

Teacher Appreciation in Educating Students in Telkom Makassar Elementary School

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Abstract: This study aims to describe the application of appreciation by teachers at SD Telkom Makassar and its impact on learners' motivation and development. Appreciation, both verbal and nonverbal, plays an important role in creating a positive learning environment, increasing self-confidence, and motivating learners to try harder. The research used a qualitative approach with a descriptive method. Data were collected through in-depth interviews, direct observation, and documentation of learning activities. The results show that appreciation applied by teachers in the form of verbal praise, symbolic awards such as certificates and certificates, and personal attention is effective in increasing students' motivation. The award program that is carried out regularly provides recognition that strengthens the spirit of healthy competition among learners. Although there are constraints related to time and appropriateness of the form of appreciation, the application of appreciation is proven to strengthen the relationship between teachers and learners and encourage their development holistically.

Keyword : Teacher appreciation, learning motivation, learner development.

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Introduction

Education has a very important role in shaping the character and potential of each individual. In the context of formal education, elementary school is the initial foundation for students to develop intellectual, social and emotional abilities. An effective learning process is not only determined by a structured curriculum, but also by the interactions that exist between teachers and students. Teachers play a central role as facilitators, motivators and role models in supporting student development (Kamila, 2023). This strategic role of teachers influences students' learning success, because apart from providing knowledge, teachers also function as character builders and sources of inspiration for them.

One important aspect of learning interaction is the appreciation given by the teacher to students. Appreciation, both in verbal and nonverbal form, can create a positive learning environment, increase learning motivation, and strengthen students' self-confidence. Previous research shows that positive reinforcement through appreciation has a significant impact on students' learning success, especially in building close

emotional relationships between teachers and students. (Siti Khodijah & Indrayuda, 2023) Thus, appreciation does not only function as a form of recognition on learning outcomes, but also as a tool to build deep emotional bonds between teachers and students.

Appreciation is one of the strategies implemented by teachers at SD Telkom Makassar to support learning. This appreciation practice does not only focus on appreciation for academic results, but also on the process and efforts of students in learning. The form of appreciation given can be in the form of verbal praise, symbolic awards such as certificates, plaques, or even personal attention given by the teacher. With appreciation given consistently and appropriately, students feel appreciated and are more motivated to try harder, both in academic and non-academic matters.

This research aims to describe how teachers at SD Telkom Makassar apply appreciation in educating students and understand its impact on student motivation and development. It is hoped that this research can provide a clearer picture of the role of appreciation in creating a positive learning environment, as well as its impact on increasing student enthusiasm and achievement. It is hoped that the results of this research can provide insight into education at the elementary level to maximize the role of appreciation in supporting students' overall development.

METHOD

This research uses a qualitative approach with descriptive methods to describe in depth how teacher appreciation is applied in educating students at SD Telkom Makassar. Research subjects include class teachers, subject teachers, and students selected based on their relevance to the research focus. Data was collected through three main techniques, namely in-depth interviews to explore the subjects' views and experiences, direct observation of learning activities in the classroom, and documentation that included activity reports or teacher notes. This data collection technique aims to obtain rich and in-depth information regarding teacher appreciation practices.

Data analysis was carried out thematically through stages of data reduction, data presentation, and drawing conclusions in order to identify appreciation patterns applied by teachers. Data validity is maintained through triangulation of methods and sources to ensure research results have a high level of confidence. Through this approach, research is expected to provide a comprehensive understanding of the role of appreciation in supporting learning in elementary schools, especially in creating a positive learning environment and encouraging holistic student development.

Result and Discussion

Discussion

1. Definition of Appreciation

Etymologically, this appreciation comes from another language, namely *Appreciatio*, which means to appreciate. In English, this appreciation is *appreciate* and its meaning is "to realize, understand, appreciate, and also assess". From this, the word *appreciate* can be formed into the word *appreciation*, which means "appreciation,

understanding and appreciation". Meanwhile, in Indonesian, the word appreciation contains a meaning that is parallel to the word *aprecitio* (Latin) and also the word appreciation (English). (Kirana & Al Badri, 2020: 178) Meanwhile, appreciation in terminology is a process of positive assessment or appreciation given by someone to something.

