

OPTIMALIZATION OF INTERPERSONAL INTELLIGENCE OF EARLY CHILDHOOD IN INTEGRATED STATE PAUD (EARLY CHILDHOOD EDUCATION) IN KUTAI TIMUR REGENCY

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Abstract

These study aimed: (1) To obtain in-depth information of the teachers' approach in optimalization interpersonal intelligence in early childhood in State PAUD (Early Childhood Education) in Kutai Timur Regency, (2) To obtain in-depth information of the methods and strategies used by the teachers in the process of optimalization of interpersonal intelligence in early childhood in State PAUD (Early Childhood Education) in Kutai Timur Regency, and (3) To obtain a deep information on the development of interpersonal intelligence of early childhood in State PAUD (Early Childhood Education) in Kutai Timur Regency. The method performed in the collecting and recording of data include: (1) method of participant observation (participant observation), used as the primary method for collecting data of early childhood interpersonal intelligence in Integrated State PAUD (Early Childhood Education) in East Kutai Timur Regency, (2) the method of significant interview committed to the Principle, teachers, and students of the Early Childhood Education (PAUD) , and (3) documentation method, as a supporting method to obtain data/facts. Data analysis technique used were undergone several stages. First, the data which were obtained from various dah athe characteristics of each. Data obtained from the recording were transcribed and categorized. Secondly, the data which had been transcribed and categorized then were analyzed by using a grouped stage flow model analysis, which begins with (a) data reduction, (b) data presentation, and (c) drawing conclusions and verification. The results showed are as follows: (1) Teachers' approach in the optimalization of early childhood interpersonal intelligence are generally divided into two types, namely classical' and 'individual', (2) Methods and strategies used in the process of optimalization interpersonal intelligence of early childhood in Integrated State Early Childhood Education (PAUD) in Kutai Timur Regency is storytelling and playing. and (3) Development of interpersonal intelligence of early childhood in Integrated State Early Childhood Education (PAUD) of Kutai Timur Regency, found a significant change which could be seen from those who were timid, shy, could not cooperate, and neglectful to others, become a brave, always cooperate and empathy.

Key Words: Intelligence, Interpersonal, Early Childhood, PAUD Kab. Kutim

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1. Introduction

Intelligence is one of the lead factors that determine the student's success in learning at school. Gardner stated there are eight aspects of intelligence that needs to develop, which are: verbal-linguistics intelligence, mathematic-logic intelligence, kinesics intelligence, spatial intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence and naturalist intelligence. The interpersonal intelligence is one of the intelligences that need to be developed at early childhood.

The interpersonal intelligence is the capability of getting in touch with surrounding people, understanding and predicting the feelings, the mood, the intentions of others then respond it in proper way. The lack of interpersonal intelligences would make the behaviors that could not be accepted socially. May Lwin at Suyadi propose that the factor that could take us to higher success is interpersonal intelligence not academic intelligence.

This research aimed to the optimization of interpersonal intelligence because Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency has at least three main characteristics in developing the education, which are: (1) it had a strong bound between one parents to another, (2) it had developed the family gathering program, (3) it had charity day (the children do intaq every friday) and sharing (share and eat the food together).

Research Questions

- (a) How was the teacher's approach in the optimization of child's interpersonal intelligence in Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency?
- (b) How was the method and strategy that the teacher applied in the process of optimization of child's interpersonal intelligence in Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency?

(c) How was the development of child's interpersonal intelligence in Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency?

2. Method

The approach in this research was qualitative. The researcher took Case Study as the research design, in order to investigate intensively a certain subject or object. The research was conducted at Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency on January until June 2014. The data obtained in this research was primary and secondary data. The primary data was taken directly from informant through participative observation and interview. Meanwhile, the secondary data in this research was documentary data that needed to illustrate the general situation of Integrated State PAUD (Early Childhood) in Kutai Timur Regency, such as: school's vision and mission, students and teachers profiles, syllabus etc.

