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Increasing Personal and Social Competence the Early Childhood's (Action Research on Kindergarten Arrusydah Bandar Lampung)

Nilawati Tadjuddin

*Lecturer The State Islamic Institute of Raden Intan Lampung
Indonesia*

Abstract

The objective of this research is to make early childhood's personal and social competence increase through the integrated learning based-emotional intelligence model. The study was conducted at Arrusydah and Perwanida Kindergarten in Bandarlampung in the year of 2011. The method of this research was action research which apply Kemmis and Taggart model with mix methods (Qualitative and Quantitative) to analyze data. The study concludes that the use of learning based-emotional intelligence model can increase the personal and social competence ability of the early childhoods. Each model has two cycles has four steps. They are as follow: 1) plan, (2) action, (3) observe, and (4) reflect. To analyze the data, qualitative and quantitative were used. Spradley model was used for qualitative data while t-test was used quantitative data. The result shows that there are integrated learning based-emotional intelligence model involved various activities, media and methods. The result of the quantitative shows that there are significant differences between pre and post assessment of personal and social competence early childhood. To conclude that in applying the integrated learning based-emotional intelligence model will influence plan, learning development, teacher's role, management and curriculum of instruction at the Institute of Educators And Education Support.

Keywords: personal and social ability, learning based-emotional intelligence.

1. Introduction

Intelligent nation is a nation that can survive in the face of adversity (Tilaar, 2004: 27). Education is a process of learning that can help people Enhance the development of its potential in the face of adversity, and valid lifetime that leads to progress a person. Therefore, education is important in life, and it is proper to education is a fundamental right for everyone from early childhood through lifelong. The concept of lifelong education in line with the goal of independence as set out in the preamble of the Act Dasar 1945 to educate the nation. Every child has the right to live, grow and develop and has the right to protection from violence and discrimination (Article 28 B, paragraph 2). Furthermore, in Article 31, paragraph 1 state that every citizen gets education (Constitution 45: 22).

The government has to Realize the mandate of the Constitution is to establish and organize a national education system that enhances faith and devotion to God Almighty and noble in order to educate the nation, aims to develop students' potentials to Become religious and dedicated to Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and Become citizens of a democratic and accountable. (Law RI 2003). Individuals embodiment as described above the target

figure learners who are mostly directed at the younger generation, the future key holders Including Reviews those who at this moment the status of early childhood as the next generation, future leaders of the nation, which was struggling to develop its potentials in the level of early childhood education programs. Presence of children in the age range of birth to six years old is the age range of critical and strategic at the same time in the educational process that can affect the educational process at a later stage.

Early childhood education organized by the commitments proclaimed in education for all (Education for All) in Jomtien-Thailand (1990) that the welfare of children around the world, that everyone has the right to basic education to develop their talents, improve their lives and transform communities (UNESCO, 2001). Educational programs for all (Education for all and all for education) that have been signed, also an international conference in Dakar Senegal in 2000, which consists of six commitments agreed upon one of them to expand and improve the overall care and early childhood education, especially for children are extremely vulnerable and disadvantaged (Napitupulu, 2000). Likewise, the commitment to create a world that is safe for the child (World Fit for Children) reaffirmed the educational world meeting in New York in 2002 with the introduction of healthy life for children and every child must start life in the best possible circumstances. View of the above can be interpreted that early childhood education as the most fundamental education puts a very strategic position in the development of human resources.

The cornerstone of the policy and commitment to the world of education is the basis of government of Indonesia to develop early childhood education program until 2015 to document the National Program for Indonesian Children(PNBAI) are: (1) Creating healthy children grow and develop optimally through community empowerment, increase cross-sectorial cooperation, improvement of the environment, enhancing quality, and range of health efforts, increasing resources, financing and the management of health and the development of science and technology; (2) Achieve a smart kid, cheerful and noble through the expansion of accessibility, improved quality, and efficiency of education and community participation; (3) Realize protection and active participation of children by improving the quality of social institutions and laws (Fasli Jalal, 2005).

In line with the above view early childhood education aims to develop children's potential early on as a preparation for life and can adapt to their environment. Goals to be achieved in early childhood education is to create an educational environment that is conducive, democratic and comparative dimension so that all potential and existing development in the child can develop optimally, and the organization of early childhood education can help students develop a range of potential good physical, emotional, social, and cognitive (Sue Bredekamp, 1987).

Islam emphasizes the duty of parents raising children properly and educates children to support their growth and development as described in the Qur'an Surah Al-Isra verse 31, "Do not kill your children for fear of poverty. It is we who will give sustenance to them and also to you; actually killing them is a great sin "(Khadim, 2009). The verse commands are translated by the Prophet Muhammad in a hadith narrated by Muslim that "The strong believer is better and more favored by God than the weak believer". Parents are encouraged to teach their children swimming, archery and horseback riding, play with them and give an opportunity to play with his friends. Islam advocates educating children in accordance with his time as the Prophet Rasulullah SAW "Educate your children because they were born for a time that is not the time" (MUI, 2005). Furthermore, the Indonesian Ulema Council (MUI) also give attention to early childhood education that the education given during early childhood whose influence is very large and more lasting, such as "Learning at a time when little like carve on stone". Parenting and education properly done from an early age, will be a provision in the next life

UNESCO launched the four pillars of education provision age 1) education through the media and the teacher's explanations, (Learning to know), 2) direct activities (learning to do), 3) through role play (learning to be), 4) to interact with others and discipline (learning to live together). View of the above aims to develop the innate potential (intelligence), the ability as a life skill that must be owned subsidiaries such as personal competence and social competence in a way to learn through experiences

in performing activities (learning), and applied in everyday life. The views over the emphasis on growth and development potential of children to be able to help themselves, independent and responsible for them, unable to care for the physical, emotional control and are able to build relationships with others.

In connection with personal competence and social competence of children, which is one important aspect that must be developed, as it is said Yuliani that goal early childhood education to develop the various aspects of intelligence that owned subsidiaries namely personal competence and social competence such as life skills (life skills), among others social skills, interpersonal, cognitive skills and skills mimic emotions, through a variety of life skills are mastered expected that children will be able to survive and be responsible for themselves, independently like eating, bathing, dressing, and take care of themselves (Yuliani, 2009). Further strengthened by Catron and Allen that learning life skills intended that the child has personal competence and social competence or able to take care of itself (self-help) and able to help others (social skills) as a form of awareness and social responsibility and as a member families and communities in which it is located.

