



Applying Non-Verbal Reinforcement in Increasing Students' Confidence in Economic Subjects

Yopi Nisa Febianti^{1*}, Gianti Nawangsari² 

^{1,2}Economic Education, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

*Corresponding author: taniabekker@yahoo.com

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya rasa percaya diri siswa terhadap diri sendiri dan lingkungan, khususnya dalam kegiatan belajar mengajar di kelas. Penelitian ini bertujuan untuk mendeskripsikan tingkat kepercayaan diri siswa pada mata pelajaran ekonomi dengan memberikan penguatan non verbal dan efektivitas penguatan non verbal dalam meningkatkan rasa percaya diri siswa pada saat kegiatan belajar mengajar mata pelajaran ekonomi. Dengan tingkat rasa percaya diri yang tinggi, siswa dapat mengalami kegiatan belajar mengajar di kelas dengan rasa senang yang berdampak pada peningkatan pemahaman materi-materi ekonomi. Metode penelitian yang digunakan dalam penelitian ini adalah eksperimen semu. Populasi dalam penelitian ini berjumlah 146 siswa, dan sampelnya berjumlah 36 siswa. Pengumpulan data dalam penelitian ini menggunakan tes dan observasi. Tes dalam penelitian ini digunakan untuk mengukur rasa percaya diri siswa. Data dianalisis dengan statistik deskriptif persentase dan uji-t menggunakan SPSS. Hasil penelitian menunjukkan bahwa efektivitas penerapan penguatan non-verbal dalam meningkatkan rasa percaya diri siswa mengalami peningkatan setelah dilakukan penguatan non-verbal. Sebelum diberikan penguatan nonverbal, siswa berada pada kategori kurang percaya diri ketika mempelajari ilmu ekonomi di kelas. Sedangkan setelah diberikan penguatan non verbal, siswa mengalami peningkatan rasa percaya diri saat mempelajari materi-materi ekonomi di kelas. Terdapat perbedaan yang signifikan rasa percaya diri siswa setelah diberikan penguatan nonverbal dibandingkan sebelum diberikan penguatan nonverbal.

Kata Kunci: Non-Verbal, Penguatan, Percaya Diri, Ekonomi.

Abstract

This study was motivated by students' low self-confidence in themselves and the environment, especially in teaching and learning activities in the classroom. This research aims to describe the level of student self-confidence in economics subjects by providing non-verbal reinforcement and the effectiveness of non-verbal reinforcement in increasing students' self-confidence during teaching and learning activities in economics subjects. With a high level of self-confidence, students can experience teaching and learning activities in class in a fun way which has an impact on increasing understanding of economic material. The research method used in this research is quasi-experimental. The population in this study was 146 students, and the sample was 36 students. Data collection in this research used tests and observations. The test in this study was used to measure students' self-confidence. Data were analyzed with descriptive statistics, percentages and t tests using SPSS. The research results showed that the effectiveness of implementing non-verbal reinforcement in increasing students' self-confidence increased after implementing non-verbal reinforcement. Before being given nonverbal reinforcement, students were in the less confident category when studying economics in class. Meanwhile, after being given non-verbal reinforcement, students experienced an increase in self-confidence when studying economics material in class. There is a significant difference in students' self-confidence after being given nonverbal reinforcement compared to before being given nonverbal reinforcement.

Keywords: Non-Verbal, Reinforcement, Confidence, Economics.

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1. INTRODUCTION

Teachers have the duty to educate and teach students. In carrying out his teaching duties, a teacher must not only master the material, but also have the basic skills on how to teach it (Fitria & Suminah, 2020; Lavasani & Khandan, 2020). As an educator, a teacher must be able to apply his teaching knowledge well, such as basic teaching knowledge to ensure that students are interested, happy and motivated in their learning. Reinforcement is a response to a stimulus carried out (behavior in the learning process) by students which will

most likely result in the repetition of that behavior, especially if it has a positive reinforcing impact. Quality reinforcement will produce a good response also in children. According to previous research, the quality of the reinforcement will be seen in the immediacy of the time in which the reinforcement is given, the meaningfulness which includes the method of delivering the reinforcement, as well as the variety of reinforcement categories in the strengthening action (Al Halik et al., 2019; Maulidia et al., 2020). Reinforcement is an important factor that determines student success in learning. Reinforcement carried out by teachers includes verbal and non-verbal reinforcement. According to previous research, it was said that verbal reinforcement can motivate students to study harder, so that they get good grades and not low ones. This reinforcement is given to respond to student behavior. Meanwhile, with non-verbal reinforcement, students feel appreciated and will create enthusiasm in students to be active like other friends, students will feel more cared for and enthusiastic about gaining knowledge (Rohani et al, 2019; Intan Rahmaniar et al., 2023). In this research, the reinforcement that will be used is non-verbal reinforcement.

