

The Effect Of Giving Social Rewards And Recognition On The Independence Of Children Aged 4-5 At Tk Adhyaksa 23 Mataram

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Abstract

The purpose of this study is to get reliable information regarding the impact of social rewards and attitudes on the well-being of children aged four to five years old who are enrolled in the TK Adhyaksa 23 Mataram. "Kemandirian anak usia dini" refers to the ability of the child to carry out daily activities and tasks in a completely independent manner or with a small amount of assistance, depending on the circumstances of the child's development. This research makes use of the quantitative approach in conjunction with the experimental methodology. Twenty children between the ages of four and five years old were the subjects of the study. In order to collect data, an observation was carried out using an instrument for determining the age of the child, which has previously been evaluated for its validity and reliability. The analysis of the data is performed using the independent sample t-test (uji t). According to the findings of the research, there are significant benefits that may be derived from the exchange of social rewards and the acquisition of knowledge on the well-being of children of both genders. The value of t is 0.777, and the significance level (two-tailed) is 0.443, which is less than 0.05. This indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. According to this, the pemberian reward social and the pengakuan terbukti have the ability to increase the kemandirian of kids between the ages of four and five. It is hoped that the findings of this research will serve as a guide for teachers and other individuals in the process of formulating educational strategies that address the needs of children as soon as they are born.

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1. INTRODUCTION

Early childhood education (PAUD) is crucial for developing a child's personality and character. Between the ages of 0 and 6, children are in a golden age, where all aspects of their development develop rapidly, including physical, cognitive, social, and emotional development. Independence is a crucial component of a child's social-emotional development.

Independence is when a child has the ability to care for themselves, make simple decisions, and complete tasks without relying on others for help. Independent children will grow into disciplined, confident, and responsible individuals.

However, observations at Adhyaksa 23 Kindergarten in Mataram show that many children still lack independence in carrying out daily activities such as preparing learning materials, feeding themselves, and arranging their toys. Social rewards and recognition are proven methods for encouraging positive behavior in children. Praise, awards, or positive symbols such as origami stars can encourage desired behavior. Children feel appreciated and motivated to behave well again after receiving recognition for their actions.

Previous studies (Ririn Listyawati, 2014; Adelia Miranti Sidiq, 2024; Aja Raihand Sofia, 2023) found that providing rewards regularly can increase children's desire to learn and independence. However, there is little research specifically examining social recognition and rewards in kindergarten settings in Mataram.

Therefore, this study aims to determine the extent to which social recognition and rewards can influence the level of independence of children aged 4 to 5 years at Adhyaksa 23 Kindergarten, Mataram.

2. RESEARCH METHODOLOGY

This study used a quantitative approach with an experimental method. This method was chosen to determine the effect of social rewards and recognition on children's independence in a controlled setting. The study was conducted at Adhyaksa 23 Kindergarten, Mataram, during the even semester of the 2024/2025 academic year.

The population in this study was all children aged 4–5 years old enrolled at Adhyaksa 23 Kindergarten in Mataram, with a total of 35 children. From this population, the researcher took a sample of 20 children using a random sampling technique, so that each child had an equal opportunity to become a research subject. The sample was then divided into two groups: an experimental group that received treatment in the form of social rewards and recognition, and a control group that did not receive similar treatment.

The variables in this study consist of two types, namely the independent variable (X), which includes the provision of social rewards and recognition, and the dependent variable (Y), which is the independence of early childhood. To measure children's independence, researchers used an observation sheet that includes five main indicators, namely the ability to control feelings in acting, responsibility, self-confidence, discipline, and the ability to help oneself. Each indicator is measured through several statements with a scale of four levels of development, namely Not Yet Developing (BB), Starting to Develop (MB), Developing According to Expectations (BSH), and Developing Very Well (BSB).

Before use, the observation instrument was tested first to ensure its reliability and validity. Validity testing was carried out using correlation techniques of product-moment, while reliability testing was conducted using Cronbach's Alpha formula. The test results showed that all statements in the instrument were valid and reliable, making it suitable for use in research data collection.

The collected data were then analyzed using an independent t-test (Independent Sample T-Test) with the help of SPSS software version 25. This analysis technique was used to compare the average results between the experimental group and the control group, in order to determine whether there were significant differences after being given treatment in the form of social rewards and recognition.

