

## SYSTEMATIC LITERATURE REVIEW TEACHERS' TEACHING SKILLS IN PROVIDING REINFORCEMENT TO INCREASE EARLY CHILDHOOD LEARNING MOTIVATION

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### ABSTRAK

A teacher in the teaching and learning process and interacting with students must have basic teaching skills. The basic teaching skills that teachers have are very useful in the learning process so that it can run well. There are 8 basic teaching skills that must be mastered by teachers, one of these skills is the skill of providing reinforcement. Teachers' skills in providing reinforcement have an important urgency to increase students' learning motivation. This study aims to review the literature review related to teacher skills in providing reinforcement to increase early childhood learning motivation. The research method uses the SLR (Systematic Literature Review) method with a qualitative approach. Data collection was obtained by documenting 7 articles related to similar research topics obtained from the google scholar database. The results showed that the skills in giving reinforcement given by teachers to children during the teaching and learning process had a substantial influence on students' learning motivation. The increased motivation of students who have been built by the teacher will aim to improve the quality of learning that runs effectively and meaningfully.

**Keywords:** *Skills, Reinforcement, and Learning Motivation.*

### INTRODUCTION

Education has a central position in nation building and is a measure of a country's progress. Every country around the world competes with each other to create a quality education system to produce competent and competitive human resources. The better the quality of a country's education, the better its human resources. Although, the Indonesian government has tried to invest various assistance and improvements in an effort to help improve the quality of education, the rapid development of technology and science in the world is a new challenge for the Indonesian government to prepare human resources that have quality and qualified skills. In addition to focusing on improving infrastructure and access to schools, the government can also provide competent education personnel. The quality of teachers in Indonesia is an important priority in efforts to improve the quality of the education system.

Teachers are the foundation and hope of the world of education. A teacher must be able to perform his duties as someone who provides knowledge he has directly, carries out an effective learning process, creates positive, constructive and meaningful bonds with students, and interacts with students in terms of delivering material, guiding, and helping students to gain knowledge in the process of developing themselves according to their potential. Regarding this, in a teaching and learning activity the teacher must have teaching skills. Teaching skills have a meaning, namely as a skill related to all aspects of the teacher's ability which is certainly related to various teacher tasks in the form of skills in order to provide stimulation and motivation to students to carry out learning activities. The teacher's teaching skills function to guide, direct, build students in learning in order to achieve educational goals that have been determined in an integrated manner, (Wahyulestari 2018). These teaching skills such as in terms of realizing an encouraging learning atmosphere, creating a variety or variety of interesting learning, and presenting reinforcement as a form of support to motivate children in learning activities.

The basic teaching skills that teachers have are very useful in the learning process so that it can run well. Teaching skills are an asset for a teacher to carry out his teaching duties professionally in the classroom (Kamtini et al., 2020). Moreover, a teacher must have the ability to master skills in various teaching styles and be able to carry out various roles (Suminah et al., 2016). The basic teaching skills are such as in terms of creating an encouraging learning atmosphere, creating a variety or variety of interesting learning, and presenting reinforcement as a form of support to motivate children in learning activities. There are 8 basic teaching skills that must be mastered by teachers including opening and closing skills, questioning skills, reinforcement skills, material presentation skills, classroom management skills, variety skills, group discussion skills and small group or individual teaching skills (Juandi et al., 2017).

One of the skills that teachers need to master is the skill of giving reinforcement. Reinforcement skills as a form of teacher behavior in responding positively to a specific student behavior that allows the behavior to reappear. In addition, when a teacher conveys reinforcement to students' behavior, it can allow students to get their own learning meaning for themselves. Teachers have an important position in the motivation of students, so teachers should implement verbal and nonverbal reinforcement. The verbal reinforcement can be given by the teacher in the form of praise, advice, and encouragement. Meanwhile, nonverbal reinforcement can be given by the teacher in the form of thumbs up, smiles, exciting activities, and giving a unique form of value on the results of the child's task or performance. Verbal and nonverbal reinforcement can be given at the same time so that the reinforcement given can be more meaningful and effective, but still must pay attention to the characteristics of the child, the way the teacher provides reinforcement, and the child's need for the reinforcement given.

