PROVIDING REWARDS AS AN EFFORT TO GROW SELF-CONFIDENCE IN MADRASAH IBTIDAIYAH STUDENTS

Alia Latifah[1], Ichsan[2]

[1,2]*Magister Pendidikan Guru Madrasah Intidaiyah, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sunan Kalijaga Yogyakarta, Indonesia*

22204081008@student.uin-suka.ac.id

ABSTRACT

In the learning process there needs to be motivation so that students can improve their learning outcomes. By participating in learning activities, students are expected to be able to develop themselves socially, emotionally, intellectually, linguistically, morally and personally in the positive direction that everyone wants. This is inversely proportional to the current reality that there are still students who are shy or don't dare to express their thoughts in public.thus making students less confident when answering questions from the teacher so that rewards come out as reinforcement. This study aims to reveal the giving of rewards to students' self-confidence. The research method used is descriptive qualitative with data collection techniques in the form of interviews. The subject of this research is a class III teacher at MI Al-Mutaqin. The results of the study revealed that the application of rewards to students at the elementary school/Madarsah Ibtidaiyah level was given by the teacher in learning including giving verbal rewards. The reward given has the impact of growing students self-confidence in learning.
Keywords: Confidence, Madrasah Ibtidaiyah, Reward

ABSTRAK

Dalam proses pembelajaran perlu adanya motivasi agar siswa dapat meningkatkan hasil belajarnya. Dengan mengikuti kegiatan pembelajaran, diharapkan siswa dapat mengembangkan dirinya secara sosial, emosional, intelektual, linguistik, moral dan pribadi ke arah yang positif yang diinginkan setiap orang. Hal ini berbanding terbalik dengan realita saat ini bahwa masih ada siswa yang malu atau tidak berani mengungkapkan pikirannya di depan umum. sehingga membuat siswa kurang percaya diri saat menjawab pertanyaan dari guru sehingga keluarlah reward sebagai penguatan. Penelitian ini bertujuan untuk mengungkapkan pemberian reward terhadap kepercayaan diri peserta didik. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara. Subjek penelitian ini ialah guru kelas III di MI Al-Mutaqin. Hasil penelitian mengungkapkan Penerapan reward kepada siswa di tingkat Sekolah Dasar/ Madarsah Ibtidaiyah diberikan oleh guru dalam pembelajaran diantaranya pemberian reward berbentuk verbal. Reward yang diberikan memiliki dampak menumbuhkan rasa percaya diri siswa dalam pembelajaran.
Kata Kunci: Madrasah Ibtidaiyah, Percaya diri, Reward

1. Introduction

Science and technology are developing very rapidly, globalized political, economic and cultural life requires qualified human beings. These quality human beings can be formed through education, so that education has a role in creating quality human beings. Education has a role in guiding and directing human growth and development from stage to stage until it achieves optimal abilities(Wani & Sutarini, 2022). Education is a tool that helps children

learn and develop their potential. Education in the narrow sense is defined as a school. in the Big Indonesian Dictionary is defined as a place to learn and teach and as a place to learn and teach (Asiyah et al., 2019).

Education is an effort to help students find and develop their potential. Education also creates a situation where students can develop optimally. Learning can be said to be successful if students master learning and get good results (Prasetyo et al., 2019). Educators do not only provide material in the classroom or simply transfer their knowledge, but educators play a role in producing positive changes in students. Educators can stimulate students to learn actively and dynamically, provide good examples to students, because exemplary examples will be more emulated by students than just explanations.

Learning strategies are learning that must be carried out by teachers and students to achieve learning objectives effectively and efficiently. To implement the strategy set, the method chosen to implement the plan that has been prepared in real activities, so that the goals that have been prepared are achieved optimally. The success of implementing learning strategies is highly dependent on how teachers use learning methods (Magdalena, 2018). Strategies in the implementation of education are carried out in the form of guidance, teaching, and exercises. Guidance here is given by providing assistance, direction, motivation, advice so that students are expected to be able to solve their own problems. While teaching is a form of activity that establishes interaction relationships in the teaching and learning process between educators and students in developing behavior that is in accordance with educational goals. (Hamalik Oemar, 2012). The teacher must choose the right teaching method according to his students. One of the teacher's responsibilities is to be motivated students, so they are passionate about learning. Choosing the right learning method must also be accompanied by motivation (Hero & Esthakia, 2021). This is not easy, so educators are required to have teaching abilities and skills, understand learning methods and theories in an effort to improve the quality of education and teaching. With the learning method, it is hoped that teaching and learning activities can run according to educational goals.