Nonverbal reinforcement can be used as a method of supporting teachers in the task of explaining concepts or theories that are difficult for students to understand. Nonverbal reinforcement in the learning process may seem like an easy thing to do, this can be difficult if the teachers involved do not fully understand the importance of nonverbal reinforcement. When the teacher provides the right reinforcement, it will indirectly motivate and encourage students' enthusiasm for learning in that subject. In the end, the teacher can also play a role as a motivator in the teaching and learning process, monitoring and implementing didactic and methodological skills related to the situation and condition of students. Nonverbal reinforcement, namely strengthening gestures, strengthening approaches, strengthening touch, strengthening with fun activities, strengthening in the form of objects/symbols, and if students give inaccurate answers, the teacher should not blame the students (Demol et al., 2020; Nandari, 2019) Nonverbal communication includes how a person expresses words, such as changes in tone and volume that affect interactions such as clothing, jewelry, and furniture. Signs and features that express those features that emphasize the nature and power of nonverbal communication to convey the effect of meaning (Murniati & Arifin, 2019; Alimuddin & Wairata; 2021). Based on Gredler (2011), proper reinforcement is when the teacher always provides positive reinforcement, has a program that directs children to a series of behaviors that are close to the expected behavior of the learning objectives themselves (Ade & Hadijah, 2019; Deosari & Appulembang, 2022).

Nonverbal cues help in conveying awareness messages of nonverbal communication which is very important, not only for our survival, but also for understanding the needs, feelings, emotions and thoughts of others. The application of nonverbal reinforcement by the teacher to students during class learning indirectly has an impact on abilities and motivates students to increase self-confidence during the learning process in class. Nonverbal reinforcement is divided into 6 parts, namely: 1) Gesture Reinforcement; 2) Strengthening Proximity; 3) Contact Strengthening; 4) Activity Strengthening; 5) Strengthening Tokens; and 6) Incomplete/partial reinforcement (Harapan & Ahmad, 2016; Ibrahim et al., 2022).

This research was conducted by looking at students' lack of confidence when learning took place due to the impact of online learning during the Covid-19 pandemic (Al-Kumaim et al., 2021; Bartolic et al., 2022; R. S. Putri et al., 2020). The large number of students who lack confidence when expressing opinions, asking questions about the material that has been presented, and embarrassed to answer when the teacher asks, makes this an encouragement for researchers when carrying out the Introduction to Schooling Field 2 activities to provide encouragement and action aimed at providing information or feedback for students on his deeds. Therefore, the authors provide reinforcement that can increase student attention and motivation. High student attention to the material which will be reflected when the

assessment is held. The increased value illustrates the student's learning achievement also increases, when student learning outcomes increase (Amtu et al., 2020; Hendrawijaya, 2022). Self-confidence is the ability to convince oneself in the ability to develop positive judgments both for oneself and the surrounding environment. The lack of self-confidence of students when learning in class affects the way students learn and interact. Confidence is built on a circular relationship (cooperation) between the child and the teacher. When teachers show confidence in a child, it can help the child develop greater self-confidence. Self-confidence is an active and effective act of inner value and self-esteem. With this, nonverbal reinforcement is given to students in class so that they can increase self-confidence when learning activities take place. Forms of reinforcement are generally divided into 2, namely verbal reinforcement and nonverbal reinforcement. Verbal reinforcement is conveying messages using words (language) (Olivantina et al., 2018; Nisa, & Jannah, 2021; Rohmat, & Lestari, 2019).