This understanding of appreciation is not only limited to the things mentioned previously. Many definitions have been proposed by experts from various fields, such as art, psychology, education and other fields. Each expert provides a different perspective on what is meant by appreciation, adapting to their scientific discipline. The following are several definitions of appreciation according to experts:

- a. According to Hornby, appreciation is a proper recognition and understanding, consideration, assessment, and statements that provide an assessment.
- b. According to Albert R. Candler Appreciation is an activity of interpreting and being fully aware of a work of art and also being sensitive about aesthetic symptoms so that you can enjoy and evaluate the work properly.
- c. According to the Big Indonesian Dictionary, appreciation is every good assessment, appreciation. For example, a literary work, artistic work, or something else. (Rizqi Hanna Desi Pratiwi, Bahrul Ulum, 2022: 494)

Appreciation in the world of education is one of the main ways to motivate students to achieve optimal learning goals. One form of appreciation that is often used by educators is reward or appreciation. Appreciation through rewards not only functions as a form of recognition of students' achievements, but also as a tool that can increase their motivation and enthusiasm for learning. The term reward comes from English which means reward, reward, or reward, which has a positive impact on the recipient. In the educational context, rewards are a form of appreciation that play an important role in encouraging students to be more active and achieve in the learning process. (Jaya dan Wanda, 2022: 723)

Rewards given by teachers as a form of appreciation can vary, depending on the achievements or efforts shown by students. This form of reward can be in the form of goods, such as learning support tools (bags, pencils, books, etc.), or it can also be in the form of social recognition, such as praise or other formal awards. For example, a teacher can give rewards to students who show learning progress ahead of school exams, as a form of appreciation for the students' efforts and achievements. This kind of award aims to encourage students to be more active and motivated in achieving their learning goals. (Mubarokah, 2022: 123)

Appreciation of students' efforts and achievements in education has a very important role, both from a religious perspective and state regulations. In Islamic

teachings, respect for knowledge and those who seek it is highly emphasized. As stated in Surah Al-Mujjadi verse 11

بِأَيِّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

"Allah will elevate those who believe among you and those who are given knowledge by several degrees." This verse teaches that science has a high position, so it is important for a teacher to give appreciation and appreciation to students who try to improve their knowledge. In the context of education in Indonesia, this is in line with Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, which states that:

"Teachers are professional educators with the main task of educating, teaching, guiding and giving appreciation to students." (Nasional, 2005)

This appreciation aims to develop students' potential to the maximum, both in academic and character aspects, thereby creating a more conducive learning environment and encouraging students to continue to develop.

2. Forms of Teacher Appreciation

The forms of appreciation that teachers can give to students vary and can be adjusted to the achievements or efforts made by the students. This appreciation aims to provide motivation and appreciation to students for their efforts, achievements and development. The following are several forms of appreciation that can be done by teachers:

a. Verbal Praise

Verbal praise is a simple but very effective form of appreciation in motivating students. By giving praise for the achievements or efforts that students have made, teachers can increase their self-confidence and motivation to learn. For example, the teacher could say, "Good job, you have studied hard!" or "I'm proud of your efforts!"

b. Symbolic Awards

Symbolic Awards can be in the form of certificates, plaques, or other awards that are officially recognized by the school. It is usually awarded to students who achieve certain academic achievements, demonstrate significant improvement, or contribute to extracurricular activities. These awards not only increase feelings of appreciation but also serve as publicly visible recognition.

c. Personal Attention

Teachers show appreciation for students' efforts, even though the results achieved are not optimal, by providing constructive encouragement. For example, a teacher could say, "I'm proud of your efforts," or "Even though the results weren't what you expected, I saw your hard work and that means a lot." With

words like these, teachers not only appreciate students' efforts, but also provide motivation to keep trying and not give up. This helps students feel valued and more motivated to continue learning, even when facing challenges. This kind of attention also strengthens the relationship between teachers and students, creates a positive atmosphere, and gives students confidence to continue to develop.

3. The Impact of Appreciation on Students

Appreciation for students has a significant impact, both in learning in the classroom and outside the classroom, such as the awards students receive after participating in competitions. When teachers give appreciation to students' efforts and achievements, both in the classroom and outside the classroom, this can increase their motivation to continue to excel. For example, praise for learning results in class will encourage students to study harder, while awards received after participating in competitions can give them greater self-confidence. This appreciation not only motivates students to achieve better results, but also helps them feel appreciated and recognized for their efforts, both in academic and non-academic aspects. Apart from that, the awards received after the competition strengthen the relationship between students and teachers, creating a sense of pride and enthusiasm to compete even better in the future. Overall, the appreciation given by teachers, both in class and in competition activities, plays an important role in improving the quality of learning and shaping the positive character of students.

