

IMPLEMENTATION OF REWARDS TO INCREASE EARLY CHILDHOOD LEARNING MOTIVATION

Sinta Miftakhul Janah
{sintadesember@gmail.com}

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Abstract. Early childhood has a short concentration of power, so an interesting learning process must be carried out so that children can concentrate for a long time. Giving rewards both verbal and non-verbal rewards is one of the efforts made to increase early childhood learning motivation so that they feel happy and have a long enough concentration in learning. The purpose of this research is to describe the implementation of giving rewards to children aged five years to increase children's learning motivation. This study uses descriptive qualitative methods with data collection techniques of observation, interviews and documentation. After the required data is collected, then data analysis is carried out using the data analysis technique of the Miles and Huberman model which consists of three activities, namely data reduction, data presentation and also drawing conclusions. Based on data collection and analysis, the results show that implementing rewards in early childhood can increase children's learning motivation. The reward given is in the form of verbal reward, non-verbal reward, reward in the form of notes and reward in the form of goods or objects. The verbal reward given is like saying "MashaAllah", "Tabarakallah", "cool", "great", "woow, amazing", "solid", "once", "good", "nice", "good job". Non-verbal rewards are also given give applause, high five (one finger high, two finger high, three finger high and so on), as well as thumbs up at the child when it has successfully started, to finish all. Then when finished, the child is given a reward in the form of a note such as a star image from one to five adjusted with the child's ability to complete what is ordered. And the rewards Finally, given the opportunity to play the games provided such as games of snakes and ladders, ludo, cooking and number cards.

Keywords: reward, learning motivation, early childhood.

INTRODUCTION

Education is a planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to gain and have religious spiritual strength, self-control, personality, intelligence, noble character, and also the skills needed, both for themselves, society, as well as nation and state. (Suryana, 2021) Educators are part of an education.

Educator is someone who has a big influence on the learning process. Therefore, it is educators who will bring their students to achieve a goal to be achieved. Early childhood is a child with a vulnerability of 0 to 6 years as contained in Law Number 20 of 2003 concerning the National Education System, that early childhood is a child from birth to the age of six. In contrast to the definition according to the National Association for the Education of Young Children (NAEYC) which states that early childhood is a child aged zero to eight years and then divided into several age groups, namely 0-3 years, 3-5 years, 6-8 years (Suryana, 2021). Every child has different potential. Especially young children who have very short concentration power make it difficult for children to focus for a long time.

In order for children to have a long enough focus on learning activities, it is necessary to have motivation from the children themselves. Motivation to learn is an impetus or driving force that causes a person to study and study learning material. The higher a person has motivation in learning, the higher the results will be. In the learning process, motivation to learn is important

because in the learning process children need something that can be felt and makes them happy. (Bazdlina, 2018)

However, educators can also help to increase children's learning motivation by giving rewards or a form of appreciation to children for being able to carry out the learning process well. According to M. Ngalm Purwanto, reward is a tool to educate children so that children can feel happy because their actions or works are rewarded. Nugroho also argues that rewards are rewards, gifts, awards and rewards whose purpose is for a person to become more active in trying to improve or improve the performance that has been achieved. (Rosyid & Abdullah, 2018) In this case, rewards are used as motivation for early childhood in study.

Bestari said there are several forms of reward that can be given to children, such as the teacher nodding indicating pleasure and justifying the answer given by a child. In addition, the teacher can also give encouraging words or praise. Work can also be a reward. The required reward needs to be in the form of a song or also going on an excursion. Rewards can also be in the form of objects that are fun for children and useful and useful. On the other hand, rewards can also be in the form of goods or materials, praise, thumbs up, applause, objects that make children excited or objects that can be brought home, and so on..(Feblyna & Wirman, 2020)

Arianty and Sri Watini mentioned in their research entitled "Implementation of Fun Rewards to Increase Learning Motivation in Group B Children at Yapis II Baiturrahman Kindergarten" that giving fun rewards in the form of the words "I'm great, I can, I succeeded, yes !!!" make children happy and excited (Arianty & Watini, 2022). Similar to the research conducted by Atikah Bazdlina with the title "The Relationship between Reward and Similar to the research conducted by Atikah Bazdlina with the title "Relationship between Reward and Learning Motivation in Children Aged 5-6 Years in the Lotus Cluster Umbulharjo Yogyakarta shows that there is a positive relationship between rewards and learning motivation of children aged 5-6 years in the Lotus Cluster of Umbulharjo Yogyakarta (Bazdlina, 2018). Based on the background above, the writing of this study aims to describe the implementation of giving rewards to children aged five to increase children's motivation in learning.

