

WHETHER THE PROVISION OF EXERCISES CAN IMPROVE EMOTIONAL INTELLIGENCE

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Abstract

This study aims to determine the effectiveness of providing exercises on improving emotional intelligence in early childhood in Pembina Kaliwungu Kindergarten, Kudus regency with a research sample of 2 early childhood groups of 24 each. The research design used is quasi-experimentation by comparing the experimental group and the control group. Data collection uses observation and deed tests. Meanwhile, the data were analyzed with the t-test, which was previously tested for the normality of the data and the homogeneity of the variant. The results of the study obtained an average in the experimental class before being given a treatment of 67.25 and the control group of 57.00. Meanwhile, after being given treatment, a score was obtained in the experimental class of 69.33 greater than the average control class of 57.00. Thus there is a difference in average between the experimental class and the control class. The difference test obtained that the average score of the experimental class has increased. the child achieves completeness of learning compared to the control class

Keywords: Emotional Intelligence, Early Childhood, Positive Stimulation.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektifitas pemberian latihan terhadap peningkatan kecerdasan emosi pada anak usia dini di TK Pembina Kaliwungu kabupaten Kudus dengan sampel penelitian sebanyak 2 kelompok anak usia dini masing-masing berjumlah 24. Adapun desain penelitian yang digunakan adalah quasi eksperimen dengan membandingkan kelompok eksperimen dan kelompok kontrol. Pengumpulan data menggunakan observasi dan tes perbuatan. Sedangkan data dianalisis dengan Uji- t, yang sebelumnya dilakukan uji normalitas data dan homogenitas varian. Hasil penelitian diperoleh rerata pada kelas eksperimen sebelum diberi perlakuan sebesar 67,25 dan kelompok kontrol sebesar 57,00. Sedangkan setelah diberikan perlakuan diperoleh skor pada kelas eksperimen 69,33 lebih besar dari rerata kelas kontrol 57,00. Dengan demikian ada perbedaan rerata antara kelas eksperimen dan kelas kontrol. Uji beda diperoleh skor rerata kelas eksperimen mengalami peningkatan. anak mencapai ketuntasan belajar dibandingkan kelas kontrol

Kata kunci: kecerdasan emosi, anak usia dini, stimulasi positif.

INTRODUCTION

Early childhood or preschool is a golden age known as the Golden Age, which is a time marked by rapid changes in physical, cognitive, social, and emotional development. One of the tasks of Islamic education is to guide and direct human growth and development from stage to stage of student life until it reaches the point of optimal ability.¹

When family life for most children is no longer a solid foundation in life, school is one of the places where society can correct the shortcomings that children have in the field of emotional intelligence and association. For the sake of schoolwork bears responsibility for the failure of the family in socializing children.²

Children's emotional development is influenced by two important things maturation or maturity and learning factors.³ But the learning factor is more important because learning is a controllable factor. The environment in the process of learning has a great influence on the emotional development of the child. It is proposed by Goleman⁴ that a person's behavior is determined by the environment, what is experienced and learned in everyday life determines more behavior and patterns of emotional response. If from an early age the child gets the right emotional exercises, then his emotional intelligence will increase.⁵ The interaction of the child with the immediate environment results in the magnitude of the influence of this environment on the child's emotional development. Thus, the provision of positive stimulation conditioned by the teacher will be able to improve emotional intelligence in early childhood.⁶

The problem is how to improve early childhood emotional intelligence through the provision of positive stimulation and whether there is a difference in the improvement of emotional intelligence between early childhood who are given treatment and the provision of positive stimulation and children who are not given treatment.⁷ The goal is to find out the existence of an increase in emotional intelligence, and the difference in improvement between children who obtain positive stimulation and those who do not in early childhood in kindergarten in the Holy land.⁸

¹ Hanif Cahyo Adi Kistoro, "Kecerdasan Emosional Dalam Pendidikan Islam," *Jurnal Pendidikan Agama Islam* 11, no. 1 (2017): 1–18; Anisatul Masruroh, "Konsep Kecerdasan Emosional Dalam Perspektif Pendidikan Islam," *MUDARRISA: Journal of Islamic Education* 6, no. 1 (2015): 61.

