Improving Early Children's Learning Motivation through Fun Boarding in Group B TK Aisyiyah 02 Gedongan

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ABSTRACT

Stimulants are required in early childhood education to support children's growth and ensure that they develop to their full potential. Therefore, it is crucial for teachers to understand the role that learning motivation plays in raising success levels and helping kids accomplish their learning objectives. Early learning motivation can have long-term effects on children's life. Children have very low levels of learning motivation, which results in their short attention spans, ease of boredom, lack of focus, and lack of self-assurance. This project at TK Aisyiyah 02 Gedongan aims to boost kids' interest in learning by rewarding them with amusing noticeboards. A star sticker or a grin is placed on the fun board for each student as a reminder of his accomplishments. The fun board itself is comprised of styrofoam boards that have been painted in different colors and decorated with various items. This board can be used to map out overall student achievement. This sort of research, known as class action research (Class Action Research), is divided into two cycles, cycle 1 and cycle 2, with each cycle having four stages: planning (plan), implementation (act), observation (observe), and reflection (reflect). Observations of pre-cycle activities served as the basis for Cycle 1's execution. To improve upon cycle 1's shortcomings, cycle 2 was conducted. Utilizing observational methods, evaluations of children's developmental stages, and documentation, data was collected.

The findings indicated that cycle I children's learning motivation increased to the criteria of good learning motivation with a percentage of 35.70%, but did not meet the expected success indicators. This assessment of children's learning motivation was based on observations made after cycle I actions and after cycle II actions. Children's learning motivation in cycle II attained 78.56% with very good and good learning motivation standards and had met the anticipated success indicators. The usage of fun boards can boost early childhood learning motivation in TK Aisyiyah 02 Gedongan, according to the findings of the aforementioned study.

INTRODUCTION

Early childhood education is a fundamental principle of education that will maximize all of a child's potential. This is in line with Law Number 20 of 2003 regarding the National Education System article 1 point 14, which states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six, and is carried out through the provision of educational stimulation to help physical and spiritual growth and development, so that children are ready to enter further education. Since all educational procedures involve learning activities, education and learning cannot be separated.

Learning motivation is one of the internal aspects that impacts whether the teaching and learning process is successful or unsuccessful. In learning activities, motivation serves as the overarching internal driving force that births learning activities and maintains their continuance. According to Hakim's theory of motivation (Arianti, 2018: 124), "Motivation is an

impulse of will that motivates a person to execute an act in order to reach a given objective." As opposed to Huitt's assertion that "Motivation is an internal condition or status (often understood as a need, desire, or desire) that motivates a person's behavior to actively act in order to attain a goal," Huitt (Arianti, 2018: 124). Even someone with a high level of intelligence can struggle to study because they lack interest. The overarching motive for learning is what arouses people both inside and outside of the child.

Islamuddin (Arianti, 2018: 125) asserts that "learning motivation" is anything that fosters encouragement or passion for studying, or, to put it another way, a driving force for learning. For both teachers and students, motivation is crucial to the teaching and learning process. To keep and boost students' excitement for learning, teachers must have a thorough understanding of their students' learning motivations. Students' desire to learn might grow their excitement for it, which will motivate them to finish their homework. Children enjoy learning activities because they are driven to do so (Arianti, 2018: 117-118). A person's learning activities benefit from motivation. Without motivation, learning activities cease, and nobody learns. The concepts of motivation in learning must be explained in teaching and learning activities in order for the role of motivation in learning to be played more effectively.

According to De Vries in Masitoh, et al. (2005: 72), there are two ways that young children might learn: 1) based on their interests; and 2) by working together with adults and other young children to explore and manipulate their surroundings. Another viewpoint on the characteristics of early childhood was offered by Sofia Hartati (2005: 8–9), who claimed that children have a strong sense of curiosity, they have good personalities, they enjoy fantasizing and imagining, they are in a period of learning potential, they have an egocentric attitude, they are prone to having short attention spans, and they are social beings.

