

IMPROVING MATHEMATICS LEARNING OUTCOMES USING REWARD STICKERS IN ELEMENTARY SCHOOLS

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ABSTRACT

This study aims to improve the mathematics learning outcomes of SD N 1 Wonoboyo fourth-grade students in the 2024/2025 Academic Year by implementing reward stickers. The subjects of this study were 20 fourth-grade students of SD N 1 Wonoboyo. This study used the Classroom Action Research (CAR) method with a cycle design that includes the planning, implementation, observation, and reflection stages. The data collection technique was observation and testing. The results of observations in the pre-cycle showed that only 45% of students achieved the Minimum Completion Criteria (KKM). In cycle 1, with the implementation of reward stickers, the classical completion rate increased to 65% but did not meet the target. In cycle 2, a more optimal implementation succeeded in increasing classical completion to 85%. The results of this study indicate that reward stickers can improve students' mathematics learning outcomes.

Keywords: learning outcomes, reward stickers, mathematics, elementary school

INTRODUCTION

Education is a process of effort to gain knowledge in the learning process to shape individuals into better people. Everyone has the right to education to have a bright future. Education that can support development for the future is education that can develop students' potential. According to Law Number 20 of 2003, learning is a planned effort process. It aims to create a learning atmosphere and educational methods so that students can develop their abilities to have spiritual values, which can control themselves, morals, reason, and skills that will be useful for themselves, society, nation, and state. Educators give subjects to students from elementary school (SD) to high school (SMA) in the learning process. One of the subjects that is often considered difficult by students is Mathematics. This subject covers various topics that require a deep understanding of concepts and relevance to everyday life around students. At SD N 1 Wonoboyo, many students still experience obstacles in understanding mathematics material, which leads to low mathematics learning outcomes.

The development of students' potential or abilities is highly dependent on education. As a result, students in Indonesia are required to study mathematics as part of the school curriculum. Mathematics is a universal science that allows students to think logically, analytically, systematically, critically, creatively, and collaborate. It also plays a vital role in various fields and helps advance human thought (Kasri, 2018; Puspallita et al., 2022). The development of students' potential or abilities is highly dependent on education. As a result, students in Indonesia are required to study mathematics as part of the school curriculum. Mathematics is a universal science that allows students to think logically, analytically, systematically, critically, creatively, and collaborate. It also plays a vital role in various fields and helps advance human thought.

One of the subjects that has a vital role in the world of education in dealing with problems in everyday life is mathematics. The application of mathematics is closely related to everyday life because it has many functions, including comparing pocket money, calculating the weight of objects, and various other disputes that play a role in overcoming conflicts between humans. (Tampubolon et al., 2019) Not all problems are systematic, but mathematics is essential in answering everyday issues. This is proven by the subject being given to all levels starting from Elementary School (SD) to provide provisions for students to think logically, analytically, systematically, critically, and creatively, as well as the ability to work together.

Based on the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006, the objectives of mathematics learning at the Elementary School level in detail are as follows: 1) Understanding mathematical concepts, explaining the relationship between concepts and applying concepts or logarithms flexibly, accurately, efficiently, and precisely in solving problems; 2) Using reasoning on patterns and properties, performing mathematical manipulations in making generalizations, compiling evidence or explaining mathematical ideas and statements.; 3) Problem-solving includes understanding problems, designing mathematical models, solving models, and interpreting the solutions obtained.; 4) Communicating ideas, symbols, tables, diagrams, or other media to clarify situations or problems.; 5) Having an attitude of appreciating the usefulness of mathematics in life, namely having curiosity, attention, and interest in studying mathematics, as well as a persistent and confident attitude in solving problems.

To realize the objectives of learning mathematics, learning outcomes significantly affect the achievement of the goals of learning mathematics. Learning outcomes are success achieved and the abilities obtained by students after going through the learning process, both in terms of cognitive, affective, and psychomotor, which can be obtained through tests given to students after going through the learning process manifested in the form of numbers. (Pratiwi et al., 2024). Improvement in learning outcomes can be measured using the grades given to students after students have completed the learning process and completed tests in the form of questions. Student learning outcomes are achievements achieved academically through exams and assignments, as well as activeness in asking and answering questions that support the acquisition of learning outcomes. (Somayana, 2020) Based on the results of the previous test evaluation, each student is expected to show an increase in value on the next test. Students' rise in value can be seen from a learning motivation that grows in the learning process so that they can achieve the desired value.