Furthermore, every process of teaching and learning activities that occurs, really requires student learning motivation. Student learning motivation is needed because if the student does not have learning motivation in himself, it will not be possible to accept and carry out learning activities. High student learning motivation will generate a good desire to learn as well, so that this can help achieve the desired learning objectives and the learning process that occurs becomes more meaningful and quality. Regarding this, one of the roles of the teacher is as a motivator, the teacher must strive to encourage students to be enthusiastic and active in learning. Efforts or efforts that teachers can make to provide learning motivation to students are that teachers can analyze the things that are behind the emergence of student learning motivation, and motivation can be effective if carried out by paying attention to the needs of their students.

Early childhood based on the growth and development period of children is a group of children who are in the process of growth and development. physical (fine motor coordination and gross motor), intelligence (thinking power. creative power, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior and religion), language and communication specifically in accordance with the level of growth and development that the child is going through. Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimulus to help development, growth both physically and spiritually so that children have readiness to enter further education. Mutmainah, F (2016). Education in children must be carried out from an early age in various aspects of development. This is inseparable from the role of parents and teachers as motivators who can provide motivation for children to be able to have an interest or desire to learn various things.

The current reality is that teachers are still lacking and experiencing difficulties or obstacles in providing various basic teaching skills, one of which is the skill of providing reinforcement so that it has an impact on the sustainability of their students' characters in participating in learning, one of which is low learning motivation. Student learning motivation has a very important urgency for the achievement of the goals of the learning process. Therefore, it is important for teachers at various grade levels, especially early grade levels, to use their basic teaching skills, one of which is the skill of providing reinforcement so that children's learning motivation can increase through efforts to use these skills. In line with the purpose of providing reinforcement skills to children is to increase their learning motivation, foster confidence, and enthusiasm in learning.

Researchers are interested in conducting research on basic teaching skills, namely skills in providing reinforcement as the main approach. In addition, this study aims to identify early childhood learning motivation and provide recommendations to improve educators' skills and quality of learning. It is hoped that this research can also contribute to the development of early childhood education, especially in improving the quality of teachers through basic teaching skills at the early childhood classroom level within the scope of non-formal education.

Departing from the background of the problem, that increasing learning motivation in early childhood through the efforts of teacher teaching skills is not easy, so research is needed related to this, therefore the researcher wants to conduct a study entitled "Teacher Teaching Skills in Providing Reinforcement to Increase Early Childhood Learning Motivation".

## RESEARCH METHODS

This research was designed using the concept of literature, namely the Systematic Literature Review (SLR) method. According to (Triandini et al., 2019) Systematic Literature Review is a term used to refer to a certain research methodology or research and development carried out to collect and evaluate research related to a particular topic focus. Research with this systematic literature review method is carried out for various purposes, including identifying, reviewing, evaluating, and interpreting all available research with the topic area of phenomena of interest, with certain relevant research questions.

The Systematic Literature Review (SLR) method is a research method through library activities to find research sources by collecting literature from several journals to help find related searches. Research using this method is a method that is arranged systematically, accurately, and reproducibly to recognize, evaluate, and synthesize the works and research results that have been carried out by other researchers. This SLR method aims to recognize, review, and evaluate the results of related research that has been done before.

The Systematic Literature Review method is carried out through five stages, namely: (1) describe the research discussion, (2) describe and search for articles that are in accordance with the proposed research title, (3) conduct inclusion or grouping and consideration by filtering the articles that have been collected, (4) present and process data, (5) describe the findings in the article and end with drawing conclusions. (Nurfadilah et al., 2022).

Research with this method is descriptive analysis by describing the data obtained in an organized manner. This research uses a systematic literature review method to find out the results of previous research related to Teacher Teaching Skills in Providing Reinforcement to Increase Early Childhood Learning Motivation. Therefore, this study collects journal articles related to the main problem and then reviews them to strengthen the literature to be reviewed.