Meanwhile, Novan Ardy Wiyani and Barnawi (2012: 89) added that early childhood characteristics are the characteristics of children, and that these characteristics include children learning through play, children learning by building their knowledge, children learning scientifically, and children are best when what they learn takes into account all developmental, meaningful, and interesting aspects. As a result, learning must be engaging, children's abilities must be attained, and learning activities must be challenging. This explains how early childhood-oriented learning is adjusted to the child's age level.

According to the description of early childhood learning characteristics, it can be inferred that young children are kids between the ages of 0 and 6 who are going through a highly quick period of growth and development. Therefore, appropriate stimulation is required for optimal growth and development. This stimulation must be offered through learning activities that are tailored to the needs and traits of young children in the context of the family, classroom, and community.

Giving prizes to kids is one approach to boost their drive. "Reward is an educational tool," asserts Zaiful (Astari T, et al. 2020: 144), "therefore by itself the reward is a technique for educating children so that children can feel joyful because their actions or labor are rewarded." Children are provided rewards as a means of bolstering expected conduct. These rewards are natural in nature and serve to preserve positive behavior. Children's motivation will surface if they receive compliments or rewards for their academic achievements. Even when the kids' projects don't turn out well, the instructor still needs to boost their passion by praising them or rewarding them with affection and words. The actual reward consists of both verbal and nonverbal components.

Children's intrinsic drive to study is the first step in motivating them to do so in order to advance, develop, and attain success. The motivation of children to learn is typically affected by both internal and external variables. In order for each child to have a unique incentive for learning. The characteristics of children who are motivated to study include diligence in handling assignments, interest in a variety of activities, a preference for working independently, initiative, and a keen focus on learning. These traits indicate that a youngster has good or high motivation if they are present.

According to Suparmi's assertion, "Reward is an endeavor to promote acknowledgment and feelings in the environment in the form of gratitude either material or speech for an achievement," (Verawaty and Izzati, 2020: 1280). "Reward is an educational tool, thus by itself the purpose of reward is as a tool to educate children so that children can feel joyful because their activities or labor are rewarded," claims Zaiful R (Astari T, et al. 2020: 145) Children typically understand that their efforts or deeds result in rewards. Furthermore, Thoifur asserts that "reward is a reward mechanism" (Astari T, et al. 2020: 146) This strategy involves rewarding kids for both their academic achievement and good behavior. Prizes are viewed as a preventive and representative teaching tool that can cheer up kids and inspire them to learn. Gift-giving must take precedence over punishment because it increases incentive to learn.

According to Syaiful Bahri Djamarah (2010: 149–

157), efforts that can be used to increase learning motivation include providing intrinsic motivation. Intrinsic motivation is defined as motives that become active or function without the need for external stimulation because each individual has a strong urge to act. Extrinsic motivation, which is defined as motives that are active and functioning as a result of external stimuli, can impact student motivation in this situation in the form of media.

A fun board will be utilized as the learning tool this time around. A fun board is a medium in the form of a board with the names and images of students that is used to assess student progress in the teaching and learning process. Every kid has a star or smiley face sticker representing their accomplishments placed on this board. A general map of student achievement can be created by looking at this board.

The learning motivation of group B students at Aisyiyah 02 Kindergarten Gedongan was still not evident from the early-late activities at the time of the initial observations made there, which took place between August and October of 2022. When learning is taking place, approximately 7 out of 11 children pay less attention to the explanations given by the teacher regarding the activities to be carried out. In addition, two of them tend to be passive during question and answer activities, and 5 additional children show less interest in carrying out the activities by acting lazy, bored, and chatting with his friends. While some kids can finish their schoolwork on their own, others frequently seek assistance from the teacher or depend on friends. The findings of the observations also demonstrate that the teacher has motivated the students by rewarding positive behavior with praise and a thumbs up, as well as star stickers or a grin when the student completes a task. Even though many kids really liked the reward, when they were taken home and returned to school the following day, the sticker had vanished. In addition, the kids noticed that their friend had not received a reward because they were both absent, so they went back to being too lazy to participate in the activities that were being carried out.