However, in practice, many students have difficulty understanding mathematical concepts, which impacts their low learning outcomes. The location of the difficulty in learning mathematics that students experience is regarding the facts, ideas, skills, and principles used by students and the mistakes made by students in solving problems (Kesulitan Belajar Matematika Ditinjau dari Peserta Didik Ilham Raharjo & Fita Asri Untari, 2021) This can be caused by a lack of motivation, less interesting learning methods, and minimal appreciation for students' efforts.

The problem of low mathematics learning outcomes also occurs in grade IV students of SD N 1 Wonobojo. The results of observations made by the author on the learning process in grade IV show that many students are still less enthusiastic about learning mathematics. This can be seen from their low active participation in class and less significant learning outcomes. They tend to be passive, not actively asking questions and lack confidence in working on problems. In addition, the learning evaluation results show that many students still get scores below the Minimum Completion Criteria (KKM). This lack of motivation can hinder understanding concepts and achieving optimal learning outcomes.

One way to improve students' motivation and learning outcomes is to implement fun learning strategies and reward their efforts. In this case, rewarding students as a form

of appreciation for their achievement can be an effective solution. This is in line with the opinion. (Sawitri et al., 2023) To support good learning outcomes, a teacher must create a creative learning environment to encourage students to get the desired learning outcomes. One way for students to be enthusiastic in learning to improve learning outcomes to be high is by giving rewards. Not only that, low learning outcomes are also caused by other factors, such as the lack of teacher attention to provide rewards for the efforts achieved by their students.

The word reward comes from English, meaning surprise, gift, reply, reward, etc. Reward can be used as an educational medium to motivate and encourage students in the learning process and become a high attraction. Teachers must believe that the reward is not only a wage or income given to students for their actions. Where providing the reward must be based on the abilities of the students. With the reward, they will be able to appreciate what others always do and behave well. (Marliza et al., 2023). Rewards are one of the tools in education. So, it can be said that rewards are also a tool to educate children to feel happy because their actions and activities are rewarded. Giving rewards aims to foster a spirit of learning so that students can be interested and not feel bored when studying, an internal condition that causes and shows certain behaviors. (Sawitri et al., 2023).

Students will be motivated in learning activities if the teacher rewards them when answering questions. Rewards motivate students to want to get prizes or praise. Interesting learning and learning methods also make students focus on learning in class or outside the classroom. (Pinem, 2024).

Rewards can be given in various forms, one of which is through tangible objects. Elementary school children will feel happy when they receive a gift as an appreciation for their good deeds. One reward that is in the form of tangible objects is stickers. Reward stickers are a simple form of appreciation given to students who show effort and achievement in learning. With reward stickers, students will be more motivated to study seriously, more confident in working on questions, and more enthusiastic about participating in learning. In addition, giving this reward is also expected to build a more positive and enjoyable learning atmosphere in the classroom.

Supporting research related to learning outcomes and student sticker rewards includes Research conducted by Utami et al. (2024) titled "Improving Student Learning

Outcomes Through Reward Stickers and Quizizz Media." The study shows that learning by implementing reward stickers and Quizizz media can improve student interest and learning outcomes.

Further research by (Khoiroh et al., 2021) titled "The Effect of Using Pictured Sticker Rewards on Students' Poetry Reading Ability in Elementary Schools." The study results indicate an effect of using pictured sticker rewards on students' poetry reading ability in grade II of Tambak Menjangan 1 Elementary School, Lamongan. This is based on the results of the paired sample t-test; the significant value of 0.000 is smaller than the critical value of 0.05 ($0.000 < 0.05$), so the hypothesis (H_1) is accepted.

Further research (Roswati & Budiarti, 2022) entitled "Efforts to Improve Discipline Through the Use of Reward Sticker Pictures at Paudqu Darul Ibtida." The results of the study showed that the use of reward sticker pictures in group B at Paudqu Darul Ibtida was proven to improve children's discipline through five indicators that were developed: being present on time, storing shoes on the shoe rack, throwing trash in its place; tidying up play equipment; and Washing hands after activities.

Thus, referring to the background above, several studies point to the similarity of the problem variables. So, the researcher will conduct classroom action research on "Efforts to Improve Mathematics Learning Outcomes Using Reward Stickers for Grade IV Students of SD N 1 Wonoboyo in the 2024/2025 Academic Year."