The ability of children to personal competence and social competence is highly dependent on the views and experiences of parents of children, especially when the children go to school readiness, as described Xiangkui (2008) school readiness as a condition that indicates the condition of children of pre-school education conditions to environmental conditions of education school. At each new school year parents being busy, in addition to looking for a good school, school fees are also increasingly expensive and the child should also be prepared abilities in order to enter in kindergarten. The old conventional view school readiness is too narrow, limited only structured academic readiness while based research on early child education, school readiness child turns limits the wider, not only material readiness and cognitive readiness in need in which there is social-emotional readiness, and independence, so that by the time a child enters school boy was afraid impressed with his new friend, and cried as his friend borrowed his toys, children are still not able to mingle with his friends and cannot work together, this means that personal competence and social competence remains low.

In line with what was described Dockett and Bob Perry, (2009: 20), social and emotional aspects of readiness is very possible that the individual readiness of differences in the achievement of each individual in the school entrance. Social-emotional readiness is readiness by Goleman personal competence and social competence, is not only experienced in early childhood alone but the teenagers, such as the emergence of feelings of fear with others, embarrassed by excessive environmental, grumpy, all part of the emotion which showed lower one's personal and social competence. Personal competence and social competence are very important, and should be recognized and controlled.

Conditions in addition to the family is a school, some schools have been programmed learning plan making unit of Daily Activities (SKH) and Unit Activity Weekly (SKM), which refers to the principle of learning according to the curriculum in 2004, with a thematic approach which is holistic and comprehensive. But the learning process is still often the case study conducted fragmented according to certain aspects of the development, so that the integrated learning is implemented in the form of fragmentation.

The same trend also occurred in some kindergartens in the city of Bandar Lampung, where most kindergarten teachers in the learning process is still centered on the teacher, the teacher in the learning activities to educate children to sit the sweet, silent and become a listener (observation result), The learning process such as this will invite some problems in the classroom as it is said Mustafah, 1) if the teacher's role is still dominant, children tend to be passive, 2) if teachers are less willing to accept the renewal, making and selecting themes in textbooks that have been standard, so learners lacking empathy, unmotivated, lacking social skills in solving problems in everyday life, 3) if there is no seating arrangement in the classical style which tends to isolate one child with other children, will make children less sociable and difficult to communicate with one another, 4) if the language and behavior of teachers less touch the emotions of children, so that students become stiff and hard in speaking (Bachrudin, 2005: 3).

Integrated curriculum, have not been integrated into the overall learning activities such as; (1) generally teachers identify students and label naughty children and good child, (2) in the learning process almost all teachers feel tired, confused, exhausted voice, boring because teachers usually work alone preparing everything to put toys, (3) some teachers still allow children to play with her friends alone unaccompanied, teacher doing other jobs. The above conditions are not in accordance with the meaning and purpose of the integrated curriculum. Impacting the learning process and will bring new problems, especially on the emotional development of children, especially the development of personal competence and social competence such as the inability to express feelings and opinions, cannot control the feelings to adjust, I do not have the motivation and initiatives, cannot understand other people and cannot Communicate well and cannot work together.

Early childhood education institutions should be Able to improve personal competence and social competence of children through school learning. Early childhood learning should be done with the principle of playful learning (learning by playing), oriented on child development, child-centered, joyful learning (joyful learning), can develop the potential of the whole child. To create and meet the principles learned on integrated learning models is one approach to proper use. As stated in the Competency-Based Curriculum (CBC) in 2004 (Department of Education).

Addressing the above issues is required for early childhood education programmed in order to develop the potentials that exist in children. View of the new paradigm of the theory of emotional intelligence which says that personal competence and social competence of children have assessed more influence on a person's success than cognitive intelligence (Akyas, 2004: 157). Theory of emotional intelligence that led the formation of personal competence and social competence will be used as the main program in the learning process in kindergarten; in the hope through integrated learning can improve personal competence and social competence of young children.

Based on the phenomenon that is becoming an interesting thought to look for alternative models of learning with games for young children in accordance with the uniqueness and needs of children in each region due to the condition of geography, customs, traditions, culture and religion as well as natural resources and humans that cause different needs. As the Semiawan (2008: 10) that the game is planned aims and productive is an important part of early childhood learning environment. Whereas, by using an integrated learning can help a child actualize physical abilities, the ability of intelligence, emotional social abilities (Jamaris, 2006: 76).

Although the phenomenon is illustrated in general, but in this study the author departs from the focus of the research that discusses the personal competence and social competence of young children, based on the theory of emotional intelligence Goleman. Then developed through an integrated learning-based emotional intelligence, specifically the research will discuss about "Competence Enhancement Personal and Social Competence in Early Childhood Through Emotional Intelligence-Based Integrated Learning In Kindergarten Arrusydah II Bandar Lampung. The focus of this research is to increase the personal competence and social competence, namely early childhood kindergarten students Arrusydah group B via integrated learning using models based on emotional intelligence cobwebs (webbing) which supports the ability of self-knowledge, self-control, self-motivation, empathy and social skills

Based on the research focus restrictions above, the formulation of the problem of this research is "How to implement an integrated learning-based emotional intelligence to improve personal competence and social competence of students in group B Kindergarten Arrusydah Bandar Lampung" in research studies have raised some questions as the following:

1. What personal competence and social competence of kindergarten students prior to the intervention and action-based integrated learning emotional intelligence?
2. How is the increase of personal competence and social competence of students Kindergarten B by using an integrated learning-based emotional intelligence?
3. Is personal competence and social competence of students Kindergarten B can be improved after emotional intelligence-based integrated learning

2. Literature Review

2.1 Intelligence Concept

Intelligent nation is a nation that can survive in the face of adversity (Tilaar, 2009). God created humans as intelligent beings. As experts say that human beings are the most intelligent of God's creation. Definition of intelligence, according to experts (Krechevsky and Gardner, 1990; Gardner, 1991, 1993; Sternberg, 1996 depending on the place and the specific culture, different cultures it will provide a way of thinking and intelligence are different. Alverson and Staley in Syed (Najamudin 2005).