² Jito Subianto, "Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas," *Edukasia: Jurnal Penelitian Pendidikan Islam* 8, no. 2 (2013): 331–354.

³ Riana Mashar, *Emosi Anak Usia Dini Dan Strategi Pengembangannya* (Jakarta: Kencana, 2011); Hijriati, "Faktor Dan Kondisi Yang Mempengaruhi Perkembangan Sosial Emosional Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini* V, no. 2 (2019): 94–102.

⁴ Goleman Daniel, *Emotional Intelligence* (Jakarta: Gramedia Utama, 1995).

⁵ Diane Henry, "Emotional Intelligence," *American Journal of Nursing* 117, no. 10 (2017): 13.

⁶ Fressi Apriyanti, Fattah Hanurawan, and Ahmad Yusuf Sobri, "Keterlibatan Orang Tua dalam Penerapan Nilai-nilai Luhur Pendidikan Karakter Ki Hadjar Dewantara," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (March 20, 2021): 1–8; Nur Khamim, "Upaya Masyarakat Dalam Membentuk Lingkungan Bersih Dan Implikasinya Dalam Pelaksanaan Pendidikan Islam Anak Di Desa Manyarejo Kecamatan Manyar Kabupaten Gresik," *Atthiflab: Journal of Early Childhood Islamic Education* 8, no. 2 (September 2, 2021): 90–100.

⁷ Susanti Susanti and Mauhibur Rokhman, "Fostering Learners' Interpersonal Intelligence through Religious Extracurricular Activities: A Case Study in An Islamic School," *Tajkair: Interdisciplinary Journal of Islamic Education* 3, no. 1 (February 10, 2022): 92–104.

⁸ Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

Learning in early childhood prioritizes the principle of learning through play. Play means practicing, exploiting, engineering, and repeating any exercise that can be done to imaginatively transform the same things as the adult world.⁹ Thus, the role of teachers in learning in kindergarten is more of a guide, motivator, and facilitator. The implementation of creative, effective, and fun learning optimally is certainly inseparable from the characteristics of child development, learning principles, and a curriculum that is in accordance with the needs of children.¹⁰

The emotional development of early childhood in line with its social development can be understood from the opinion that emotions are a complex state of the organism's self, which includes physical changes in breathing, heartbeat, changes in glands, and mental states such as joyful states characterized by an impulse in a form of behavior.¹¹ Suggests emotions can be in the form of anger, fear, happiness, love, shock, disgust, and sadness.¹²

Argues that the learning process that supports emotional development consists of learning trial and error, learning by imitation, learning by identification, learning through habituation, and practice.¹³ Learning through habituation is getting used to conditioning the situation to the child's emotions. Children are taught how to react acceptably if something stimulates emotions. There are various ways to link emotional lessons to school life, including what already exists by helping teachers rethink disciplining students who are misbehaving.¹⁴

It was a good opportunity to teach skills that those children didn't have. In order to be very effective, emotional lessons must be adapted to the child's development and repeated at different ages in a way with the child's changing understanding and challenges.¹⁵

This research adopts a form of emotional stimulation developed by Mashar which aims to develop the ability to recognize one's own emotions or feelings, the ability to manage self-emotions, the ability to empathize with the feelings of others, and the ability to motivate oneself and establish good relationships with others.¹⁶

In educating early childhood, teachers need to understand various ways to stimulate children to have emotional intelligence. To increase this intelligence, it is necessary to have stimuli that can provide emotional skills, including 1) not being very protective, 2) allowing the child to experience disappointment, 3) not helping too quickly, 4) supporting the child to

⁹ Moeslichatoen. R, *Metode Pengajaran Di Taman Kanak – Kanak*. (Jakarta: PT. Asdi Mahasatya, 2004).

