



An Overview of Emotional Intelligence by Using ASYIK Rewards in Group B of Pulogadung 01 State Kindergarten

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Abstract

The ability of early childhood emotional intelligence in the Pulogadung 01 State Kindergarten Pembina group is improved by using the ASYIK Reward method. This research was conducted to find out the role of the ASYIK Reward method in developing and fostering the ability of early childhood emotional intelligence at Pulogadung 01 State Kindergarten. The type of research conducted in this thesis is using descriptive qualitative methods with research that presents some facts and problems that occur in the field. Data collection techniques in this study used several techniques such as observation, interviews, and documentation collection. The results of the data analysis process carried out in this study are based on the ASYIK reward method in group B in developing children's emotional intelligence at an early age at TK Negeri Pembina Pulogadung 01. With the Reward, the teaching and learning process and emotional intelligence can increase the enthusiasm of children in competing for prizes that can have an influence on the development of children's emotional intelligence.

Keywords: *Emotional Intelligence, ASYIK Reward, Early Childhood*



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INTRODUCTION

Emotional intelligence is one of the factors that plays a very important and influential role in the success of learning in schools (Bimayu, Kristiawan, Fitriani, Negeri, & Rotan, 2020). Contemporary psychological research has shown that it is not only IQ that influences success in learning. There are other factors in the learning process and achievement that are determined by Emotional Intelligence or emotional intelligence (Mohammed, Alsalmi, & Omrane, 2023). Every individual will not easily acquire emotional intelligence. The emotional intelligence aspect cannot emerge and be possessed by individuals instantly or suddenly. Practically, emotional intelligence must be nurtured and learned from an early age. This intelligence must also be trained from an early age (Goleman, 2020). Therefore, the ability to learn emotional intelligence must be developed, honed, and nurtured continuously and sustainably.

Emotional intelligence can play a role in influencing the success of students in their current and future lives. Intellectual intelligence can work effectively if it can perform the functions of emotional intelligence optimally (Utama, 2018). If this does not go well and does not have maximum functionality, then emotional intelligence cannot be well controlled and will produce uncontrolled emotions (Hasanah et al., 2021). It will certainly result in many negative impacts from that emotional level. One factor that supports emotional intelligence is social adjustment, which is the ability to react effectively and astutely to situations and social relations. Practically, it can provide social life demands in society that can be met satisfactorily (Kartikawati, Roni, & Purwanti, 2022).

Social adjustment functions as the ability to react effectively and healthily to the conditions of situations and social relations and the reality of the environment (A. R. T. Dewi, Mayasarokh, & Gustiana, 2020). Practically, making life demands in society can be met satisfactorily and can be accepted by all parties. This is because the characteristics of children today are more engaged and interact in the school and family environment (Ferdian Utama, 2017). Social adjustment is also interpreted as the ability to adapt and interact with all aspects of the school environment, starting from teachers, school friends, and subjects to school staff working in the school (Septrisya, Suhono, Purnamasari, Utama, & Mustafidah, 2021). Adjusting to situations that occur around the school environment can certainly play a quite effective and healthy role so that students can get satisfaction in their efforts to meet their needs (M. P. Dewi, S, & Irdamurni, 2020). And of course, it can provide good impacts for themselves. The development of social life, especially for young children, is more influenced by social adjustment (Apriyansyah & Kurniawaty, 2022). This is because in elementary school or early childhood, it is the foundation for the development of individual attitudes and behaviors. Students who can socially adjust in early childhood, of course, can social adjust very well to different environments. And this is clearly different from students who cannot socially adjust quite well.

