The Impact of Rewards on Increasing Self-Confidence in Early Childhood

MA. Muazar Habibi

[1] Early Childhood Education Undergraduate Study Program, Mataram University, Mataram, Indonesia
Corresponding Author: muazar.habibi@unram.ac.id

ABSTRACT: *Self-confidence is an essential positive trait that enables individuals to overcome various challenges in different environments or conditions, reinforcing belief in their capabilities to achieve personal happiness. This study aims to identify the impact of a reward system on boosting the self-confidence of children aged 5-6 at Lenterahati Islamic Boarding School in West Lombok for the 2023/2024 academic year. A quantitative approach with a quasi-experimental design and Nonequivalent Control Group Design was used. The sample was obtained through nonprobability sampling, involving 24 children aged 5-6 from Lenterahati, with 14 boys and 10 girls. Data analysis was conducted using an Independent Sample T-test. The findings indicate that the calculated t-value is higher than the t-table value (19.707 > 1.717), indicating the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). This confirms a significant impact of rewards on increasing children's self-confidence, with the experimental group showing a significant improvement in self-confidence after receiving rewards compared to before. Therefore, it is recommended that educators implement rewards to support children with low self-confidence to feel more appreciated and comfortable, both inside and outside the school environment..*
KEYWORDS: *Reward, Self-Confidence, Early Childhood.*

I. INTRODUCTION

Education is a conscious and systematic effort to create a learning environment and educational process that allows students to actively explore and develop their potential, including spiritual, self-control, intelligence, good character, and essential skills for personal, societal, and national benefits (Gazit-Rappaport et al., 2010). The goal is to help students optimize their potential in spirituality, self-control, intelligence, ethics, and vital skills for their own benefit and that of society and the nation. Education is designed as an intentional and systematic initiative to create effective learning conditions and educational processes.

According to Article 1, Section 14 of the National Education System Law (SISDIKNAS), early childhood education refers to the developmental process provided to children from birth to six years of age. This process includes educational stimulation designed to support physical and mental growth, ensuring children are ready for further education (Aliyanti et al., 2022). Early childhood education is considered the primary foundation for a child's future development (Suarta & Rahayu, 2018). According to the law, this educational phase extends from birth until the child reaches six years old.

Literature on early childhood education in the context of Islamic psychology (Habibi, 2020) states that early childhood education starts from the womb and continues until the child reaches six years old. Thus, initiating education from a very young age is seen as a crucial step in preparing children for the next level of education. Education, in this context, serves as an important tool to enhance the independence of learners through effective learning processes, making it a primary investment for future success.

Various dimensions of child development include religious and moral values, physical and motor skills, cognitive development, language advancement, and social and emotional aspects (Buahana & Suparno, 2022). Ensuring all these dimensions develop harmoniously, supporting each other, is essential. Particularly, social and emotional dimensions are crucial parts of a child's growth process that evolve over time and can affect other developmental aspects. Children's social and emotional development can be recognized and monitored through their behavior (Hermana & Rachmayani, 2023).

Effective educational processes involve providing educational stimulation that supports children's physical and mental development, preparing them for higher education through formal, non-formal, or informal pathways. In this context, the role of educators is crucial in guiding and providing support or stimulation to students, especially when facing learning challenges. This approach contributes to increasing learning motivation and building self-confidence in students (Wahyuningsih & Watini, 2024).

Self-confidence is an internal state that enables individuals to overcome various situations with confidence in their capabilities. According to Kamaruddin et al. (2022), self-confidence is defined as an individual's belief in their capacity or ability to perform specific behaviors or achieve set goals. Developing self-confidence in children should begin at an early age, making them more adaptive and courageous in facing risks in various activities.

Building strong self-confidence is a key element in the development of preschool-aged children, especially those aged 5-6 in Kindergarten (TK). This phase is crucial for laying a solid foundation for their social, emotional, and cognitive progress. Lack of self-confidence can negatively impact children, while strong self-confidence is often associated with positive attitudes, effective adaptability, courage in facing challenges, readiness to try new experiences, and maximizing their abilities (Kassim et al., n.d.).

To enhance children's self-confidence, various strategies can be implemented to achieve the desired learning outcomes. One significant factor influencing children's self-confidence is the provision of rewards. Rewards are a form of external recognition given by educators as appreciation for positive actions or achievements. According to Rizqiyah et al. (2021), rewards function as a stimulus provided after the desired response, increasing the probability of the response recurring in the future. Rewards can be manifested in various forms of positive reinforcement, such as praise, gifts, or recognition, all aimed at reinforcing desired behavior. From this definition, it is clear that rewards provide satisfaction by acknowledging good results in the educational process, encouraging students to perform better in the future.