¹⁰ Fortina Verawati Sianturi, "PAUD Teacher Strategies in Supporting Learning in The Covid-19 Pandemic Period," *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 3 (December 6, 2021): 599–607.

¹¹ Theodore D. Kemper and Richard S. Lazarus, "Emotion and Adaptation," *Contemporary Sociology* 21, no. 4 (1992): 522.

¹² Daniel, *Emotional Intelligence*.

¹³ E.B Hurlock, *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*, edisi keli. (Jakarta: Erlangga, 2006).

¹⁴ Poetri Leharia Pakpahan and Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (January 10, 2021): 1–20; Prastio Surya and Muhammad Husnur Rofiq, "Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto," *Munaddbomab: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (August 4, 2021): 31–37.

¹⁵ Cahyo Adi Kistoro, "Kecerdasan Emosional Dalam Pendidikan Islam."

¹⁶ Mashar, *Emosi Anak Usia Dini Dan Strategi Pengembangannya*.

overcome problems, 5) showing empathy, 6) establishing firm and consistent rules, and training the child to recognize emotions and manage them well.¹⁷

METHOD

The research design used was quasi-experimental with a non-equivalent group pretest-posttest. The subjects of this study were students of Kaliwungu Kindergarten, Kudus district, which consisted of 2 classes, through a total sampling of 24 children for the experimental group and 24 children for the control group. The research instrument uses observation with direct observation of the object of study to see the activities carried out. These activities are related to emotions that arise from children in learning activities, including joy including smiling, laughing, clapping, surging, dancing/ dancing, singing, shouting joy, heart satisfaction includes: saying the words ok, yes, yes, love includes holding friends, helping friends, comforting, hugging, kissing, and self-confidence including daring to move forward, brandishing and so on. Observations can be carried out in a participatory manner and observers assist in its implementation.

Implementation before learning, pre-tests are carried out in the form of actions or activities. Each meeting takes 150 minutes with details of 30 minutes for the opening activity, 60 minutes for the core activity, 30 minutes for the break, and 30 minutes for the closing activity.

RESULT

Before the research activities are carried out, first determine the material and compile a Learning Daily Activity Plan, LKS, test questions, and observation guidelines to find out the child's process skills during the learning process.

From the data collected, it was processed using parametric statistics, to determine the maximum, minimum, mean, and SD scores, the average (mean) of learning outcome scores in the experimental class was 67.25 the lowest (minimum) score of 56, and the highest (maximum) 81. Obtained median (percentiles 50) in the experimental class of 64.50 shows that half of many students scored above 64.50, and the other half scored below 64.50. Thus with the gain of standard deviation (SD) of 7.28. As for the control class, the average (mean) learning outcome score is 57, with the lowest score of 39 and the highest score of 75. The median (percentiles 50) of 57.00 indicates that half of many students scored above 57.00 and the other half scored below 57.00, and the standard deviation (SD) gained 7,095.

The magnitude of the difference between the average control class and the experimental class after treatment can be seen in the following table:

Table 1. Learning outcomes of experiment and control classes

Frequencies

Group Statistics					
	VAR00001	N	Mean	Std. Deviation	Std. Error Mean
INTELLIGENCE	1.00	24	69.3333	7.19477	1.69582
EMOTION	2.00	24	57.0000	7.09562	1.44839

¹⁷ Ibid.

From Table. 1 above explains that the average learning outcomes of the experimental class were 69.3333 and the control class was 57.00. Thus there is a difference in the improvement of emotional intelligence between early childhood who acquires positive stimulation and the child who does not obtain positive stimulation. It can be concluded that the provision of positive stimulation can improve emotional intelligence in early childhood.