Throughout history, education has been going on and developing in line with socio-cultural developments on this earth. In education it cannot be removed from the activities of teaching teachers and students learning. Learning is an effort made by someone to predict changes in behavior as a result of experience in interaction with the environment. In the learning process the teacher expects that students get changes in a better direction so that they can achieve achievements prestasi (Karya, 2019). To get good performance, of course, what is needed is not only diligent but also confident.

The education one takes, in the future will definitely provide a valuable life. Education can be done by learning and learning, which can be done alone or together between a teacher and students in class (Febanti, 2018). Education is also closely related to learning. In current teaching, teachers must prioritize creative learning and communication between students and teachers, students and students, as well as teachers and parents. Therefore, the teacher is the most important key in improving the quality of education which is expected to be cooperative, democratic, disciplined and tolerant.

An aspect that needs to be considered in students is self-confidence, which is one of the assets that needs to be grown in students so that they are able to become human beings who are able to control various aspects of themselves, so that they are better able to direct behavior towards success. However, not all children have high self-esteem, many factors contribute to a child's lack of self-confidence, including excessive parenting, excessive criticism, lack of parental support and constant comparisons with other children. This

weakens the child's self-confidence, because the child feels pressured, cannot take the initiative and explore his desires (Islami et al., 2023). Having high self-confidence makes a person more successful in the interaction process. One aspect that influences the learning process is student self-confidence. Because student self-confidence can affect student academic achievement. Confidence is the basic capital needed to succeed in various fields, including in learning.The process of forming self-confidence certainly does not just appear, it should be noted that not all students have the same self-confidence, there are high levels of student self-confidence and some are low (Noor & Safitri, 2022).

Confidence is one of the important characters instilled. Students become a generation that is not easily affected by negative things from the surrounding environment, self-confidence makes students more optimistic and tough in dealing with various problems they face in the learning process and are able to solve problems by optimizing their abilities (Hanifah Ameliah & Munawaroh, 2016). People with self-confidence include being confident in their abilities, optimistic, objective, responsible and rational thinkers.

Lack of student self-confidence can occur due to economic factors and the conditions where students live, such as parents of students who work outside the city so they do not have enough time to guide children through a period of development which of course still needs support and help from parents in overcoming problems. personal and social. Conditions like this can make children insecure and affect their learning outcomes (Basra, 2020). Based on this, one way to foster students' self-confidence is to provide rewards in the form of praise or prizes, so that students can be more confident.

Rewards are included in the learning materials, rewards are gifts and punishments. "Motivation to learn more by giving, praise is closely related to impressive achievement. Rewards can be in the form of prizes or punishments. Based on this view, if students receive confirmation or recognition for what they have done, students are more likely to repeat the actions they have done. Then, when students receive a punishment, chances are they will later study hard to get rid of the punishment (Prasetyo et al., 2019). Rewards and punishments during learning must be beneficial to students. Although prizes are always kind and light things like compliments, applause, giving 100 points, thumbs up, smiles and pats on the back (Febianti, 2018).

What is meant by education is giving rewards to students, namely appreciating students to be even more active in trying to improve or improve their achievements, namely, students are even more eager to learn better, because humans always have ideals, hopes and desires (Syafaruddin et al., 2020). Reward is a form of recognition for certain achievements given both by individuals and institutions, usually given in the form of material or speech. With this reward or praise, students are motivated to try even better. For example, a teacher smiles or says the word "nice" to a modestly dressed student who knows how to complete homework properly and correctly (Hero & Sni, 2018). The students are satisfied with the results achieved and even try to do better. Providing reinforcement in learning activities is very important to increase the effectiveness of learning

The reward given by the teacher is an educational tool or instrument used to increase the joy and pride of students because the work done is rewarded and it is hoped that it will increase student motivation so that it can foster student confidence. Rewards can be used as a means to educate children to feel happy because their actions and work are rewarded, to appreciate every child's efforts and make them more motivated (Hapsari, 2013). The aim of educators is also that with this gift the child will be more active in his efforts to improve and strengthen the self-confidence that already exists. In other words, children have a strong will to work or do better. Rewards do not have to be given to students who are clever, but also

given to students who are less confident if students have shown better self-confidence than before.