LITERATURE REVIEW

According to Cranton, learning objectives describe the process or results that include knowledge and skills expected to be achieved by students based on the essential competencies that have been determined. (Faujiah & Nurafni, 2022). Meanwhile, according to Meger, learning objectives describe students' abilities that reflect the expected performance they have not previously mastered. (Amanda & Albina, 2024). Based on these opinions, it can be concluded that learning objectives contain knowledge and skills expected to be possessed by students after participating in learning activities. The achievement of learning objectives can be seen from the learning outcomes achieved by students. Learning outcomes are students' cognitive, affective, and psychomotor achievements after participating in the learning process, with the results displayed in the form of numbers. According to Benjamin S. Bloom (Amir, 2022), the cognitive abilities

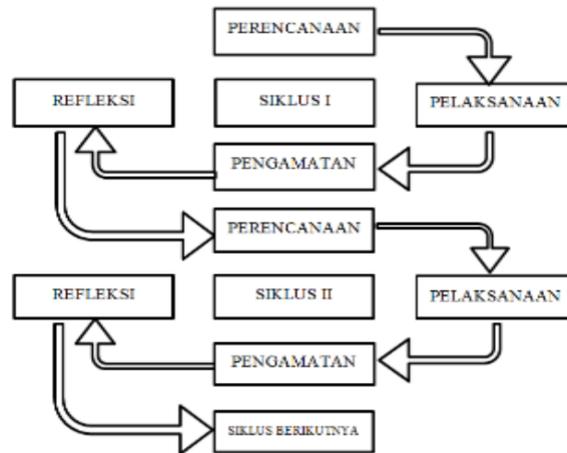
of students are categorized into six levels, namely 1) knowledge, 2) understanding, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. According to Dalyono (Habibah et al., 2023), internal and external factors influence student learning outcomes. Internal factors include aspects that come from within the student, while external factors include aspects that come from outside the student or the surrounding environment.

Rewards are awards given to individuals who have shown specific achievements. One of the goals of rewards is to increase concentration and participation and motivate students. Several conditions need to be considered when giving rewards, according to Ngalim Purwanto. (Pusakasari, 2024), namely 1) Teachers need to understand the characteristics of students before giving pedagogical rewards; 2) Rewards do not cause jealousy or envy among students; 3) Rewards are given wisely so that rewards do not lose their meaning as educational tools; 4) Rewards are given when students have shown their achievements so that before this happens, the teacher should not inform them about the reward; 5) Rewards must be given carefully so that students do not consider rewards as wages for the efforts they have made. Rewards are categorized into three types (Sazidah, 2023): numbers or values, prizes, and praise. One of the rewards that can be given to students is a reward sticker. According to Prastiwi (Susanti et al., 2022), a reward sticker is appropriate for developing elementary school children who tend to be interested in things with pictures such as stars, smiles, and children's photos. Using stickers as rewards in learning activities can help motivate students to achieve better results than their friends. Based on this, sticker rewards can be applied to learning. One is in mathematics subjects that are structured, systematic, and involve abstract ideas and concepts to improve student learning outcomes.

METHODOLOGY

This type of research is called Classroom Action Research (CAR). Students act as researchers and parties who act. This research aims to improve students' mathematics learning outcomes by offering alternative learning through reward stickers. Four essential components in CAR include planning, implementation or implementation, observation or observation, and reflection. The four components are implemented into three stages: planning Classroom Action, implementation and observation of classroom

action research, and reflection of classroom action research activities. The design of activities in the study can be described as follows.



Source: Kemmis and Mc Taggart's Spiral Action Research Model (Novakhta et al., 2023)

The picture of the classroom action research model proposed by Kemmis and Mc Taggart shows that the research is carried out cyclically and consists of 3 stages. The three stages in the PTK form a cycle with sequential activities that will return to the original steps. In PTK research, researchers do not focus on learning input or output but rather on the learning process in the classroom. PTK has benefits for students, teachers, and school institutions. The benefits for students are that when they experience difficulties in the learning process, they can be immediately identified, and solutions can be sought so that they can understand the material more easily. The benefits for teachers are that they can improve their learning process, professional performance, and abilities. For school institutions, the benefits obtained are that schools will be able to grow rapidly.