Initial observations conducted at Lenterahati Islamic Boarding School in West Lombok identified several key issues for this research focus, including low self-confidence levels among children during the learning process. Some 5-6-year-olds showed reluctance to ask questions, share personal experiences with peers, displayed pessimism when given tasks, hesitated to try new activities or challenges, and were hindered from showcasing their work. These issues may arise from a lack of response or recognition from their surroundings, including teachers, peers, and parents, affecting their self-confidence development (Cecchini et al., 2001).

Considering the context and issues identified during initial observations, researchers are motivated to conduct a study on the Impact of Reward Systems on Enhancing Self-Confidence in Children Aged 5-6 Years at Lenterahati Islamic Boarding School in West Lombok for the 2023/2024 Academic Year..

II.   METHODOLOGY

This study adopts a quantitative approach with an experimental method. According to Kuantitatif (2016), experimental techniques aim to evaluate the impact of a specific intervention on other variables in a controlled setting. The research focuses on the Analysis of the Impact of Incentives on Enhancing Self-Confidence in Children Aged 5-6 Years at Lenterahati Islamic Boarding School in West Lombok for the 2023/2024 Academic Year.

A quasi-experimental design was used due to the researchers' limitations in controlling all factors potentially influencing the variables studied. The research design involved two groups: one experimental group and one control group. The process began with a pre-test for both groups, followed by the provision of incentives to the experimental group. Afterward, a post-test was conducted for both groups. Measurements for pre-tests and post-tests used Student Worksheets (LKPD) focusing on themes about oneself and sub-themes about the body. The experimental design applied was a Quasi Experimental with a Nonequivalent Control Group Design model. Sugiyono (2013: 79)

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3	-	O4

Explanation:
O_1: Pre-test self-confidence score of the Experimental Class
O_2: Post-test self-confidence score of the Experimental Class
X: Treatment (Reward)
O_3: Pre-test self-confidence score of the Control Class
O_4: Post-test self-confidence score of the Control Class

In this study, two types of variables were identified: independent and dependent variables. The provision of incentives was the independent variable, while the level of self-confidence was the dependent variable. The research subjects involved 24 children aged 5-6 years in Group B at Lenterahati Islamic Boarding

School in West Lombok. Sample selection was carried out using the Purposive Sampling method, a technique for selecting samples based on specific criteria as explained by Sugiyono (2013). Data collection methods included a pre-test to assess the initial level of children's self-confidence and a post-test to measure the development of self-confidence after the intervention. The impact of incentives on children's self-confidence was evaluated through these tests. Before application, the research instruments were tested for validity and reliability. Content validity was verified by two academic validators, while item validity and reliability were measured using SPSS (Statistical Program for Social Sciences) Version 23.0 for Windows. Data collection methods included observation, interviews, and documentation.

The data analysis process involved two types of evaluation: prerequisite evaluation and hypothesis evaluation, with technical support from SPSS version 23.0 for Windows. Prerequisite evaluation included: (1) normality evaluation using the Kolmogorov-Smirnov formula, and (2) homogeneity evaluation using Levene's Statistic formula. Hypothesis evaluation used the Independent Sample T-test method.

III. DISCUSSION

The research findings include quantitative data from observations of children's self-confidence levels, including pre-test and post-test scores from the experimental group that received the intervention and the control group that did not. This information is neatly presented in the table below:

Table 3. Pre-test and Post-test Results of Children's Self-Confidence Improvement (5-6 Years)

	Experimental	Control
	Pre-test	Post-test
Highest	34	69
Lowest	21	54
Total	311	708
Average	25.92	59

The table above illustrates the changes before and after the intervention on 5-6-year-old children in the experimental group. Before the intervention, the total score was 311, with an average of 26 per child. After the intervention, there was a significant increase, with the total score rising to 708 and the average to 59. These results show a significant value increase, indicating the effectiveness of the intervention compared to the initial lower scores.