Non-verbal reinforcement is very important to encourage students' activeness, enthusiasm, and learning motivation when carrying out learning activities in class (Febianti, 2018; Cahyani et al., 2019). In increasing students' self-confidence, the authors try to use non-verbal reinforcement as a method of increasing the self-confidence of students who are still less motivated during learning activities in class. Nonverbal reinforcement is suitable for students at the age of teenagers who are growing up. This research was conducted in order to form active interactions during class learning, and to increase students' self-confidence in various matters related to learning during class, to motivate them to be more courageous in speaking in front of their peers, to be brave when they want to ask questions, and to always appreciate the little things that have been done by themselves and their peers. Through non-verbal reinforcement provided by the teacher, students will feel valued, become motivated, and enthusiastic in participating in ongoing subjects. This study aims to apply non-verbal reinforcement during economics lessons in class, because there are still many students who lack confidence when given a problem stimulus in economics lessons. A reinforcement is basically a response to a behavior that can increase the likelihood of repeating the behaviour (Aini et al., 2019; D. A. Putri & Ningsih, 2021).

To improve the active learning process of students and classroom management, basic skills must be mastered by the teacher as a guide that can be used in the learning process. In addition to the basic skills that must be mastered, an approach is also needed by the teacher as an effort to approach his students, especially during teaching and learning activities in class. The approach is the same as the basic skills, which serve as a guide in the preparation of teaching methods to be used, as a reference for the implementation of the teaching and learning process and benchmarks for evaluating the teaching process that has been carried out (Asmawati et al., 2020; Setyaningsih & Suchyadi, 2021). Research using nonverbal reinforcement is usually carried out on kindergarten, elementary, and special school students. However, in this case the author tries to apply nonverbal reinforcement to high school students with the aim of being an approach between students and teachers, so that they are more confident in carrying out teaching and learning activities and creating an active and innovative learning atmosphere after online learning has been carried out for quite a long time due to the Covid-19 pandemic.

2. METHODS

This type of research in this study used a quasi-experimental or quasi-experimental. Quasi Experiments are experiments that have treatments, measures of impact measurement, and experimental units but do not use random placement (Gopalan et al., 2020; Sutono & Pamungkas, 2021). The research design used in this research is a one group pre-test and post-test design. The research design of the one group pre-test and post-test design was measured

using the pre-test which was carried out before being given treatment and the post-test which was carried out after being given treatment for each learning series using the design of one group pre-test and post-test. This research was conducted at SMA Negeri 3 Kuningan with a population of 146 class XI IPS students. This research uses a purposive sampling technique, namely a sampling technique based on individual or researcher considerations. The number of samples in this study was 36 students, namely class XI IPS 1 students. The data collection instruments in this research used test and observation techniques. The test technique in this research uses oral tests on students to measure students' self-confidence by being given case study questions. Observations are carried out to measure and record events in the field to achieve observation objectives. Before the self-test questions and questionnaires were used for research, the researcher first carried out a validity and reliability test of the research instrument in class XI IPS 2 SMA Negeri 3 Kuningan, totaling 33 students. This is used to obtain valid and reliable test questions. This research uses an experimental design which is a development of an experimental design which is actually difficult to implement. This is because this research design uses an experimental group and a control group, where the conditions of the two classes are in a balanced state or can be said to be the same in terms of achievement. This design has a control group, but it cannot fully function to control external variables that influence the implementation of the experiment. The data analysis method used is univariate analysis and paired sample t-test.

3. RESULTS AND DISCUSSION

Result

The results of the description of the self-confidence of class XI IPS 1 SMA Negeri 3 Kuningan students before being given non-verbal reinforcement in economics subjects can be seen in [Table 1](#).

Table 1. Classification and Percentage of Data Before Giving Non-Verbal Reinforcement in Economics Subjects

Classification	Category	F	%
100	Very confident	0	0
90-99	Self-confident	2	5
80-89	Confident Enough	9	25
70-79	Lack of confidence	15	42
≤ 65	Very Less Confident	10	28
Total		36	100

Based on [Table 1](#), it can be seen that as many as 42% are in the less confident category, 28% are in the very less confident category, 25% are in the moderately confident category, and 5% are in the confident category. The results of the description of the self-confidence of class XI IPS 1 SMA Negeri 3 Kuningan students after being given non-verbal reinforcement in economics subjects in [Table 2](#).

Table 2. Classification and Percentage of Data After Giving Non-Verbal Reinforcement in Economics Subjects

Classification	Category	F	%
100	Very confident	7	20
90-99	Self-confident	10	28
80-89	Confident Enough	18	50

Classification	Category	F	%
70-79	Lack of confidence	1	2
≤ 65	Very Less Confident	0	0
Total		36	100

Based on Table 2, it can be seen that 20% are in the very confident category, 50% are in the moderately confident category, 28% are in the confident category, and 2% are in the less confident category. The results of calculating the average value from the application of non-verbal reinforcement in increasing students' self-confidence in economics subjects in Table 3.

