

## The Impact Of Positive Reinforcement On The Self-Confidence Of Early Children In Grade A Of Anak Ceria Tembobor Kindergarten In The 2024/2025 Academic Year

Rina<sup>1</sup>, Tuti Alawiyah<sup>2</sup>, Sukarto<sup>3</sup>

<sup>1,2</sup> Pendidikan Anak Usia Dini (PAUD) STKIP HAMZAR

<sup>3</sup> Pendidikan Guru Sekolah Dasar (PGSD) STKIP HAMZAR

Email: [rinakhoirunnisa2002@gmail.com](mailto:rinakhoirunnisa2002@gmail.com)<sup>1</sup>

### Abstract

*This study aims to explore how the application of self-confidence in Early Childhood Class A Kindergarten Ceria Children, in addition to exploring what factors affect the self-confidence of Early Childhood Class A Kindergarten Ceria Children and to analyze how the impact of giving positive reinforcement to Early Childhood Class A Kindergarten Ceria Children. The research method used is qualitative research with a case study approach. The results of the research at TK Anak Ceria, it can be concluded that the consistent application of positive reinforcement through verbal praise and nonverbal support has proven effective in increasing children's self-confidence, although internal (personality and family parenting) and external (less supportive school environment) factors also influence. The findings suggest that systematic interventions from educators are successful in creating a more supportive learning environment, although inconsistency in providing positive reinforcement remains a challenge. These results demonstrate the importance of a holistic approach in building children's self-confidence, and that reinforcing appropriate and sustained positive reinforcement has a significant impact on children's social-emotional development. Therefore, collaboration between teachers and parents in providing consistent and equitable support is key in optimizing early childhood confidence.*

**Keywords:** Positive Reinforcement, Early Childhood Self-Confidence

### INTRODUCTION

Early childhood education is an action or activity given from birth until the child is six years old by providing educational stimulation so that growth and development can develop so that children will be ready to enter the next level of educational institutions (Ministry of National Education, 2003).

The golden age, or what many people call the golden age, is the age of 0-6 years, where a child's brain will develop very rapidly when receiving and absorbing all information, both words and behavior, good or bad, of someone around them, will be absorbed in its entirety and become the basis for the formation of the child's character, personality, and self-confidence (Hasmi, 2020). In the golden stage, the development process is very sensitive, both physical and psychological development that is ready to respond to stimuli provided by the environment so that the experiences or information that children have seen and heard will be able to be applied and influence in their lives in the future. Thus, to optimize development, optimal guidance and direction are needed through education.

Self-confidence in early childhood is an attitude of confidence in one's own abilities, so

that in taking actions, one is not too often free to do things according to one's wishes, and has a sense of responsibility for the decisions and actions taken (Nuraeni, 2023). Self-confidence is an aspect of personality, belief in one's ability to be independent from the influence of others and do what one wants, happy, optimistic, tolerant and responsible (Wardani, 2021). Furthermore, Rohma in (Aisyah, 2023) stated that self-confidence is a mental condition that a person has to optimize all of one's abilities so as to form the confidence to carry out desired activities. Self-confidence can be said to be like a generator of all energy in a person to achieve success. Karmiyanti in (Wardani, 2021) Children with high self-confidence have a positive impact on their later life, children tend to be successful and are more courageous in taking action. According to Rahayu in (Pt Aditya Antara, Pt Rahayu Ujianti, 2019) "every child needs to have self-confidence so that the child is able to overcome every challenge and problem that will be faced later.

