

**THE EFFECT OF REWARD ON INCREASING THE SELF-  
CONFIDENCE OF CHILDREN AGED 5-6 YEARS AT PAUD  
LENTERAHATI ISLAMIC BOARDING SCHOOL LOMBOK BARAT  
FOR THE 2023/2024 ACADEMIC YEAR**

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**ABSTRACT**

Self-confidence is a positive attitude that individuals need to possess to meet various needs in their environment or situations, allowing them to believe in their own abilities for their happiness. This study aims to examine the effect of giving rewards on increasing the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat in the 2023/2024 academic year. The research used a quantitative quasi-experimental design, specifically a Nonequivalent Control Group Design. The sample was selected using non-probability sampling, involving 24 children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat, consisting of 14 boys and 10 girls. Data analysis was conducted using the Independent Sample T-test. The results showed that the t-value was greater than the t-table value ( $19.707 > 1.717$ ), indicating that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Thus, it can be concluded that giving rewards significantly influences the increase in children's self-confidence, as the experimental group's post-treatment confidence scores were higher than their pre-treatment scores. Educators are encouraged to provide rewards to help children with low self-confidence feel more comfortable both at school and outside of school.

**Keywords:** Reward, Self-Confidence, Early Childhood.

**1.0 INTRODUCTION**

Education is a conscious and planned effort to create a learning environment and learning process where students actively develop their potential, fostering spiritual strength, self-control, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Ramdany et al., 2021). To enable students to actively develop their spiritual strength, self-control, intelligence, noble character, and essential skills, education must be a deliberate and planned effort to create a conducive learning environment and process.

According to Article 1, Paragraph 14 of the National Education System Law (SISDIKNAS), early childhood education is a developmental effort aimed at children from birth to six years of age, providing educational stimulation to support their physical and spiritual growth, ensuring they are prepared for further education (Aliyanti et al., 2022). Early childhood education is the foundation for a child's future development (Suartha & Rahayu, 2018). Based on the law, this foundational education is provided from birth until six years of age.

In his book on early childhood education from an Islamic psychological perspective, Habibi (2020) explains that "Early childhood education is the education provided to children starting from the prenatal period until the child reaches the age of around six years." Therefore, early education forms the basis for children to be better prepared for higher levels of education. Education serves as a means to develop independent learners through the learning process, making education a key asset for achieving success.

Children's development covers several aspects, including religious and moral values, physical-motor skills, cognitive abilities, language, and socio-emotional development (Buahana & Suparno, 2022). It is essential to foster all these aspects in a balanced manner. One particularly important aspect is socio-emotional development, which evolves over time and can influence other developmental areas. A child's socio-emotional growth can be observed through their behavior (Hermana et al., 2023).

In the educational process, stimulation should be provided to support physical and spiritual growth, ensuring that children are ready for further education in formal, non-formal, or informal settings. Given this objective, educators play a crucial role in guiding and assisting children when they face difficulties during the learning process, thereby fostering their desire to learn and building their self-confidence.

Self-confidence is a state created within an individual, enabling them to face every situation in life with confidence in their inner abilities. According to Kamaruddin et al. (2022), self-confidence is an individual's belief in their ability or skills to perform specific behaviors or achieve certain goals. Building self-confidence in children should begin early, allowing them to easily and courageously take risks in their activities.

One of the most critical aspects of early childhood development, particularly for children aged 5-6 years in kindergarten, is fostering a strong sense of self-confidence. This stage is vital for laying a solid foundation for a child's social, emotional, and cognitive development. A lack of self-confidence in children can lead to numerous problems. Conversely, children with high or optimal self-confidence tend to exhibit positive attitudes, adaptability, the ability to face challenges, the courage to try new things, and the capacity to develop their potential.

There are various methods for enhancing children's self-confidence to achieve the desired learning outcomes. One of the factors that can influence children's self-confidence is the use of rewards. A reward is an external recognition given by educators as a response or appreciation for actions deemed good or successful. According to Rizqiyah et al. (2021), rewards act as stimuli provided after a desired response, increasing the likelihood that the response will recur in the future. Rewards may include positive reinforcement such as praise, gifts, or recognition, all of which strengthen the desired behavior. From this understanding, rewards are a form of acknowledgment given for good performance in the educational process, aimed at encouraging continued improvement.