The process and strategy to prevent children from dropping out of school has been carried out systematically in Indonesia. However, when it comes to the strategy for children returning to school still have difficulties, as well as several obstacles and dilemmas to requires the right strategy. The purpose of this study is to examined the strategies of eradicating out-of-school children and the best practices of alternative schools to provide inclusive and free education Qualitative methods were chosen in the research process, primary data collection was carried out through in-depth interviews and focus group discussions (FGD) with 28 informants, includes policy makers, principals, teachers and students. The data was analyzed using thematic analysis ( Rosmilawati, 2024 ).

Transformative learning is learning that can change students' perspectives in meaning life experience. This transformative learning lead students to have critical awareness in seeing, understanding, or make sense of life experiences or realities what is seen or felt. Transformative learning or transformative learning developed during this time focusing on efforts to resolve internal conflicts within oneself individual to achieve harmony, because the self is a central and integral part of totality of personality ( Mustaqin, 2023 ).

## RESULTS AND DISCUSSION

### Result

Based on the results of several studies that have been shown previously, it shows that teacher teaching skills have a good impact on student learning motivation in a closely related manner. So in this case, student learning motivation can be increased through improving teacher teaching skills. The process of learning activities that occur, teachers should master teaching skills in order to be able to manage the learning process well and increase student learning motivation. The teaching skills that must be mastered by teachers include opening and closing skills, explaining skills, questioning skills, reinforcement skills, small group discussion skills, class management skills, variety skills, individual and small group skills. Therefore, besides having to master the field of study, the skills possessed by the teacher are also a support for success in the teaching and learning process, (Usman Moonti, 2020).

**Table 1.**  
**Research results of Teachers' Teaching Skills Providing Reinforcement Skills to Increase Early Childhood Learning Motivation**

No.	Title, Research and Years of Research	Research Result
1.	Improving Student Motivation Through Teacher Teaching Skills  (Wenny Irawaty Sitorus and Janah Sojanah 2018).	The results show that teachers' teaching skills have a good impact on students' learning motivation fragmentarily. So in this case, student learning motivation can be increased through improving teacher teaching skills. The process of learning activities that occur, teachers should master teaching skills in order to be able to manage the learning process well and increase student learning motivation. In addition to teachers, schools also help to try to optimize teacher teaching skills so that student learning motivation in participating in teaching and learning activities also increases.  Meanwhile, teaching skills that must be mastered by teachers include opening and closing skills, lesson explanation skills, questioning skills, reinforcement skills, variety skills, small group discussion skills, individual skills, and skills in managing the class. While the indicators of student learning motivation consist of, the existence of enthusiasm and desire to be able, encouragement and needs in learning, hopes and ideals to be achieved in the future, appreciation in learning, interesting activities in learning, and a conducive atmosphere in the learning process.
2.	Reinforcement and Teacher Teaching Creativity as Determinants of Student Learning Motivation.  (Ade Nurcahya, and Hady Siti Hadijah 2020).	The results of the study state that the provision of reinforcement (reinforcement) and teacher teaching creativity affect student learning motivation both partially and simultaneously. This can happen because teachers who always provide reinforcement and are creative in teaching will create student learning motivation that will increase. The skills to provide reinforcement provided by the teacher are already owned according to the capacity of each teacher, however, it is better if the teacher is able to direct all aspects of his abilities or skills in line with the importance of the teacher's role as someone who supports and supports the learning process so that learning objectives can be achieved. The creativity of the teacher in giving lessons and making teaching materials is one of the supports that can affect student learning motivation.