Gardner (1993) looked at the intelligence as (i) the ability to create a product that is effective in a culture, (ii) a device the skills to solve problems in life, (iii) the potential to find a way out of the problems that involve the use of a new understanding.

2.2 Emotional Intelligence

Pinel, (2009: 566) amygdala plays an important role in negative emotions, as in the cases of women who cannot feel fear because of the left amygdala tissue surgery, so her deficits in recognizing facial expressions of fear and others, but he was Able to identify male faces of men and women are highly relevant to normal perceptual abilities. This shows that the ability of human emotion closely related to the amygdala. There is one component of the brain in making decisions in addition to the intelligence of the intellect, the emotional considerations.

Mayer, Caruso and Salovey (1999) looked at emotions as an event which adapts to subsystems between physiology and psychology of consciousness thinking. In contrast to the Pinel (2009), the amygdala plays an important role in negative emotions, emotions concept very diverse therefore the study of emotions is not only done by psychology but also by sociology, neurology, ethics and philosophy. Emotions interpreted as a feeling of mental ability to feel the symptoms of something that is caused by external stimuli. While Emotional sensitivity is defined soulful or soul, feelings towards a stimulus to cause a sense of emotion, pleasure, anger, and hate.

2.3 Integrated Learning

Learning is a life necessity to seek them "self-generating" Because humans have an inborn urge, survival, towards a goal certain consciously or unconsciously. According to Mayer Learning Occurs when a child is for him Strengthen or weaken the relationship between stimulus and response, as well as enhancing the knowledge learned when putting knowledge in long-term memory, and learning experiences when children are involved as active both physically and mentally in the process of acquiring knowledge in working memory, (Mayer 1999). Semiawan, (2002) said that the theory of operant conditioning behaviorism vision, learning is the result of a consequence, the power of repetition of an act that brings these works back, if the act fun he would go back again if it is not fun then it will not come back. Furthermore, according to the different learning constructivism with behaviorism, learning is the building (to construct) knowledge itself, once understood, digested and an act from within ourselves (from within). Knowledge was recreated and built from the inside through experience, experience digestion (digest) and understanding.

Miarso, (2004) distinguish between learning instructional with teaching, learning he says is an attempt to manage the environment on purpose so that someone establish themselves in certain positive under certain conditions. While teaching is an attempt to guide and direct the learning experience to students who usually take place in formal situations, while teaching focuses on the teacher. Dick and Carey (2006) distinguish between traditional learning with contemporary learning, the difference lies between the duties of teachers and learners. Collin and Dixon, (1991) define an integrated learning which is a form of learning that combines authentic events (authentic events) through a selection of themes that can encourage children's curiosity (driving force) to solve the problem through an approach of exploration or investigation (inquiry approach), With the events or natural themes that will

stimulate the learning process meaningful and existing material will be interconnected with various areas of development in the curriculum. Integrated learning according to Ratna Megawangi, (2005) stated that it is a learning combines various materials in one serving of learning means that students understand the relationship between matter and between subjects. Some integrated learning definition above is combined learning of many aspects of the development or the subjects who performed a holistic, integrated with life se-days, using a thematic approach, linking some of the concepts, and using a couple of sources of learning and have a flexible schedule.

2.4 Competence Personal and Social Competence

Goleman (2002) emotional intelligence divides into two competencies that personal competence and social competence, to have both of these competencies will make someone know itself and can interact well in the middle of the community. Furthermore, both of these competencies are described as follows:

2.4.1 Personal Competence

Competences have implications on how one understands himself or how a person interacts with you. Personal competence is represented by three domains, namely, the introduction of self-domain (Self Awareness), self-control (Self-Regulation), self-motivation (Self-Motivation) with the following description: Domain introduction of self (self-awareness) is the ability of children to know their own feelings

2.4.2 Social Competence

Social competence of a person's ability to interact with others. According to Jones (1996), the ability to build relationships with other people is a series of choices that can make a person able to communicate effectively with others. Social competence is one's proficiency in evocative desired response of others and how someone was able to establish relationships with others. Social competence has two domains, namely: the domain of empathy, and social skill domains.

Interacting with other people is a social skill this ability can be trained also through teaching methods in the classroom. For example, the teacher gives a task to be done in groups. By working together, students will train their own ability to resolve conflict towards one goal. In the face of a problem, children are taught that it does not necessarily mean succumbing to defeat. Children are also taught how to look for solutions together (win-win). Skills in communicating the basic skills in the success of relationships with other people so that children become friendly, kind, respectful and liked by others. May Lwin (2005) in his book *How to Multiply Your Child's Intelligence* suggests that the winner of the best achievements of AT & T Bell Labs is, for engineer's a comeback in New Jersey, not the people who have intelligence intellect is high, but people roommates intelligent relationships with other people, who have a good co-worker and popular in the circles of Reviews their comrades. Golemen clarified by someone who is able to handle emotions well during relate to others, always careful and thorough reading of circumstances of circumstances-social, people like this are usually easy to work together and congregate.

View of the above explains that social skills can make a person easy to get along, communicate and be able to work well together. This study will use Goleman's theory of emotional intelligence which consists of two personal competence and social competence, and five domains namely the introduction of self, self-control, self-motivation, empathy and social skills, which each have a sub-domain.

2.5 Based Integrated Learning Emotional Intelligence

To develop curriculum and programs for early childhood, NAEYC developed 12 basic principles of child development that becomes the basis for preparing the curriculum or program in early childhood

education. The twelve principles are; 1) domains of child development (physical, social, emotional, cognitive) are interrelated. Developments in one particular domain affects and is affected by other developments; 2) The development occurs gradually; 3) the child's development is unique and no child who has a developmental precisely; 4) previous developments influence on subsequent developments; 5) development process starting from simple things towards complex, organized, and internalized; 6) the development and learning is influenced by socio-cultural context; 7) children are active learners; 8) development and learning is the result of the interaction of maturity and the environment in which the load and the physical aspects of the world of children; 9) Play is the vehicle/way for children to reflect on their development; 10) the progress of development can occur when a child is given the opportunity to apply the knowledge and new experiences, get a challenge in accordance with the stages of its development; 11) children acquire knowledge and learn in different ways; 12) learning is good for children is appropriate to the context of community life safe and valued.