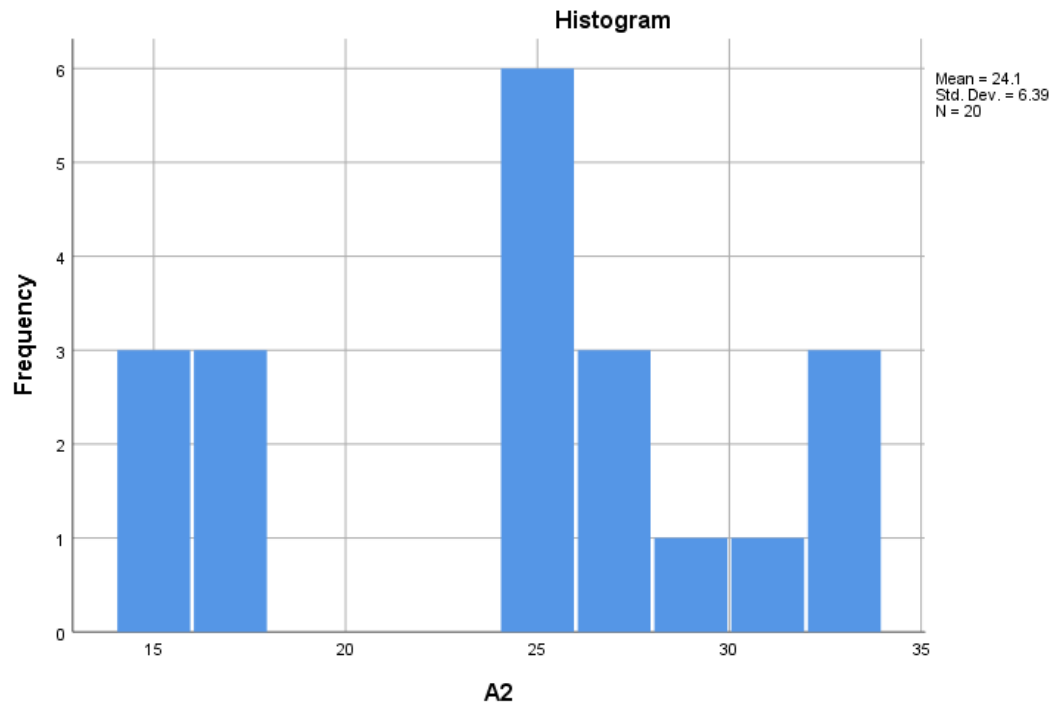
3. RESULTS AND DISCUSSION

There is a difference in the average independence score between the experimental and control groups at Adhyaksa 23 Kindergarten Mataram. Children in the experimental group who received social recognition and rewards had an average independence score of 24.10 with a standard deviation of 6.39. However, the average independence score of children in the control group who did not receive reward treatment was 22.53, with a standard deviation of 5.17. Children who received social recognition and rewards had a higher level of independence than children who did not receive them. This difference in average scores shows this.

Furthermore, the results of the data normality test using the Kolmogorov-Smirnov method showed a significance value of 0.001, less than 0.05, indicating a normal distribution. Both groups showed equal or homogeneous variance, with a significance value of $0.495 > 0.05$ for the Levene's

homogeneity test. Therefore, the data met the requirements for analysis using the independent sample t-test.

3.1. Research result



Histogram Image of Child Independence

The t-test results show a t value of 0.777, df = 33, and a Sig. (2-tailed) value of 0.443 is less than 0.05. The results indicate that there is a significant influence between recognition of the independence of children aged 4–5 years at Adhyaksa 23 Kindergarten Mataram and the provision of social rewards. This means that children who receive social recognition and rewards show a greater increase in independence than children who do not receive them.

Erikson (2009) developed a theory of psychosocial development that states that young children should be given opportunities to explore and gain recognition for their abilities so they can develop a sense of autonomy and independence. Social recognition serves as positive reinforcement, or positive reinforcement, encouraging children to behave well again voluntarily without pressure from others. In various learning situations, rewards given in the form of praise, gratitude, or simple symbols of appreciation, such as origami paper stars, can increase children's self-confidence and encourage independent behavior.

Research by Adelia Miranti Sidiq (2024) also supports these findings, finding that rewards increase children's independence and self-confidence. Children who are rewarded tend to be more willing to try new things and can complete tasks without much help from their parents or teachers. Rewards also create a positive learning environment, where children feel valued and encouraged to behave well.

Social recognition at Adhyaksa 23 Kindergarten in Mataram fosters children's independence in learning and daily activities, such as following rules, cleaning up play equipment, and helping peers. Therefore, social recognition and rewards help build children's character in the short and long term.

However, researchers emphasize that rewards must be given consistently and proportionately. Excessive rewards can make children dependent on external rewards. Praise is not just about encouraging children to behave well because they want to receive it, but also about making them realize that independent behavior is something that is valued and rewarded. Therefore, teachers and parents must know how to provide balanced rewards, with a primary focus on fostering children's desire to work independently.

3.2. Discussion

Independence at school explains that teachers play a very important role in providing independent habits to children, and parents provide character-building habits at home to provide support for what teachers do at school.

Early childhood independence education is introduced from an early age so that later they can avoid dependence on others and foster courage and motivation in children to continue expressing new knowledge.

Reward is an effort to foster recognition and feelings in the environment in the form of appreciation, either material or verbal, for achievements. *Reward*: It is an award given by teachers to students as a reward for good behavior and successful completion of the teacher's assignments. The purpose of giving awards after successful learning and independent learning outside of class can be said to motivate students.

Reward has the aim of arousing interest in *reward*. This is just a tool to generate interest, not a goal.

Based on the results of the hypothesis testing that has been tested and will be explained regarding children's independence with reward before being given behavior of 22.53 and standard deviation of 5.16,7, and after being given behavior of 24.10 and standard deviation of 6.390. This means that, descriptively, there is a difference in the average results of the ability to recognize letters before and after being given behavior.

Method of administration reward has a positive impact on increasing independence in children, can increase children's learning motivation towards independent behavior, and educate and strengthen a person's behavior.

The purpose of giving a reward is so that students are able to be independent, such as being patient when queuing, being able to complete assignments without teacher assistance, being able to tidy up toys, helping friends, and being able to obey school regulations optimally.

4. CONCLUSION

Research at Adhyaksa 23 Kindergarten in Mataram shows that social recognition and rewards increase the independence of children aged 4–5 years. Children who receive social rewards demonstrate better independent behavior compared to children who do not receive social rewards. Rewards and social recognition have been shown to foster self-confidence, responsibility, and discipline, as well as children's ability to complete tasks without assistance. Therefore, providing rewards and recognition can be an effective approach for teachers to instill values of independence in children from an early age. Rewards are not only a way to reward children, but also teach children to be themselves and try new things. Therefore, parents and teachers must work together regularly to promote positive habits both at home and at school so that children's independence can develop optimally.

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