3.	<p>Description of Teacher Reinforcement on Learning Motivation in Grade V Students at SDN 011 Tarakan.</p> <p>(Mutia Firdaus, Muhammas Yunus, Kadek Dewi Wahyuni Andani 2020).</p>	<p>The results of the research conducted show that teachers at SDN 011 Tarakan have implemented their basic teaching skills in providing reinforcement, such as:</p> <p>a. Verbal reinforcement</p> <p>When learning is taking place the teacher gives words or sentences of praise for the behavior that has been done, such as saying the words: "smart" and "great".</p> <p>b. Touch reinforcement</p> <p>The teacher touches the students such as patting the students' shoulders and shaking hands with the students when the students are going out of class during break time.</p> <p>c. Sign Reinforcement</p> <p>Teachers give gifts in the form of objects (stationery) when students get a rank in class. In addition, the teacher gives grades on assignments that have been completed by students.</p> <p>d. Gestural Reinforcement</p> <p>The teacher does not forget to give thumbs up and invite students to clap when students are able to achieve something. The typical applause that the researcher's class has is the "wow great" applause.</p> <p>e. Activity Reinforcement</p> <p>When a student has completed the task given by the teacher, the teacher allows the student to take a break first.</p> <p>f. Approaching Reinforcement</p> <p>The teacher approaches the students when the students are doing group work in class, with the intention that the teacher can check the work done by the students.</p>
4.	<p>The Effect of Reinforcement Skills on the Motivation of Grade XI Students in Basic Accounting Subjects of the Accounting Expertise Program at SMK Negeri 1 Pangkep.</p> <p>(Candini, 2023).</p>	<p>Based on the results of the statistical analysis that has been carried out in this study, the average percentage of the actual score of reinforcement skills is 89.6% which is in the good category and the average percentage of the actual score of learning motivation is 83.9% which is in the good category. Thus, the skill of giving reinforcement has a significant influence on learning motivation. If the skills of giving reinforcement by the teacher are good then the students' learning motivation will also be good, otherwise if the skills of giving reinforcement by the teacher are not good then the students' learning motivation is also not good.</p>
5.	<p>The Relationship Between Teachers' Skills in Providing Reinforcement with Increased Student Motivation.</p> <p>(Fasya Afria Khulpi, Siti Rokmanah and Nana Hendracipta, 2023).</p>	<p>The results showed that student learning motivation can be grown in various ways, one of which is by providing reinforcement, this relates to the forms of encouragement or motivation that can be given to students, including:</p> <p>a. Giving Numbers</p>

		<p>Teachers provide numbers or assessments as a result of students' learning efforts.</p> <p>b. Giving Gifts</p> <p>Teachers give gifts that are tailored to the student's abilities or talents.</p> <p>c. Competition or Rivalry</p> <p>d. Ego-involvement</p> <p>Inviting students to feel personally involved in their tasks, so that they will study hard because it is related to their self-esteem.</p> <p>e. Giving Tests or Repeats</p> <p>f. Notification of Learning Results</p> <p>When students see progress in achieving their learning outcomes, they will be motivated to increase their efforts in following the learning.</p> <p>g. Giving Praise</p> <p>Teachers can give praise or appreciation to students who are successful in completing their assignments correctly and well. Giving this praise is a positive reinforcement carried out by the teacher.</p> <p>h. Giving Punishment</p> <p>Teachers give punishment for student mistakes as a form of evaluation by giving punishment wisely and in accordance with the principles of effective punishment.</p>
6.	<p>The Analysis of Reinforcement Skills to Increase Student Motivation in Learning Activities.</p> <p>(Siti Khoirun Nisak 2020).</p>	<p>The results showed that when teachers provide reinforcement, teachers can provide reinforcement in the form of verbal and nonverbal reinforcement. Verbal reinforcement can be done by the teacher in two forms, namely in the form of words and sentences, while for nonverbal reinforcement can be expressed by the teacher in the form of gesture reinforcement, reinforcement by approaching students, reinforcement by touch, reinforcement with fun activities, reinforcement in the form of symbols or objects.</p> <p>The urgency of the importance of providing reinforcement skills is to increase student learning motivation, it is because by providing reinforcement skills carried out by the teacher can trigger the growth of learning motivation. The motivation that has been built by the teacher will later aim to provoke student concentration in learning.</p> <p>Learners will be active in their learning activities if there is motivation to learn, this motivation is in the form of extrinsic motivation, namely motivation that arises from outside students and intrinsic motivation, namely motivation that comes from within students. Therefore, providing motivation through reinforcement skills carried out by the</p>

