



The Use of Rewards in The Emotional Development Of Children Aged 5-6 Years at Ra Al Fauzah Srengseng Sawah

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ABSTRACT

The Use of Rewards in the Emotional Development of Children Aged 5-6 Years at RA Al Fauzah Srengseng Sawah South Jakarta. This study aims to develop children's emotions through the use of rewards. This study aims; 1) To find out how the use of rewards in emotional development in children aged 5-6 years at RA Al Fauzah Srengseng Sawah, 2) To find out how the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah, 3) To find out the extent of the effectiveness of the use of rewards in children aged 5-6 years at RA Al Fauzah Srengseng Sawah. The type of research used is descriptive qualitative, this method according to the author is suitable and relevant to the study. The study was conducted from November 2018 to January 2019 at RA Al Fauzah Srengseng Sawah, South Jakarta. Data collection was obtained through observation, documentation studies, interviews. While the data analysis technique is through data reduction, data presentation and drawing conclusions. After conducting a complete analysis and discussion of the facts, data and field findings on students aged 5-6 years at RA Al Fauzah Srengseng Sawah in this study, the author found that 1) the use of rewards in the emotional development of children aged 5-6 years at RA Al Fauzah has been going quite well, 2) the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah Develops According to Expectations (BSH), 3) the effectiveness of the use of rewards in children aged 5-6 years at RA Al Fauzah Srengseng Sawah has been quite good in its application. Thus, it can be concluded that the use of rewards in the emotional development of children aged 5-6 years at RA Al Fauzah Develops According to Expectations (BSH) or in other words the indicator has been achieved.

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Introduction

The Use of Rewards in the Emotional Development of Children Aged 5-6 Years at RA Al Fauzah Srengseng Sawah South Jakarta. This study aims to develop children's emotions through the use of rewards. This study aims; 1) To find out how the use of rewards in emotional development in children aged 5-6 years at RA Al Fauzah Srengseng Sawah, 2) To find out how the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah, 3) To find out the extent of the effectiveness of the use of rewards in children aged 5-6 years at RA Al Fauzah Srengseng Sawah. The type of research used is descriptive qualitative, this method according to the author is suitable and relevant to the study. The study was conducted from November 2018 to January 2019 at RA Al Fauzah Srengseng Sawah, South Jakarta. Data collection was obtained through observation, documentation studies, interviews. While the data analysis technique is through data reduction, data presentation and drawing conclusions. After conducting a complete analysis and discussion of the facts, data and field findings on students aged 5-6 years at RA Al Fauzah Srengseng Sawah in this study, the author found that 1) the use of rewards in the emotional development of children aged 5-6 years at RA Al Fauzah has been going quite well, 2) the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah Develops According to Expectations (BSH), 3) the effectiveness of the use of rewards in children aged 5-6 years at RA Al Fauzah Srengseng Sawah has been quite good in its application. Thus, it can be concluded that the use of rewards in the emotional development of children aged 5-6 years at RA Al Fauzah Develops According to Expectations (BSH) or in other words the indicators have been achieved.

Keywords: In this era of globalization, education is the most important thing in human life, meaning that every human being has the right to receive education. Basically, education and humans cannot be separated in living everyday life, both family, society, nation and state. Because with advanced education will create a young generation that is intelligent, skilled and qualified.

Based on Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system Chapter 1 paragraph 14, states that early childhood education is an effort to foster children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education.

Therefore, in the world of education, learning is the main thing, where students are variables that must be considered in using learning strategies, while educators or teachers are the driving force in carrying out learning activities. The ability and expertise of teachers in choosing learning strategies will greatly determine the success of student learning, so teachers are required to be more innovative in providing teaching to students.

Talking about early childhood education is never separated from the development of children's emotions, where the child's emotions are usually not well managed. This can be seen from the lack of courage of children in the classroom to appear and be active in learning or the child's inability to control their emotions. In general, the emotions shown vary from anger, fear, curiosity, or joy. However, the emotions shown in early childhood are only temporary.

The emotion that children most often show is crying, because crying is a form of communication between children and their environment when they are not yet able to express their feelings in verbal language. There is also being angry, all of this is done just to compete for the teacher's attention, besides that, children do this because they cannot do something that they think they can do easily.