Hypothesis Analysis

In the context of this research, the hypothesis analysis is as follows:

- Ha (Alternative Hypothesis): $\mu1 \neq \mu2$, indicating a significant difference resulting from the provision of incentives on increasing self-confidence in 5-6-year-old children at Lenterahati Islamic Boarding School in West Lombok.
- Ho (Null Hypothesis): $\mu1 = \mu2$, stating no significant difference from the effect of incentives on increasing self-confidence in 5-6-year-old children at Lenterahati Islamic Boarding School in West Lombok.

It is noteworthy that there was an error in the null hypothesis symbol, which should indicate equality ($\mu1 = \mu2$), not inequality. This error has been corrected above.

Following the initial and final tests on students, the next step was to perform a baseline analysis, including normality and homogeneity checks using SPSS version 23.0 for Windows. Detailed results of these checks are presented in the table below:

Table 4. Normality Test Results

s	Kolmogorov-Smirnova
	Statistic
Pre-test Experimental	.208
Post-test Experimental	.183
Pre-test Control	.212
Post-test Control	.170

Based on the table, the normality test performed with a 5% significance limit yielded significance values greater than 0.05, indicating a normal data distribution.

Table 5. Homogeneity Test Results

	Levene Statistic	df1	df2	ig.
Based on Mean	1.491	3	44	230
Based on Median	1.030	3	44	389
df Based on Median and with adjusted	1.030	3	29.799	393
Based on trimmed mean	1.383	3	44	261

The table indicates a significance value (Sig.) of 0.230, which exceeds 0.05, showing that the data have homogeneous variance.

Given the normality and homogeneity results for children's self-confidence in both the control and experimental classes, normal and homogeneous distributions were found. The hypothesis analysis was conducted using parametric statistical methods through the Independent Sample T-test formula. Detailed results of this hypothesis analysis are shown 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

The table shows a two-tailed significance value of less than 0.05 (0.000), with a calculated t-value of 19.707, significantly higher than the t-table value of 1.717. This indicates the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). The conclusion confirms a significant impact of incentives on increasing self-confidence in 5-6-year-old children at Lenterahati Islamic Boarding School in West Lombok.

Further data analysis reveals a notable difference in the average self-confidence improvement between the experimental group that received incentives and the control group that did not. The experimental group had an average pre-test score of 25.92, which increased to 59 after receiving incentives, with the highest score reaching 69 and the lowest 54. In contrast, the control group showed minimal change, with the average score rising slightly from 25.92 to 26.82, with the highest score at 30 and the lowest 24. This signifies a significant improvement in the experimental group, indicating the effectiveness of rewards in boosting children's self-confidence.

Comparative analysis of average scores in the experimental group before and after the intervention shows a substantial increase in average scores, suggesting that incentives positively impact self-confidence. By comparing the average self-confidence scores, it is clear that the experimental group's improvement was significantly higher than that of the control group.

The study also conducted a series of prerequisite tests, including normality and homogeneity checks, and hypothesis testing with SPSS version 23.0 for Windows. The normality analysis using the Kolmogorov-Smirnov formula for both experimental and control groups showed pre-test and post-test values of 0.159 and 0.200, respectively, with significance values greater than 0.05, indicating normal data distribution. Following this, a homogeneity test using Levene's statistics yielded a value of 0.217 with a significance greater than 0.05, indicating homogeneous data variance. With the prerequisites of normality and homogeneity met, hypothesis analysis using the Independent Sample T-test resulted in a two-tailed significance of 0.000, well below 0.05, with a calculated t-value of 19.707, exceeding the t-table value of 1.717. This confirms the acceptance of Ha and rejection of Ho, affirming a significant effect of incentives on boosting self-confidence in 5-6-year-old children at Lenterahati Islamic Boarding School in West Lombok for the 2023/2024 academic year. Evidence shows that the experimental group's self-confidence significantly increased after receiving incentives compared to before the treatment.

This conclusion supports the views expressed by Wardani et al. (2021), who define self-confidence as a positive perception and ability to perform tasks with clear objectives. Additionally, Rohmah (2018) describes self-

confidence as an individual's psychological condition that allows a comprehensive evaluation of oneself, fostering a strong belief in their capacity to perform necessary actions to meet their aspirations.