Rewards are given fairly in the sense that rewards are given because students achieve something through their efforts, of course giving rewards to students, only students with whatever criteria are given rewards. Prizes should not be given to the smartest student in the class, but also to students who are less confident if the student has shown more confidence than before, in which case a prize may be awarded. Giving rewards in learning is very influential in increasing student motivation. Because students will feel that their struggle can be appreciated by their teacher.

In a learning method that makes students interact with each other, namely using the reward method. The reward method is a form of constructive action based on Behavioristic theory. Reward is a tool to educate children so that children can feel happy because their actions are rewarded (Wani & Sutarini, 2022). Learning is a type of change in student behavior as a result of the interaction between the teacher and the students themselves. In other words, learning is a form of change or achievement made and experienced by students in terms of their ability to behave and communicate in new ways as a result of interaction between the teacher and student responses. When students are given reinforcement or appreciation for what they have done, the possibility of students to repeat the actions that have been done will be greater.

Confidence is not something that immediately exists, but is obtained and shaped by the environment, so it needs to be formed and is one of the essential foundations that encourage humans to grow, develop, and progress to achieve something. To achieve national education goals, learning objectives are one of the learning components, so that every student who is successful in learning will have absolute motivation to learn. Optimal learning outcomes when children have the right motivation and self-confidence. Therefore, the task of the teacher and counselor is to plan how to create conditions or processes to encourage and guide students so that students' self-confidence emerges (Hapsari, 2013).

Some research states that giving rewards can increase students' attention in learning (Hero & Esthakia, 2021). The same thing was also expressed in research conducted by Hapsari revealed that giving rewards carried out by class teachers in the form of varied verbal and non-verbal rewards can increase children's learning motivation (Hapsari, 2013). Research conducted by Putri and Refnaldi revealed that most of the teachers gave verbal rewards. The reason for giving verbal rewards during the learning process is to motivate students in learning and increase student learning enthusiasm (Putri & Refnaldi, 2020). Research conducted by Rohma revealed that giving praise has a positive influence on the process of building self-confidence. Praise from parents, family and the environment motivates children to dare to present themselves and avoid the fear of failure. Praise is also the fulfillment of their basic needs in the form of recognition, this feeling makes children achieve self-realization which is shown by self-confidence (Romah, 2018).

From the results of the preliminary study that has been carried out, during the learning process there are still students who are passive, silent, talking continuously with their friends, and not a few students who do not dare to come forward to complete the task given by the teacher, even though the task has been done by him. finish in his notebook, he even gave the answer to his friend to fill in on the blackboard. The data were obtained from teacher interviews for class 3 MI. Based on this explanation, this study aims to reveal the application of giving rewards in an effort to foster students' self-confidence.

2. Method

This research is a descriptive qualitative research. According to Sugiyono qualitative research is a research method that is used to examine the condition of natural objects, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive in nature, and the results of qualitative research emphasize more on the meaning (Sugiyono, 2019). Through this qualitative study, realistically and concretely describes the application of rewards in increasing students' self-confidence. In addition, the researcher wants to accurately describe the facts on the ground during the investigation. Thus, research using descriptive qualitative research.

Data was collected using open interviews with class teachers who apply rewards in learning. Data was collected using open interviews with class teachers who apply rewards in learning. The interviews used in this study asked structured questions because researchers used systematic and fully structured interview guidelines to collect the information to be asked. Interviews are usually direct or indirect questions and answers. The data sources for this research were obtained by interviewing primary data sources, namely school principals and class teachers, as well as conducting field observations. In addition, secondary data was obtained from documentation or data stored at the school. Based on the data collection techniques used, the research instruments used observation guidelines, interviews and documentation.

