

Mastery Motivation for Early Childhood In the Children's Storybook "Tiup-Tiup" by Ana Falesthein T.A. and Larasputri

Lydia Anggraeni Denthi Permatasari
{anggraenidps22@gmail.com}
UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia

Abstract. Mastery motivation is a child's intrinsic drive to master new skills through exploration and repeated effort, despite facing difficulties. Mastery motivation also contributes to the cognitive and motor development of early childhood, as well as the formation of positive character traits such as perseverance, fortitude, and perseverance. Therefore, the purpose of this study is to explain aspects related to early childhood mastery motivation contained in the children's storybook entitled "Tiup-Tiup." The method used was descriptive research with data collection techniques through reading and note-taking. Data were analyzed using content analysis from a psychological perspective. The results of the study were activities that demonstrate the ability to persist over the long term (grit), endurance after experiencing difficulties (resilience), and perseverance, which is a consistent, continuous effort in facing learning challenges (perseverance).

Keywords: Mastery Motivation, Early Childhood, Grit, Resilience, Perseverance.

INTRODUCTION

Learning is the process of changing a child's behavior throughout their life. Many factors influence learning, one of which is motivation. This factor serves as a driving force for efforts to achieve success. In other words, if there is a strong drive to learn, a child's efforts will produce better results. Learning motivation is the most important component of the learning process and serves as the foundation for students to achieve optimal learning outcomes. Student learning outcomes are determined by their level of motivation to continue developing within their learning environment. (Indrawati et al., 2024)

Purwanto explains learning motivation as the primary driving force within an individual to engage in learning activities, which ensures learning activities occur, provides guidance for learning activities, and influences individual behavior toward achieving specific goals. (Fadhilah et al., 2023)

Early childhood children are inherently curious. However, without the right environmental support—from teachers, parents, and learning media—this motivation can weaken. This is where the role of Early Childhood Education (PAUD) becomes crucial: creating a fun, exploratory learning environment that encourages children to actively try and be willing to fail. From an early childhood education perspective, learning is not solely focused on achieving results, but rather on the process of playing while learning, which can foster children's intrinsic motivation. (Indrawati et al., 2024)

Learning approaches appropriate to early childhood characteristics, such as play methods, thematic approaches, and direct, experiential learning, are key to fostering children's interest in new things. Therefore, it is important to examine how children's learning motivation can be built and maintained through a unique early childhood education approach, so that they grow into active, confident individuals with a passion for lifelong learning. (Bahar, 2025)

Curiosity and enthusiasm for new things are examples of intrinsic motivation that tend to lead to deeper and more sustained engagement. Intrinsically motivated children are more likely to undertake difficult tasks, try new approaches when they fail, and feel a sense of pride after achieving a goal.

The children's storybook "Tiup-Tiup" by Ana Falesthein T.A. and Larasputri, published by the Ministry of Education, Research, and Technology, highlights the story of a young child named Nubi.

Nubi is a special character because, during her early childhood development, she couldn't move or explore as freely as other children. Nubi faced the reality of being blind. A cheerful individual despite her limited mobility, Nubi chose to rely on intrinsic motivation, fueling her curiosity to try new things she'd never done before.

Internal motivation, when linked to positive psychology, is also related to the ability to endure long-term (grit), resilience after experiencing adversity, and perseverance, which is the consistent, ongoing effort to overcome learning challenges (perseverance). "Grit is a positive personality trait of perseverance and passion for long-term goals," according to Duckworth et al. (2007). Grit can also be defined as consistent interest and persistence in achieving long-term goals. To thrive in life, one must have the resilience to face challenges and strong motivation to achieve their goals. (Yuliana, 2020).

Real challenges arise especially in home-based learning situations, such as remote learning or online learning, such as during the COVID-19 pandemic. The diverse roles of parents, limited in-person interaction, and lack of facilities can discourage children from learning new things. One study in Pekanbaru found that although early childhood learning motivation during distance learning was "moderate," some children experienced low motivation, which could impact their ability to complete new tasks and overcome technical or emotional challenges. (Sri Wahyuni et al., 2021)

Data analysis showed that only 8 percent of respondents had a high learning drive. Some of the parents' responses when completing a Google Form questionnaire were as follows: teachers provide resources for home learning for children who still want to learn amid the COVID-19 pandemic. Parents come to school with learning tools and materials every week, so parents believe the school is still providing the means to support their children's learning at home. (Sri Wahyuni et al., 2021)

A child's ability to persist in the face of learning challenges is a crucial component of learning motivation in early childhood education. When children try new things, they need more than just interest and enthusiasm; they also need the drive, or encouragement, to keep trying despite difficulties. This resilience is crucial for developing an independent learning attitude, meaning children have the ability to complete tasks without relying on others. Conversely, children's resilience helps them stay motivated in the face of failure, frustration, or uncomfortable situations.