A study conducted by Wibawati & Watini (2022) revealed that using engaging reward methods significantly increased learning self-confidence in 5-6-year-old children at TK Aisyiyah 24, showing a high success rate. These findings align with the current research results, confirming consistency with related existing literature. Similarly, Agustina et al. (2021) found that incentives in the form of animations positively impacted children's learning motivation, supporting the conclusions of this study and demonstrating alignment with previous studies on similar topics. This consistency adds evidence that reward strategies benefit children's psychological and motivational aspects in education

IV.   COUNCLUSION

The conclusion drawn from this research analysis is that incentives significantly enhance self-confidence in 5-6-year-old children at Lenterahati Islamic Boarding School in West Lombok for the 2023/2024 academic year. This is evidenced by the normality analysis of the experimental group, showing pre-test and post-test significance values of 0.159 and 0.200, respectively, both exceeding the threshold (> 0.05), indicating normal data distribution. The control group also showed similar pre-test and post-test significance values, confirming normal data distribution. Further hypothesis analysis showed a significance value of 0.000, below 0.05 (0.000 < 0.05), with a calculated t-value of 19.707, exceeding the t-table value of 1.717. This indicates the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), meaning a significant difference between pre-test and post-test scores in the experimental group. Based on these findings, it is clear that incentives positively impact children's self-confidence, concluding that incentives are effective in boosting self-confidence. Therefore, implementing incentives by educators can be considered an efficient method to support social and emotional development, particularly in enhancing self-confidence in early childhood.

REFERENCES

[1]. Aliyanti, R., Nirwana, E. S., & Agusmiati, S. (2022). Pengaruh Kegiatan Seni Tari Kreasi terhadap Percaya Diri Anak Usia Dini 5-6 Tahun di TK Al-Azhar Kota Bengkulu. JPT: Jurnal Pendidikan Tematik, 3(3), 55–63.
[2]. Buahana, B. N., & Suparno, S. (2022). Pengaruh Permainan Tradisional Benteng Terhadap Keterampilan Motorik Kasar Anak Prasekolah. Edu Cendikia: Jurnal Ilmiah Kependidikan, 2(03), 507–512.
[3]. Cecchini, J., González, C., Carmona, Á., Arruza, J., Escartí, A., & Balagué, G. (2001). The influence of the physical education teacher on intrinsic motivation, self-confidence, anxiety, and pre-and post-competition mood states. European Journal of Sport Science, 1(4), 1–11.
[4]. Gazit-Rappaport, T., Haisraeli-Shalish, M., & Gazit, E. (2010). Psychosocial reward of orthodontic treatment in adult patients. The European Journal of Orthodontics, 32(4), 441–446.
[5]. Habibi, M. (2020). Konsep Pendidikan Anak Usia Dini Menurut Psikologi Islam. Yogyakarta: Deepublish.
[6]. Hermana, S. Y., & Rachmayani, I. (2023). Meningkatkan Kemampuan Sosial Emosional Anak Melalui Metode Bermain Peran Makro di Kelompok B PAUD Annisa Tahun 2022. Jurnal Mutiara Pendidikan, 3(3), 82–91.
[7]. Kamaruddin, I., Tabroni, I., & Azizah, M. (2022). Konsep pengembangan self-esteem pada anak untuk membangun kepercayaan diri sejak dini. Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 6(3), 496–503.
[8]. Kassim, R., Radzi, F. A. M., & Mustafa, S. M. S. (n.d.). DIFFERENT APPROACHES TO TEACHING SOCIAL SKILLS TO PRESCHOOLERS.
[9]. Kuantitatif, P. P. (2016). Metode Penelitian Kunatitatif Kualitatif dan R&D. Alfabeta, Bandung.
[10]. Rizqiyah, H., Warsono, W., & Jacky, M. (2021). Perubahan Perilaku melalui Reward and Punishment di Program Sekolah. The Indonesian Journal of Social Studies, 4(2).
[11]. Suarta, I. N., & Rahayu, D. I. (2018). Model pembelajaran holistik integratif di paud untuk mengembangkan potensi dasar anak usia dini. Jurnal Ilmiah Profesi Pendidikan, 3(1).
[12]. Wahyuningsih, S. E., & Watini, S. (2024). An Overview of Emotional Intelligence by Using ASYIK Rewards in Group B of Pulogadung 01 State Kindergarten. Journal of Childhood Development, 4(1), 103–115.
[13]. Wibawati, K. A., & Watini, S. (2022). Implementasi Reward Asyik dalam Meningkatkan Percaya Diri pada Anak Kelompok B di TK Aisyiyah 24 Kayu Putih Pulo Gadung Jakarta Timur. JIIP-Jurnal Ilmiah Ilmu Pendidikan, 5(8), 3090–3095.