Data analysis using Miles and Huberman includes the first stage of data collection, the second stage of data reduction, the third stage of data display, and the fourth stage of conclusion or verification (Thalib, 2022). Testing the validity of research data is carried out through several stages namely, striving for perseverance and accuracy during research , and also discuss with colleagues and competent people related to the problem under study.
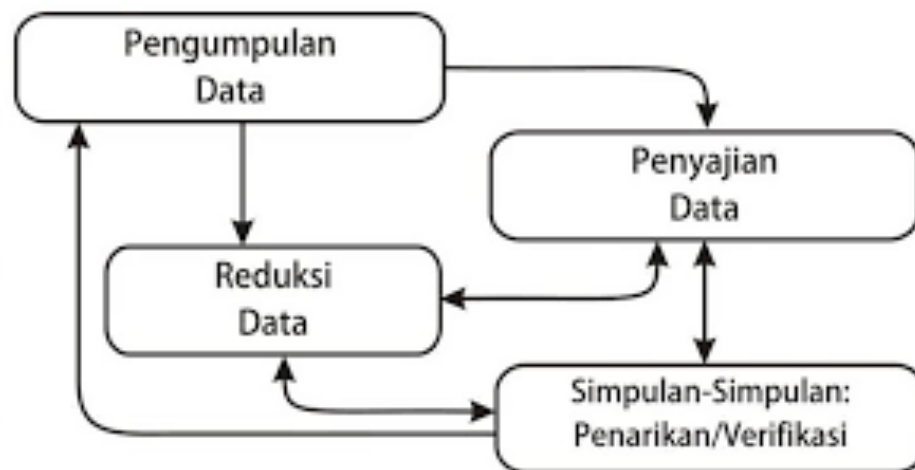

Figure 1. Langkah-langkah Penelitian Kulaitatif

The reason for using a qualitative approach with the descriptive method is because the descriptive method tries to describe and provide facts and interpret something as it is where this descriptive is written in narrative form to complete the overall picture of what happened in the reported activity or event. The target of this research is class teachers who carry out giving rewards in increasing students' self-confidence in elementary schools. The data collection technique used was: (1) interviews given to class teachers (2) observation, the first

was shown to the class teacher about giving rewards and the second was shown to students to find out the level of confidence during the learning process.

3. Results and Discussions

3.1 Understanding and planning reward

Giving reward in learning requires planning. According to Sanjaya, learning planning is a rational decision-making process about certain learning objectives by utilizing all the potential and existing learning resources. Meanwhile, according to Soekamto, learning planning is a process for determining which learning method is better to use in order to obtain the desired changes in the knowledge and behavior and skills of students with the material and characteristics of certain students (Nasution, 2017). Learning planning is the process of preparing teaching materials, using media, using teaching approaches and methods, as well as evaluating within a certain time allocation (Widyanto & Wahyuni, 2020). Planning is a proactive step in the process of preparing subjects in a systematic and integrated manner to minimize the gaps that arise, which are carried out at a certain time to determine general goals (objectives) and specific goals (objectivity), so that it assumes the achievement of the goals set (Fitri, 2017).

Reward is a type of educational tool in the learning process that teachers apply to stimulate, encourage and motivate students so that students continue to improve their learning outcomes in line with expectations. In some opinions, the term reward is equated with awards, rewards and gifts. reward (awards, gifts or rewards) is positive reinforcement that comes from behavioristic theory

Giving rewards is one of the ways used by teachers to increase learning motivation and foster self-confidence in students. Statements from the results of interviews with informants regarding giving rewards at MI Al-Mutaqin, class teachers revealed that every teacher always plans to give rewards, because that is one method to make children proud of themselves. One of the tools used to encourage students to learn is giving rewards. This was expressed by (N1/05/11/22) to researchers as follows: "In my opinion, rewards are awards to students after doing positive things, it doesn't always have to be perfect or good what they do while they are brave still needs to be appreciated, even if it's just a thumbs up." thumbs up and applause.

The same thing was also expressed by (N2/05/11/22) regarding the awarding of rewards. "rewards in learning are given to students as awards such as applause, giving thumbs up, giving motivational words, or giving goods, in my class a medallion is deliberately installed in the form of a star which will be collected by each student, depending on the lesson given on the day that, when at the end of the year it is usually in the form of gifts of goods that are given to all children.