Researchers intend to use engaging boards to boost early childhood learning motivation in group B at Aisyiyah 02 Gedongan Kindergarten based on descriptions of the issues that develop in this group. It is anticipated that this method will be effective in raising kids' motivation for studying. On the basis of the aforementioned problem's identification, the following formulation of the problem is used. How can group B at TK Aisyiyah 02 Gedongan's early childhood classroom B be more motivated with the use of fun boards?

Research methods

Class action research, often known as classroom action research, is the term used to describe this kind of research (Suyadi, 2011: 17). The Kemmis and M. Taggart model is the one employed in the study. According to Arikunto (2006: 103), the use of PTK is directly demonstrated in collaborative and participatory interests, so CAR is expected to inspire and awaken teachers to have self-awareness, reflect, and critique activities and performance for improving a more welcoming learning environment in their workplace. The researcher employs a cycle system, which includes planning, implementing, observing, and reflecting, to carry out this class action study. According to Kemmis and M. Taggart (Arikunto, 2010:17), action research (Action Research) "is a sort of research that is reflective undertaken by players in social community and seeks to enhance their job." The study's participants were group B kids at Aisyiyah Kindergarten 02 in Gedongan Village, Colomadu District, who were between the ages of 5 and 6. Assignment papers and observation logs were the tools employed. Averages and percentages are used in data analysis procedures. The illustration below shows how the research was conducted:
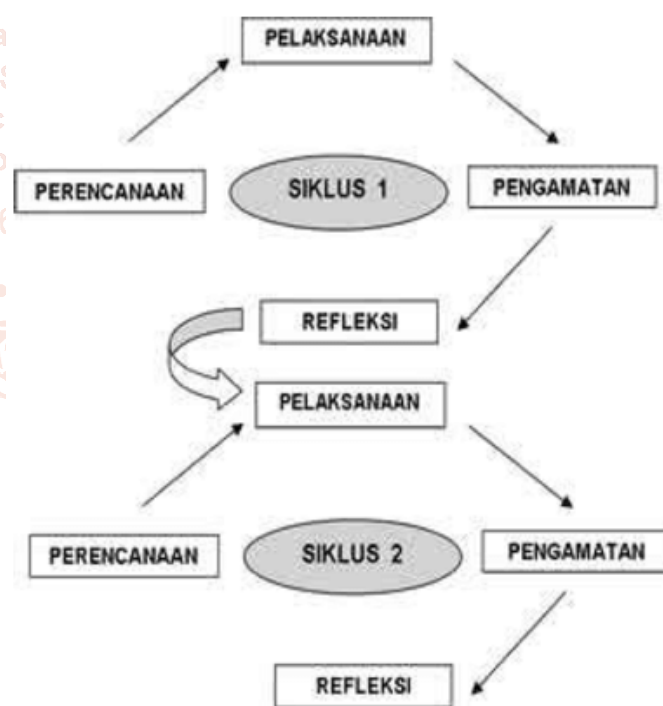
Figure 1.2 Classroom Action Research Spiral (McTaggart, 1998 in David Hopkins, 1993:48)

1. Planning Stage

The researcher now provides information on what, how, why, when, and where. The researcher decides when it is appropriate to pay extra attention to be seen during educational activities.

Activities carried out before carrying out the action:
A. The first step in reflecting is identifying the data source and the study topic.

B. Establish and create a plan of action that includes gathering information and using research tools.

2. Acting Stage

The learning aspects of the plans created at the previous planning stage will be tested. The educational activities must follow the previously set plans. This is done to fulfill educational and research goals and ensure that they are met.