One way to build emotional intelligence and social adjustment is through the ASYIK Reward method for children's learning processes (Wibawati & Watini, 2022). Through this activity, it can build motivation for educators to innovate in developing children's learning processes. It can also build positive aspects in children. ASYIK Reward is one of the learning and playing methods with the hallmark of motivational words spoken by participants. ASYIK Reward can present extraordinary results in encouraging and increasing enthusiasm for children compared to rewards from other parties or environments. ASYIK Rewards are usually combined with various games, providing ASYIK Rewards to children can have a positive influence on aspects of child development. This is because children can be motivated when they receive attention and rewards. The rewards can be applied to various children's activities. Motivational words become a spirit for young children by increasing emotional intelligence (Rahayuliana & Watini, 2022). By uttering these motivational words simultaneously, there is certainly hope that children will be easily motivated and much more confident. Education in early childhood is a very appropriate period for instilling values in children (Kamaruddin et al., 2023). Both in intellectual development and in social-emotional aspects. Also, with language, norms, and religion (Nur Tanfidiyah & Ferdian Utama, 2019). Early childhood is a golden age that is very effective for stimulating goodness.

Based on these problem foundations, the researcher decided to conduct research to see the development of emotional intelligence in young children through learning using the ASYIK Reward method conducted at TK Negeri Pulogadung 01 in group B, the researcher made research material with the title, "Overview of Emotional Intelligence using ASYIK Rewards in group B of TK Negeri Pulogadung 01. This research aims to evaluate the overview of emotional intelligence by applying the ASYIK Reward method in Group B at TK Negeri Pulogadung 01. The main focus of the research is to understand the method used in the overview of emotional intelligence with ASYIK Rewards, and to identify its influence on the development of young children. In addition, this research will also explore obstacles that may arise in the application of the method, and seek appropriate solutions. The research questions posed are how the method is used, what its impact on children's development is, and how to overcome potential obstacles. Theoretically, this research is expected to contribute to thinking and studies in the field of education, while practically, its results are expected to serve as a guide for teachers and schools in improving the emotional intelligence of young children through the implementation of the ASYIK Reward method.

METHODOLOGY

The research method applied in this study is qualitative descriptive, aimed at describing phenomena occurring in the field (Suharsimi Arikunto, 2012). The data collection techniques used include interviews, observations, and documentation (Pahleviannur et al., 2022). This research was conducted at TK Negeri Pulogadung 01 East Jakarta, with a specific focus on children in group B using the ASYIK Reward method. Observations were conducted from September to November 2023, during school hours (07:30-10:30 WIB). The data used in the study consisted of primary data (interviews, observations) (Nur & Utami, 2022) and secondary data (documentation) (Ibrahim, Muhammad Buchori, 2023). These data were then analyzed through the process of data reduction, data presentation, conclusion drawing, and verification. The aim of this research is to provide a strong foundation for the formation of emotional intelligence in young children using the ASYIK Reward method. In the data reduction stage, the collected data were systematically summarized to select and sort the most relevant data for the research objectives. Subsequently, the data were clearly presented in the form of detailed reports. Conclusion drawing was conducted to elaborate on the results of data analysis and draw conclusions from the research conducted. In the data verification process, the truth and validity of the data were examined through data triangulation techniques, by comparing data from various sources (Lexy J. Moleong, 2019). Observations were made by observing learning activities in the classroom, while interviews were conducted with educators and other relevant parties. Documentation also played an important role in strengthening the research data.

RESULTS AND DISCUSSION

ASYIK Reward Method in Classroom Learning

Reward is defined as a form of appreciation, incentive, and acknowledgment by giving something to others. This is done as a gesture of appreciation towards the intended individuals. The rewards can take various forms according to the giver's preferences. Rewards are typically given when there's an achievement attained by an

individual deemed deserving of such recognition. The reward system can also be implemented to support educational development, particularly for children who possess unique perspectives on education. Through this reward system, it can serve as a reference point in boosting the enthusiasm of children for learning at early stages of development (Jainiyah, Fahrudin, Ismiasih, & Ulfah, 2023). After delving into the definition of reward, it can be concluded that rewards are given to provide a sense of enjoyment to every individual, especially to students, particularly in the realm of education. If students manage to achieve the highest grades in completing assignments provided by educators, rewards can indeed be granted to them. Of course, there's an underlying hope that students can both receive and understand the desired lessons.