2.6 Relevant Results

Several studies of emotional intelligence relates to the context of education, Abdul Hamid, (2004) studied 280 students in the Faculty of Science, the research looked at the relationship between the perception of students and lecturers in the students' academic achievement. Research Demonstration of a significant relationship between emotional intelligence lecturers with students' academic achievement, this study found that between fifteen sub categories domains of emotional intelligence, personal competence domain is a domain that is very prominent in the academic achievement of students.

MardiahMoenir (2005), in a study titled the development of learning model that emphasizes the play of balance between the aspects of child development, Mardiah Based on the results of this study describes the effectiveness of the procedure model of learning to play a balance between the developmental aspects of children with learning drafting, determining varied play activities, preparing and managing tools varied game. Mardiah recommends the use of a development model that emphasizes learning to play the balance between aspects of child development as an alternative model of learning in the prose teaching in kindergarten.

The same study conducted Rohiat (2002), which reveals and develop emotional intelligence models for high school students to develop leadership in the province of Bengkulu. The results showed that emotional intelligence leadership Senior High School student Bengkulu province is not satisfactory only Reached 13:35% at the stage very well, almost all of the students (89.11%) approve of extracurricular activities to develop emotional intelligence.

Reeta&Kreena (2001), in his research titled Learning to Recognize the qualities of exemplary teachers in the education center before school, 21 teachers study sample was selected from seven schools in Mumbai. They review each 3 hours on different days and different conditions, selected samples from 167 followers early childhood teacher training. Recording observations that they get during the observation data obtained by each of the existing four aspects: 1) the qualities of teachers, 2) The teacher as an individual, 3) teachers as a profession, 4) the relationship of individual teachers. From the study results found that early childhood teachers who either is a person who has the properties safe for children, caring, integrity, knowledgeable, listening to the complaints of children, communicant, full of warmth, care for children, it is very important is the teacher who has the innate self (all of this is the domain of emotional intelligence competencies), experiments were performed on teaching experience have influence on teachers. Results of research Linda Lantieri (1990), an initiative of the Education for Social Responsibility, the National Centre for Resolving the Creativity Program, New York conducted an assessment of the child's kindergarten until 12th grade students, in doing comparative research school student-school attitude skills provide emotional learning and not, children who follow the teaching emotional skills have a better attitude.

2.7 Conceptual Framework Action Planning

According to Jacob's (2007) there are four steps that must be taken in the implementation of integrated learning in order to run well and successfully, and one of them is, do research actions point to learn the resources available and best practices. Meanwhile, according Kember, (2000) research action to give the opportunity to test theories in practice. This is because the strength of action research lies in its ability to perform practical approach that directly addresses the issue and the substance of the matter at hand. The cycle of action research include systemic observation and evaluation. Or action research aimed at improving the quality of education, and action research will answer the question "macro-micro" in education. The purpose of action research conducted in this study was an improvement in enhancing personal competence and social competence of children in kindergarten early age.

This study propose a model of action research of Stephen Kemmis and Robin McTaggart, (1999) with a spiral-shaped models, because the model is more dynamic in planning (plan), action (action), observations (observation), and reflection (reflection). This model fits perfectly with the nature of early childhood learning and can be done repeatedly to establish the potential of children in various areas of development. Planning actions that will be used based on the view Kemmis and McTaggart as stated that: Planning action research is composed of action and in terms of definition leads to action, in other words, the plan must look ahead.

Researchers in this study will conduct planning based on initial observations are reflective of the personal competence and social competence of students Kindergarten B and implementation of integrated learning at the sites. These initial observations will gather facts about: (1) how emotional intelligence indicated kindergarten students for inside and outside the classroom, (2) how teachers help students to master personal competence and social competence shown students Parks kiddy addresses inside and outside the classroom, (3) how teachers manage the class, i.e. in arranging seating, arrange a game tool, adjust the sound, organize children's activities, (4) how teachers develop themes of learning, (5) how the pupil response to the efforts of teachers, (6) how many achievements increase of personal competence and social competence of students (7) how the teacher evaluates the learning that has been implemented. To complement the data from the records the fact this will be a discussion with the teachers and principals about the possibility of intervention actions to improve personal competence and social competence of students through integrated learning.

In this study, the intervention measures that will be used is an integrated learning, while the design of the intervention measures will be made researchers. The design will be discussed with teachers. Then the researchers would conduct information exchange with teachers in the form of a mini training on how to use integrated learning to improve personal competence and social competence. This action research in reflection usually assisted by a discussion among the participants. Through discussion, reflection group produces construction of meaning social situation and provide basic repair plan. This simple experiment aims to test the effectiveness of integrated learning in improving emotional intelligence kindergarten students. Experiments will be conducted on other classes in the school that are not subject to cycles in action research. Suwarsih states that action research provides a solid test for a particular hypothesis can be grouped into experimental action research. Research of this kind of action may be carried out if the initial planned program of research.

3. Research Methodology

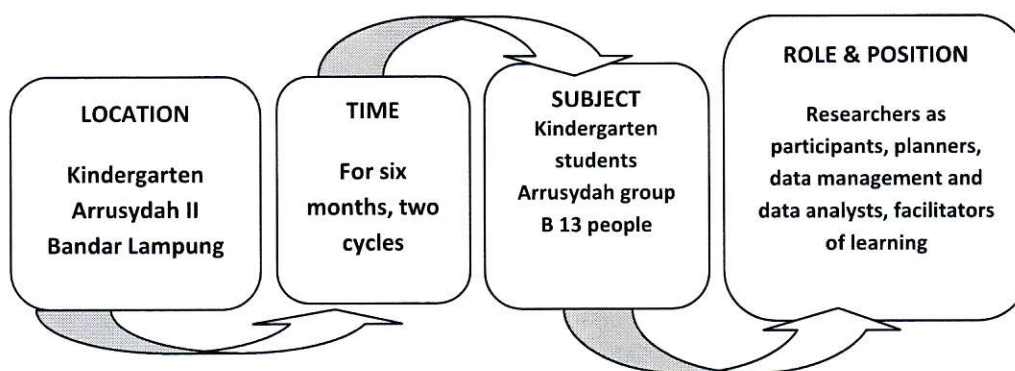
This study aims to collect data on: (1) personal competence and social competence of children students Group B Kindergarten Arrusydah, (2) How to improve personal competence and social competence of students in group B Arrusydah kindergarten through integrated learning based on emotional intelligence, (3) Improvement of personal competence and social competence of students in group B kindergarten Arrusydah using integrated learning based on emotional intelligence.

