treatment, were significantly higher than those of the control group, which did not receive the treatment. In the experimental group, the average pre-test score before the reward treatment was 25.92, while the average post-test score after the treatment was 59, with the highest score being 69 and the lowest 54. In contrast, the control group, which did not receive the reward treatment, had an average pre-test score of 25.92 and a post-test score of 26.82, with the highest score being 30 and the lowest 24.

The comparison of the average scores in the experimental group clearly shows that the post-treatment scores are higher than the pre-treatment scores, indicating that the reward intervention had a positive effect on the children's self-confidence. Furthermore, when comparing the experimental group with the control group, it is evident that the increase in self-confidence was greater in the experimental group than in the control group.

In addition to analyzing the changes in the average scores, prerequisite tests (normality and homogeneity tests) were conducted. The normality test using the Kolmogorov-Smirnov formula for both the experimental and control groups yielded pre-test and post-test significance values of 0.159 and 0.200, respectively, both of which are greater than 0.05, indicating that the data is normally distributed. Following this, the homogeneity test using Levene's Statistic produced a significance value of 0.217, which is greater than 0.05, indicating homogeneous data variance. After confirming that the data was normally distributed and homogeneous, hypothesis testing was carried out using the **Independent Sample T-test**, resulting in a 2-tailed significance value of 0.000 < 0.05 and a t-value of 19.707, which is greater than the critical t-value of 1.717. This confirmed that there is a significant effect of reward on improving self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang for the 2023/2024 academic year. The results show that the self-confidence of the children in the experimental group was higher after the reward treatment compared to before the treatment.

This finding is consistent with Wardani et al. (2021), who state that self-confidence is a positive belief or ability possessed by every individual to achieve specific goals. Furthermore, Rohmah (2018) defines self-confidence as a mental or psychological state in which an individual evaluates themselves positively, resulting in strong belief in their ability to achieve their goals.

Previous studies by Wibawati & Watinii (2022) also demonstrated that the implementation of a reward-based approach successfully improved learning self-confidence in children aged 5-6 years at TK Aisyiyah 24, with highly favorable results. This finding aligns with the results of the current study, which are further supported by relevant theoretical frameworks. Additionally, Agustina et al. (2021) found that reward-based interventions positively influenced children's learning motivation, further corroborating the findings of this study

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CONCLUSIONS

Based on the findings of the research, it can be concluded that the provision of rewards has a significant effect on improving the self-confidence of children aged 5-6 years at TK Negeri Pembina Pemenang during the 2023/2024 academic year. This is evident from the normality test results, where the experimental group's pre-test significance value was 0.159 and the post-test value was 0.200, both of which are greater than 0.05, indicating that the data is normally distributed. Similarly, the control group's normality test showed a pre-test significance value of 0.159 and a post-test value of 0.200, also indicating a normal data distribution.

The hypothesis testing results showed a significance value for children's self-confidence of 0.000, which is smaller than 0.05 (0.000 < 0.05), with a calculated t-value of 19.707, which is greater than the critical t-value of 1.717. This means that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. The alternative hypothesis (Ha) indicates a significant difference between the pre-test and post-test scores in the experimental group, leading to the conclusion that **"there is a significant effect of rewards on the improvement of self-confidence in children aged 5-6 years at TK Negeri Pembina Pemenang."**

Therefore, educators can use rewards as a form of appreciation in the learning process to enhance the social-emotional development of children, particularly in fostering self-confidence.

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