One form of reward that can be bestowed upon children is the ASYIK reward. This reward is an acronym for Aman (Safe), Senang (Happy), Yakin & Percaya Diri (Confident), Inovatif (Innovative), and also Kreatif (Creative) (Watini, 2020). The ASYIK reward comprises phrases such as "I Can Do It, I'm Great, and I Succeed. Yes!" which are expressed by educators to children to be echoed when teachers later utter the phrase "Say" (Setyowati & Watini, 2022). The goal of this reward is to enhance motivation and emotional intelligence in children as they undergo the learning process in education (Yanti, Ayu, & Aridan, 2023). The ASYIK reward has demonstrated significant results in boosting morale and enhancing emotional intelligence compared to other forms of rewards (vinayastri, 2019). The ASYIK play method can effectively uplift and enhance emotional intelligence with phrases like "I Can Do It, I'm Great, and I Succeed (Arianty & Watini, 2022). Yes!", which can motivate children to carry out tasks as requested by their teachers.

Educational management at the early childhood education (PAUD) and kindergarten levels should incorporate play-based learning systems that benefit children. Play serves as a learning process about their lives, allowing children to understand their life processes while also enhancing their emotional intelligence and self-confidence (Watini & Efendy, 2018). Activities at TK Negeri Pulogadung 01 integrate learning through play and singing, facilitating quicker retention of lessons imparted by educators. This approach aids children in easily recalling lessons through visual, auditory, and hands-on experiences. Play and singing activities serve as expressive arts that boost emotional intelligence and creativity among children. The teaching and learning processes in Group B at TK Negeri Pulogadung 01 were transformed using the ASYIK reward method to observe its impact on enhancing emotional intelligence and creativity among children. Teachers commence activities by introducing examples of chants and ASYIK rewards. Subsequently, the children in Group B, numbering 20, emulate the examples provided by the teacher.

This method is employed to alleviate any tension or anxiety experienced by children, fostering a comfortable environment in both school and amongst new acquaintances. Additionally, it serves as a means to instill high levels of self-confidence in receiving lessons within Group B. Collaboration between researchers and educators in conducting these observations is done organically, allowing for natural learning processes without direct intervention from researchers. Children in Group B serve as subjects for observing the implementation of the ASYIK reward learning method. This approach facilitates obtaining observational results naturally, as they reflect the direct responses of children to the learning method.

The teaching and learning activities in Group B at TK Negeri Pulogadung 01 employ the ASYIK reward method to evaluate its influence on enhancing emotional

intelligence and creativity among children. Teachers commence activities by introducing examples of chants and ASYIK rewards. Subsequently, the children in Group B, numbering 20, emulate the examples provided by the teacher.

There are 10 indicators of children's social-emotional development in the ASYIK Model. Indikator:

Children are storytelling with the teacher (CD.1)]. Consequently, it can be inferred that in CW 1 data from 13 children in the class, 4 children still harbor fear of making mistakes during storytelling activities, while 9 children display enthusiasm during activities



Image 1: Children Engaged in Storytelling Activity with the Teacher (CD.1)

Thus, it can be concluded that in CW 1 data from 13 children in the class, there are still 4 children who are afraid to make mistakes during storytelling activities, and there are 9 children who show improvement, appearing enthusiastic during activities. Indicator 2: Children do not experience anxiety and tension, researcher's findings:

Out of the 17 students, 14 students did not experience anxiety and tension during the learning process with this method, while 3 students did experience anxiety and tension (CW.2). Students can learn calmly without feelings of anxiety and tension, although not all students (CL.2).



Image 2: Children Engaged in Coloring Activity (CD.2)

Therefore, it can be concluded that in CW 2 data from 14 children in the class, there are still 3 children who feel anxious and tense during coloring activities, and there are 14 children who show improvement, appearing comfortable during activities.

Indicator 3: Children are not afraid to ask questions and provide answers, researcher's findings:

In the question-and-answer session, some students are still afraid to ask and answer questions (CW.3).

There are 14 students who are not afraid to ask and answer questions, while 4 students still feel apprehensive about asking and answering questions. These students still require guidance from teachers to overcome their fear (CL.3).