The source of data in this research were: (1) The Head of Integrated State PAUD (Early Childhood) in Kutai Timur Regency, (2) The teachers of B-2 Kindergarten Integrated State PAUD (Early Childhood) in Kutai Timur Regency and (3) the students of B-2 Kindergarten Integrated State PAUD (Early Childhood) in Kutai Timur Regency.

The data collection obtained by: (1) the participative observation, as the primary method to gather the data about child's interpersonal intelligence in Integrated State PAUD (Early Childhood) in Kutai Timur Regency, (2) the deeply interview method to Principle, teachers and students, (3) the documentary, as the supporting method to obtain data/facts.

The data analysis technique used was divided into several stages. First, the data which had taken from various sources, which were direct observation, field note and interview, classified according to its each characteristic. The data from recording

were transcribed and categorized. Second, the categorized data was analyzed by using a group stage flow model analysis, which begin with (a) data reduction, (b) data presentation (c) drawing conclusion and verification.

In order to assure the validity of data, the researcher checked it through validity test which was suggested by Moleong, there were: (1) credibility, (2) transferability, (3) dependability, (4) conformability.

3. Result and Discussion

- **The teacher's approach in optimization of child's interpersonal intelligence in Integrated State PAUD (Early Childhood Eductaion) in Kutai Timur Regency**

Based on PAUD's syllabus, the interpersonal intelligence's indicators which highlighted in this research were: (1) easy at making friends, (2)be cooperative, (3) willing to share, (4) showing empathy and (5) capable to mediate. There are many approaches which teacher could applied in making child get ease in interpersonal intelligence indicator, such are: classical and individual approach concept. The classical approach is delivered when all children sit together at class and listening to the information that teacher said, it has focus on large group. Meanwhile, the individual concept has focus on small group or a child according to each child's capability which is different one to another.

A fascinating situation was captured when teachers welcome the student's arriving to school and at story telling session. Students had less tension and more relax by friendly attitude from teacher. It also happened when story telling session, all students was taken along by teacher's story and paid attention. The students itself by classical or individual said that what they saw in the beginning

