

**THE EFFECTS OF USING MICRO ROLE PLAY AND SELF-CONFIDENCE
ON CHILDREN INTERPERSONAL INTELLIGENCE AT TANGERANG
KINDERGARTEN GROUP AN ACADEMIC YEAR 2017/2018**Rd. Ranie Damayanti¹, Myrnawaty CH², Hapidin³¹ A Student of Postgraduate of Early Childhood Education, State University of Jakarta, Indonesia² A Lecturer of Postgraduate of Early Childhood Education, State University of Jakarta, Indonesia³ A Lecturer of Postgraduate of Early Childhood Education, State University of Jakarta, Indonesia

Abstract — this research aims to examine the effects of using micro role play which consists of free-micro role play and guided-micro role play with self-confidence on children interpersonal intelligence. The research conducted on children in the group A of Asy-Syukriya and Jayawinata Kindergarten. The research method used was experiment method by level 2x2 treatment design. Sampling technique used was simple random sampling. The total sample was 40 children. They divided into four groups. Data analysis used were Analysis of Variance (ANOVA) and Tukey Test. Research hypothesis revealed that (1) $F_{count} = 6.194 > F_{table} = 4.11$ and H_1 accepted at $\alpha = 0.05$. It indicates that the overall group of children interpersonal intelligence who given free-micro role play are higher than guided-micro role play. (2) There is an interaction effect between micro role play and self-confidence on children interpersonal intelligence. (3) $Q_{count} = 6.84 > F_{table} = 4.60$ and H_1 accepted at $\alpha = 0.05$. It indicates that the children interpersonal intelligence who given free-micro role play are higher than guided-micro role play in the high self-confidence group. (4) $Q_{count} = 1.87 > F_{table} = 4.60$ and H_0 accepted at $\alpha = 0.05$. It indicates that there is a difference between children interpersonal intelligence who given free-micro role play are lower than guided-micro role play in the low self-confidence group. Therefore, in optimizing the children interpersonal intelligence who have high self-confidence, it should use free-micro role play. Whereas, for children interpersonal intelligence who have low self-confidence, it should use guided-micro role play.

Keywords- Micro Role Play, Free-Micro Role Play, Guided-Micro Role Play, Self-Confidence, Children Interpersonal Intelligence.

I. INTRODUCTION

An ability to make and maintain friendships are essential for children in interacting and communicating with others. Not all children have the ability to interact socially well as regarding expressing ideas and feelings. Apparently, it will impact on the self-confidence and interpersonal intelligence. It will cause uncared-behavior, engrossed with themselves and unappreciated feeling by others so that it is difficult to interact socially. According to Carl Rogers (1961), the main reason for children having low self-confidence is because they do not give emotional support and adequate social recognition. It means that it is essential to have a communication relationship among children with parents, children with friends, and children with others.

According to the facts and circumstances, one of the solutions to increase self-confidence and interpersonal intelligence is developing micro role-play activities. Micro role play is a form of active play. The children act as a puppeteer who is the brain activator, enable appliance around to play a scene, play a role based on the scenario, interact and communicate with others in developing their imagination, expression, and creativity.

Jo-Han Chang and Tieng-Ling Yeh (2015) research about the influence of parents and children at the age of 2-6 years in playing together said that there is a significant relationship between children and parents through playing together using tools such as puppets, a toy of cars houses. This game would facilitate censorship child development. It supported by research of Peter W. Kilgour (2015) who researched micro role play. It showed that micro role play serves to open mind and solve problems when conflicts occur to the children itself, as well as communication.

Based on the background above, the research questions consist of (1) Is there any difference between children interpersonal intelligence who given free-micro role play and children who given guided-micro roleplay? (2) Is there any interaction effect between micro role play and self-confidence on children interpersonal intelligence? (3) Is there any difference children interpersonal intelligence who given free-micro role play and children who given guided-micro role play in the high self-confidence group? (4) Is there any difference children interpersonal intelligence who given free-micro role play and children who given guided-micro role play in the low self-confidence group?