DISCUSSION

In this research, the learning time used was 10 meetings, each of which consisted of 60 minutes and was adjusted to the theme that took place at the meeting. Learning process **Learning is applied using the method of playing, and applying various games.**

The first day of the game: **My Emotional Fantasy Gymnastics**

Time 60 minutes, activities of hearing stories, doing fantasy gymnastics, and expressing feelings. With this learning model, it is hoped that children will have high motivation, and they also have a dynamic of excitement in learning because of the use of games, activeness, and creativity. Also able to express a wide variety of emotions experienced such as happy or cheerful, sad, angry, and afraid.

Day two: **The Story of the Nation's Children**

The goal is that children are expected to be able to remember the happy things experienced. Activity time 30 minutes, type of storytelling activity.

Day three: **The Fun Game**

After participating in this activity, children are expected to have a sense of humor, so as to increase excitement in themselves. Activity time 30 minutes. Tools and materials: cute cartoon images.

Day four: **Emotional Expression Card**

With this activity, children are expected to be able to express various kinds of emotions experienced such as happiness or cheerfulness, sadness, anger, and fear. It is expected that children are trained to become open and assertive individuals, so as to be able to reduce negative feelings in themselves. Activity time 60 minutes. Activities of hearing stories, expressing feelings, drawing.

Day five: **Love to Express Feelings**

By participating in this activity, children are expected to be able to express various kinds of emotions experienced such as happiness or cheerfulness, sadness, anger, and fear. With this activity the child is trained to manage the negative emotions experienced by habitually performing catharsis. Activity time 30 minutes, types of activities drawing emotional expressions.

Sixth Activity: **Knowing The Emotions of Images and Self-Emotions**

After participating in this activity, children are expected to be able to recognize the various emotions experienced such as cheerfulness, sadness, anger, and fear. Activity time 60 minutes. Types of activities recognize the emotions of the picture, recognize the emotions of the self.

Seventh Activity: Happy When Successful

After participating in this activity, children are expected to be able to increase their heart satisfaction when they successfully complete a task or when they succeed in achieving certain achievements. Activity time 60 minutes, Activity type working on group assignment.

Eighth Activity: Yes I can

After participating in this activity, children are expected to be able to increase feelings of confidence in their abilities, after successfully doing something. Activity time 30 minutes.

Ninth Activity: Happy When Sharing

After participating in this activity, children are expected to be able to increase feelings of love and feel happy when they can share with others. Time 30 minutes. Activities of sharing food, and toys with his friends, singing, and listening to stories. Tools and ingredients Small food, or other gifts.

Tenth Activity: Good Wishes

After participating in this activity, children are expected to be able to increase good/positive expectations, so that they can develop positive beliefs. Activity time 30 minutes. This type of activity makes good wishes My ideals. From various games, observations were made, both before and after the treatment was carried out with observation guidelines consisting of 4 dimensions of children's emotions. After a comparison between before and after, the results obtained are as follows:

Table. 2. Comparison before and after treatment

A JOY		
	PRE	POST
1. Smile	7	7
2. Laugh	12	17
3. Applause	2	3
4. Soaring merrily	4	4
5. Dancing/dancing	0	4
6. Sing	0	3
7. Shouting happily	3	2
B HEART SATISFACTION		
1. Saying the words of hurrah, yes	13	15
2. Thumbs up	2	10
3. Raising your hand up	5	7
C. LOVE		
1. Holding a friend's hand	18	19
2. Helping friends	0	3
3. Entertaining	0	2
4. Embrace	2	3
5. Smell	0	1

D SELF-CONFIDENCE

1. Dare to move forward	7	10
2. Raising a hand	12	14

In the dimension of excitement consisting of indicators of smiling, laughing, clapping, jovial jumping, dancing/dancing, singing, and shouting happily there is an increase in the number of children/individuals. This can be interpreted to mean that the child's emotional intelligence begins to appear with the positive stimulation provided by the teacher. In accordance with the opinion of¹⁸⁾ that emotional intelligence is different from intellectual intelligence, emotional intelligence can be improved through practice. noted that children who learned social and emotional skills experienced improvements in self-awareness, self-management ability, the ability to make productive use of emotions, the ability to empathize, and the skill of fostering relationships.¹⁹