RESEARCH METHOD

The method in this study uses descriptive qualitative methods, namely describing an object, phenomenon, or social setting as outlined in a narrative text in the form of writing or pictures. In writing a qualitative research report, it contains quotations of data or facts revealed in the field (Anggito & Setiawan, 2018). According to Denzin & Lincoln, it states that qualitative research is research that uses a natural setting with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. (Anggito & Setiawan, 2018)

To be able to describe the implementation of giving rewards that are used to increase children's learning motivation, data collection was carried out using data collection techniques such as observation, interviews and also documentation. Observation is a data collection technique that is carried out by coming directly to see and feel what is happening to the object of research. This observation technique was carried out to confirm the truth of the interviews and also documentation (Hermawan & Amirullah, 2016). In this study, what was observed was how the implementation was carried out on children to increase learning motivation in research subjects.

The interview is a question and answer activity directly. In collecting data, interviews are also a direct question and answer activity. In collecting data, interview techniques were also used, namely unstructured interviews where the interviews were conducted only based on interview guidelines which only contained an outline of what would be asked. Then other questions will be developed according to the creativity of the interviewer and the informant's answers also depend on the interviewer. The last data collection used is documentation, which is data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings and so on. In using this documentation method, what is observed is not living things but inanimate objects.(Siyoto & Sodik, 2015)

After the required data is collected, the next step is to analyze the data obtained. Data analysis is the process of organizing and sorting data into patterns, categories and basic descriptive units so that they can be found first and a working hypothesis can be formulated as suggested by the data. According to Moleong, the process of qualitative analysis begins by examining all available data from various sources such as interviews, observations and documentation, which is then carried out by data reduction (summarizing), data presentation and drawing conclusions. (Siyoto & Sodik, 2015).

RESULT AND ANALYSIS

Based on research, rewards are given to five-year-old children who are students from different Kindergartens but follow the same non-formal learning program. The purpose of giving this reward is to increase children's motivation when carrying out the learning process and not get bored easily because children have short concentration power. Rewards are given to children in the form of verbal rewards and non-verbal rewards. According to Usnan, verbal rewards are in the form of compliments such as "yes, that's right", "right", "very good", and so on. While non-verbal rewards are in the form of gestures and body movements such as smiles, thumbs up, applause and others. (Sabartiningsih, 2018) And these two forms were implemented in research subjects aged five years.

In this study, the verbal reward given was in the form of praise, namely the words "*MasyaAllah*", "*Tabarakallah*", "cool", "great", "woow, amazing", "great once", "good", "nice", "good job". From this speech given when the child able to finish even though only finished a little or started because. The verbal reward is given to lure the child to complete the task spirit to the end. The verbal reward is also written in a book or children's worksheets, as a reward that can be seen by children or made an impression as a memento usually in the form of a picture of a star with the number one up to five, adjusted to the child's ability to complete it. In addition to verbal rewards, children are also given non-verbal rewards in the form of clapping hand, toss (one finger toss, two finger toss, three finger toss and so on), as well as thumbs up.

Not only that, the rewards given are also in the form of objects or items that are liked and useful according to what children need. In this study, the items or objects provided were in the form of stickers in the form of characters liked by children such as ponies, then also pictures in the form of stars, flowers, balloons, ice cream, and so on. Other items are also given to children to play something provided by educators such as games of snakes and ladders, cooking, ludo, and also number cards.

According to Suharsimi Arikunto, mentions that the implications of giving rewards can have a positive effect it is better when the child is able to try to defend his performance, can influence on the child's soul to do something positive and passionate to get a reward (Siregar & Ulya, 2022). In the application of giving these rewards it is also implemented by the child's parents. When learning is closed, children tell and show parents about the grades and notes given. Then the parents also apply the verbal reward in the form of praise which encourages the child to continue learning.

Based on observation, child Demonstrate joy and enthusiasm to continue learning. Children's learning motivation can come from within the child itself or commonly called intrinsic motivation and can also come from extrinsic motivation, such as the influence of participation parent. Because parents who provide optimal participation in learning activities, will make children feel comfortable to learn and more motivated to learn (Setiawan, 2022). Therefore parents are also an important factor in increasing children's learning motivation by implementing reward giving to children.

CONCLUSION

Based on the discussion above, it can be concluded that in implementing rewards given to children aged five years by increasing children's learning motivation to continue learning. Rewards

are given in the form of verbal rewards, non-verbal rewards, rewards in the form of notes and rewards in the form of goods or objects. The verbal reward given is like saying "MasyaAllah", "Tabarakallah", "cool", "great", "waaah, amazing", "great", "good", "nice", "good job". Non-verbal rewards are also given by clapping hand, toss (one finger toss, two finger toss, three finger toss and so on), as well as thumbs up at the child when it has successfully started, until finish all. Then when finished, the child is given a reward in the form of notes such as star images from one to five adjusted to the child's ability to complete what is ordered. And the last reward namely given the opportunity to play the games provided like games of snakes and ladders, ludo, cooking and number cards.

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