Table 3. Average Value

		Means	N	St. Deviation	St. Error Intent
Couple 1	Preliminary Confidence Test	74.22	36	8.813	1.469
	Self Confidence Post Test	90.17	36	6.889	1.148

Based on the table above, it is known that the amount of data resulting from student self-confidence is as many as 36 students. The average value of student learning outcomes or the average student self-confidence during the pre-test was 74.22, while for the post-test the student's self-confidence was 90.17. Thus, the descriptive statistics can be concluded that there is a difference in the average results of students' self-confidence before applying nonverbal reinforcement and after applying nonverbal reinforcement. Furthermore, to prove whether the difference is significant (real) or not, we need to interpret. Then the results of calculating the significance of the pre-test and post-test data in Table 4.

Table 4. Calculation of Significance of Pre-Test and Post-Test Data

		Paired Sample Test					Q	df	Sig. (2-tails)
		Pair Differences							
		Means	St. Deviation	St. Error Intent	95% Confidence Interval of Difference				
					Lower	On			
Couple 1	Self-Confidence Pre-Test - Post-Self-Confidence Test	-15.94	9.25	1,54	-19.07	-12.82	-10.35	35	0.000

Based on the table above, it is known that the significance value (sig.2-tailed) is 0.000 (value smaller than 0.05). If significance > 0.05, then Ho is accepted. Because of the significance < 0.05 (0.000 < 0.05), then Ho is rejected. When viewed using the t_{table} , the value of the t test results is t_{count} 10.347 and t_{table} 2.028. So it can be seen that $t_{count} > t_{table}$ means that Ha is accepted.

Discussions

Before being given nonverbal reinforcement in economics subjects, the results obtained were 42% in the less confident category, 28% in the very less confident category, 25% in the moderately confident category, and 5% in the confident category. This shows that, in general the self-confidence of SMA Negeri 3 Kuningan students before being given

nonverbal reinforcement is in the less confident category, because it causes mental students who are afraid of being wrong and environmental factors. This is in accordance with research that has been carried out and states that the impact obtained from the teacher's verbal and nonverbal behavior when providing reinforcement is that students feel happy and motivated to learn. This is also confirmed by other research which states that providing reinforcement is one of the teacher's strategies in carrying out learning. Apart from being a facilitator, the teacher must know the actions he is taking so that students have a sense of self-confidence so that an active, creative and innovative student characters will be created (Dafit, 2024; Yunanik, 2019). Giving reinforcement can increase students' self-confidence, especially during teaching and learning activities in class, making students at least have the desire (motivate) to be interested and enthusiastic about participating in class learning, by growing self-confidence, at least students are enthusiastic in participating in class learning. This is in accordance with research that has been carried out and states that, students must have intrinsic and extrinsic learning motivation, because they have a very important position so that the learning objectives that have been set can be achieved, and so that this motivation can encourage students to know the direction of their learning (Amirudin et al., 2021; Emda, 2018; Arianti, 2019). Students who are confident will try to be involved in learning activities. Students who are very confident have an optimistic feeling to achieve something as expected. Conversely, students who lack self-confidence judge themselves as having less ability. Negative judgments about these skills can hinder the efforts that need to be made to achieve the goals to be achieved (Akbari & Sahibzada, 2020; Alam et al., 2021).

These negative opinions and judgments result in students not doing activities to the best of their abilities. Even though they may actually have that ability. This is reinforced by research that has been carried out which states that, someone who does not have self-confidence will have a bad view of himself, his confidence in his abilities will decrease because he is less active in association which will hinder the development of intellectual achievement, this can happen to children's skills and independence. Children are so incapable of doing everything. This is reinforced by research that has been carried out which is in accordance with the opinion of Thantaway (2005) which states that, a person who does not have self-confidence will have a bad view of himself, his self-confidence in his abilities will decrease because he is less active socially, so that he will hinder the development of intellectual achievements. This can happen to the child's skills and independence, so that the child is not able to do everything. Children are so incapable of doing everything. Children do not have the courage to actualize all the abilities they have (Halim, 2019; Haslip & Donaldson, 2021). Student learning motivation can also determine student learning success. This is reinforced by research that has been carried out which is in, students will study seriously if there is no coercion, if students have great motivation then they are expected to achieve high achievement (Pgri et al., 2020; Vu et al., 2022).