3. Observing Stage

At this point, observations are being made as the plan of action is being carried out. The observation sheet that was created at the planning stage has been realized through this activity. Through observation, it is possible to gauge how much instructor efficacy and student engagement in learning activities have improved.

4. Reflecting Stage

Data and information are collected using specified observational guidelines and data gathering tools, which are then reflected upon for further improvement. This enhancement is utilized as material for follow-up that will be done in the following cycle.

Suharsimi Arikunto (2006) defined research instruments as tools used to gather research data so that the actions carried out during research create better, more accurate, complete, and systematic findings so that data processing is made easier. Research procedures are another name for research instruments, which are used to collect data and also provide instructions on how to use them (Wina Sanjaya, 2013: 247).

Observation sheets are the primary tool utilized in the research on boosting learning motivation through rewards. The observation sheet serves as a documentation of the child's growth as it occurred throughout the learning process. After using a check list to guide the learning process, data collection and recording are conducted. The check list is an observational guide that includes a list of specific actions linked to boosting motivation for learning. The conduct is noted by the researcher in the relevant column. The observation sheet lattice used to assess how children's motivation for learning is developing is shown in Table 1 below:

Table 1 Instrument indicators of children's learning motivation

No	Variable	Aspect	Indicator	descriptor
1	Motivation to learn	Perseverance	Persevere in facing the task	Work on assignments with own business
				Take part in activities with spirit
		Interest	Shows interest	Active in asking
				Answering teacher's questions enthusiastically serious
		Attention	Great attention in studying	Pay attention to the teacher's explanation seriously.

The expected behavior targets take several opinions expressed by Sardiman A. M (2006: 83) can be seen in table 2 below:

Table 2 Target reward on the fun board

No	Behavior Targets	Rewards earned
	Persevere in facing the task	
1	Doing assignments on their own	1
2	Engage in activities with passion	1
	Shows interest	
3	Active in asking	1
4	Answer the teacher's questions enthusiastically / earnestly	1
	Great attention in studying	
5	Pay close attention to the teacher's explanation	1
	Number of rewards	5

Five behavioral targets have been incorporated into the incentives on the fun board, as shown in Table 2 above. The rules state that each youngster who exhibits the desired conduct receives one prize.

Table 3 Observation Results of Pre-Cycle Children's Learning Motivation

No	Child Name	Appearance of Learning Motivation Indicators			Amount	Opportunity	Percentage (%)	Criteria
		Pert 1	Pert 2	Pert 3				
1.	Nadhira	2	1	1	4	15	26,66	Not enough
2.	Via	2	3	2	7	15	46,66	enough
3.	Rifky	0	0	1	1	15	20	Not enough
4.	Alisa	1	1	1	3	15	20	Not enough
5.	Lintang	2	1	1	4	15	26,66	Not enough
6.	Rayhan	1	2	3	6	15	40	Not enough
7.	Cattleya	1	1	1	3	15	20	Not enough
8.	Hani	4	3	3	10	15	66,66	Well
9.	Nathan	1	3	3	7	15	46,66	enough
10.	Aiman	3	2	3	8	15	53,33	Well
11.	Varo	1	0	1	2	15	20	Not enough

Table 4 Recapitulation of Observation Results of Learning Motivation Before Action

No.	Criteria	Number of children	Percentage
1.	Very good	0	0%
2.	Well	2	14,28%
3.	Enough	2	35,71%
4.	Not enough	7	50%

According to Anas Sudjiono's perspective (2006: 43), the formula employed in the analysis of simple quantitative descriptive data to find percentages is as follows:

$$P = \frac{f}{N} \, x100 \ \%$$

Information:

P = Percentage figure

F = The percentage being searched for is the frequency

N = Number of frequencies/number of individuals/indicators

According to Acep Yoni (2010: 175), the results of the data are interpreted into 4 levels, namely:

In the classroom action research the success of the child is on the success score:

A. Very good criteria if the child gets a score of 76% -100%;

B. Good criteria if the child gets a score of 51% -75%;

C. Enough criteria if the child gets a score of 26% -50%;

D. Less criteria if the child gets a score of 0% -25%.

Based on the data above, to determine the level of success of this study, then adjusted to the form of learning motivation measurement criteria as follows:

A. Children's learning motivation is very high, if they get 76% -100%.

B. Children's learning motivation is high, if they get between 51% -75%.

C. Children's learning motivation is sufficient/moderate, if it is between 26% -50%.

D. Children's learning motivation is lacking, if it is between 0-25%.

Indicators of success in this study included a rise in children's learning motivation, which was determined by personally observing the child's behavior during the learning process, with the end conclusion being at least 75% of the children fell into the category of strong learning motivation.

Results and Discussion

The results of the research that has been done show that children's learning motivation through fun boards increases in each cycle.

Table 5 Comparison of the increase in children's learning motivation before the action, after the first cycle and after the second cycle

No	Child Name	Pre-cycle Initial Conditions	Criteria	After Cycle I	Criteria	After Cycle II	Criteria
1.	Nadhira	26,66 %	Not enough	33,33%	enough	85%	Very good
2.	Via	46,66 %	enough	80%	Very good	60%	Well
3.	Rifky	20 %	Not enough	46,66%	enough	40%	enough
4.	Alisa	20 %	Not enough	46,66%	enough	95%	Very good
5.	Lintang	26,66 %	Not enough	53,33%	Well	70%	Well
6.	Rayhan	40 %	Not enough	40%	enough	65%	Well
7.	Cattleya	20 %	Not enough	33,33%	enough	70%	Well
8.	Hani	66,66 %	Well	86,66%	Very good	85%	Very good
9.	Nathan	46,66 %	enough	73,33%	Well	80%	Very good
10.	Aiman	53,33 %	Well	60%	Well	70%	Well
11.	Varo	20 %	Not enough	20%	Not enough	40%	enough

The information above demonstrates that during Cycles I and II, children's learning motivation rises as a result of receiving incentives on the fun board. Compared to the initial circumstances before the action was taken, children's learning motivation gradually grows well. According to the data gathered, it is evident that using fun boards helps motivate kids to learn more. Because the Cycle II results met the anticipated success markers, the researchers decided to end their study on that basis.
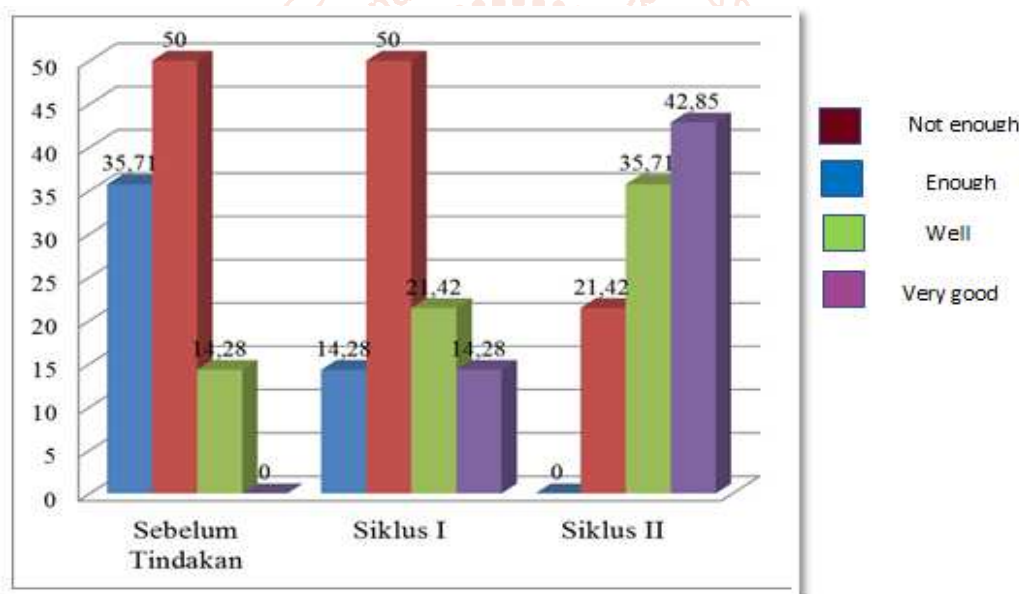
Figure 1 Graph of the percentage increase in learning motivation before action, after cycle I and after cycle II