Based on the results of interviews with teachers N1 and N2, information was obtained that the teacher made a written plan in the lesson plan by writing "give a reward", but more often this reward was given spontaneously without being included in the lesson plan.

Before carrying out the reward, the teacher first plans the implementation of the reward technique by observing the behavior of students so that they can determine the reward to be given. The parties involved in giving rewards are all teachers, and the principal is also involved, because the teacher and principal are a team, if the reward is in the form of goods. Rewards given to students vary greatly, there are various forms of reward. The teacher gives several kinds of rewards that will be used during learning. The rewards given by the teacher during the lesson are:

a. Verbal reward in the form of praise: praise is the easiest form of reward to implement. Compliments can be in the form of words such as good, great, smart, good job, okay. Praise is given if students dare to come forward, dare to become group leaders, do their assignments well, and are active students. The reward is attention. The best alternative form of gift is not in the form of material, but in the form of attention, verbally. Verbal attention can be in the form of praise comments, such as, 'Subhanallah', Alhamdulillah', your picture is very beautiful'.

b. Nonverbal reward: in the form of body gestures such as applause, thumbs up, head nod. 1) Gestures like nods, smiles, furrowed brows, thumbs up, etc. 2) With an approach, the teacher approaches students to express their concern and pleasure about the lesson, behavior or appearance of students. 3) Touching (contact), the teacher can express approval and appreciation for the work and appearance of students by tapping the student's shoulder or shoulder, shaking hands, raising the hand of students who have won the game. Fun activities, teachers can use fun activities or assignments that students like. 5) Symbols or objects that use symbols such as pictorial objects, letters or written comments in student books (Wati, 2021).

c. Rewards in the form of objects: achievement stars, pencils, erasers, and other items. This reward is given if students answer correctly, do assignments well, and students are active (Wani & Sutarini, 2022). Giving rewards in the form of goods must have a limit, giving gifts cannot be a method that is used forever. This process is needed until the stage of growing a habit. So that if habituation is felt to be sufficient, then this gift can be stopped. So what is very important that must be done is to provide students with an understanding as early as possible about the limits of this prize giving.

3.2 Application of reward

The implementation of the award can run effectively when considering several conditions in its implementation. Reinforcement is given by gestures, facial or limb movements, which are also used when approaching students to express concern about the teacher's behavior or student performance.

Implementation of awards in class is very often observed by researchers. At least the awards most often given by teachers are praise, flattery, applause and added value. Based on the results of interviews with teachers N1 and N2, the implementation of reward is carried out during daily learning activities. In the learning process the teacher is not just a teaching process, but the teacher also provides reinforcement to students in the form of giving rewards. The implementation of giving rewards to students included praise in the form of "great", "two thumbs up", and "yes great".

Giving gifts to students who are considered to understand the material to be conveyed/able to answer the questions is done as a learning tool to increase students' self-confidence to be more active and with them. reward can create a fun learning atmosphere. Through rewards, it is hoped that students will feel more confident about what they do or do in learning, and students will feel happy when their efforts are appreciated. The choice to give this reward is used to determine how much the reward affects self-confidence (Noor & Safitri, 2022).

"The form of appreciation given to students is in the form of goods, not always expensive items, but can also be simple but useful objects such as books, pencils, pens, and other similar items. Giving this award does not always have to be in the form of material, but can also be in the form of praise that is able to give enthusiasm to students (N1/05/11/22).

According to teacher N1 stated that "giving physical rewards (goods) too often is not justified, because it will become a bad habit, because students will continue to expect rewards from what they do". In giving rewards to students, they should consider various aspects of the impact that might occur. Giving rewards does not always provide the expected benefits. Rewards given to students in learning can have a negative impact, such as students becoming arrogant. Therefore, giving rewards can be given according to the character of the child, giving rewards fairly, without discriminating against students, and giving these rewards wisely.

Giving rewards has a positive effect on the personality development of students, namely triggering motivation or encouragement to do good. However, in learning, educators and parents must always be directed and directed so that students do not make mistakes and their orientation is governed by their motivation to behave as expected, not the desire to gain.