In general, the self-confidence of SMA Negeri 3 Kuningan students after being given non-verbal reinforcement is in the very confident category. These results explain that the application of nonverbal reinforcement increases the level of self-confidence of students. The information on the results of the data analysis also explains that the method of applying non-verbal reinforcement can help increase students' self-confidence in economics subjects. Therefore, teachers must apply nonverbal reinforcement methods in teaching and learning activities in the classroom. This is in accordance with research that has been conducted which states that, obtaining the results of applying humanistic non-verbal reinforcement is stated to be able to influence students' self-confidence in learning (Salma Attakhidijah & Muhroji, 2022; Siregar et al., 2021). The application of nonverbal reinforcement given by the teacher to students is able to motivate students to be more confident and dare to appear in front of the class, including with regard to simple things such as answering questions given by the

teacher, and students being assertive, being able to answer without embarrassment and hesitation. This is reinforced by research that has been carried out which states that, giving reinforcement is intentional actions and words by the teacher to develop children's character (Amini & Mariyati, 2021; Sari et al, 2018; Septiana et al., 2020). Other research also states that, another way that can be done is through intrapersonal communication, if interpersonal communication skills are combined with teacher skills to provide reinforcement in teaching and learning activities, it will increase student attention and interest and student involvement in learning, all of which are measurements of learning interest (Car et al., 2023; Harefa et al., 2023). Confidence generally occurs when a person focuses on doing or being involved in certain activities to achieve the desired results. This is reinforced by research that has been conducted which states that, self-confidence is one of the results of positive self-actualization. Confidence allows students to develop their talents, interests and potential in such a way as to enable them to develop into success or what is called achievement (Anggraini & Perdana, 2019; Oktaviani et al., 2021; Siregar et al., 2021).

The amount of data on the results of student self-confidence is as many as 36 students. The average value of student learning outcomes or the average student self-confidence during the pre-test was 74.22, while for the post-test the student's self-confidence was 90.17. There is a difference in the average results of students' self-confidence before applying nonverbal reinforcement and after applying nonverbal reinforcement. In this study, it was also found that there was a significant difference in students' self-confidence after applying nonverbal reinforcement compared to before implementing it. This is in accordance with research that has been conducted which states that, obtaining non-verbal reinforcement results in the form of giving smiles, approaching children, strengthening with touch, doing fun activities and giving signs such as giving thumbs up or giving gifts to students can shape students' self-confidence (Gunaretnam, 2021; Syaripah & Ramadhan, 2022). Non-verbal reinforcement was carried out by researchers in the class that was sampled, namely class XI IPS 1 with a total of 36 students who were calculated using the Slovin formula with an error probability of 5%, then from the results of the sample calculated the results needed as a sample of only 1 class. When learning in class, the researcher applies non-verbal reinforcement, namely in the form of awards to students who can complete assignments properly and in an orderly manner, namely through a value reward system, for students who can do quizzes quickly and accurately, they will be given an A for 10 people. fastest, AB scores for the next 10 people who answer correctly and quickly, and B scores for opponents who answer. In this case the researcher did not give a C grade because it avoided feelings of despair for students who were left behind and saw their peers have completed the quiz first. The application of non-verbal reinforcement carried out with this reward system has succeeded in motivating students to be more enthusiastic, courageous and confident to get good grades than before. This is reinforced by research that has been carried out which states that, it would be nice if the reward was given after students demonstrated their work achievements. If given in advance will do its job in a hurry (Sidin, 2021; Subakti & Prasetya, 2020).

Furthermore, nonverbal reinforcement is divided into 6 parts, this is what researchers implement during class learning, including: strengthening gestures, when in class the researchers always gives applause to students who dare to answer or argue during class learning, besides that the researchers always gives facial expressions according to the situation and state of the class at that time with bright eyes, in his eyes cool and friendly with students or sharp in sight. Then strengthening closeness, researchers approach students to pay attention, and enjoy learning and meet students when learning begins. When in class, he always goes around approaching the student's desk and pays more attention while studying. Then strengthening contact, researchers make contact with students as approval and appreciation for student effort and performance by shaking hands, patting students' shoulders

which is shown as a form of support for students to be able to solve a problem during class learning. Then reinforcement activities, reinforcement is done by doing activities that are fun and liked by students. This is in accordance with research that has been conducted which states that nonverbal reinforcement is divided into 6 parts (Jasrial et al., 2021; Kurniati & Ervina, 2020).