The image above demonstrates how children's learning motivation increased through fun boards, reaching the criterion of high and very high learning motivation before the action, before Cycle I, was 14.28%, after Cycle I, was 35.70%, and after Cycle II, was 78.56%. The success of the research can be seen from the increase in results in each cycle and the achievement of success indicators after Cycle II, namely reaching more than 75% or the criteria for high learning motivation and very high learning motivation. The increase in children's learning motivation after Cycle II was much better than Cycle I.

Table 6 Recapitulation of Learning Motivation Data Before Action, After Cycle I, and After Cycle II

No.	Criteria	Before action		After Cycle I		After Cycle II	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.	Very good	0	0%	2	14,28%	4	35,71%
2.	Well	2	14,28%	3	21,42%	5	42,85%
3.	Enough	5	35,71%	5	50%	2	21,42%
4.	Not enough	2	50%	1	14,28%	0	0%

Based on table 6 above, it can be seen that the children's learning motivation in the observation after Cycle I which was in the criteria of very good learning motivation was 2 children with a percentage of 14.28%, the criteria for good learning motivation were 3 children with a percentage of 14.28%, the criteria for motivation 5 children learn enough with a percentage of 50%, and the criteria for learning motivation are less than 1 child with a percentage of 14.28%. However, the findings achieved only reached 38.45% of all pupils, which is below the desired success indicators. The projected success indicator, however, is greater than or equal to 75% of the total number of kids. so that Cycle II monitoring might continue. Additionally, the observations following Cycle II improved gradually, with 4 children meeting the criteria for very good learning motivation (35.71%), 5 children meeting the criteria for good learning motivation (42.85%), and 2 children meeting the criteria for sufficient learning motivation (21.42%).

The information above demonstrates that during Cycles I and II, children's learning motivation rises as a result of receiving incentives on the fun board. Compared to the initial circumstances before the action was taken, children's learning motivation gradually grows well. According to the research that has been collected, using prizes can make kids more motivated to learn. Because the Cycle II results met the anticipated success markers, the researchers decided to end their study on that basis.

Discussion

The findings of the research suggest that children's drive to learn through engaging boards grows over time. The execution of Cycle I actions has shown a slight boost in some students' learning motivation, though not to their full potential. Some kids remained inactive in question-and-answer sessions even after the measure had been put into place. Some of the students showed a lack of interest in engaging in the current activities. While learning, some of the students appeared to be daydreaming in silence, and others kept interrupting the class by bringing their friends to chat. A star sticker or a smiley face on the fun board will be provided if a kid wishes to behave well, and the instructor will make temporary attempts to encourage them to try activities with enthusiasm and help them if they run into problems.