The dimension of satisfaction of the heart consists of indicators of saying the words of hurrah, yes, giving a thumbs up, raising the hand upwards. This dimension explains to us that a child who has a satisfied heart will spontaneously do something to express his heart. This expression can also occur in changes in the face. According to Ekman's discovery²⁰, certain facial expressions for the emotions of fear, anger, sadness, and pleasure are recognized by the nations of the whole world with their own cultures. This discovery implies that emotions as triggers of action or a tendency to act will be expressed in behavior.

The dimension of love consists of indicators of cooperating with friends, helping friends, comforting sad friends, hugging, and kissing. This dimension makes it clear that the child has a love for friends expressed by the behavior. The dimension of self-confidence, which consists of indicators of daring to come to the front of the class and daring to raise their hands, marks that the child has confidence.²¹ Thus all the indicators have improved, so it can be said that the positive stimulation that the teacher gives in this learning has an influence on the emotional intelligence of the child. The child becomes emotionally intelligent in this case it can be seen from the various behaviors shown in learning. Children who were previously silent or passive are affected to become active in the game/learning which ultimately has an impact on improving their expression.²²

The behavior of the child is spontaneous behavior, sincere, and not contrived behavior. So that if there is a change in behavior to be good/positive, it can be interpreted

¹⁸ Daniel, *Emotional Intelligence*.

¹⁹ Ibid.

²⁰ Cahyo Adi Kistoro, "Kecerdasan Emosional Dalam Pendidikan Islam."

²¹ Suprihatin Suprihatin et al., "The Effect of Work Motivation and Discipline on The Performance of The Leading Teachers of Madrasah," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (May 15, 2022): 693–704; Sri Wahyuni and Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (September 2, 2021): 229–249.

²² Muhammad Anas Maarif, Muhammad Husnur Rofiq, and Nur Silva Nabila, "Pendidikan Pesantren Berbasis Multiple Intellegences (Kecerdasan Majemuk)," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 1–19; Akhmad Sirojuddin, Ashlahuddin Ashlahuddin, and Andika Aprilianto, "Manajemen Kurikulum Terpadu Berbasis Multiple Intellegences Di Pondok Pesantren," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (April 23, 2022): 35–42.

that the child increases his emotional intelligence. This is very useful because the positive stimulation provided by the teacher in every learning will have an impact on increasing intelligence. Thus, it can be used as a medium to overcome emotional problems. As we have seen lately emotions are a source of problems that exist in people's lives. For example, the emotion of hatred has turned into a tense terror. Mutual envy, towards the lives of others, will give rise to a sense of hatred that ultimately causes problems to rival each other. All these facts reflect the increasing emotional imbalance, despair, and moral fragility in the person, family, and society. Various previous facts have shown that high intelligence, does not guarantee emotional balance.

According to Goleman, genetic inheritance gives the individual a certain set of emotional charges that determine temperament, but the brain tissue involved is very malleable form, temperament is not destiny. Emotional intelligence can be improved and taught. Goleman explained the need to incorporate emotional intelligence into the school curriculum. Adapted Salovey and Meyer's model of emotional intelligence into a version that he found most useful for understanding how emotional intelligence works in everyday life or work life. Goleman adapts the five basic components of emotional aptitude and social aptitude as follows: Self-Awareness the ability to recognize what the individual is feeling at a moment, and use it to guide one's own decision-making; having a realistic benchmark of self-ability and strong self-confidence. Self-regulation is the ability to deal with emotions in such a way that it has a positive impact on the performance of tasks; sensitive to the heart and able to delay enjoyment before the achievement of an object; able to recover from emotional stress. Motivation is the ability to use the deepest desires to move and lead towards goals, helping to take the initiative and act very effectively, as well as to endure failures and frustrations. Empathy is the ability to feel what the other person is feeling, be able to understand their perspective, cultivate trusting relationships, and aligning oneself with a wide variety of people.