Preliminary observations conducted by the researchers at PAUD Lenterahati Islamic Boarding School Lombok Barat revealed several issues regarding children's self-confidence during the learning process. Some children aged 5-6 were less enthusiastic when asking questions, hesitant to share their experiences with their peers, pessimistic when given tasks, unwilling to try new activities or challenges, and lacked the courage to showcase their work. These problems

may arise from a lack of response or appreciation from their environment—whether from teachers, peers, or parents—hindering the development of the children's self-confidence.

Based on the background and issues identified during the initial observation, the researchers were motivated to conduct a study on "The Influence of Reward on Enhancing the Self-Confidence of Children Aged 5-6 Years at PAUD Lenterahati Islamic Boarding School Lombok Barat for the 2023/2024 Academic Year.". First-Order Heading (SIZE 12 &BOLD)

**2.0 MATERIALS AND METHODS**

This study uses a quantitative research approach with an experimental method. According to Sugiyono (2013), experimental research is used to determine the influence of a specific treatment on a variable under controlled conditions. In this study, the focus is on examining the effect of giving rewards on the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat in the 2023/2024 academic year.

The experiment employed is a quasi-experiment, as not all factors influencing the variables could be fully controlled. The research design involves two groups: an experimental group and a control group. The study starts by conducting an initial test (pre-test) on both groups. The experimental group is then given a treatment, which in this case is a reward. Afterward, both groups undergo a final test (post-test). The pre-test and post-test use worksheets themed "Myself" and the sub-theme "My Body." The design used in this study is the Nonequivalent Control Group Design.

**Table 1. Research Design**

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

**Explanation:**

- O\_1: Pre-test score of the experimental group (self-confidence)
- O\_2: Post-test score of the experimental group (self-confidence)
- X: Treatment (reward)
- O\_3: Pre-test score of the control group (self-confidence)
- O\_4: Post-test score of the control group (self-confidence)

The study has two variables: the independent variable is the reward, and the dependent variable is self-confidence. The population consists of 24 children aged 5-6 years from PAUD Lenterahati Islamic Boarding School Lombok Barat. The sample was selected using purposive sampling, which is a method where the sample is chosen based on specific criteria (Sugiyono, 2013). Data collection was done by administering pre-tests to measure the children's initial self-confidence and post-tests to assess the improvement. The tests were conducted to examine the impact of the reward on the children's self-confidence.

Before the instruments were administered to the respondents, they were validated and tested for reliability. The content validity was checked by two expert validators, while item validity and reliability were tested using SPSS (Statistical Program for Social Science) Version 23.0 for Windows. The data collection methods included observation, interviews, and documentation.

**Data Analysis Technique**

The data analysis was carried out through two stages: prerequisite tests and hypothesis testing using SPSS for Windows 23.0 version. The prerequisite tests used were:

1. Normality test with the Kolmogorov-Smirnov formula
2. Homogeneity test using Levene's Statistic

The hypothesis was tested using the Independent Sample T-test formula.

**3.0 RESULTS AND DISCUSSION**

The research results, consisting of numerical data or observational data on the children's self-confidence, include the pre-test and post-test scores of both the experimental group (who received the treatment) and the control group (who did not receive the treatment). The data are presented in the table below:

**Table 3. Pre-Test and Post-Test Results on the Increase of Self-Confidence in Children Aged 5-6 Years**

|          | Experimental | Control |
|----------|--------------|---------|
| Pretest  | 34           | 35      |
| Posttest | 69           | 30      |
| Pretest  | 21           | 22      |
| Posttest | 54           | 24      |
| Total    | 311          | 311     |
| Posttest | 708          | 322     |
| Average  | 25.92        | 25.92   |
| Posttest | 59           | 26.82   |

From this table, it is evident that after the treatment, the experimental group's total score increased from 311 to 708, with the average score rising from 25.92 to 59. This shows a

significant improvement in the self-confidence of the children who received the reward treatment, in contrast to the control group, which showed minimal change.

**Hypothesis Testing**

The hypotheses tested in this study are as follows:

1. Ha:  $\mu \neq \mu_2$  (the alternative hypothesis), indicating that there is a significant influence of rewards on increasing the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat.
2. Ho:  $\mu = \mu_2$  (the null hypothesis), indicating that there is no significant influence of rewards on increasing the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat.