Early Childhood Education (PAUD), which serves as the foundation of learning, has the strategic goal of simultaneously cultivating all three elements. PAUD can foster children's intrinsic desire to learn new things and develop resilient character through a fun, play-based approach and positive reinforcement. Therefore, further research is essential on how PAUD approaches that support resilience, resilience, and independence in early childhood learning can be shaped and strengthened.

RESEARCH METHOD

This type of research is qualitative, focusing on document analysis. According to Lexy J. Moleong in her book "Qualitative Research Methodology," documents are an important source of data in qualitative research, especially if researchers want to understand phenomena comprehensively without conducting direct observations or interviews with subjects. These documents can be written texts (reports, articles, archives), images, photographs, audio recordings, or videos (Moleong, 2017).

In this study, data was collected through reading and note-taking, specifically reading the storybook "Tiup-Tiup" by Ana Falesthein T.A. and Larasputri. The data consisted of excerpts from the story that demonstrate aspects of children's learning motivation. According to Djam'an Satori and Aan Komariah in their book "Qualitative Research Methodology," systematically recording readings facilitates data organization, analysis, and interpretation (Satori & Komariah, 2017).

In this study, the researchers used thematic analysis techniques. According to Braun and Clarke in their book, "Thematic Analysis: A Practical Guide," thematic analysis is a qualitative data analysis method used to discover, analyze, and interpret patterns or themes that emerge from research data. This technique utilizes the process of grouping information into interrelated themes to uncover deeper meaning from qualitative data (Braun & Clarke, 2021).

RESULT AND ANALYSIS

Strength the most important psychological in the learning process is mastery motivation, which drives somebody For Keep going develop without depends on the award from source outside. Motivation For master, also known as as motivation mastery, very important For form personality and love on the learning process during childhood age early. All development cognitive and social-emotional child depends on desire experience they For try, explore, and master skills new. Children at the age of this is very desirable know and tend do the same activity until they feel successful. This shows encouragement in self For control environment, not only Because praise or present.

Through activity reading and listening stories, children pushed For research, solve problem simple, and understanding channel story. In case this, (Morgan et al., 2020) explain in his book *Assessing Mastery Motivation in Children: A Manual for Teachers and Parents* that motivation mastery is encouragement natural that encourages child For try control difficult tasks and feeling satisfied with the process , not with the result . When children interested and involved active in read book story, they indeed increase ability they For still focus, be persistent, and enjoy the learning process. Book story with title *Blow-Blow* work of Ana Falesthein TA and Larasputri focus For introduce *mastery motivation* in children age early . In the book This is mastery motivation explained through 3 concepts that is :

1. Ability endure in term long (*grit*)
2. Durability after experience difficulty (*resilience*)
3. Perseverance is effort consistent Keep going continuously in face challenge Study (*perseverance*).

For make things easier discussion , results findings served in table 1. following :

No	Aspect		Data
1.	Grit	1.1	Nubi saves .
		1.2	Nubi collects all the money he had have , good it's a coin and paper money .
		1.3	Nubi tries to get money in a piggy bank can fully used For buy flute .
		1.4	Nubi tries first time For blow flute without knowledge .
		1.5	Nubi is looking for how to be able to play flute without scolded .
		1.6	Nubi is looking for how to make it Can play flute without disturbing other people.
		1.7	Nubi has interest in goods other .
2	Resilience	2.1	Nubi tries to get money in a piggy bank can fully used For buy flute .
		2.2	Nubi does not give up on trial the first one.
		2.3	Nubi is looking for how to be able to play flute without scolded
		2.4	Nubi is looking for method
3.	Perseverance	3.1	Nubi tries first time For blow flute without knowledge .
		3.2	Prophets are forbidden give up.
		3.4	Newbies continue look for method .

		3.5	Nubi does not afraid moment requested stop .
		3.6	Nubi succeeded master matter new that he fight for it .

Table 1. Findings in the Book *Blow-Blow*

1.1 Grit

Non- cognitive skills child become the more important in the modern era with increasing challenges complex, such as progress technology, competition academic, and change social. One of the skills the is *grit*, which is simple can defined as consistency and durability in effort term long as well as strong desire For reach objective.

Proven that non- cognitive skills are very important For reach objective life like good health, education high, and success in the labor market work. In some year lastly, grit, one of the non- cognitive skills, have get more attention big. In literature, grit is usually depicted as combination between perseverance and desire tall For reach objective term long. However , the definition of grit is often associated with ability For Work hard , persistent in something task, challenge self alone , and abstinence give up although There is obstacle (Duckworth & Stoddard, 2022).