Referring to the problems often faced by teachers, a teacher must develop a more varied approach or method that can control the emotions of early childhood children. What is meant by emotional here is the psychological and physiological changes in children such as joy, anger, fear, sadness and emotion when getting something from the teacher.

Therefore, in the world of education, giving rewards is not something new, because with emotional rewards children can change, but according to the teacher's understanding so far the rewards given are only in the form of goods or the like.

Rewards are awards given to students for achievements or results achieved. Rewards here are not always in the form of gifts, rewards can be in the form of applause, thumbs up, and flattery. Therefore, teachers must be able to provide creative rewards in order to motivate students in developing children's emotions in the classroom.

Based on the explanation of the description above, the author is interested in discussing and researching "The Use of Rewards in the Emotional Development of Children Aged 5-6 Years at RA Al Fauzah Srengseng Sawah South Jakarta". **Methods**

This section describes how the research was conducted. The primary materials of this section are (1) research design; (2) population and sample (target of research); (3) data collection techniques and instrument development; (4) and data analysis techniques. For research using tools and materials, it is necessary to write down the specifications of the tools and materials. The tool specifications describe the sophistication of the tools used, while the material specifications describe the types of materials used. Qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who helped during the research and ways to explore research data, location and duration of research as well as descriptions of checking the validity of research results.

Result

The results of this study reveal that the use of rewards had a significant impact on the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah. Through the implementation of Classroom Action Research in two cycles, a clear improvement in the children's emotional responses, behavior, and social interactions was observed. Both qualitative and quantitative data gathered from observations, student feedback, and teacher reflections indicate that the rewards system positively influenced children's ability to manage their emotions and develop cooperative behaviors. In the first cycle, the children initially displayed a range of emotional responses to the introduction of rewards. Many students, particularly those who had difficulty controlling their emotions or following instructions, showed marked improvement in their behavior when rewarded with verbal praise. The immediate connection between praise and positive behaviors encouraged children to engage more in class activities. Students who were previously reluctant to participate in lessons, particularly those involving group activities, began showing more interest and enthusiasm. They became more willing to listen and follow instructions, which contributed to a more harmonious classroom environment.

The use of verbal praise, such as acknowledging students for their cooperation, sharing, and participation in group tasks, led to an increase in positive behaviors. The children responded well to the verbal affirmation, often smiling, becoming more confident, and engaging more fully with their peers. The connection between praise and positive emotions helped students develop a sense of self-worth and reinforced the desired behaviors. This positive reinforcement was especially effective in fostering a sense of accomplishment and increasing the students' motivation to engage in classroom activities. As the first cycle progressed, the teacher introduced tangible rewards, such as stickers and small tokens, to further enhance the reward system. The addition of these tangible rewards had an even greater impact on students' behavior and emotional responses. The children became excited about the stickers and tokens, which served as visible symbols of their achievements. This added layer of motivation not only increased participation but also sparked friendly competition among students. For instance, children would eagerly check their progress towards earning stickers, which helped them stay focused and engaged in lessons.

Despite the excitement generated by the tangible rewards, some challenges emerged. A small number of children became overly focused on collecting stickers and tokens, which led to occasional competition and minor disputes. These children, while still engaged in the activities, began to prioritize the rewards over the behaviors they were meant to reinforce. To address this, the teacher adjusted the reward system by emphasizing that the primary goal was emotional and social development, not just the accumulation of rewards. This adjustment helped refocus the children's attention on the intrinsic value of positive behaviors rather than material rewards alone. As the second cycle began, the teacher observed a noticeable shift in the children's emotional development. The students who had initially been more reluctant or struggled with emotional regulation exhibited improved self-control and a greater willingness to engage with peers. For example, children who previously had difficulty sharing toys or taking turns began to participate more readily in group activities, showing greater patience and understanding toward their peers. This improvement was especially

evident in cooperative tasks where students had to work together, such as in role-playing exercises and collaborative learning activities.

