

Verbal and Non-Verbal Reinforcement Approaches On Emotional Control To Increase Elementary School Students' Confidence

Veni Veronica Siregar^{1*}, Nurhasnawati², Siti Fatonah³ 

^{1,3} Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Yogyakarta, Indonesia

² Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Sultan Syarif Kasim, Indonesia

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ABSTRAK

Masih banyak guru yang kadang tidak menyadari bahwa kecerdasan emosi, kepercayaan diri memiliki satu kesatuan yang berkaitan dimana jika seseorang telah dapat mengontrol diri memiliki kecerdasan emosi maka siswa akan mampu menempatkan diri didalam semua situasi. Pendekatan verbal dan non verbal digunakan agar dapat memberikan motivasi terhadap diri seseorang seperti pujian, tepuk tangan ucapan. Penelitian ini bertujuan untuk menganalisis bagaimana pendekatan verbal dan non-verbal dalam mengendalikan emosi sehingga dapat mejadikan peserta didik memiliki kepercayaan diri individu. Pada penelitian ini metode penelitan ini menggunakan metode deskriptif kualitatif dengan pengumpulan data yakni observasi, wawancara, dokumentasi serta terjun secara langsung untuk terlibat dalam mencari informasi yang diperlukan. Subjek penelitian ini adalah siswa sekolah dasar. Teknik analisis data yang digunakan oleh penulis pada penelitian ini dengan melalui empat sub proses, yakni pengumpulan data, reduksi data, display data dan verifikasi data. Adapun hasil yang peneliti dapatkan yakni dengan pendekatan verbal dan non-verbal dapat mengendalikan emosi peserta didik dan memiliki kepercayaan diri, seperti tanggung jawab atas diri sendiri, percaya diri, dan mampu menerima kritik dan saran dari orang lain.

ABSTRACT

There are still many teachers who sometimes don't realize that emotional intelligence and self-confidence have a related unity where if someone has been able to control himself and have emotional intelligence, students will be able to place themselves in all situations. Verbal and non-verbal approaches are used to be able to motivate someone such as praise, and applause. This study aims to analyze how verbal and non-verbal approaches are in controlling emotions so that they can make students have individual self-confidence. In this study, this research method used a qualitative descriptive method with data collection, namely observation, interviews, documentation and directly involved in finding the necessary information. The subjects of this study were elementary school students. The data analysis technique used by the authors in this study is through four sub-processes, namely data collection, data reduction, data display and data verification. The results that the researchers got were that with verbal and non-verbal approaches they could control students' emotions and have self-confidence, such as self-responsibility, self-confidence, and ability to accept criticism and suggestions from others.

1. INTRODUCTION

Each student has their own advantages; there are students who have high intelligence, but low learning achievement. But there are students who have low intelligence, but high learning achievement. That is why intelligence is not the only factor that determines someone's success. According to previous studies, intellectual intelligence contributes only 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence (Rohmah, 2018; Sa'diyah, 2013; Umam et al., 2021). Emotional intelligence (EQ) is a group of mental abilities that help a person recognize and understand his own feelings and that of others, which leads to the ability to regulate his feelings. (Daud, 2012; Sarnoto & Romli, 2019; Syaparuddin & Elihami, 2020).

Corresponding author

*E-mail addresses: veni123@gmail.com (Veni Veronica Siregar)

Emotional intelligence is very important for students to have, because with emotional intelligence students can manage their own emotions and feelings and those of others (Nugroho, 2018; Rokhana & Sutrisno, 2016; Wardani & Ratnadi, 2017). Emotional intelligence needs to be developed in students, because it is not uncommon to find students who are so brilliant in their academic achievements, but cannot manage their emotions, such as irritability, and arrogant (Oemar & Fani, 2018; Tambak et al., 2020; Widyawati et al., 2014). Students who find it difficult to manage their own emotions, it is certain that they will not be able to respect the feelings of others, are not able to have good relationships with others, lack tenacity and lack wisdom (Parauga, 2014; Rusmiani & Widanaputra, 2017; LDN Sari et al., 2018).

Self-confidence is one of the factors that need to be developed if the child wants to interact with the social environment because high self-confidence will increasingly make the child successful in undergoing a process of interaction (Hendriana et al., 2018; LA Sari, 2013; Takaria & Rumahlatu, 2016). Self-confidence can be defined as the ability to express and move motivation and all the resources needed and bring it into action by what must be completed, or according to the demands of the task (Diniyah et al., 2018; Kaskens et al., 2020; Pangma et al., 2009). Having high self-confidence is also very beneficial for a child's personality. The existence of high self-confidence will make individuals feel optimistic, and from this feeling of optimism will have a big influence on the development of the life they live (Delina et al., 2018; Hendriana et al., 2018).