Social skills are the ability to handle emotions well when in contact with others and carefully read situations as well as stress networks; interact with stress; use these skills to influence and lead, deliberate and resolve disputes, and work in teams.

Emotional intelligence can be learned, it can be improved through practice. For kindergarten children, increasing emotional intelligence is the beginning of intelligence formation, so in the future, if the child's emotional intelligence is well formed, it remains only improve slowly. Thus the child will be able to manage his emotions intelligently and in the end, easily adjust and be accepted in his environment. In accordance with the focus of Islamic education, where Islamic education has the main objectives in the growth of education, knowledge, and reason.²³

The ultimate goal of educating children is not only to make children obedient and obedient but more than that, namely to increase the values of charitable morals. ²⁴The goal of Islamic education is to try to shape human behavior into conscious behavior, both in

²³ Maptuhah Maptuhah and Juhji Juhji, "Pengaruh Perhatian Orangtua Dalam Pembelajaran Daring Terhadap Motivasi Belajar Peserta Didik Madrasah Tsanawiyah," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 22, 2021): 25–34.

²⁴ An-Nahlawi Abdurrahman, *Prinsip-Prinsip Metode Pendidikan Islam Dalam Keluarga, Di Sekolah Dan Masyarakat* (Bandung: Diponegoro, 1995).

individual and social practice so that his life has a 'meaning' in life and this life at large. That the Qur'an was handed down to mankind to give instructions towards a straight way of life, in the sense of giving guidance and guidance towards the path that Allah Almighty agreed to

CONCLUSION

From the discussion above, it can be concluded as follows: (1) The mean of the experimental group is 69.33, with a minimum value of 56, and a maximum value of 81. While the control group obtained a Mean of 57, with a minimum value of 39, and a maximum value of 71. Thus it can be said that the value gain of the experimental group is higher than that of the control group. (2) The t-test obtained $0.00 = 0\% < 5\%$ meaning it is significant, H_0 reject, or there is a difference between the average learning outcomes of the control class and the experimental class. The results showed that the experimental group was better than the control group. (3) the results showed that children in the dimension of excitement consisting of indicators of smiling, laughing, clapping, cheerful jumping, dancing/ dancing, singing, and shouting happily there was an increase in number of children/individuals. This can be interpreted to mean that the child's emotional intelligence begins to appear with the positive stimulation provided by the teacher. (4) The effect of student activity in learning on learning outcomes On the dimension of heart satisfaction which consists of indicators of saying the words of hurrah, yes, giving thumbs up, raising hands up. This dimension explains to us that the child who has the satisfaction of the heart will spontaneously do something to express his heart, (5) The dimension of love which consists of indicators of cooperating with friends, helping friends, comforting sad friends, hugging, and kissing. This dimension explains that the child has a sense of love for friends expressed by the behavior, (6) The self-confidence dimension consists of indicators of daring to come to the front of the class and dare to raise hands, marking that the child has confidence/ self-confidence. Thus all indicators have increased, so it can be said that the positive stimulation that the teacher gives in this learning has an influence on the emotional intelligence of the child. Children become emotionally intelligent in this case as can be seen from the various behaviors shown in learning, (7) Contribution to the Differential Test of learning outcomes before and after treatment has a considerable difference.

SUGGESTION

Meanwhile, after being given treatment, a score was obtained in the experimental class of 69.33 greater than the average control class of 57.00. Thus there is a difference in average between the experimental class and the control class. The difference test obtained that the average score of the experimental class has increased. the child achieves completeness of learning compared to the control class Keywords: emotional intelligence, early childhood, positive stimulation.

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