1.1. Interpersonal Intelligence

One of the necessary abilities in social life is to have a well-socialized ability. This ability is one part of interpersonal intelligence. According to Saifuddin Azwar (1996: 43), interpersonal intelligence is an ability to understand and interact with others. Daniel Goleman (2007: 5) said that interpersonal intelligence is intelligence recognized and regarded as essential to establishing communication between individuals. It is supported by Siswoyo et al. (2008: 114) who argues that interpersonal intelligence is an ability possessed learners to perceive and capture the differences, goals, motivation, self-assertion, and feelings of others. It means that interpersonal intelligence is the ability of a human to interact with other human beings, to understand them, to interpret the behavior of thinking through communicating with others. Humans tend to grow and thrive better when interacting with other human beings.

Two figures of intelligence psychology who explicitly assert the existence of an interpersonal intelligence are Thorndike who mentioned about social intelligence and Howard Gardner (1999) who mentioned interpersonal intelligence. Either the word social or interpersonal is just a term mentioning it. However, both words describe the same word that is the ability to build, protect themselves and maintain a healthy interpersonal (social) relationships, firmness, role in leadership and mutual benefit.

According to T. Saparia (2005: 23), the theory of social intelligence has three main dimensions, namely: a) Social Sensitivity is the ability of children to be able to feel and observe the reactions or changes others that indicated verbally or non-verbally. The children who have a high social sensitivity would be easy to understand and be aware of their reaction to specific reactions of others both positive and negative. b) Social Insight is the children's ability to understand and look for practical problem-solving in social interaction so that such problems do not inhibit and destroy the social relations that have been built by them. c) Social Communication is the ability to communicate in establishing and building healthy interpersonal relationships in the process of creating, building, and maintaining social relationships. It will require a means of verbal, non-verbal and communication through physical appearance. The communication skills that should master are active listening skills, effective speaking skills, public speaking skills and practice writing skills. To keep in mind that these three main dimensions are one unified whole. These complement each other so that if one of the dimensions lame it will weaken the other dimensions. It based on Spencer Kagan and Miquel Kagan (2017) who said that children interpersonal intelligence of 4-5 years is to understand effective communication, have a high social sensitivity, adjust in all kinds of situations, and solve problems with relationships.

According to some experts above, interpersonal intelligence is the ability to understand other people and the environment. It also can develop his or her potential in an optimal dynamic constructive based on norms of life that include aspects, namely (1) sensitive to others, (2) interact with others, and (3) Efficiently adjust.

1.2. Micro Role Play

A role play is a kind of motion games in which there are goals, rules. It also involves an element of pleasure in cooperative games. Role play as a teaching method is a conscious act and discussion related to the role of the group. In the classroom, a problem demonstrates briefly, so that children can control their bodies. According to Vygotsky (1966) cited in Diana Mutiah (2012:115), a micro role play is an activity in which children move small objects to form a scene. When children play the role of micro, they learn to connect and take the viewpoints of others.

Djamariah (2014: 100) said that a micro roleplay is playing the behavior associated with social problems. A role play means role during the learning process that takes place children to portray the behavior, people or groups' behavior and character on an event related to the material studied. The previous theory supported by Wismiarti (2010: 22). She said that a micro role play is a child playing a role through playing instruments or small objects, mini dolls of people or animals, houses, and cars. The children act as a puppeteer who is the brain activator, enable appliance around to play a scene, play a role based on scenario When children involved playing a small role, they learn to build abstract thinking and develop scientific thinking skills.

According to Pamela A Coughlin (2010: 229) in the Children's Resources International (CRI), a role play is a real-life child practice that allows children to imagine themselves in the future and recreate the past conditions. A quality of roleplay experience that can support and enhance the development of children. It should meet the following elements: (1) Have the same experience background; (2) Adequate time to play; (3) The right place and tools to play; (4) Tools that fit the size of the real life (macro role play) and mini-sized and proportioned (micro role play); and (5) A capable adults who is involved in the game as needed to provide a foothold of roleplay experience.

A child is said to play a role when showing the characteristics of role play. It consists o (1) The child imitates the role; (2) The child remains in the role for a few minutes; (3) Children wear body and the object or represent their imagination with objects and people; (4) The children interact with other children; and (5) Children discuss it.

Based on some experts above, it concluded that micro roleplay is the activity focused on the dramatization activities and playing small size or mini playground. When children as a puppeteer, they are moving those tools and composing the

scene to take a viewpoint of others, acting out behaviors related to social, imagining themselves in the future, and learning to build abstract thinking.