Basically, not all children have high self-confidence to express what they want. This is experienced by many students, emotional intelligence must be owned by individuals from an early age because emotional intelligence is very influential in their every future life, for example if emotional intelligence has been possessed from an early age then students will be very prepared to face the life they will go through (DFN Aini, 2018; Kaskens et al., 2020; Tresnawati & Mustafa, 2016). In this case it can be said that students who do not have confidence in themselves will find it difficult to develop. But there are still many teachers who sometimes don't realize that emotional intelligence, self-confidence has a related unit where if someone has been able to control himself and have emotional intelligence, students will be able to place themselves in all situations (Agarwal et al., 2020; Amilin, 2016; Laborde et al., 2014). The teacher should not only focus on students who are active during the learning process but the teacher remains focused on participants who are less active. If students are given encouragement during learning, students feel that they are accepted in the environment so that self-confidence will arise (Novantri et al., 2020; Webb, 2009).

The author made initial observations in the classroom during the online learning process, where in this case students still lacked confidence in expressing their opinions as seen when the author interacted with students. Of the initial 29 students, only 3 participated fully in the learning process. This happened because there was still a lack of confidence, fear and lack of motivation. Individuals who are unable to maximize emotional intelligence will have difficulty following lessons and motivating themselves to focus and be active in learning (Daud, 2012; Nurfitriyanti, 2017). Another problem that was also experienced by students was a lack of confidence when presenting presentation results and answering questions from teachers or classmates, being embarrassed to ask questions, and doubting their abilities. Based on the explanation above, the value of student learning outcomes is strongly influenced by emotional intelligence and individual self-confidence. Individuals who are unable to control their emotions, empathize, cooperate and are embarrassed to deal with other people, and lack confidence in their abilities greatly affect the learning process, because intelligence is a factor that influences learning outcomes (Kamal & Ghani, 2014; Sharma et al., 2019; Zampetakis et al., 2009).

Previous research found the application of Positive Reinforcement to improve the Self-Confidence of Early Childhood students SPS Walisongo Tanggamus as for the results obtained teachers give praise such as sip, good then thumbs up, applause so that it triggers someone to have self-confidence (W. Sari et al., 2021). Different from the previous study, the previous study used a Positive Reinforcement approach, while this study used a Verbal non-Verbal Reinforcement approach, while the equation is to increase self-confidence. This study aims to analyze how verbal and non-verbal approaches in controlling emotions so that students can have individual self-confidence.

2. METHOD

This research was conducted by using a type of field research using a qualitative approach (albi & Johan, 2018; Sugiyono, 2015). This research is also called field research because, in the research process conducted by the researcher, that immediately went into the field, which means that the author went straight into the field so that he was directly involved with the local community. Field research was carried out with the aim that the author could know with certainty what phenomena and facts happened in the field. In this study, the object of this research was the reinforcement carried out by educators in humanizing human beings who were here as students, then from a non-verbal approach can it form the

character of confident students. The author also seeks research material by observing and interviewing the teacher who was involved as a homeroom teacher by applying a verbal and non-verbal approach.

Observation included the activity of focusing attention on an object by using all the senses. Researchers do with the approach of teachers in online learning. Interviews were also very necessary because the author can find clearer information related to the approach taken by educators to increase students' self-confidence in teaching. An interview was a conversation directed at a specific issue. This was an oral question-and-answer process, there were two or more people physically or non-physically. There were two parties with different positions in the interview process. Where the First party serves as the questioner, while the second party serves as the informant. Furthermore, researchers also collected reference sources from various references to analyze verbal and non-verbal problems in humanistic which aim to foster students' self-confidence. The data analysis technique used by the authors in this study was through four sub-processes, namely data collection, data reduction, data display and data verification. The interview instrument is shown in [Table 1](#).

Table 1. Interview instruments

No	Questions
1.	Do you feel comfortable learning?
2.	What do teachers usually do in learning?
3.	Are you often given gifts in the form of words or objects?
4.	Do you often answer the questions the teacher asks?
5.	Do you prefer group or individual learning?
6.	Does the teacher like giving praise?
7.	Do you often do not submit assignments?