4. Obstacles and Solutions in Implementing Appreciation

The application of appreciation to students can face various obstacles, such as an imbalance in giving awards, limited resources, and difficulties in adapting forms of appreciation to students' needs. These obstacles can make students feel underappreciated or lose motivation. Apart from that, children who are accustomed to receiving excessive praise can tend to be hungry for praise, which actually reduces the meaning of the award itself. To overcome this, teachers need to provide appreciation fairly and consistently, and adapt the form of appreciation to the students' character and preferences. Praise should be given according to portion, not excessive, and more aimed at recognizing the efforts and progress that has been achieved, so that it remains meaningful and motivating. In addition, it is important to create a supportive atmosphere both inside and outside the classroom, as well as involving parents to strengthen the impact of appreciation. In

this way, the appreciation given can be more effective in increasing students' motivation, self-confidence and achievement.

Result

Makassar shows that the implementation of appreciation in this school has had a significant positive impact on student motivation and development. Teachers reveal that they often give appreciation in various forms, both verbal and nonverbal, to encourage students to continue learning and achieving. One form of appreciation that is often used is verbal praise accompanied by body movements such as thumbs up and smiles. This has been proven to increase students' self-confidence and motivate them to continue trying.

Symbolic awards, such as trophies, plaques and certificates, are given to students who excel, both in academics and extracurricular activities. Teachers also provide assessments in the form of stamps or stars on students' books as a form of appreciation for their efforts and achievements. This recognition of accomplishments and efforts creates a deep sense of pride. This not only increases students' enthusiasm for learning, but also gives them a sense of appreciation.

One of the student programs at SD Telkom Makassar is the announcement of the winners every week after the flag ceremony. Students who win are announced in front of all students to receive trophies, certificates or certificates. This program aims to reward students' achievements and show that their efforts are appreciated by the entire school community. Apart from increasing a sense of pride, this program also encourages other students to excel, because they can see firsthand the awards received by their friends. Some students who were initially not interested in taking part in the competition, after seeing their friends get awards, became more motivated to participate and compete.

Several obstacles were found in implementing appreciation, especially related to the situation and timing of giving appreciation. Some teachers realize that sometimes appreciation is given at the wrong time or does not match students' expectations, which can affect its positive impact. To overcome this, teachers need to be more sensitive to students' conditions and situations when giving appreciation. This is important so that the appreciation given is truly in line with students' needs and can increase their motivation to the maximum.

Achievements that are captured and appreciated through this program function as an assessment of student achievement. The best achievers 1, 2, and 3 will receive a scholarship from the Telkom Education Foundation to continue their education at Telkom Middle School. With this award, students' motivation to excel increases, creating a healthy competitive atmosphere and encouraging students to continue trying and developing.

Overall, the interview results show that although there are several obstacles, the appreciation implemented at SD Telkom Makassar has succeeded in increasing students' motivation, self-confidence and achievement. Appreciation given both in class and in

competition activities plays an important role in creating a positive learning environment and supporting the holistic development of students.

Conclusion

The application of appreciation in learning at SD Telkom Makassar has had a significant positive impact on the motivation and development of all students. Appreciation given in both verbal and nonverbal forms plays an important role in creating a positive learning environment, increasing self-confidence, and encouraging students' motivation to try harder. Various forms of appreciation, such as verbal praise, symbolic awards (certificates, plaques, trophies), as well as personal attention, are effective in motivating students to excel and develop not only academically, but also in other aspects.

Regular awards programs, such as the announcement of champions after the flag ceremony, provide visible recognition to all students and teachers, create a healthy competitive atmosphere, and encourage other students to excel. Even though there are several obstacles related to time and the suitability of the form of appreciation to students' needs, teachers are expected to be more sensitive to students' conditions so that the appreciation given remains effective and meaningful.

Overall, the implementation of appreciation at SD Telkom Makassar has succeeded in strengthening relationships between teachers and students, creating a conducive learning environment, and supporting students' holistic development. With the right appreciation approach, it is hoped that all students can continue to develop and achieve their learning goals optimally.

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