1.3. Self-Confidence

Fatimah said that self-confident is the positive attitude of individuals enabling themselves to develop a positive assessment, both to themselves and to the environment or situation. According to Hartley Brewer (2000), self-confidence is what every parent wants for their child. Self-confidence is the way to a happier and fuller life. It will ensure that children can learn, play, brave, independent, loving, and communicate better.

The definitions above, it concluded that self-confidence is a way of children live to be happy. Self-confidence determines how children can play, brave, independent, loving and communicate well with friends while playing. Yoder and Proctor (1990) suggest the characteristics of children who have high self-confidence that is active but not too much not easily influenced, sociable, positive thinking, full of responsibility, energy, do not despair, can work together, and have the soul of a leader. Meanwhile, according to Lauster, the characteristics of self-confidence is independent, tolerant, ambitious, optimistic, not timid, and unsure of his /her views.

According to some experts above, it concluded that self-confidence is one's belief in developing a positive value, both to themselves and to the environment. The self-confidence aspect includes the ability to think positively, independent, and optimistic.

II. RESEARCH METHODOLOGY

A research conducted on children in the group A of Asy-Syukriya and Jayawinata Kindergarten. The research implemented the experiment in the second semester of academic year 2016/2017, August-September. The research method used was experiment method by level 2x2 treatment design. It showed as follow:

Table 1. Level 2x2 Treatment Design

A B	Free- Micro Role Play (A1)	Guided-Micro Role Play (A2)
High Self-Confidence (B1)	A1B1	A2B1
Low Self-Confidence (B2)	A1B2	A2B2

A research population is all kindergarten students in the Cipondoh and Pinang District, Tangerang City academic years 2016-2017 which have the same quality of teaching and learning method related to role play. Based on BPS in Tangerang City, 11 districts in Tangerang have 761 kindergartens including 74 kindergartens in the Pinang District and 116 kindergartens in the Cipondoh District.

Table 2. Distribution of Research Sample

Interpersonal Intelligence	Free-Micro Role Play Method (A 1)	Guided-Micro Role Play Method (A 2)
High Self-confidence	10	10
Low Self-confidence	10	10
Amount	20	20

The research data obtained by using two instruments, namely (1) interpersonal instruments and (2) self-confidence. While to obtain data on attribute variables, it obtained by observation using a rating scale of 1-4. This research used an experimental method. Data analysis used comparative analysis. It consisted of descriptive and inferential analysis. The descriptive analysis technique refers to the list of frequency distributions, histograms, mean, median, mode, standard deviation, the maximum value and minimum value. Inferential analysis technique used the Analysis of Variance (ANOVA) two-way. Before using ANOVA, it tested the analysis requirements including normality test and homogeneity of variance test. The normality test used Liliefors test, and the homogeneity test used Barlett test. To find out the comparisons among treatment groups, it used Tuckey test because the number of subjects in each cell research was the same.

III. FINDING

Based on data analysis, the data distribution of research finding is as follows:

Table 3. Data Distribution of Research Finding

Interpersonal intelligence	Role Playing Micro		Total
	A ₁ (Free-Micro Role Play)	A ₂ (Guided-Micro Role Play)	
High Self-Confidence (B1)	$\Sigma = nA_1B_1 10$ $\Sigma Y = 924$ $\Sigma Y^2 = 85\ 468$ $\bar{x} = 92.40$	$\Sigma = nA_2B_1 10$ $\Sigma Y = 858$ $\Sigma Y^2 = 73\ 696$ $\bar{x} = 85.80$	$\Sigma = 20nB_1$ $\Sigma Y = 1782$ $\Sigma Y^2 = 159\ 164$ $\bar{x} = 89.10$
Low Self-Confidence (B2)	$\Sigma = nA_1B_2 10$ $\Sigma Y = 856$ $\Sigma Y^2 = 73\ 366$ $\bar{x} = 85.60$	$\Sigma = nA_2B_2 10$ $\Sigma Y = 874$ $\Sigma Y^2 = 76\ 460$ $\bar{x} = 87.40$	$\Sigma = 20nB_2$ $\Sigma Y = 1730$ $\Sigma Y^2 = 149\ 826$ $\bar{x} = 86.50$
Total	$\Sigma = nA_1 20$ $\Sigma Y = 1780$ $\Sigma Y^2 = 158\ 834$ $\bar{x} = 89.00$	$NK2 = 20$ $\Sigma Y = 1732$ $\Sigma Y^2 = 150\ 156$ $\bar{x} = 86.60$	$nt = 40$ $\Sigma = 3512$ $\Sigma Y^2 = 308\ 990$ $\bar{x} = 87.800$