3. RESULT AND DISCUSSION

Result

Based on the findings that the researchers got, there were results where there was a very good effect when learning was carried out by applying verbal and nonverbal approaches. There was the self-confidence of students to appear to provide opinions, input, and suggestions on the learning process and students who were initially not confident to give opinions but have the confidence to give opinions. When carrying out group discussions in learning in which there were several groups of students, all students dare to provide additional answers and input on the results of the discussions being carried out. In this case, the verbal approach in the form of words, like very good, is very good for making individuals have self-confidence in themselves. With the self-confidence they have, they were able to control their emotions towards themselves. There was no feeling of deep regret if they were wrong in carrying out the task with a sense of enthusiasm to continue to correct mistakes. Students had a high sense of motivation in completing tasks given by the teacher.

The courage to offer themselves in terms of being a discussion guide is a form of self-confidence, where individuals had confidence and were brave in taking responsibility in a discussion, in this case, educators tried to provide a sense of security with applause to all participants in the learning process, therefore their courage to took responsibility with an approach that in a verbal and non-verbal way has a positive impact on students where it can be seen that with words and attitudes that encourage individuals, positive results will be obtained. There was the motivation that arises within the individual; this can be seen from the students who have started to be active in responding to questions from the presenter, in this case, speeches in the form of praise and applause provide their motivation for individuals who feel that they have the same place as the others. Learning activities are accompanied by verbal and nonverbal approaches, for example when learning there is a verbal approach that occurs, for example, greeting students one by one, giving motivational sentences, listening to their experiences before starting learning with a communication approach that is in line with producing students who are active and courageous in learning later. A sense of acceptance of criticism and suggestions is willing to accept flaws well.

Discussion

The position has an important meaning in education. This importance stems from the teacher's duties and responsibilities which are quite heavy to educate their students. Such a framework of thinking requires a teacher to equip himself with the expected skills. It helps in carrying out their duties in educational interactions. One of the skills in question is the skill of a teacher in reinforcing to increase the learning motivation of his students(Djuanda, 2019; Zurqoni et al., 2018). In accordance with the basic meaning of the word "strong", reinforcement implies adding strength to something that is considered not

so strong (Chadwick & Day, 1971; Wheatley et al., 2009). The meaning is addressed to individual behavior that needs to be strengthened. "Strengthened" means to be stabilized, alternating appearances, not appearing and disappearing, not appearing once, many of which are drowning. In the educational process that is oriented towards changing behavior, the main goal to be achieved in the learning process is the occurrence of good behavior, behavior that is received as often as possible in accordance with the usefulness of its appearance (Nurrita, 2018; Priatna, 2018). Reinforcement is a response to a positive behavior that increases the likelihood of the behavior recurring.

Teacher responses in the form of words of praise, support and recognition can be used to reinforce student performance (Mulyani et al., 2020; Usman et al., 2018). Students who have received reinforcement will feel proud and motivated to improve their learning achievement again. Verbal reinforcement can be expressed in two forms, namely through words and through sentences. Reinforcement in the form of words can be: true, good, right, very good, yes, awesome, agree, or smart. Non-verbal reinforcement means a reinforcement given by educators through sign language expressions using body language. Non-verbal reinforcement can be done by using movements that approach students, this reinforcement can also be applied by educators by giving in the form of activities and learning assignments that inspire (H. Aini et al., 2018; Dini, 2021). Previous research said reinforcement in the form of expressions/mimic and body movements (gestures) for example sweet and proud facial expressions, smiles, eye rolls, head nods, thumbs up and applause (Agustina et al., 2020). Other research states that rewards in the form of food prizes, applause, and expressions that can motivate students are to the theory previously stated (Rizkita & Saputra, 2020).

The implications of this study provided an overview of verbal and non-verbal reinforcement approaches to emotional control to increase elementary school students' self-confidence. This research will be very useful, especially for educators in applying reinforcement to students in class. This research has limitations in the scope of research which is still limited. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to verbal and non-verbal reinforcement.

4. CONCLUSION

The results of the study showed that emotional intelligence is very influential on individual self-confidence. In controlling emotional intelligence, it is necessary that there were approaches that were carried out, namely verbal and non-verbal approaches; with this approach the individual feels that she/he has a place in his environment. It was indicated by the motivation that arises in the individual as seen from the learners who have started to be active in providing responses to questions to the presenters in the classroom, in other words, able to increase student confidence in the classroom.

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