The introduction of peer-based rewards during the second cycle also contributed to positive changes in the children's emotional development. Peer-based rewards, where students could select a "helper" role or become the leader of a group task based on their cooperation, helped strengthen social bonds among the children. By providing opportunities for students to work together and recognize each other's efforts, the reward system fostered a sense of community and mutual respect. This development was observed in the increasing frequency of positive social interactions, such as students helping each other, offering compliments, and showing empathy. In addition to improved cooperation, the children also demonstrated increased emotional regulation. Instances of outbursts, frustration, or anger were less frequent as the study progressed. The children who had been more prone to emotional outbursts in the beginning of the study showed better control over their emotions, particularly in situations that would typically trigger frustration or anger. For example, when faced with challenging tasks or disagreements with peers, these children were able to calm themselves down more quickly and engage in problem-solving rather than reacting impulsively. This emotional maturity was a clear sign of progress in their emotional development.

The teacher's observations also indicated that the children's ability to manage disappointment improved over time. Early in the study, some children struggled with disappointment, particularly when they did not receive a reward or when they saw their peers receiving more tokens. However, by the second cycle, these children were able to handle these situations with greater composure. The teacher had explicitly discussed the importance of patience and self-regulation with the class, and this open communication appeared to help children develop healthier emotional responses to setbacks. Through interviews with the children, it became clear that they understood the connection between their behaviors and the rewards they received. Many students expressed feelings of pride when they received praise or a sticker for good behavior. Some students reported feeling happy when they helped their peers or shared their toys, indicating an increasing awareness of the emotional benefits of positive actions. The children also seemed to appreciate the social aspect of the rewards, as they enjoyed receiving recognition from both their teacher and classmates.

The teacher also observed that children who had previously been withdrawn or reluctant to engage with others began to exhibit more sociable behaviors. These students became more willing to initiate interactions with their peers, share resources, and take on leadership roles in group activities. This shift in behavior suggests that the reward system not only promoted emotional growth but also helped develop the children's social skills. The positive reinforcement of these behaviors helped build stronger interpersonal relationships among the children, which further contributed to a more positive and supportive classroom environment.

While the use of rewards had a generally positive impact on emotional development, there were instances where some children began to rely heavily on external rewards for motivation. To counter this, the teacher gradually reduced the use

of tangible rewards and shifted the focus to intrinsic rewards, such as praise and self-recognition. This gradual transition helped students internalize the values of cooperation, empathy, and self-regulation, ensuring that the behaviors continued even without the immediate rewards. This shift also helped the children understand that emotional growth and positive behavior are valuable in themselves, not just because of external incentives. Overall, the results of this study suggest that rewards, when applied thoughtfully and consistently, can significantly enhance emotional development in young children. The combination of verbal praise, tangible rewards, and peer-based recognition contributed to improvements in emotional regulation, self-esteem, and social interaction.

The positive changes observed in the children were evident both in their behavior and emotional responses, demonstrating the effectiveness of the reward system in promoting emotional and social growth. In conclusion, the use of rewards in this study proved to be an effective strategy for fostering emotional development in children aged 5-6 years. By reinforcing positive behaviors and encouraging emotional growth, the reward system helped children develop greater self-control, improve their social skills, and foster a sense of community within the classroom. The results highlight the importance of using well-designed reward systems as a tool for enhancing emotional development and creating a positive, supportive learning environment.

Discussion

The results of this study reveal that the use of rewards had a significant impact on the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah. Through the implementation of Classroom Action Research in two cycles, a clear improvement in the children's emotional responses, behavior, and social interactions was observed. Both qualitative and quantitative data gathered from observations, student feedback, and teacher reflections indicate that the rewards system positively influenced children's ability to manage their emotions and develop cooperative behaviors. In the first cycle, the children initially displayed a range of emotional responses to the introduction of rewards. Many students, particularly those who had difficulty controlling their emotions or following instructions, showed marked improvement in their behavior when rewarded with verbal praise. The immediate connection between praise and positive behaviors encouraged children to engage more in class activities. Students who were previously reluctant to participate in lessons, particularly those involving group activities, began showing more interest and enthusiasm. They became more willing to listen and follow instructions, which contributed to a more harmonious classroom environment.