From the results read book *Blow-Blow*, got it that There is seven Nubi's behavior, which shows attitude *grit*. One of the for example is Nubi saving For buy his flute. *Grit* defined as persistence and interest to target term long and descriptive commitment sustainable For finish business certain although experience failure , setbacks , and difficulties . (Stoffel & Cain, 2018) This in harmony with what was done by Nubi Dalam his business Study matter new, he start with gather the money in piggy bank.

Developing grit from the start age early, such as in preschool and school basic, have Lots benefit for development child like following:

1.2.1 Increase persistence and involvement in task

According to research conducted on children ages 3 to 6 years , grit scores , which were measured with choice more challenges difficult, to complete tasks, and perseverance, increased along increase age (Sutter et al., 2022). When children used to with tasks that require more Lots business, they Study that Work hard work and perseverance can produce something, which is lesson important For learning at school and within life .

1.2.2 Prepare self For face difficulties and failures

Children who do not give up when face difficulty tend more Ready For try Again or choose problem which are more difficult. This is especially important at this age. early when children start Study things new, like reading, writing, and complex motor skills, and experiencing " discomfort " Study". A article entitled "Growing Courage in Young Children: A Strategy Based on Research" says that children aged four up to five years can start introduce challenging project. According to article said, focus main is linking effort with results than only reach results end (Lee, nd)

1.3 Support non- cognitive development

Non- cognitive abilities like persistence, motivation, regulation self and ability finish task influence development and success furthermore a children. Studies show that grit is one of the from non- cognitive (Sutter et al., 2022). With growing grit at an early age early, children prepare self For face more learning complex later day .

1.4 Increase performance academic and mental health

In research conducted on children with disturbance reading (disorder) reading), found that level more fortitude and fortitude tall correlated with performance more academic good, level greater anxiety and depression low , and quality a better life Good (Hossain et al., 2022) .

The study show that building grit can help children in a way emotional and academic, although No in a way specific age early.

2.1 Resilience

Ability somebody For overcome, adapt yourself, and rise from challenging situations, challenges, or difficulty life known as resilience. Ability this is very important for children age early (eg between age 0-6 or 0-8 years) because this period is base development social-emotional, cognitive, and motor skills that will influence ability child For adapt later day.

Resilience child No means they No Once experience stress or difficulties. On the contrary, it show How child respond and develop through challenges. Resilience child built by various component psychological , sociological , and neurobiological , according to book such as Resilience in Childhood: Perspectives, Promise, & Practice by Erica Joslyn (Joslyn, 2016). (Hossain et al., 2022) Explain that ability to " rise" back " or " dynamic process that allows adaptation positive to stressor " is the core of resilience.

Following is results analysis on *Resselience* data in the book *Blow-Blow*. Nubi is looking for how to be able to play flute without scolded. Nubi's behavior is like that show that He quick recover after get obstacles and stressful atmosphere himself. Research more what was done before (Wang, 2021) also said that resselience learners international recommended For own resilience so that they can face challenges in the environment new and adaptable with him . A resilient learner defined based on his abilities face change. Therefore that, resilience related with How learners can recover after challenging situation or face it.

Develop *resilience* in children age early is valuable investment for the future They are strong children. in a way emotional, social, and cognitive more Ready For facing a dynamic and difficult world. We help they fertilize resilience, which will become supplies important throughout live, with make supportive environment, giving they chance For play and explore, and guide they with friendly and patient.

3.1 Perseverance

Ability somebody For Keep going strive, persist, and commit to the goal they although face obstacles, failures, or challenge called persistence. Defense be one of quality important supporting success personal and professional in an era of change fast, like technology, education, and jobs. From the corner view individual, (DiNapoli, 2023) describe perseverance as “ starting and maintaining, and starting return and defend , struggle productive moment This in face One or more obstacles, setbacks, or despair.

Following is results analysis of *Perseverance* data in the book *Blow-Blow* , Nubi succeeded control matter new . This is show that Nubi always start over and fight for his wish until He succeed control matter new that he target. Nubi's success is also supported by the environment around him. (Hupp, 2021) get results that is finally, perseverance No just characteristic personal. Perseverance can also become chance For support others in journey life they, where perseverance they can improved through your support through mentoring and/ or coaching and/ or role model, help financial, or support emotional For help somebody going through hard times.

One of quality most important in life is perseverance. The benefits No only seen in results or achievements achieved, but also in the process of learning and development character, mental toughness, and self- confidence self, With apply perseverance, someone can change obstacle become opportunities and building a better life productive, meaningful, and successful.