It can be concluded that in CW 3 data from 12 children in the class, there are still 4 children who are afraid to ask and answer questions during the question-and-answer session, and there are 12 children who show improvement, being actively engaged in asking and answering questions during activities.

Indicator 4: Children are enthusiastic in participating in activities, researcher's findings

With the ASYIK reward method, children feel happy while learning (CW.4).

There are 15 students who are enthusiastic about participating in activities in the classroom. Meanwhile, 3 other students lack enthusiasm in participating in activities (CL.4).



Image 3: Teacher having a conversation with a student (CD.4)

Thus, it can be concluded that in CW 4 data from 17 children in the class, there are still 3 children who remain unenthusiastic during conversation activities, and there are 17 children who show improvement, being active and enthusiastic during activities.

Indicator 5: Children feel comfortable while learning, researcher's findings:

Children continuously feel happy, thus there are no obstacles in learning (CW.5).

Recorded are 16 students who feel comfortable, while 1 student still does not feel comfortable in learning (CL.5).



Image 4: Children singing activity (CD.5)

Therefore, it can be concluded that in CW 5 data from 15 children in the class, there is still 1 child who is not comfortable during singing activities, and there are 14 children who show improvement, appearing comfortable and happy during activities.

Indicator 6: Researcher's findings:

In the ASYIK reward method, children are motivated by the words "I can do it, I'm great, I succeed," so they can complete tasks well (CW.6).

14 children managed to complete their tasks successfully, but 4 children did not succeed in completing their tasks (CL.6).



Image 5: Classroom atmosphere during learning activities (CD.6)

Thus, it can be concluded that in CW 6 data from 18 children in the class, there are still 4 children who are not yet able to complete tasks during drawing activities, and there are 14 children who show improvement, being able to complete tasks well during activities.

Indicator 7: Children ask many questions, researcher's findings:

Some students often ask questions about playing activities in the classroom with the ASYIK reward method (CW.7).
13 students always ask questions, while 3 students never ask questions (CL.7).



Image 6: Question and answer activity with students (CD.7)

Thus, it can be concluded that in CW 7 data from 16 children in the class, there is still 1 child who is not yet comfortable during question and answer activities, and there are 15 children who show improvement, appearing comfortable and happy during activities.

Indicator 8: Children have many desires, researcher's findings

Learning activities proceed in an orderly and conducive manner because children are able to express their desire to play in the schoolyard during break time (CW.8).
Approximately 12 students have many desires, while 2 students still lack desires towards their surroundings (CL.8).



Figure 7: Children Playing (CD.8)

Thus, it can be concluded that in CW 8 data from 17 children in the class, there are still 2 children who are reluctant to express their desires during outdoor play activities, and there are 15 children who show improvement, being willing to express their desires during activities.

Indicator 9: Children are energetic and engage in many activities, researcher's findings:

With the ASYIK reward method, children engage in many activities energetically, and when they hear "music," they spontaneously express themselves by jumping and dancing (CW.9).

There are 14 energetic students engaging in many activities, while 4 students remain quiet and engage in fewer activities (CL.9).



Figure 8: Children jumping and dancing joyfully (CD.9)

Thus, it can be concluded that in CW 9 data from 18 children in the class, there are still 2 children who remain quiet and engage in fewer activities during dancing activities, and there are children who show improvement, being active and energetic during activities.

Indicator 10: Children diligently perform tasks, researcher's findings:

Children can complete tasks quickly without assistance from others, although there are still some students who are unable to do tasks well (CW.10).

17 children diligently perform tasks, while 2 students are still not diligent in doing tasks with the ASYIK reward method (CL.10).



Figure 9: Walking activity while wearing professional attire (CD.10)

Thus, it can be concluded that in CW 9 data from 19 children in the class, there are still 2 children who remain quiet and not very active during the walking activity, while 17 children show changes, appearing active and energetic during the activity.