Erikson in (Antini, Ni Kadek Ayu, Mutiara Magta, S.Pd., M.Pd., Putu Rahayu Ujianti, S.Psi., M.Psi., 2019) states that at the age of 4 to 5 years old children enter the first psychosocial stage experienced in their lives and the self-confidence

they have involves a sense of physical comfort and no fear or anxiety about the future. Auerbach in (Susanto, 2011) states that one of the skills of four-year-old children regarding social-emotional behavior is complete confidence in their own abilities to do everything, but the reality in the field is not as expected. In kindergartens, teachers often only emphasize academic programs (reading, writing, and arithmetic) so that they ignore other children's abilities, such as self-confidence. If children have low self-confidence, they tend to avoid every activity that will be given. Therefore, every educator needs to instill self-confidence in children from an early age. Without being equipped with a strong sense of confidence, children will grow up to be weak, spoiled, and shy individuals. In addition, self-confidence can also help children to be more independent (Antini, Ni Kadek Ayu, Mutiara Magta, S.Pd., M.Pd., Putu Rahayu Ujianti, S.Psi., M.Psi., 2019)

One way to increase a child's self-confidence is through positive reinforcement. Positive reinforcement involves providing a stimulus immediately after a behavior occurs, thereby increasing its use (Purba & Putri, 2023). Positive reinforcement aims to establish a behavioral pattern by providing reinforcement immediately after the desired positive behavior occurs, thus ensuring continued implementation of that positive behavior (Deosari & Appulembang, 2022). Previous research has shown that positive reinforcement leads to positive behavior in the classroom (Purba & Putri, 2023).

## METHOD

Research in English is called research. Judging from its word structure, it consists of two syllables: re, meaning to repeat or repeat, and search, meaning to see, observe, or search. Therefore, research can be defined as a series of activities undertaken to gain a new, more complex, more detailed, and more comprehensive understanding of something being studied. According to Denzin and Lincoln (Fiantika et al., 2022), qualitative research is research that uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving various

existing methods. Erickson stated that qualitative research seeks to discover and describe narratively the activities carried out and the impact of these actions on their lives (Vivi, 2020).

The type of research used in this study is a case study. According to Robert K. Yin (Kusmani, 2012), a case study is a knowledge-seeking process to investigate and examine phenomena occurring in real life. Case studies can be used when the boundaries between the phenomenon and real life are blurred or unclear. Case studies also utilize various sources as research tools and evidence.

The location of this research was conducted at the Tembobor Ceria Children's Kindergarten, Tanjung District, Baupaten Regency, North Lombok.

The data collection techniques used are:

### a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive. *setting* research, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete participant*) where in this study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020).

### b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the informant is free to answer questions completely and in-depth, leaving nothing to hide. This method aims to make the interview feel like a conversation (Arsianto, 2011).

### c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

The data analysis technique used is according to Bogdan in (Sugiyono, 2020) it is said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

Interactive is a model developed by Miles and Huberman (1992) and refined by Miles, Huberman, and Saldana (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three activities in qualitative data analysis, namely the data condensation stage, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

### 1. Implementation of Positive Reinforcement on Self-Confidence of Early Childhood Children in Class A of Anak Ceria Tembobor Kindergarten

Self-confidence is one of the problems experienced by several students, especially in the Anak Ceria Kindergarten environment which has 18 students with an age range of 4-6 years. Of the 18 students, there are 2 students who experience problems in self-confidence with almost the same form or cause, where two students experience a lack of self-confidence with the cause being a lack of attention and motivation from several teachers (Observation, April 21, 2025).

At the Anak Ceria Kindergarten during the learning process, if there are children who often do not want to make a sound during prayer activities, the teacher overcomes this by approaching them and consistently providing positive verbal reinforcement motivation with soft words such as smart child, wow, great so that the children want to participate during prayer activities, in this case the teacher provides reinforcement consistently and provides relevant reinforcement according to the child's behavior and avoids demeaning words or criticism. When in the learning process there are children who have difficulty in learning,

the teacher provides reinforcement with motivation and attention and when children succeed in learning, the teacher provides reinforcement with a thumbs up and soft words so that it will make the children more enthusiastic in learning. When the learning process takes place, there are children who are often shy and reluctant to come forward, the teacher provides verbal reinforcement with soft words such as come on, you can do it, smart child so that little by little the children will try to be more confident again and when there are children who have failed in learning, the teacher provides opportunities and space for children to try again after making mistakes. To support children's self-confidence, teachers create a comfortable, warm and peaceful classroom environment by designing the classroom to be more attractive so that the teaching and learning process runs as expected.