This study is the use of action research models and Taggart modified Kemmis be mixed methods between qualitative methods with quantitative methods and simple experimental method

(Jamaris, 2006: 6). Qualitative methods used when conducting the initial assessment in the process of action research. Quantitative methods are used when the final assessment in the process of action research. Furthermore, to obtain a product of this research used experimental method is simple. Simple experiments performed after cycles in an act Research stopped. This research method is selected, because according Kemmis cited by Hopkins (1993) states that action research is used to test piloted ideas into practice so as to improve or change something in order to obtain a real impact on the situation. Furthermore, according to Mc. Niff (1992) that the purpose of action research is to enhance or improve the practice of teaching becomes more effective.

The next Thursday and Taggart (1997) describes the working procedures carried out in action research is using several cycles, and the cycle is referred to a single round of activities in each round have to go through the stages of design. Cycle in this research spiral which include, (a) planning (planning), (b) action (acting), (c) observations (observation), (d) the reflection (reflection). Steps cycles if the first cycle is not achieved will be continued, in order to reach the goal of research. Then, after the targeted completion and terminated the cycle continued with effectiveness test with simple experiments.

Figure 1: Working procedures are performed in research actions



Criteria for improvement of personal competence and social competence of children in the study refers to the criteria set forth Mills (2000: 95) and investigators determined the following criteria: Researchers determined that to achieve the criteria of “A” students should be able to answer 85-100% questions relating with the introduction of self, self-motivation, and empathy themselves properly and show self-control and social skills that have been set. A criterion “B” is given to students 70-84% that can answer questions related to self-knowledge, self-motivation, and empathy properly and show self-control and social skills that have been set. Criterion “C” is given to students 55-69% that can answer questions related to self-knowledge, self-motivation, and empathy themselves properly and show self-control and social skills that have been set. Criteria “D” is given to students who can answer questions 40-54% related to self-knowledge, self-motivation, and empathy themselves properly and show self-control and social skills that have been established.

The data collected in this study consists of: (1) The results of the initial assessment of the personal competence and social competence early childhood, (2) Implementation of an integrated learning-based emotional intelligence carried out in the first cycle and the second cycle of the entire action research activities, (3) All aspects relating to personal competence and social competence of children were obtained through observation sheets, worksheets children, and the results of interviews which transactions are carried out before and after the intervention actions implemented, and (4) the results of simple experiments were carried out after the action research cycle is stopped. The main data source is derived from students kindergarten used as subjects in action research and simple experiment, the teachers and the principal partners. Secondary data sources are documentation and documentation school.

The instrument used for observation of the actions carried out: (a) The observations and field notes are used to record the observation of the implementation of an integrated learning-based emotional intelligence and increase the personal competence and social competence of students during

the learning takes place, (b) Photographs and video for record activities during the learning takes place, (c) assessment is used at the time of initial assessment and final assessment. Assessment is used in the form: interviews conducted with verbal stimulation plus teaching aids (pictures and observation sheet restraint and social skills of children).

The variables of this study are personal competence and social competence early childhood total scores obtained from the child's ability to answer questions related to self-knowledge, self-motivation, and empathy, as well as behavioral self-control and social skills that are collected by observation. In the study the value of emotional intelligence to master students at the five dimensions of personal competence and social competence (recognition of self, self-control, self-motivation, self-empathy, and social skills) is limited to self-awareness, responsibility, honesty, drive to work, understand others and communicate with others.

Examination of the validity of the data in the study using the criteria proposed by Gubah (1981), quoted from Mills, namely the degree of credibility, transferability, dependability and conformability. Analysis of the data in this action research using a combined analysis that combines quantitative analysis with qualitative analysis (mixed). The quantitative analysis will be used is paired samples t-test (paired sample T) Qualitative analysis using ethnographic techniques from Spradley which consists of domain analysis, analysis of taxonomic, componential analysis, and analysis of the theme.

4. Results and Discussion

4.1 Qualitative Data Analysis

This research was conducted as much as two cycles, the first cycle of emotional intelligence-based integrated learning held for ten days with the theme of "I AM" The results of the analysis of qualitative data include: activities increase personal competence and social competence includes activities to increase the dimensions of self-knowledge, self-control, motivation, empathy and social skills. On activities to increase the dimensions of self-knowledge, motivation, and empathy with the method used media images observe, question and answer, assignment and guidance. On activities to improve self-control and social skills to use methods of guidance and advice and reinforcement.

In the second cycle of the study carried out ten days with the theme of "outing". Activities increase personal competence and social competence includes activities to increase the dimensions of self-knowledge, self-control, motivation, empathy and social skills. On activities to increase the dimensions of self-knowledge, motivation and empathy, use of visual images and emotional intelligence games with the method of observation, visual images, frequently asked questions and assignments. On activities to improve self-control and social skills used games emotions with direct practice and methods of advice and guidance with reinforcement.