		<p>teacher is very important in stimulating the growth of activeness and effectiveness of learning.</p>
<p>7.</p>	<p>Analysis of Teachers' Teaching Skills in Providing Reinforcement to Early Childhood.(Wan Nova Listia, Devina Lumban Tobing, Riska Humaiya Nasution, Yesika Tiaman Sihombing, and Winna Anzelina 2023)</p>	<p>The results of research based on observations that have been made show that the teacher's teaching skills in providing reinforcement carried out by the teacher are good in verbal and non-verbal reinforcement. This can be seen when the teacher has provided reinforcement by using language that is easy for children to understand and not convoluted, besides that the teacher often gives reinforcement to children by giving praise for everything that children have successfully achieved.</p> <p>From the observation results, it can be said that it is good because the teacher provides reinforcement skills through the use of language that is easy for children to understand and is not convoluted. Here the teacher also often gives reinforcement to children by giving praise for what children have achieved successfully, this often happens when children have completed the tasks given by the teacher or children successfully answer questions asked from the teacher. The words that are often spoken by teachers are good, very good, right, smart, one hundred for you, great and so on. In addition, the teacher also provides reinforcement by giving thumbs up and patting the child on the shoulder while saying you are smart, you are great, and by giving symbols such as stars or gifts. The teacher has also been able to conclude or summarize learning activities in the learning carried out, the teacher asks questions related to learning to students to find out whether the children have understood a little more about what has been learned. Based on the reinforcement given by the teacher, children feel happy and excited in participating in every learning activity carried out.</p> <p>From the observation results, it can be said that it is good because the teacher provides reinforcement skills through the use of language that is easy for children to understand and is not convoluted. Here the teacher also often gives reinforcement to children by giving praise for what children have achieved successfully, this often happens when children have completed the tasks given by the teacher or children successfully answer questions asked from the teacher. The words that are often spoken by teachers are good, very good, right, smart, one hundred for you, great and so on. In addition, the teacher also provides reinforcement by giving thumbs up and patting the child on the shoulder while saying you are smart, you are great, and by giving symbols such as stars or gifts. The teacher has also been able to conclude or summarize learning activities in the learning carried out, the teacher asks questions related to learning to students to find out whether the children have understood a little more about what has been learned. Based on the reinforcement given by the teacher, children feel happy and excited in participating in every learning activity carried out.</p>

## Discussion

The teacher has a role as a motivator. The role of the teacher as a motivator is very important in order to increase the enthusiasm and development of learning activities for students. This is related to student learning motivation. Student learning motivation has the meaning of internal and external encouragement in students who are learning to make changes in behavior, which are generally related to several indicators of learning motivation that support (Uno, 2017). Motivation is also a drive or will that can enable someone to do something to achieve a certain goal. Motivation comes from the word motive which means "drive" or stimulation or "driving force" that exists within a person. Motivation is one of the most important things in the learning process. Learners who have high motivation will certainly be enthusiastic about learning and take learning seriously. The nature of learning motivation is an internal and external drive in students who are learning to make changes in behavior. in general with several indicators or elements that support. This certainly makes learning motivation have a big role in the success of a child in learning. Learning motivation can also be said to be the overall driving force within students that can generate, ensure continuity and provide direction for learning activities. In learning activities, motivation is very necessary, because someone who does not have motivation in learning, will not be able to carry out learning activities.