**Prerequisite Tests**

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

**Table 4. Normality Test Results**

| Class                   | Kolmogorov-Smirnov |
|-------------------------|--------------------|
| Pretest (Experimental)  | .208, Sig. .159    |
| Posttest (Experimental) | .183, Sig. .200*   |
| Pretest (Control)       | .212, Sig. .143    |
| Posttest (Control)      | .170, Sig. .200*   |

Posttest (Control) .170, Sig. . . .200\*

The results indicate that the data are normally distributed, with a significance value > 0.05.

**Table 5. Homogeneity Test Results**

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.491            | 3   | 44  | .230 |

Based on these results, the significance value of 0.230 > 0.05 indicates that the data variances are homogeneous.

**Hypothesis Test**

Based on the results of the normality and homogeneity tests, which show that the data are normally distributed and homogeneous, a parametric statistical test using the Independent Sample T-test was conducted. The results are shown in the following table:

**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 results indicate that the significance value (2-tailed) is  $< 0.05$ , specifically ( $0.000 < 0.05$ ), with a t-value of 19.707, which is greater than the t-table value of 1.717. This leads to the acceptance of  $H_a$  and rejection of  $H_o$ , confirming that the reward treatment significantly increased the self-confidence of the children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat.

The analysis also shows that the experimental group, which received the reward treatment, exhibited a much higher increase in self-confidence scores compared to the control group. The average pre-test score of the experimental group was 25.92, which rose to 59 after the treatment. In contrast, the control group's scores only increased slightly. These results confirm that giving rewards positively impacted the children's self-confidence. The average score increase in the experimental group was higher than that of the control group, further highlighting the significant effect of rewards.

In addition to the score comparison, the prerequisite tests, including normality and homogeneity, were conducted, followed by the hypothesis test using SPSS 23.0. The normality test using the Kolmogorov-Smirnov formula produced a pretest significance value of 0.159 and a posttest value of 0.200, both greater than 0.05, confirming normal data distribution. The homogeneity test using Levene's Statistic produced a significance value of 0.217, again greater than 0.05, confirming homogeneous variances. The hypothesis test using the Independent Sample T-test yielded a 2-tailed significance value of  $0.000 < 0.05$ , with a t-value of 19.707, confirming the significant effect of reward on increasing the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat.

This finding is in line with Wardani et al. (2021), who state that self-confidence is a positive belief or ability possessed by individuals to achieve specific goals. Similarly, Rohmah (2018) argues that self-confidence is a mental or psychological condition in which individuals can evaluate themselves, providing strong confidence in their abilities to achieve their desires.

Previous research by Wibawati & Watini (2022) also found that rewards significantly increased the learning self-confidence of children aged 5-6 years in TK Aisyiyah 24 through the implementation of a fun reward method. This supports the findings of this study, showing that rewards can effectively improve self-confidence in children. Agustina et al. (2021) also found that giving animated rewards influenced children's motivation to learn, further supporting the relevance of this study.

#### 4.0 CONCLUSION

Based on the research results, it can be concluded that giving rewards significantly influences the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat for the 2023/2024 academic year. This is evident from the normality test results, where the experimental group's pretest significance was 0.159 and the posttest significance was 0.200, both greater than 0.05, indicating normally distributed data. The control group's normality test results also showed a pretest significance of 0.159 and a posttest significance of 0.200, both indicating normal data distribution. The hypothesis test showed a significance value of 0.000, smaller than 0.05, with a t-value of 19.707, confirming that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

The Ha in this case means there is a significant difference between the pretest and posttest scores of the experimental group, confirming that "there is a significant effect of reward on increasing the self-confidence of children aged 5-6 years at PAUD Lenterahati Islamic Boarding School Lombok Barat." Therefore, educators should use rewards as a form of appreciation in the learning process to enhance the socio-emotional development of children, particularly in building self-confidence. Financial gain. We require that our authors reveal any possible conflict of interest in their submitted manuscripts. If there is no conflict of interest, authors should state that "The author(s) declare(s) that there is no conflict of interest regarding the publication of this paper."

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