Even if the observations went without a hitch, Cycle I's indicator results did not yet match the desired success indications. Giving a star sticker reward or a grin on the fun board was the same action that the researcher and teacher used to continue the investigation in Cycle II. The method of handing out fun boards is also more conditioned if, during Cycle I, while the students are adhering to the stars, certain students engage in physical conflict despite the teacher's warnings to line up and maintain composure. In Cycle II, the kids are more trained by queuing in the order they have correctly completed their assignments, preventing the classroom environment from becoming boisterous. In order to maintain calm in the classroom, researchers were present when the kids stuck to the stars. Some youngsters were observed to be more independent in carrying out tasks throughout the implementation of Cycle II. Children appear to be enjoying and engaged in their studies. According to Sardiman A.M. (2006: 83), children that have significant learning motivation exhibit positive conduct on the surface, such as exhibiting interest in a variety of activities, preferring to work independently, assiduously completing assignments, and paying more attention. It is continually hoped that youngsters would become accustomed to this conditioning and instinctively do what they are used to, increasing their enthusiasm to learn through fun boards. This implies that even when the child is no longer rewarded with a fun board for acting in accordance with the aim, the child still demonstrates this good behavior. Over time, the child develops a habit of performing tasks with joy and becomes motivated to learn. The average outcomes on the anticipated success indicators are likewise impacted by these modifications. Children's learning motivation is better after being provided action, according to the average acquisition on the criteria of very high and high learning motivation. According to the findings of the study after Cycle II, fun boards can help group B students at Aisyiyah Kindergarten 02 in Gedongan Karanganyar become more motivated to learn.

The findings following the action in Cycle II increased to 78.56% show the rise in children's learning motivation. Indicators of success meet more than 75% of the requirements for very good and good learning motivation based on observations of children's everyday behaviors during learning activities. According to this study, rewarding children with colorful boards can boost their enthusiasm to learn. This study uses children's ability to exhibit targeted behavior or their good deeds as examples of learning motivation. Children should receive awards in an effort to boost their drive for learning. As part of the study, the teacher intensified verbal praise and signs of approval by awarding students who behaved well during the learning process thumbs-up, smiles, and applause.

Children's behaviors that are initially less motivated to learn will change as a result of the teacher's praise, and after receiving praise, the children's motivation to learn will progressively rise as it should. Therefore, in addition to verbal rewards and cues, learning motivation can also be improved by delivering awards in the form of fun boards. Symbols or signs are also referred to as fun boards. If the youngster behaves well, they receive a fun board. This means that children who are able to exhibit good behavior, are enthusiastic, happy, and capable of completing tasks on their own, children who are active in asking questions in class and who consistently attempt to respond to questions put forth by the teacher with enthusiasm and earnestness, and children who are able to demonstrate their seriousness in regard to learning activities. I mean that. After doing their work, each youngster will receive a reward in the shape of a Fun Board. This is done in order for the youngster to comprehend that the contract that was made at the outset before doing the action must actually be carried out.

The use of rewards on the Fun Board is effective in raising learning motivation, however carrying out the action is not without challenges. For instance, some kids will want to do the assignment independently in the first activity of the day, but they won't want to finish it in the second. Children that receive encouragement will feel more confident and motivated to learn because they will receive verbal cues, reinforcement, and appreciation in the form of concrete prizes. In order to prevent youngsters from becoming dependent on the prizes supplied, rewards in the form of actual things are gradually redirected, namely by intensifying the use of verbal and nonverbal cues. The fun board has actually been successful in raising the learning motivation of group B students at TK Aisyiyah 02 Gedongan Karanganyar, according to the findings of the research given above. After being provided action, children's learning motivation, which was before poor, has increased.

Before the action, the results of the teacher's activity assessment on the fun board were 14.28%, after Cycle I was 35.70%, and after Cycle II was 78.56%. The growth in results with each cycle and the accomplishment of success indicators after Cycle II, i.e., reaching more than 75% or the criteria for high and very high learning motivation, show that the research was successful.

Suggestion

Based on the results of the research that has been done, there are several suggestions as follows:
1. For Teachers

A. Maintain reinforcement in Fun Board giving.

B. Provide other variations of reinforcement or increase the intensity of giving reinforcement in the form of verbal rewards and cues.

C. Divert by providing other reinforcement so that the child does not depend on the prize given.

2. For Schools, it is hoped that schools can further increase the intensity of giving awards in the form of tangible objects, verbal awards and gestures. Furthermore, it can maintain the award as an effort to increase children's learning motivation.

3. For further research, it can examine the application of fun boards to develop other aspects of child development.

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