Development of Children's Emotional Intelligence through the ASYIK Reward Method

From the results of the research conducted using a qualitative descriptive method, it is found that the ASYIK reward learning method is able to have a significant influence on the teaching and learning process. The method, which emphasizes the concept of learning through play, stimulates the brains of early childhood children who are in their golden age to easily grasp lessons. By using the ASYIK reward learning method, which integrates playing and learning through songs and cheers, it has a significant effect on changing behavior, characteristics, attention, and also enhances creativity and emotional intelligence in children. Moreover, it can also impact children's motivation to learn and pay attention to the teachers delivering the lesson material. This research is consistent with Rahayuliana & Watini (2022), who conducted a study on the implementation of the ASYIK reward to increase children's interest in learning. The results of the research showed a significant improvement in children's learning with the ASYIK reward. Both studies show that the ASYIK reward brings significant changes in the teaching and learning process in the classroom. Similarly, research by Kumala, S. A. yielded similar conclusions. The research by Kumala, et al., used the ASYIK reward method with Uno Stacko game, which resulted in significant impacts. The game was able to build emotional intelligence in children involving aspects of precision, patience, and independence. Consistent with the research by Kumala, Sumarni, & Widiyatun (2020), this research found changes in emotional intelligence and creativity in children.

Motivation plays a crucial role in achieving learning goals, and it doesn't only come from the students themselves, but teachers should also involve themselves in motivating students. Motivation will provide enthusiasm so that students will know the direction of their learning. Learning motivation can arise when students have the

desire to learn (Arianty & Watini, 2022). This is also consistent with research conducted by K. Wibawati, S. Watiuni, where students have confidence in their potential or abilities, so they will know the direction of their learning. Good self-confidence will emerge, and children's motivation in learning can arise when students have the desire to learn (Wibawati & Watini, 2022). Kindergarten institutions are one of the places that provide playing facilities for children with the aim that children not only have the opportunity to play but also can motivate them to be confident in doing things they like without coercion from others. Because early childhood is a period where they experience rapid brain development and need to be optimally developed through appropriate stimuli (Setyowati & Watini, 2022).

From several studies above and the narrative of the activity images above, it can be concluded that in ASYIK reward learning activities, children become more enthusiastic, confident, more focused, able to express joy, more creative, exhibit changes in behavior, responsibility, more active, feel comfortable in learning, and can successfully complete tasks through ASYIK rewards. For example, when the teacher asks, "How was learning today?" and the children respond with "ASYIK." Then the children and the teacher sing the ASYIK song together. It can be concluded that the ASYIK reward method plays an important role in developing children's emotional intelligence. With an approach that emphasizes enjoyable activities along with learning, this method not only increases children's motivation and creativity but also strengthens the quality of the learning process in the classroom.

CONCLUSION

The conclusion of this research confirms that the ASYIK Reward method brings significant impact in enhancing the emotional intelligence and creativity of children in Group B of TK Negeri Pulogadung 01. Through the collection of data from observation processes and interviews with student children and teachers, it was found that this method not only boosts learning enthusiasm but also alters the behavior, traits, and attention of children towards lesson materials in the classroom. Specifically, the ASYIK Reward method assists children in feeling more confident, responsible, and comfortable during learning. They also demonstrate improvements in concentration and task completion abilities. Additionally, this research provides recommendations for future researchers to broaden the scope of respondents, particularly by considering the demographics and characteristics of children in various regions. This can provide broader insights into the effectiveness of the ASYIK Reward method in various educational contexts. Furthermore, researchers are advised to further develop the research subject by adapting emotional intelligence approaches for young children. Thus, future research can provide a deeper understanding of how this learning method can be optimized to achieve better results in the development of children's emotional intelligence. It is acknowledged that this research has made a valuable contribution to our understanding of the importance of the ASYIK Reward method in the context of early childhood education. These findings can serve as a foundation for further research aimed at improving and refining this approach, as well as identifying factors that can affect its success more comprehensively. Therefore, it is expected that future research will continue to bring innovation in efforts to enhance the quality of early childhood education through the application of effective and practical learning methods such as the ASYIK Reward method.

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