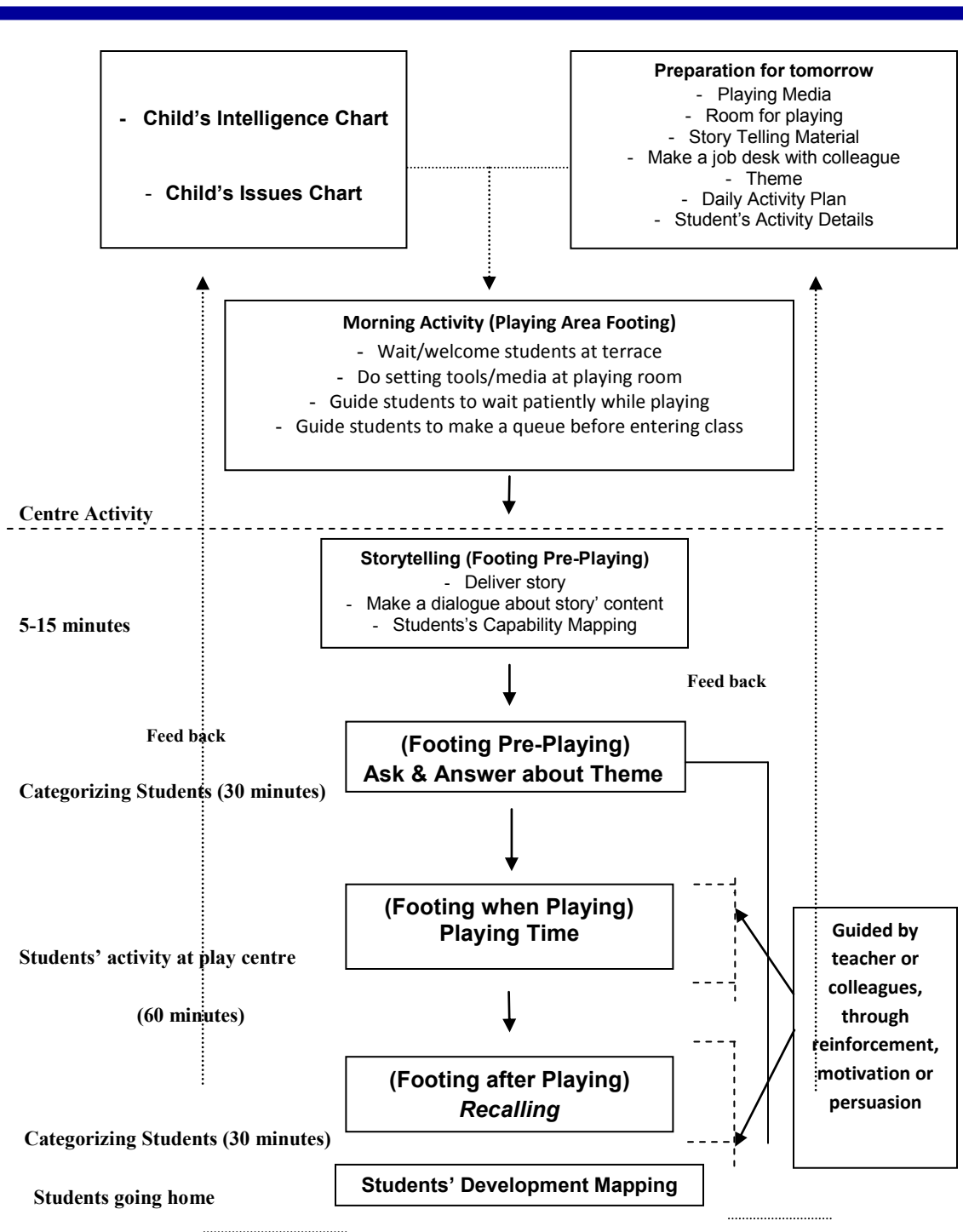
of the class was not a part of learning, they enjoy it. They enjoyed story telling so much, even better with interactive dialogue and supporting task that had a connection with the story theme. It is what we called constructivism, one of contemporary psychology models that has a concept that learning is all about construct the knowledge from within, not being poured to child's mind.

The suitable learning process for PAUD's students is through constructivism approach, especially in positive behavior learning way. Story telling is the door for us to enter the children world, where emotion involvement, understanding and mental involvement between the story teller and listener happened. The game's context which is understandable by students, gave a big chance for teacher to develop students' right brain as presented in dialogue between researcher and 5 children. Through game, students could explain their needs without have to worry.

- **The method and strategy in the process optimization of child's interpersonal intelligence in Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency**

The method and strategy was developed by teachers of Integrated State PAUD (Early Childhood Education) in Kutai Timur Regency was focus on "story telling" method and "playing" method. The chosen method was meant to develop all kinds of intelligences, included linguistics intelligence, mathematic/logic intelligence, science intelligence, spiritual intelligence, emotion intelligence etc. In form of storytelling, teacher communicates to students by dialogue, asking and answering question about the story content, discuss the good and bad behavior from the characters in story. All methods are purposed in playing activity, as we know children are love to study through playing, but still in learning context.

Here are the illustration of teacher method and strategy in learning activity in optimization of child's interpersonal intelligence. The upper ends of this pattern was a proper preparation in playing media or tools, theme, daily activity plan, the selection of stories that would be delivered and the activity details that was prepared for students choose later.



Picture 4.1. Method and Strategy of Integrated State PAUD's Teacher (Early Childhood Education) in Kutai Timur Regency in Interpersonal Intelligence

a. Teacher's method and strategy to make students have a good interpersonal intelligence at "easy at making friends" indicator

It already said that it is natural for children to make a friend. Making friends' competency for early childhood is not a big deal, sometimes children could make a friend anywhere, places like Mall or supermarket. However, teacher's strategy to ask students for welcoming or waiting their classmates to come to school while playing made a care feeling between students.