Giving rewards can be done physically or non-physically. Giving rewards is not always done by giving material but can also be with kind words in the form of praise (Muamar, 2021). So this means that giving rewatd is an easy thing for the teacher to do, because this reward can be given by giving praise. Giving rewards is also a fun thing for students. The facial expressions shown by the teacher are also a form of reward, as well as happy and proud facial expressions because students are able to do something as expected by the teacher. The expression that the teacher shows when the child does something good is of course a smile addressed to the child. In addition, body cues in the form of thumbs up saying good words (N2/05/11/22).

Reward is a teacher's strategy to develop students for their commendable actions. Reward is a response to behavior that increases the likelihood that the behavior will be repeated. Appreciation can be given verbally or non-verbally according to the principles of warmth, passion and meaning (Pertiwi et al., 2014). Giving rewards that are carried out affects good student learning motivation, spends more hours studying, and full learning goals become more efficient and effective.

3.3 Giving rewards to build children's self-confidence

Self-confidence is a positive attitude towards oneself and the formation of a positive assessment both of oneself and of the environment or situation. Mrs. N revealed "not all students have good self-confidence during learning. There are still many students who are insecure when asked to work on questions in front of the class, do not dare to come forward and only become passive students when learning, especially "

The use of rewards in the teaching and learning process is related to student self-confidence. They are more enthusiastic and motivated to participate in learning, because students' pleasure and self-confidence are stimulated when they receive awards from both the teacher and their friends, so students are motivated to learn when they are given awards. or gifts that contain informational value. The relationship between rewards and self-confidence is that when students receive prizes, their self-confidence increases. This is because rewards attract students' interest, so they want to keep repeating, and students who have not received rewards are motivated to be more confident.

In addition, Albert Bandura argued in his social learning theory that confident people are able to process and solve problems effectively. This person also has high self-efficacy which makes it easier for him to face challenges because he has full confidence in his abilities (Lesilolo, 2019). Confidence is an attitude or belief in one's own abilities in such a way that a person is not too worried about his actions, feels free to do things according to his wishes and is responsible for his actions, is polite in communicating with others, has a confident

attitude, desires to excel and knows his strengths. and the drawbacks. Lauster explains that people who have self-confidence, are devoted (patience), do not need encouragement from others, are optimistic and happy (Tanjung & Amelia, 2017).

Supporting students in the form of rewards is very good for increasing student confidence, both in relationships and in overcoming problems. Confident people are better able to adapt to new environments, confident people tend to mingle and adapt more easily. Strong self-confidence is the driving force of student progress and requires others to help students achieve their goals. Individuals or groups that help students rekindle and build a strong sense of self-confidence.

"Giving this reward is very helpful in growing students' self-confidence, students who don't dare to appear by giving rewards in the form of praise or thumbs up can make students dare to appear, students who were previously passive rarely spoke even finally gradually dared to speak up and be active" (N2/05/11/22).

The same thing was conveyed by (N1/05/11/22) to researchers "with this reward having an impact on student learning motivation, students become more active in the learning process, students become competitive to complete assignments" the provision of rewards makes students more enthusiastic In learning, praise given by the teacher makes students more confident in doing what is the purpose of learning, dares to complete assignments without fear of being wrong or embarrassed, dares to try new things.

From the statement above, self-confidence is a belief in oneself both in behavior and emotions that originate from the heart to be able to do everything according to one's abilities so that life is more meaningful. By giving rewards as a stimulus material can foster students' self-confidence as a response that occurs from giving these rewards. Confidence is a commitment to believe in every action we take throughout the day. If everyone does not have the confidence to act, the expected results will obviously not be planned. Confidence is an attitude in a person who is able to accept reality, develop self-awareness, think positively, have independence and be able to get everything he wants.

4. Conclusions

Confidence is derived from life experiences and is related to the ability to do something well without feeling inferior or ashamed. Confidence is very important in living life therefore individuals need to increase their self-confidence so they can live life. The application of rewards to students at the Elementary School/Madarsah Ibtidaiyah level is given by the teacher in learning including giving verbal rewards. The impact of giving rewards in learning is able to foster self-confidence in students in learning. This is because rewards have a pleasant effect on students, so they want to keep repeating and for students who have not succeeded in getting rewards they will be motivated to be more confident.

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