So that at school teachers implement several reinforcements to increase children's self-confidence, such as providing positive verbal and nonverbal reinforcement, the steps are as follows:

#### 1) Verbal reinforcement

This reinforcement is carried out when in the learning process there are children who have difficulty in learning, the teacher overcomes this by providing motivation, attention and praise such as "wow, great," "smart kid," "you can definitely do it," and enthusiasm so that the teaching and learning process can run as expected.

#### 2) Nonverbal reinforcement

This reinforcement is carried out during the learning process when there are children who are successful in learning and producing their work as well as children whose behavior is better than before, such as giving thumbs up, rewards and smiles so that it makes the child's self-confidence more effective.

However, through consistent interventions in the form of verbal and nonverbal positive reinforcement, teachers have successfully created a more supportive learning

environment. Verbal reinforcement such as praise ("smart kid," "wow, great," "come on, you can do it") and nonverbal reinforcement such as thumbs-up, rewards, and smiles have proven effective in building children's self-confidence. Teachers also design comfortable and warm classrooms, so that children feel safer and are motivated to actively participate in learning. However, after verifying with the teacher (Ayu, April 23, 2025), she confirmed that during the learning process when children lack enthusiasm and confidence, I as a teacher provide reinforcement such as verbal reinforcement, attention, and motivation to the children to be more enthusiastic in participating in the lesson. When a child lacks confidence when asked to come forward to present their work, I as a teacher provide positive verbal reinforcement to increase their confidence. For example, when children succeed in creating and completing assignments, I as a teacher provide positive reinforcement such as thumbs up, smiles, and gentle words such as smart, wow, great, enthusiastic, and you can definitely do it so that the children are more enthusiastic about learning (Ayu, April 23, 2025).

## 2. Factors Influencing Self-Confidence of Early Childhood Children in Grade A of Anak Ceria Tembopor Kindergarten

Based on research findings on April 24, 2025, the lack of self-confidence in early childhood grade A is influenced by two main factors, namely internal factors and external factors. First, internal factors originate from within the child, such as a tendency to be reluctant to interact with their friends. This can be influenced by genetic factors, especially if the child's parents are also less active in socializing with the surrounding environment, so that the child imitates this behavioral pattern. Second, external factors include environmental influences, both at school and in the family. In the school environment, a lack of attention and praise from teachers can reduce a child's self-confidence. Likewise, in the family environment, a lack of positive responses to

the child can lead to a lack of confidence in the child.

Observations showed that some children, particularly the two students who were the focus of the study, often felt unheard and rarely appreciated, while teachers focused more on other children. Furthermore, the family environment also plays a significant role. Parents who are preoccupied with their own affairs and who respond less positively to their children's achievements, such as ignoring their work or requests for attention, can undermine their self-confidence.

However, on the other hand, social interactions with peers, such as mischievous or disruptive behavior, can impact a child's self-esteem. Furthermore, a lack of parental involvement in providing emotional support also has a significant impact (Ayu, April 23, 2025).

## 3. The Impact of Providing Positive Reinforcement on the Self-Confidence of Early Childhood Children in Class A of Anak Ceria Tembopor Kindergarten

This is in line with the opinion of (Setiawan, 2022:135) that: "Reinforcement provided appropriately and consistently not only influences the development of children's cognitive skills, but also has a significant impact on their social and emotional aspects. Children who receive positive reinforcement regularly show increased self-confidence, which is an important element in the development of their self-esteem. The sense of appreciation that arises from this reinforcement encourages them to have more confidence in their own abilities, so they are better prepared to face new challenges in learning and everyday life."

## DISCUSSION

Educators should be an important role for children, but the condition of some educators who are less in providing positive responses to some children can experience problems with their lack of confidence, unlike other children where they are always given praise and reinforcement that is complete and effective, so that children who are consistently given positive



reinforcement by their teachers will be much more able to develop or explore their abilities in developing self-confidence such as when they are in class, children who are given effective reinforcement will be much more confident, more able to express their desires and opinions, and more able to interact with their environment at school whether with teachers or their friends. Meanwhile, for children who experience conditions that are less given attention and reinforcement will have an impact on the development of children's self-confidence, especially children aged 4-5 years, although the impact is not always negative, but in the problem of self-confidence in Kindergarten Anak Ceria, this impact leads to negative things, especially in the development of children's self-confidence levels, and as explained in the results above, that the problem of self-confidence has applications, factors and impacts.