To introvert students, teacher's touch by "welcoming classmates" strategy made they became open hearted and trained to had sense of belonging. Their openness by welcoming and accepting their friends was inherent at daily school's life. Sense of belonging grew along which made sympathy toward their friends. Through this method, various aim of development process or the way of child's thinking could be formed.

"Easy at making friends" was one of the prequalifications of early childhood's (3-4 years old) learning success indicator which had been through the process by emphasize on interpersonal intelligence. The process that student had experienced at class (indoor) and outside the class (outdoor) reflected in student's performance in their daily school's life.

b. Teacher's method and strategy to make students have a good interpersonal intelligence at "sharing and be cooperative" indicator

The main characteristics of be cooperative are respect each other and share the feelings. Children (3-4 years old) basically started to show their desire to socializing. Sometimes, children brought their habit at home which was "self-centered" attitude to school or neighborhood. This attitude sometimes was missed by their parents and it considered as something usual. It is not a good

thing. Teachers at school should find a way to handle it so it wouldn't disturb the optimization process which had prepared.

The interesting strategy or method which developed by teachers as *nurturant* (continued/follower) from "welcoming students in the morning" strategy was established the students being leader in rotation before entering class. Teacher themselves was included in queue and stand close to the students who had self-centered attitude. It would give the students the real model how was the cooperative atmosphere built. That strategy would place self-centered students brought to cooperative culture. It concluded that learning to be cooperative with friends should be the top priority in associated surroundings.

c. Teacher's method and strategy to make students have a good interpersonal intelligence at "showing empathy" indicator

The child's interpersonal intelligence optimization at showing empathy concerning others feelings' indicator was developed by teachers almost all the time by storytelling method. The stories about independence heroes, prophet, knight legend was the effort to give the role model concerned virtue values. As yet storytelling method is always applied by many people unconsciously. Some people said it was a fail method, but it didn't happen in Integrated State PAUD. It is caused by the teacher's constructive dialogue which aimed to "empathy" character forming. The setting which PAUD went through was by adjusting the ability of children's attention centralization, which is not more than 15 minutes when storytelling, could be interesting investigation.

d. Teacher's method and strategy to make students have a good interpersonal intelligence at "capable to mediate" indicator

According to KBBI (Indonesian Great Dictionary) mediator means be intermediator, to reconcile, to separate a fight. The mediator is capable to dip deeply into the braided of relationship with others because they could feel their internal feelings. Based on the explanation above, this interpersonal intelligence indicator was much higher than the others indicators. Integrated State PAUD's teacher method in developing ability to mediate began by various stories or story that aim to the resurgence of children's empathy toward the characters in the story or story itself. Next, the discussion between teachers and student will be held to talk about the feelings of characters in story. It emphasize on students' thought based on their feelings. During the dialogue, the mapping of child's ability was made by the teacher carefully.

The story's setting which culminated in student's activity and suitable theme also teacher's mapping result became the reference to student' categorizing based on play centre.

- **The Development of Child's Interpersonal Intelligence**

Based on the first and second observation's result, researcher did re-check classification to the justification which had stated above. It is noted that there were several students who showed the interpersonal intelligence improvement, especially at 5 indicators (easy at making friends, be cooperative, willing to share, showing empathy and capable to mediate).

From 23 students who had been observed at B-2 group, there were 5 students who had significant interpersonal intelligence development. They were Fila, Fira, Marta, Alan and Adnan). Three of them (Fila, Fira and Marta) showed 2-3 indicators of interpersonal intelligence (easy at making friends, be cooperative and willing to

share), the rest only showed 1-2 indicators and yet didn't show the ability of showing empathy and be mediator. These 5 students had been interviewed according their way of thinking specially. Here is the background of 5 students' subject.