Researchers apply learning while playing by using the Mentimeter application, WordWall and the Cooperative learning method, Teams Game Tournament type and Number Head Together type. Then reinforcing tokens (symbols or objects), researchers always provide notes in the form of written comments when collecting student notebooks, also using media images and teaching aids when learning in class. And finally, incomplete (partial) reinforcement, the purpose of this reinforcement is if students only give partially correct answers, it would be nice not to directly blame students but to provide incomplete reinforcement. For example, when a student only gives a partially correct answer, it is better to state, "Okay, your answer is good, but it still doesn't reach the point being discussed, your answer can still be improved." This lets the student know that the answer is wrong, and he gets encouragement to improve his answer. About how the technique says depends on the context and circumstances of the child's answer.

Basically, nonverbal reinforcement works based on the principles of nonverbal communication. This is reinforced by research that has been carried out which is in accordance with Dale G Leathers' opinion which states that, nonverbal communication determines meaning in interpersonal or interpersonal communication, nonverbal communication is more effective in conveying feelings and emotions, more effective in conveying meaning, the most appropriate means of suggestion, metacommunicative in nature, is carried out very high to achieve quality communication (Oktaviani et al., 2021; Maliha, 2020). Based on Knapp, that there are five nonverbal reinforcement functions, namely repetition, substitution, contradiction, complementation, and accentuation (Fialkoff & Pinchevski, 2024; Gantiano, 2020). The nonverbal reinforcement function is emphasized when verbal communication cannot express something clearly. Feelings and emotions are conveyed more accurately through nonverbal messages than verbal messages, because their meanings and purposes are relatively free from deception, distortion, and confusion. This is reinforced by other research which states that, nonverbal actions can be used to complement verbal messages (Mufidah & Asmawi, 2017; Cahyani et al., 2019).

When students' self-confidence increases, there will be an increase in the quality of human resources, especially in making quality student seeds in the world of education. This is reinforced by other research which states that, confidence is an attitude or belief in an individual's abilities so that in carrying out his actions he is not too worried, feels free to do things according to his wishes and is responsible for his actions, is polite in interacting with others, has a drive for achievement, and can identify strengths and weaknesses lack of self (Mccord, 2022; Muslimin, 2020; Swarupa & Goyal, 2020). When students' self-confidence increases, it is this atmosphere and condition that is expected to be one of the factors that is prioritized by educators in teaching and learning activities, which makes the importance of reinforcement so that it can be carried out by educators as the holder of control over their students in the classroom. This is reinforced by research that has been carried out in accordance with the opinion of Bambaeroo and Shokrpour (2017) which states that, a clear and concrete commitment is needed from an educator, in the field of teaching of course one of the main characteristics of a good teacher is good communication skills in the classroom, and most of the pressure observed in the classroom arises from a lack of appropriate communication in learning (Ambarawati, 2021; Özen & Yıldırım, 2020). This research is different from previous research, in previous research related to nonverbal reinforcement in increasing students' self-confidence it was limited to separate research, whereas in this

research, researchers implemented learning while playing using the Mentimeter application, WordWall and Cooperative learning methods, Teams Game Tournament type and Number Head Together type. Then, to strengthen tokens (symbols or objects), researchers always provide notes in the form of written comments when collecting students' notebooks, and also use drawing media and props during class learning. Based on the findings of this research, it can be said that nonverbal reinforcement can increase students' self-confidence during learning. The limitation of this research is that there are many applications and learning methods used by researchers in providing nonverbal reinforcement, so it cannot be known which applications and dominant learning methods can really increase students' self-confidence when given nonverbal reinforcement. This research can also be considered to explore further research by changing other subjects, changing other variables, and covering a wider research area or by combining it with the latest learning media and learning methods.

4. CONCLUSION

The effectiveness of implementing nonverbal reinforcement in increasing students' self-confidence at SMA Negeri 3 Kuningan experienced a satisfactory increase after being given nonverbal reinforcement. Before being given nonverbal reinforcement, students were in the low self-confidence category. Meanwhile, after being given nonverbal reinforcement, students experienced a high increase in self-confidence when studying in class in economics subjects.

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