### **1. Implementation of Positive Reinforcement on Self-Confidence of Early Childhood Children in Class A of Anak Ceria Tembobor Kindergarten**

Based on the results of research conducted at Anak Ceria Kindergarten, it can be concluded that the implementation of positive reinforcement has a significant impact on increasing the self-confidence of early childhood, especially in two class A students who previously experienced problems with low self-confidence. This problem arose due to a lack of attention and motivation from teachers and the family environment, as revealed in the results of interviews and observations. One student, Alina, revealed that she rarely received praise from teachers, while another student, Dian, stated that she received little appreciation both at home and at school.

However, through consistent interventions involving verbal and nonverbal positive reinforcement, teachers have successfully created a more supportive learning environment. Verbal reinforcement such as praise ("smart kid," "wow, great," "come on, you can do

it") and nonverbal reinforcement such as thumbs-up, rewards, and smiles have proven effective in building children's self-confidence. Teachers also design comfortable and warm classrooms, so children feel more secure and motivated to actively participate in learning.

The findings of this study indicate that low self-confidence in children can be addressed through a consistent and caring approach from educators. Furthermore, collaboration between teachers and parents in providing positive support is also a crucial factor in developing children's self-confidence. Thus, implementing positive reinforcement not only helps children learn but also fosters a stronger sense of self-confidence, which will impact their future social and emotional development.

In accordance with the research results above, there were two students who experienced a lack of self-confidence due to a lack of attention and reinforcement from the family and school environment. This is in line with what was expressed by an opinion (Wardani et al., 2021) that self-confidence is influenced by two factors, namely:

- a) Internal factors, which include self-concept, self-esteem, physical condition, and life experiences;
- b) External factors, such as educational environment, family, work, environment and life experiences.

For the problem of low self-confidence in Kindergarten Anak Ceria, there are two students who have a form of low self-confidence due to family and school environment factors where the lack of attention and reinforcement can cause a lack of self-confidence, when they are at home they are rarely heard, paid attention to because their parents are busy with their own affairs, when they are at school they are rarely given the opportunity to express their opinions, rarely given reinforcement because their educators are

less consistent in applying positive reinforcement.

## **2. Factors Influencing Self-Confidence of Early Childhood Children in Grade A of Anak Ceria Tembopor Kindergarten**

Based on the results of research at the Ceria Children's Kindergarten, it was found that the lack of self-confidence in early childhood class A was influenced by two main factors, namely internal factors and external factors.

First, internal factors originate within the child, such as a tendency to be reluctant to interact with peers. This can be influenced by genetic factors, especially if the child's parents are also less active in socializing with their peers, leading the child to imitate these behavioral patterns.

Second, external factors include environmental influences, both at school and within the family. In the school environment, a lack of attention and praise from some teachers can diminish a child's self-confidence. Similarly, a lack of positive family responses can lead to a lack of self-confidence.

Observations showed that some children, particularly the two students who were the focus of the study, often felt unheard and rarely appreciated, while teachers focused more on other children. Furthermore, the family environment also plays a significant role. Parents who are preoccupied with their own affairs and who respond less positively to their children's achievements, such as ignoring their work or requests for attention, can undermine their self-confidence.

Based on an interview with Grade A teacher, Ms. Ayu (April 23, 2025), another factor affecting children's self-confidence is social interactions with peers, such as "naughty" or disruptive behavior that makes children feel inferior. Furthermore, a lack of parental involvement in providing emotional support also has a significant impact.

Thus, it can be concluded that early childhood self-confidence is formed through the interaction of internal factors (personality

and genetics) and external factors (school and family environment). Addressing this issue requires a holistic approach, including consistent positive reinforcement from teachers and increased attention and support from parents.