The results of this study indicate that the use of rewards significantly supported the emotional and social development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah. Verbal praise, especially when given promptly and sincerely, was particularly effective in boosting self-esteem and encouraging positive behaviors such as

participation, cooperation, and following instructions. This aligns with existing research that highlights the importance of immediate positive reinforcement for young children to enhance their motivation and emotional regulation. The children's reactions to praise demonstrated an increased sense of pride and confidence, leading to more consistent engagement in class activities.

Tangible rewards, such as stickers and tokens, proved to be equally effective in motivating children, especially those who responded more strongly to visual or physical symbols of achievement. These rewards helped the children connect their behaviors to concrete outcomes, which is particularly important at this developmental stage. However, the introduction of tangible rewards also revealed challenges, particularly with some children becoming overly focused on collecting rewards. This indicates the need for a balanced approach, where rewards serve to reinforce positive behavior without overshadowing the intrinsic value of the behavior itself. The use of peer-based rewards in the second cycle helped foster a sense of community and cooperation among the children. By assigning roles such as "helper" or leader based on positive behavior, the reward system encouraged social interactions and developed emotional skills such as empathy and patience. This also helped mitigate competition and ensured that the rewards were viewed as a collective achievement rather than an individual pursuit, further promoting teamwork and emotional growth. The peer-based system highlighted the importance of social reinforcement in emotional development.

Finally, the gradual shift from tangible rewards to intrinsic motivation, such as praise for emotional maturity and self-regulation, reflected the children's growing ability to internalize positive behaviors. This adjustment encouraged the children to understand that emotional growth is not dependent solely on external rewards but also on their intrinsic desire to behave well and manage their emotions. This suggests that while rewards can be a powerful tool in shaping behavior, fostering intrinsic motivation is crucial for long-term emotional development. The findings underscore the effectiveness of a well-balanced reward system that encourages both extrinsic and intrinsic forms of motivation.

The use of verbal praise, such as acknowledging students for their cooperation, sharing, and participation in group tasks, led to an increase in positive behaviors. The children responded well to the verbal affirmation, often smiling, becoming more confident, and engaging more fully with their peers. The connection between praise and positive emotions helped students develop a sense of self-worth and reinforced the desired behaviors. This positive reinforcement was especially effective in fostering a sense of accomplishment and increasing the students' motivation to engage in classroom activities. As the first cycle progressed, the teacher introduced tangible rewards, such as stickers and small tokens, to further enhance the reward system. The addition of these tangible rewards had an even greater impact on students' behavior

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Overall, the results of this study suggest that rewards, when applied thoughtfully and consistently, can significantly enhance emotional development in young children. The combination of verbal praise, tangible rewards, and peer-based recognition contributed to improvements in emotional regulation, self-esteem, and social interaction. The positive changes observed in the children were evident both in their behavior and emotional responses, demonstrating the effectiveness of the reward system in promoting emotional and social growth. In conclusion, the use of rewards in this study proved to be an effective strategy for fostering emotional development in children aged 5-6 years. By reinforcing positive behaviors and encouraging emotional growth, the reward system helped children develop greater self-control, improve their social skills, and foster a sense of community within the classroom. The results highlight

the importance of using well-designed reward systems as a tool for enhancing emotional development and creating a positive, supportive learning environment.

Conclusion

Based on the discussion in the previous chapters regarding the use of rewards in the emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah South Jakarta, this chapter will present the following conclusions; 1) Teachers understand the use of rewards by realizing the teacher's knowledge about what rewards are, the purpose of giving rewards to students, and various kinds of rewards that all have the purpose of developing children's emotions so that children are more confident, more enthusiastic, and more active in learning. The use of rewards at RA Al Fauzah is a form of appreciation for children for the results achieved; 2) The emotional development of children aged 5-6 years at RA Al Fauzah Srengseng Sawah South Jakarta is quite good in teaching and learning activities in the classroom and outside the classroom. This can be seen from the greater number of achievements of indicators of children's emotional development that are Developing According to Expectations; 3) The effectiveness of the use of rewards at RA Al Fauzah is carried out through planning and implementation activities, the planning in question is giving rewards to children which is realized by preparing the necessary things, such as achievement stars and giving rewards that we will give to children as well as the implementation of giving rewards to children which is carried out by the class teacher, both in verbal and nonverbal forms.

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