Table 4.1. Subject's Background Who Became The Focus of Observation

Names	Parents	Position in family	Siblings	Age	Age Distance between siblings	Parents' social and economic background	Residence	House member
Fila	Complete, father as civil employee	1 st child	-	5 y.o, 6 months	0 year	Upper class	Elite	3
Fira	Complete, father as civil employee	1 st child	1	5 y.o, 5 months	2 years	Upper class	Elite	4
Marta	Complete, working in private sector	1 st child	-	5 y.o, 2 months	0 years	Upper class	Elite	5
Alan	Complete, father as civil employee	1 st child	-	5 y.o, 9 months	0 years	Average	Housing	7
Adnan	complete, father as private employee	1 st child	-	5 y.o, 6 months	0 years	Average	Rent house	5

At the beginning all 5 interview subjects experienced stammering at Integrated State PAUD surrounding, except Marta. Since the first time entering school, she looked easy at making friends, independent, brave, willing to share with others and cooperative. Whereas the other 4 subjects still afraid walked alone to school yard or hall where all their friends gathering and asked their mother for

accompany. During the first week, they keep cried when their parents didn't follow them to school yard, but in second month there was an improvement.

The child's interpersonal intelligence based on 5 indicators which was the focus of this research developed. The following table would display the development of child's interpersonal intelligence into some phases, first month, second month and third month.

Table 4.2. Subject's Interpersonal Intelligence Development During Observation

Observation	Interpersonal Intelligence				
	Easy at making friends	Be cooperative	Willing to share	Showing empathy	Capable to mediate
First Month					
Fila	V	-	-	-	-
Fira	V	-	V	-	-
Marta	V	V	V	-	-
Alan	-	V	-	-	-
Adnan	-	-	V	-	-
Second Month					
Fila	V	V	V	V	-
Fira	V	V	V	V	-
Marta	V	V	V	V	-
Alan	V	V	V	-	-

Observation	Interpersonal Intelligence				
	Easy at making friends	Be cooperative	Willing to share	Showing empathy	Capable to mediate
Adnan	V	V	V	-	-
Third Month					
Fila	V	V	V	V	V
Fira	V	V	V	V	V
Marta	V	V	V	V	V
Alan	V	V	V	V	-
Adnan	V	V	V	V	V

4. Conclusion and Remark

Conclusion

1. Teacher's approach in optimization of early childhood interpersonal intelligence at Integrated State PAUD Kutai Timur Regency generally divided into 2 types, which were "classical" and "individual" approach.
2. Teacher's method and strategy in process of optimization of early childhood interpersonal intelligence at Integrated State PAUD Kutai Timur Regency were storytelling and playing. The five minutes storytelling method by interesting style of delivering it succeeded impressing the students. There were 4 play centers as students learning place, which were preparation centre, beam centre, creativity and art centre and role play centre.
3. There was a quite significant improvement in development of early childhood interpersonal intelligence at Integrated State PAUD Kutai Timur Regency. At the first time they were scared, shy, uncooperative and also didn't care toward

each other but those attitude changed into brave, always cooperative and showing empathy. These changes were not only occurred while at school but also showed by children in their neighborhoods. Different from others, the “capable to mediate” indicator only could be done by they who already had the ability to easy at making friends, showing empathy, cooperative and willing to share.

Suggestion

1. Reflection is needed in every learning process. The reflection in each ending of learning by teachers and colleagues showed there was interpersonal intelligence attainment activity. Based on Gardner the socializing ability would able to help completing the early childhood’s development.
2. The optimization of early childhood interpersonal intelligence could help the educators, teachers, parents to diagnosis, settle the aim and interpersonal intelligence developing activity, establish the strategy, relevant learning source and learning needs and how to evaluate it.
3. For PAUD’s teachers, this research result could used as reference in gaining information about the indicators that influenced the early childhood interpersonal intelligence.
4. For parents and educator, this research result could used as reference to understand the characteristics that had relation to the optimization of early childhood interpersonal intelligence and to help improving the family lives, school, and society’ climate engaging in early childhood’s characteristics.
5. For researcher, this research only discovered a little part of the optimization of early childhood interpersonal intelligence. By the means, researcher highly hopes the next researcher could develop more, like how to formulate the developing model of multiple intelligence at kindergarten and formulate the standard of early childhood’s education service.

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