Quantitative data analysis was conducted using student observation sheets. A student learning outcome test instrument was used to determine the completeness of student learning outcomes, which was obtained using the evaluation results given by the teacher. The test results were then processed into a percentage using the formula according to (Satriani, 2007) As follows.

$$\text{Average Value Presentation} = \frac{\text{Score}}{\text{maximal score}} \times 100\%$$

The observation results in scores obtained by all students are categorized in the table below according to Aprilia Syafitri et al. (.).

Table 1. Observation Result Score Category

Interval Score (%)	Category
81-100	Very good
61-80	good
41-60	Enough
21-40	low
<21	lowest

According to Purwanto (Aprilia Syafitri et al., 2023), individual absorption capacity is as follows.

$$NP = \frac{R}{Sm} \times 100$$

Noted:

NP = The percentage value sought or expected

R = Raw scores obtained by students

SM = The ideal maximum score of the test in question

100 = Fixed numbers

The completeness of the learning outcomes of class IV students at SD N 1 Wonoboyo in mathematics can be formulated as follows. (Satriani, 2007).

$$\text{Classical Learning Completion} = \frac{\text{student graudated amount}}{\text{student all amount}} \times 100\%$$

The indicator of success in this study is the achievement of the Minimum Completion Criteria (KKM), which is set at 75 in mathematics. This study will be successful if 75% of students achieve the KKM.

RESULT AND DISCUSSION

Based on the implementation of actions during two cycles carried out in four meetings, the Mathematics learning outcomes of grade IV students have increased. The increase can be seen through the application of reward stickers in the mathematics

learning process at SD N 1 Wonoboyo in the 2024/2025 academic year.

Pre Cycle

This research activity began with pre-cycle activities to obtain information about learning in SD N 1 Wonoboyo. The researchers observed the implementation of learning and analyzed the mathematics learning outcomes of grade IV SD N 1 Wonoboyo. The observation results showed that in learning mathematics for grade IV, educators had never used reward sticker media. Educators usually use rewards in the form of direct appreciation when students are active in mathematics learning activities. Data from pre-cycle activities can be seen in the following table.

Table 2. Mathematics Learning Outcomes of Grade IV Students Pre-Cycle

No	Indicator	score
1.	Number of Students	20
2.	Students Who Complete Learning	9
3.	Students Who Have Not Completed Their Studies	11
4.	Classical Completion Percentage	45%
5.	Percentage of Classical Incompleteness	55%
6.	Average score	74

The table shows that only 45% of students, 9 out of 20 students, have completed the course. The average student score is 74, while the KKM score set at SD N 1 Wonoboyo in mathematics lessons is 75. Thus, action is necessary to improve student learning outcomes.

Cycle 1

In implementing cycle 1, the researcher applied mathematics learning using reward stickers on data presentation materials. Cycle 1 was carried out in 2 meetings. The researcher created teaching devices in the planning stage, including teaching modules, teaching materials, teaching media, student worksheets, and evaluation sheets. The initial learning activity began with prayer, attendance, apperception, or student motivation. The core activity started with a trigger question and showed learning videos and PowerPoint. Furthermore, students were divided into several groups to work on LKPD and present them. Students actively involved during the learning process were given rewards in the form of pictured stickers to increase students' enthusiasm for learning and student learning outcomes. The observations in cycle 1 showed that many students still had not demonstrated enthusiasm for learning. There were still many students who

looked passive during learning. The use of reward stickers to improve student learning outcomes has proven to be quite effective in improving the mathematics learning outcomes of grade IV students of SD N 1 Wonoboyo; the test results can be seen in the following table.

Table 3. Mathematics Learning Outcomes of Grade IV Students in Cycle I

No	Indicator	Score
1.	Number of Students	20
2.	Students Who Complete Learning	13
3.	Students Who Have Not Completed Their Studies	7
4.	Classical Completion Percentage	65%
5.	Percentage of Classical Incompleteness	35%
6.	Average score	77

The table shows that the classical completion rate has reached 65% but is not the expected completion percentage. Therefore, it must be continued in cycle two because the success criteria for this study are 75%. Students achieve KKM. Seven students still have not completed this mathematics lesson.