This is in line with the opinion of Leokmono (Nuraeni, 2023), who said:

"Internal individual factors, norms, experiences, family, traditions and habits originating from the social environment or family heredity are factors that influence children's self-confidence."

In the Anak Ceria Kindergarten environment, there are 2 children who experience low levels of self-confidence. Based on the results of observations of the two children, there are those who have an attitude of lacking self-confidence. This is because some are often bullied by their friends and some are given less attention by their parents.

## **3. The Impact of Providing Positive Reinforcement on the Self-Confidence of Early Childhood Children in Grade A of Anak Ceria Tembopor Kindergarten**

Data obtained from daily observations shows that a lack of self-confidence in children can be addressed through a consistent and attentive approach from educators. Furthermore, collaboration between teachers and parents in providing positive support is also a crucial factor in developing children's self-confidence. Thus, the application of positive reinforcement not only helps children in the learning process but also fosters a stronger sense of self-confidence, which will impact their future social and emotional development. This is in line with the opinion of (Yuniati, 2019) that:

"Reinforcement provided appropriately and consistently not only influences the development of children's cognitive skills but also has a significant impact on their social and emotional aspects. Children who receive regular positive

reinforcement show increased self-confidence, which is a crucial element in the development of their self-esteem. The sense of appreciation that arises from this reinforcement encourages them to have greater confidence in their own abilities, thus being better prepared to face new challenges in learning and daily life."

In the environment of Anak CERIA Kindergarten there are 2 children who experience a lack of self-confidence, based on the results of observations or observations of the 2 people experiencing a lack of self-confidence due to lack of attention from several teachers, such as rarely being heard their opinions, rarely being praised, and rarely being given the opportunity to express themselves. However, in certain activities after being given consistent reinforcement by the teacher when dancing they seem more confident because of the support and opportunity to participate and when going out to play they are willing to interact with their friends little by little. This shows that consistent in providing positive reinforcement by teachers can increase the level of self-confidence in children to be more effective.

## CONCLUSION.

### 1. Implementation of Positive Reinforcement for Self-Confidence in Early Childhood

Based on research at Anak CERIA Kindergarten, it can be concluded that consistent application of positive reinforcement through verbal praise ("smart kid," "come on, you can do it") and nonverbal support (thumbs up, rewards) proved effective in increasing the self-confidence of two class A students who previously experienced problems due to lack of attention from their family and school environment. This finding is in line with Sholihah's (2021) theory that self-confidence is influenced by internal factors (self-concept) and external factors (environmental support), where systematic intervention from educators successfully creates a supportive learning

environment that improves children's social-emotional development.

### 2. Factors That Influence Self-Confidence in Early Childhood

Based on research at Anak CERIA Kindergarten, it can be concluded that low self-confidence in early childhood is influenced by the interaction of internal factors (personality tendencies and family parenting patterns) and external factors (a school environment that lacks appreciation and unsupportive peer treatment), as stated by Leokmono (in Kurniasih et al., 2021). The research findings indicate that two research subjects experienced decreased self-confidence due to unsupportive interaction patterns both at home (lack of parental attention) and at school (peer bullying behavior and educator inconsistency in providing reinforcement), so a holistic approach that involves improving the support systems of both environments is needed.

### 3. The Impact of Providing Positive Reinforcement on the Self-Confidence of Early Childhood Children

Based on research at Anak CERIA Kindergarten, it can be concluded that providing appropriate and consistent positive reinforcement, as proposed by Setiawan (2022), has been proven to increase children's self-confidence, although its implementation remains inconsistent. Two study subjects showed increased self-confidence in certain activities (such as dancing) that received positive support, while in daily learning situations they still experienced obstacles due to a lack of attention and appreciation from educators. These findings underscore the importance of implementing equitable and sustainable positive reinforcement to optimize children's social-emotional development.

## SUGGESTION

Based on these findings, future researchers are expected to use this research as a reference material in similar research but with different studies.

For this research institution, it is hoped that it can be used as a guide and learning tool to further improve the quality of learning in children's self-confidence so that children who experience limited self-confidence become more interested in going to school and become happy when they are at school.

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