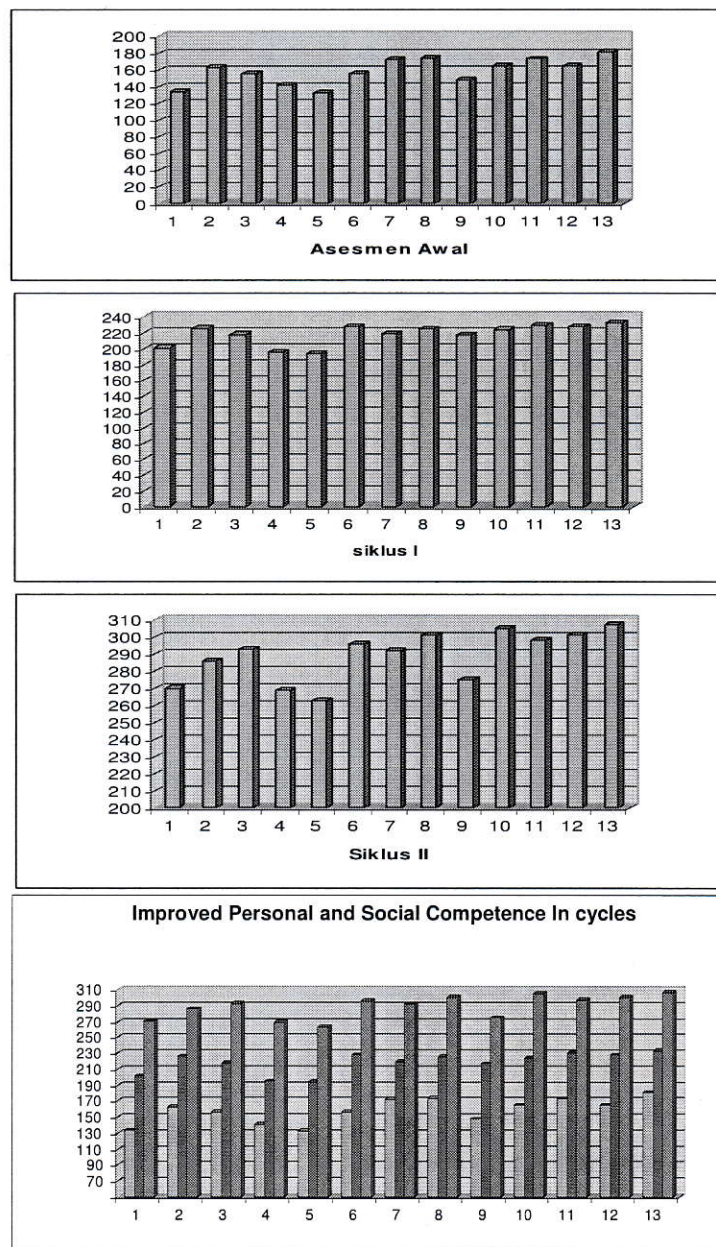
4.2 Quantitative Data Analysis

After completion of study during the final two weeks of the first cycle assessment conducted by the results of the acquisition of the average value calculation of personal competence and social competence of children by mode 228 2,240 2,183 median standard deviation of 1:32. Achievement of average scores of personal competence and social competence of children yet to reach the target of research is very good category (A with an average of at least 268), as well as the results obtained value of personal competence and social competence are on average 233 categories, with the details: the dimension of self-knowledge, motivation and empathy are at a good value category (B with an average of at least 220), while the dimensions of self-control and social skills are at considerable value category (C with an average value of at least 173). Because the target has not yet been reached, then precede to the second cycle studies.

After completion of study for two weeks at the end of the second cycle assessment conducted on personal and social competence of children, with the result of the acquisition amounted to 289, 293

median, mode 301. Standard deviation 1.49. Achievement of the average score of all personal competence and social competence of children Kindergarten Arrusydah II Group B are in the very good category A with a minimum standard value 307. While the average value of all the dimensions in two cycles reaches 289. The average value dimension self-knowledge is the very good category (A with an average value of 60), the average value of self-control dimension is the very good category (A with an average value of 88), the average value of self-motivation dimensions are in the category of very either (A with an average value of 52), the average value of the dimension of empathy themselves are in the very good category (A with an average of 34) and average value dimension of social skills that are in the very good category (A with an average 54). The end of the two-cycle assessment results showed that the scores of personal competence and social competence acquired throughout the child has reached the target of the study, the research cycles can be stopped. Here is a graph increase personal competence and social competence early childhood in each cycle:

Figure 2: Increased personal competence and social competence of children on cycles



Research hypothesis testing action “emotional intelligence-based integrated learning can improve personal competence and social competence of young children” performed twice, in the results of action research and data from a simple experiment. By using a paired sample t-test (t-paired samples).

The results of the calculation of personal competence and social competence of children of kindergarten Arrusydah II shows that there are differences in the average scores of personal competence and social competence of children before and after the action. The average score of personal competence and social competence of children before the action of 159 and an average score of personal competence and social competence after the implementation of measures 218. To see the significance difference in the average value before and after the action was continued by comparing t_{count} with t_{table} . Results of paired samples t-test calculations show prices while the value $t = 59.321$ t_{table} at a real level = 0.05 df 12 is 2.179. Therefore $t_{\text{count}} (59.321) > t_{\text{table}} (2.179)$ then it can be concluded that there are significant differences in the average values of personal competence and social competence of young children before and after the implemented action. This means that the emotional intelligence-based integrated learning can improve personal competence and social competence of children kindergarten group B.

After the study was stopped cycles followed by test the effectiveness of the model by conducting simple experiments in kindergarten Perwanida. The results of the calculation of average scores of personal competence and social competence of children of kindergarten Perwanida show that there are differences in the average scores of personal competence and social competence of children before and after treatment. The average score of personal competence and social competence of children before treatment by 163 and the average score of personal competence and social competence after the implementation of measures 276. To see the significance difference in the average value before and after the action was continued by comparing t_{count} with t_{table} . Results of calculation single sample t test (T-one sample) showed t_{count} price 29.485 while the value t_{table} at real level $\alpha = 0.05$ is 2.110 and the real level of $\alpha = 0.01$ df of 2.898 at 17. Therefore $t_{\text{count}} (29.485) > t_{\text{table}} (2.110 \text{ or } 2.898)$ it can be concluded that there are significant differences in the average values of personal and social competence of kindergarten children between before and after treatment. This means that the emotional intelligence-based integrated learning can improve personal competence and social competence of children kindergarten Perwanida BandarLampung.