The motivation of students to learn can be in the form of extrinsic motivation, namely motivation that arises from outside students and also intrinsic motivation, namely motivation that comes from within students. There are several things related to the forms of encouragement or motivation that can be given to students, including:

a. Giving Numbers

The form of encouragement or motivation in the form of giving numbers is that the teacher gives numbers or assessments as a result of students' learning efforts.

b. Giving Gifts

This form of encouragement or motivation in the form of giving gifts is that the teacher gives gifts that are tailored to the abilities or talents of the student. It doesn't have to give gifts in large quantities, but gifts can continue to be adjusted to the abilities or talents of the child.

c. Competition or Rivalry

A form of encouragement or motivation with a situation where students or groups try to achieve certain goals to be superior to others. This encouragement certainly occurs because of rewards such as prizes, praise, recognition and so on.

d. Ego-involment

The form of encouragement or motivation in the form of ego-involment here is to invite students to feel personal involvement in their tasks, so that they will study hard because it is related to their self-esteem.

e. Giving Exams or Repeats

A form of encouragement or motivation through an assessment method used to measure the level of understanding, knowledge, or skills of individuals on certain material. The results of giving exams or tests can later be used to provide feedback to individuals and to assess their learning progress.

f. Notification of Learning Results

A form of encouragement or motivation in the form of providing learning results is when students see progress in achieving their learning outcomes, they will be motivated to increase their efforts in participating in learning.

g. Giving Praise

The form of encouragement or motivation in the form of giving praise is that the teacher can give praise or appreciation to students who are successful in completing their assignments correctly and well. Giving this praise is a positive reinforcement carried out by the teacher.



#### h. Giving Punishment

The form of encouragement or motivation in the form of giving punishment is when the teacher gives punishment for student mistakes as a form of evaluation, by giving punishment wisely and in accordance with the principles of effective punishment.

Early childhood learning motivation can be improved through several factors. One of them is the teacher's skill in providing reinforcement to children so that children have a sense of being re-motivated in learning. Teacher skills in providing reinforcement are not a simple thing to do, especially if the teacher does not have a good understanding of the meaning of providing this reinforcement skill. Teachers also need to understand the character of early childhood in providing reinforcement skills. As we know, that the character of each student is different, and our job as teachers must be able to harmonize the characters that exist in students with the needs that will be given to them.

Reinforcement skills carried out by teachers have an understanding that this reinforcement skill is any form of response that is verbal or nonverbal, which is part of a variety of teacher behavior towards children's behavior. This reinforcement skill has a purpose in it, which is to provide input or feedback for students on their actions as an act of encouragement or improvement (Hidayat Sholeh, 2017).

The reinforcement skills that the teacher wants to provide consist of two types, namely positive reinforcement and negative reinforcement. Basically, the two reinforcements are given both have the same purpose and intend to strengthen behavior. Positive reinforcement when added can strengthen behavior, and negative reinforcement when removed will also strengthen behavior in the case of negative reinforcement is to avoid an unsatisfactory behavior. Teachers in providing reinforcement have principles, namely the need for warmth and enthusiasm, avoiding negative reinforcement, reinforcement given variably, meaningful reinforcement for students, and reinforcement must be given immediately. The principles in providing reinforcement must be used as a rule or basis for the teacher to be in accordance with the purpose of giving this reinforcement, namely to attract and maintain students' attention to continue to participate and stimulate students to try harder to always be positive and increase students' confidence to self-regulate in learning (Rasto, 2015).

Giving reinforcement has a component in it which consists of verbal reinforcement (words and sentences of praise) and non-verbal (gestural, touch, movement towards students, activities, and symbols or signs). The indicators of this reinforcement are as follows:

- 1) Verbal reinforcement, which is a form of reinforcement in the form of praise and encouragement spoken by the teacher in response to student behavior.
- 2) Gesture reinforcement, which is a form of reinforcement that is closely related to verbal reinforcement. This form of gesture reinforcement is in the form of remarks or comments given by the teacher which can be done with a bright expression and a smile, nodding, thumbs up, applause and so on.
- 3) Proximity reinforcement, which is a form of reinforcement that involves an activity or task so that students can choose it or enjoy it as a reward for a previous job or performance. When teachers choose reinforcement activities, they should choose those that are relevant to the learning objectives that students need.
- 4) Contact reinforcement, which is a form of reinforcement in the form of teacher attention to students. This form of attention shows that the teacher is interested which is done physically, namely by the way the teacher approaches the student, then this can be said to be near reinforcement.
- 5) Activity reinforcement, which is a form of reinforcement that occurs when the teacher physically touches the student, the reinforcement is given for example by patting the shoulder, shaking hands, rubbing the head, raising the student's hand, from all forms of activity reinforcement given as a form of appreciation of the appearance, behavior, and work of students