Cycle 2

In the implementation of cycle 2, the researcher applied mathematics learning using reward stickers on data presentation materials, the same as in cycle 1. Cycle 2 was carried out in 2 meetings. In the planning stage, the researcher and collaborators discussed overcoming the problems in the previous cycle. The researchers created teaching devices, including teaching modules, teaching materials, teaching media, student worksheets, and evaluation sheets. For learning activities, they refer to the teaching modules that have been prepared from preliminary, core to closing activities. In learning activities in cycle 2, students are much more active than in learning in the previous cycle. Students who were passive in the last cycle have shown an increase in enthusiasm and learning outcomes in this cycle. This is because using reward stickers in mathematics learning is enjoyable and engaging, making it easy for students to understand the material. The results of observations in cycle 2 look better than the previous cycle; the test results can be seen in the following table.

Table 4. Mathematics Learning Outcomes of Grade IV Students in Cycle 2

No	Indicator	Score
1.	Number of Students	20
2.	Students Who Complete Learning	17
3.	Students Who Have Not Completed Their Studies	3
4.	Classical Completion Percentage	85%
5.	Percentage of Classical Incompleteness	15%
6.	Average score	81

Based on the data in the table, it can be seen that the application of reward stickers in learning activities can improve students' mathematics learning outcomes. Classical completeness was 85%, with 17 students declaring complete while three did not complete. The average of the total score of all students was 81. At the reflection stage, the researcher analyzed and compared cycles 1 and 2 to determine whether the increase in mathematics learning outcomes of class IV SD N 1 Wonoboyo was to the criteria for the success of the actions that had been resolved. The comparison of the percentage of completeness increased from cycle one by 65% and cycle two by 85%. This increase has achieved the success indicator in the research conducted. Based on the results, this action research was stopped in cycle 2. The test results can be seen in the following table.

Table 5. Results of Assessment of Mathematics Learning Outcomes of Grade IV Students

No	Indicator	Pra-cycle	Cycle 1	Cycle 2
1.	Class Average	74	77	81
2.	Students Who Complete Learning	9	13	17
3.	Students Who Have Not Completed Their Studies	11	7	3
4.	Classical Completion Percentage	45%	65%	85%
5.	Percentage of Classical Incompleteness	55%	35%	15%

Based on the table above, reward stickers in learning have been proven to significantly improve mathematics learning outcomes for grade IV students at SD N 1 Wonoboyo, with a success criterion of 85%. This shows an increase compared to cycle I. An increasing average class value shows that using reward sticker media in grade IV mathematics lessons is effective.

DISCUSSION

The implementation of mathematics learning for grade IV of SD N 1 Wonobojo using reward stickers has been attempted to create effective and enjoyable learning so that it can improve the mathematics learning outcomes of grade IV students. Rewards are one of the tools in education. So, it can be said that rewards are also a tool to educate children to feel happy because their actions and activities are rewarded. Giving rewards aims to foster a spirit of learning so that students can be interested and not feel bored when studying, an internal condition that causes and shows certain behaviors. (Sawitri et al., 2023). Students will be motivated in learning activities if the teacher rewards them when they can answer questions given by the teacher. Rewards make them motivated to want to get prizes or praise. As well as engaging learning methods that make students focus on learning in class or outside the classroom. (Pinem, 2024).

One form of reward in the form of a real object is a sticker. Reward stickers are a simple form of appreciation given to students who show effort and achievement in learning. With reward stickers, students will be more motivated to study seriously, more confident in working on questions, and more enthusiastic about participating in learning. In addition, the provision of this reward is also expected to build a more positive and enjoyable learning atmosphere in the classroom.

CONCLUSION

This study shows that the reward sticker method in mathematics learning in grade IV of SD N 1 Wonobojo can significantly improve students' mathematics learning outcomes. Reward stickers positively impact students' motivation, participation, and enthusiasm for learning. In cycle 1, although there was an increase in learning outcomes, the results had not reached the expected target of 75%. However, in cycle 2, learning outcomes increased to 85%, showing that the reward sticker method effectively supports achieving mathematics learning objectives.

Reward stickers, as a form of appreciation for students' efforts and achievements, directly impact students' attitudes and behavior. With this award, students feel appreciated, encouraging them to be more enthusiastic and confident in participating in learning. This study proves that fun learning, such as giving reward stickers, can increase students' motivation to be more active in learning mathematics, improve academic achievement, and create a more enjoyable learning atmosphere. Therefore, the

application of reward stickers in the learning process is a strategy that can be applied to improve student learning outcomes, especially in mathematics subjects.

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