4.5 Discussion of Results

Development of personal competence and social competence is very important and is one of the main goals of early childhood education program that includes the introduction of self, self-control, self-motivation, empathy and social skills. One of the important tasks facing the development of early childhood (ages 4-6 years), learn to hold an emotional connection with others (parents, teachers, friends, brothers, sisters), means learning to restrain behavior which is not in place, focus and set themselves to serve the challenges from outside. Children are required to master the challenges that occur and require the ability to regulate their emotions; children are expected to develop personal competence and social competence.

Based integrated learning emotional intelligence proved to be one alternative to improve personal competence and social competence early childhood, the increase occurred because the children involved in discussing and making decisions on issues of personal competence and social competence.

Personal competence and social competence in the first cycle has not yet reached the average value of the measuring instrument used in this study, although the dimensions of self-knowledge as a fundamental dimension of the other dimensions have reached the target of an average value, but the dimensions of self-control, motivation, empathy and social skills has yet to reach the target of research. Therefore made improvements to the learning plan and implemented in the second cycle. Improvement plans carried out by predicting that the use of images less provide an opportunity for children to get a

model that is exemplary in the implementation of existing dimensions in personal competence and social competence that will be implanted in children.

Personal Competence learning activities and social competence in the second cycle still covers about increasing personal competence and social competence. Completion is done by replacing the media images with visual images coupled with traditional games that contain aspects of personal competence and social competence, as well as direct practice methods and role playing.

Implementation of the second cycle of the revised action was successfully able to improve personal competence and social competence of young children. The increase occurred because the children involved in learning activities to discuss and take decisions on the existing emotional problems at home, in class and in the neighborhood.

Discussion of the results begins with unscheduled child through the expression of timesheet collection system; the child is given the opportunity to express his feelings through facial expressions absent. Facial expressions are very closely related to the child's response to stimuli in the dimensions of personal competence and social competence of children, because the facial expression should be introduced to children at an early age so that children know exactly what he felt and felt by others, so that it can assist in increasing the sensitivity of children personal competence and social competence. Facial expressions also provide opportunities for children express feelings to those who are able to read the feelings of non-verbal cues and make the child more able to adjust emotionally, more popular, easier and more sensitive.

In the second cycle of learning strategies used are still discussions values of personal competence and social competence with different media. The use of audio-visual images and emotional game coupled with habituation exercises related to values and emotions that will be invested familiarized can improve personal competence and social competence of children.

Media images used later commented on and discussed, made as attractive as possible, for early age children models similar to him will be more attention. Has further increased personal competence and social competence of young children. The use of different media in each cycle was also successful in increasing personal competence and social competence early childhood until exceeded the.

The use of emotional intelligence-based integrated learning can improve personal competence and social competence of children, this means supporting the use of competency-based curriculum in 2004 for kindergarten and RA were included that emotional and social dimension is one aspect that must be developed and mastered in addition to children other aspects such as; cognitive, physical, language and the arts. The use of games containing social emotions in this study was found to improve personal competence and social competence of children. These findings are consistent with the view Hurlock one type of game that is able to motivate the emotional development of children is the way the game is nuanced social.

Traditional games used in this research can improve personal competence and social competence of children, the results of this study are consistent with the results of research Kusumastuti that with dance (games) can change the behavior of personal competence and social competence early childhood as 1) arises a sense of pride , 2) has a daredevil nature, 3) able to control the emotions, 4) able to hone refinement, 5) able to grow a sense of responsibility, 6) able to foster a sense of self, 7) easily interact with other people, 8) are able to develop imagination, 9) be creative child. On the philosophical level this research using habituation and exemplary is the most appropriate way to improve personal competence and social competence of kindergarten children, as advocated Prophet in the Quran (Surah al-Ahzab) social.

5. Conclusions, Implications and Suggestions

5.1 Conclusions

Based processing, data analysis, and discussion of research findings in the previous chapter, in general it can be concluded that "emotional intelligence-based integrated learning can improve personal

competence and social competence of children of kindergarten Arrusydah Bandar Lampung” This research specifically is as follows: (1) personal competence and social competence of children kindergarten Arrusydah Bandar Lampung before action is taken on average are in the category D (less) with the details of each dimension: the average value of the dimensions of personal competence and social competence: the average value of the introduction dimension the child is in category D (less than) 54%, the average value of dimensional restraint in category D (less than) 77%, the average value of the dimensions of motivation in category D (less than) 84%, average values are empathy dimension in category D (less than) 92%, and social skills that are in category D (approximately) 69%. (2) based integrated learning emotional intelligence conducted for 2 weeks by using the theme of “I AM”. The activities include an increase in the dimensions of self-knowledge, self-control, motivation, empathy and social skills.

Media used children’s drawings and worksheets. Learning methods are used to observe the image, frequently asked questions, assignments, and with the advice and guidance of habituation. Integrated learning cycle I can improve personal competence and social competence of children. The average value of personal competence and social competence of children are in the category B (good), with details of the dimensions of self-introduction in the category B (good) 77%, the dimensions of self-control is in the category C (enough) for 54%, dimensions of motivation is at category 9baiak b) 54%, the dimensions of empathy is in the category B (good) 69%, and the dimensions of social skills that are in category C (enough) 77%. (3) Social intelligence-based integrated learning is done by using the theme of “amusement” for 2 weeks. Learning activities include an increase is in the dimensions of self-knowledge, self-control, motivation, empathy san social skills. Media used audio-visual images, frequently asked questions, assignments, direct practice, guidance, advice and habituation. Integrated learning is based on the first cycle of emotional intelligence can improve personal competence and social competence of children. The average value of emotional intelligence of children on the dimensions of self-knowledge, self-control, motivation, empathy and social skills reach category A (very Good). (4) There is a significant difference in the average value of emotional intelligence of children before and after emotional intelligence-based integrated learning.

5.2 Implication

There are some researches findings have implications for: (1) planning and development of appropriate learning to improve personal competence and social competence early childhood, (2) the role of teacher, (3) school management, (4) educators and educational institutions (5) organizations related to early childhood education.