- 6) Token reinforcement is a form of reinforcement using various kinds of symbols as a reward for a performance of behavior or work addressed to students, (Nurchahya and Hadijah, 2020) There are several things that must be considered when a teacher gives reinforcement to children, namely:
- 1) Avoid negative comments, meaning that if learners are unable to answer questions, they should not be yelled at or insulted.
  - 2) Warmth, meaning that in giving reinforcement it must be shown in serious movements, expressions, voices and nods.
  - 3) Seriousness, meaning that giving reinforcement is carried out seriously and not idly.
  - 4) Meaningful, meaning that if the teacher asks and the students answer, then the teacher must answer like good, right.
  - 5) There needs to be variety, meaning that reinforcement must be given in a variety of ways such as nods, smiles, touches, good, hand gestures.

The role of the teacher is to provide reinforcement to students to obtain results by instructing, guiding, and listening to students when the learning journey becomes increasingly difficult and enthusiasm decreases, the teacher is there to show students the way out (Kompri, 2015). The skill of providing reinforcement has urgency in it. The urgency of the importance of providing reinforcement skills is to increase student learning motivation, this is because through the provision of reinforcement skills carried out by the teacher can trigger the growth of learning motivation. The learning motivation that has been built by the teacher will later aim to provoke student concentration in learning. Students who concentrate in learning will also help the quality of the learning process that occurs to increase. In addition to triggering students' concentration in learning, learning motivation can also help students be active in learning. Therefore, providing motivation through reinforcement skills carried out by teachers is very important in stimulating the growth of activeness and effectiveness of learning.

## CONCLUSIONS

The process of learning activities that occur between teachers and students, a teacher in teaching, is required to have basic teaching skills. The basic teaching skills that teachers have are very beneficial in the learning process so that it can run well. The basic teaching skills that teachers can implement are such as in terms of creating an encouraging learning atmosphere, creating a variety or variety of interesting learning, and presenting reinforcement as a form of support to motivate children in learning activities. There are 8 basic teaching skills that must be mastered by teachers, one of which is the skill of providing reinforcement to students. Reinforcement skills as a form of response that is verbal or nonverbal, which is part of a variety of teacher behavior towards children's behavior, which can allow children's behavior to reappear.

Every teaching and learning process that occurs, really needs student learning motivation. Learning motivation is anything that can motivate students or individuals to learn is referred to as learning motivation. Without learning motivation, a student will not learn and consequently will not achieve learning success. Learning success or failure is determined by the level of motivation, and learning without motivation is difficult to achieve. Student learning motivation is also needed because if the student does not have learning motivation in himself, it will not be possible to accept and carry out learning activities. High student learning motivation will arouse their desire to learn so that this can help achieve the desired learning objectives and the learning process that occurs becomes more meaningful and quality. Regarding this, one of the roles of the teacher is as a motivator, the teacher must strive to encourage students to be enthusiastic and active in learning.

Increasing students' learning motivation can be provided by teachers by improving their skills in teaching. One of them is the skill of giving reinforcement. Skills in giving reinforcement given by teachers to children during the teaching and learning process have a substantial influence on student learning motivation. The statement is evidenced by if the reinforcement given by the teacher is good, the better the students' learning motivation will increase in a better direction as well. On the other hand, if the reinforcement given by the teacher is not good, then the motivation of students to learn will also be bad and will not increase in a better direction. Thus, the urgency of reinforcement skills by teachers has an important position in terms of increasing student learning motivation. Through increasing student learning motivation, it will have an impact on the students themselves, namely achieving the learning goals that students want to achieve and on the learning process, the learning process becomes more meaningful and quality.

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