CONCLUSION

Analysis the story of the Prophet shows that character main show perseverance, fortitude, and perseverance in face difficulties. In Overall, the story of Nubi teaches that perseverance, fortitude, and perseverance each other complete; perseverance give motivation and direction For purpose, perseverance guard ability For rise from failure, and perseverance ensure that effort Keep going done until objective achieved. Readers can understand Nubi's experience that success need perseverance, mental resilience, and ongoing commitment.

References

- Bahar, H. (2025). Efforts to Increase Children's Learning Motivation through Play Methods in Early Childhood Education. *Starkids: Journal of Early Childhood Education* , 1 (1), 44–48. <https://doi.org/10.59005/starkids.v1i1.278>
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide* .
- DiNapoli, J. (2023). Distinguishing between Grit, Persistence, and Perseverance for Learning Mathematics with Understanding. *Education Sciences* , 13 (4), 402. <https://doi.org/10.3390/educsci13040402>
- Duckworth, A., & Stoddard, J. (2022). A Review of “Grit – The Power of Passion and Perseverance.” *LEADERSHIP DEVELOPMENT* .
- Fadhilah, W., Indriyani, T., & Zukhairina. (2023). Teacher Strategies in Increasing Early Childhood Learning Motivation. *DZURRIYAT Journal, Journal of Early Childhood Islamic Education* , 1 (2), 47–59. <https://doi.org/10.61104/jd.v1i2.42>
- Hossain, B., Chen, Y., Bent, S., Parenteau, C., Widjaja, F., Haft, S.L., Hoeft, F., & Hendren, R.L. (2022). The role of grit and resilience in children with reading disorders: A longitudinal cohort study. *Annals of Dyslexia* , 72 (1), 1–27. <https://doi.org/10.1007/s11881-021-00238-w>
- Hupp, J.R. (2021). The Value of Perseverance. *Journal of Oral and Maxillofacial Surgery* , 79 (6), 1183–1184. <https://doi.org/10.1016/j.joms.2021.04.002>
- Indrawati, I., Ilham, I., Muslim, M., & Ahmad, A. (2024). The Role of Teachers in Building Early Childhood Learning Motivation at PGRI Ibadurrahman Mande Kindergarten, Bima City. *Golden Generation* , 7 (2), 86–97. [https://doi.org/10.25299/ge.2024.vol7\(2\).18107](https://doi.org/10.25299/ge.2024.vol7(2).18107)
- Joslyn, E. (2016). *Resilience in Childhood: Perspectives, Promise & Practice* (1st ed). Palgrave. <https://doi.org/10.1007/978-1-137-48615-8>
- Lee, J.A. (nd). *THE DEVELOPMENT OF MASTERY MOTIVATION IN YOUNG CHILDREN* .
- Moleong, LJ (2017). *Qualitative Research Methodology* . Rosdakarya Youth.
- Morgan, G. A., Liao, H.-F., & Józsa, K. (Eds.). (2020). *Assessing mastery motivation in children using the Dimensions of Mastery Questionnaire (DMQ)* . Szent Istvan University.
- Satori, D., & Komariah, A. (2017). *Qualitative Research Methodology* .
- Sri Wahyuni, Atika Putri, A., & Fadillah, S. (2021). *EARLY CHILDHOOD LEARNING MOTIVATION IN HOME-LEARNING PROGRAMS DURING THE COVID-19 PANDEMIC*. *Incrementapedia: Journal of Early Childhood Education* , 3 (01), 12–21. <https://doi.org/10.36456/incrementapedia.vol3.no01.a3754>
- Stoffel, J. M., & Cain, J. (2018). Review of Grit and Resilience Literature within Health Professions Education. *American Journal of Pharmaceutical Education* , 82 (2), 6150. <https://doi.org/10.5688/ajpe6150>
- Sutter, M., Untertrifaller, A., & Zoller, C. (2022). Grit increases strongly in early childhood and is related to parental background. *Scientific Reports* , 12 (1), 3561. <https://doi.org/10.1038/s41598-022-07542-4>

Wang, L. (2021). The Role of Students' Self-Regulated Learning, Grit, and Resilience in Second Language Learning. *Frontiers in Psychology* , 12 , 800488. <https://doi.org/10.3389/fpsyg.2021.800488>

Yuliana, Y. (2020). THE ROLE OF INCLUSIVE EDUCATION IN BUILDING GRIT AND ISLAMIC CHARACTER IN CHILDREN WITH SPECIAL NEEDS (Case Study of PAUD Al Hikmah Sempor). *Muāṣarah: Journal of Contemporary Islamic Studies* , 2 (2), 98. <https://doi.org/10.18592/msr.v2i2.4318>

.