First, a model or guide material personal competence and social competence are used as the basis of learning should be made clearer. The provision of learning and practice of personal competence and social competence should be through experience and practice, children can learn on their own through the activities undertaken. Learning and training of personal competence and social competence should be done continuously. The application of emotional intelligence-based integrated learning will have an impact on the planning and development of learning, especially in the kindergarten group B, include: the development of the theme, the management of learning activities, the determination of the value of personal competence and social competence that will be developed and socialized, media, methods, and assessment , Based integrated learning requires emotional intelligence and customize a theme with the development of children and close to the child’s life. The next stage of the values of emotions that will be taught should be chosen to be close to the theme being studied.

On the management of learning activities should vary not only done in groups or individually. Learning management should provide opportunities for children to work independently and work in small groups or large groups. Children are given the opportunity to provide their opinions of the phenomenon of emotions that Arise in stimulations contained in learning. Media and assessment of learning tailored to the theme and emotional value that will be developed and socialized. Media and

assessment designed Also in accordance with the child's developmental stage and should portray things that might do the child. With training and habituation continuously by teachers can improve personal competence and social competence of children and learning fun Becomes child. Conducive atmosphere in the school, with this atmosphere is a priority for schools to realize caring school culture, which will give birth to beings knowledgeable, virtuous, and noble.

Secondly, the role of teachers in emotional intelligence-based integrated learning will have implications on how to view and treat teachers against children. Teachers should view the child as an individual who has the ability to evolve. Integrated learning based emotional intelligence does not instill values of personal competence and social competence to make rules that come from the teacher. the meaning of an intelligence values emotions and willingness of children do the values of emotional intelligence is selected to be the basis of learning teachers do children with stimulus provided by the teacher in the form of images, movies, and emotional game. So the teacher only serves as a facilitator who helps the child to give a precise meaning and is willing to do the values of emotional intelligence used as the basis of learning. Teachers carry out learning by the wisdom that understands the emotional condition of the child first, an approach emotionally so that children can recognize and learn themselves, because of personal competence and social competence is the emotional aspect of a person, other than that the teacher should behave as a giver gains in values emotional intelligence has done child not as executioners of the mistakes or errors made children the values of emotional intelligence used as the basis of learning. When the teacher found the child did not act in accordance with the values the intelligence of emotions that have been taught one nor two times should teachers choose silence. If the teacher found the child to act in accordance with the value of emotional intelligence used as the basis of learning, the teacher must immediately provide reinforcement like praise. Teachers should model the values of personal competence and social competence form the basis of learning. Teachers must be able to perform actions in accordance with the demands of the values of personal competence and social competence developed before learners.

Third, the school management should schools have to communicate with the parents so that schools can apply the selected values become the basis of learning when children are at home. This communication should be done every beginning of the school year or the beginning of each semester. Schools also should be able to make the achievement of the act, an attitude of personal competence and social competence as one of the child's achievement in each year; this condition will encourage children to identify him as a child who has a personal competence and social competence were good.

Fourth, educational institutions educators need to seek emotional intelligence-based integrated learning as one of the materials provided to students, especially students of Teacher Education Kindergarten (PGTK), Teacher Education *RaudhatulAthfal* (PGRA), Teacher Education Early Childhood Education, Elementary and Education School Teacher in Integrated Learning courses. Provision of this material will be useful for prospective teachers in developing and familiarize values emotional intelligence as one of the national education goals.

Fifth results of this study can be used for appropriate interventions in their respective professions. One of the real contribution of this study for educational institutions or organizations of teachers and associations may seek to develop personal competence and social competence of children in integrated learning based on emotional intelligence as one of the materials provided to students and trainees. Provision of this material will be useful for prospective teachers and early childhood educators in developing habituation emotional intelligence as one of the national education goals.

Important issue is the theory that is used should be reflected through local educational cultural settings. The issue of increasing personal competence and social competence among students cannot be separated with national education goals into the horns of education in Indonesia. Supposedly the concepts and theories of emotional intelligence continues to grow outside world, but researchers need to study the theory wisely whether it is appropriate to the context of national education or vice versa. It is precisely the use of concepts generated by the local culture will be more suitable for use as a foundation for educational research in Indonesia.

5.3 Suggestions

Based on the results of this research study presented some suggestions to teachers, managers of early childhood education, early childhood field researchers, and government as follows:

First, educators suggested in AUD educators in order to implement an integrated learning based on emotional intelligence, in developing the theme of teachers should adjust the values of emotional intelligence that matches the theme and development of children. Teacher/educator should be able to provide a medium those appeals to children as stimulate discussion about the values of emotional intelligence in teaching. Teacher/educator should be able to observe the development of personal competence and social competence of children in addition to aspects of child development to another.

Second, the manager of ECD should not accept the demands of parents that their children can read and count fast as preparation for entering elementary school. Business should have a mission school as a school that can develop the potential of children and personal competence and social competence according to age. Business should also be able to provide facilities by providing the necessary equipment and media in learning so that teachers can work well and vibrant invitation in the line of duty when applying emotional intelligence-based integrated learning in increase the personal competence and social competence

Third, there are Researchers expected that companies can continue this study in order to further research would be more perfect, with due regard to the limitations that exist in this study, such as: (1) involve; the participation of parents, (2) conduct experimental studies between schools roommates has implemented a the development of personal competence and social competence through learning emotional intelligence-based integrated schools that have not develop personal competence and social competence through integrated learning based emotional intelligence, (3) expectations for further research that can link together the profile of teachers who meet the standards such as the duration of work more than three years, between 20-35 years of age with an adequate state of school facilities.

Fourth, the government expected the government, especially the Directorate of Personnel and early childhood educators can develop a learning model that requirement with the development of the values of personal competence and social competence in children as a basic refraction that can make children successful in the future and one of the implementation of the effort to achieve national education goals.

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NIP. 195904161987031002

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Reviewer, 1



Prof. Dr. Fasli Jalal, Ph.D
 Jabatan : Guru Besar
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Rektor,



Prof. Dr. H. Moh. Mukri, M.Ag.
NIP. 195904161987031002

Jakarta, 10 Juli 2015
Reviewer 2,



Prof. Dr. Yufiarti, M. Psi
 Jabatan : Guru Besar
 Bidang Ilmu : Psikologi
 Asal Instansi : Universitas Negeri Jakarta