The population that is normal distribution if $L_{count} > L_{table}$. It summarized in the following table:

Table 4. Summary of Normality Test Results

Group	N	L _{count}	L _{table}	Conclusion
A1	20	0.108	0.198	Normal
A2	20	0.083	0.198	Normal
B1	20	0.121	0.198	Normal
B2	20	0.114	0.198	Normal
A1B1	10	0.176	0.280	Normal
A1B2	10	0.191	0.280	Normal
A2B1	10	0.141	0.280	Normal
A2B2	10	0.116	0.280	Normal

Based on the recapitulation table above, the largest value of $L_{count} = 0.191$. L_{table} for $n = 10$ with a significance level of 0.05 is 0.280. It concluded that data of A1B2 are a normal distribution.

Table 5. Summary of Homogeneity Test Results

Group	χ^2_{count}	χ^2_{table}	Conclusion
A1 and A2	1.593	3.84	Homogeneous
B1 and B2	2.694	3.84	Homogeneous
A1B1, A2B1, A1B2, A2B2	0.174	7.81	Homogeneous

Homogeneity of variance test intended to test the homogeneity of variance between groups Y by X value. The homogeneity test used Barlett test. The criteria test acceptable if $H_0 \chi^2_{count} < \chi^2_{table}$ in the significance level $\alpha = 0.05$.

Based on three groups calculation data, it obtained $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ in the significance level of $\alpha = 0.05$. It concluded that the four sets of data have the same variance and data is a homogeneous group.

The following table summarizes the results of two-way research:

Table 5. Summary of ANOVA Test Results

Source of Variance	df	JK	RJK	F _{count}	F _{table}		Conclusion
					0.05	0.01	
Inter- column	1	57,60	57,60	6,194 *	4.11	7.40	Significance
Inter-row	1	67.60	67.60	7.269 *	4.11	7.40	Significance
Interaction	1	176.40	176.40	18.968 **	4.11	7.40	Significance
In	36	334.80	9.30				Significance
Reduced Total	39	636.40					Significance

From the table analysis above, the value of F (OA) = **6,194** > F table = 4.11 at $\alpha = 0.05$. It means that H_1 accepted and H_0 rejected. Thus, there is an average score of interpersonal intelligence between groups of children who given free-micro role play and a group of children who given guided-micro role play. The value of F (OB) = **7.27** > F table = 4.11 at $\alpha = 0.05$. It means that H_1 accepted and H_0 rejected. Thus, there is an average score of interpersonal intelligence between groups of children who have high self-confidence and group of children who have low self-confidence.

Based on the results of analysis, the value of F (OAB) = **18.97** > F table = 4.11 at $\alpha = 0.05$. It means that H_1 accepted and H_0 rejected. Thus, there is a significant interaction effect between factor a (micro role play) and factor B (self-confidence) on children interpersonal intelligence. Based on the analysis results, it is a significant difference. Therefore, it needs to be tested further by using Tukey test. The Tukey test recapitulation listed in Table 6 below:

Table 6. Results of Tukey Test Calculation

Group	N	Q _{count}	Q _{table}	Conclusion
			$\alpha = 0.05$	
A1B1 A2B1	- 10	6,84 **	4.60	**Very significant
A1B2 A2B2	- 10	1,87ns	4.60	Non-significantly

Based on the analysis results, the value of Q_{count} A1B1-A2B1 = 6.84. From the Critical Values table Of Q (Tukey) with $\alpha = 0.05$, k = 3 and n = 10. It found that the value of Q_{table} (0.05; 3; 10) = 4.60. Q_{count} A1B1-A2B1 = 6.84 > Q_{table} = 4.60. It means that H_1 accepted and H_0 rejected. Thus, the children interpersonal intelligence who given free-micro role play in the high self-confidence group are higher than children who given guided-micro role play in the high self-confidence group. The value of Q_{count} A1B1-A2B1 = 1.87. From the Critical Values table Of Q (Tukey) with $\alpha = 0.05$, k = 3 and n = 10. It found that the value of Q_{table} (0.05; 3; 10) = 4.60. Q_{count} A1B1-A2B1 = 1.87 > Q_{table} = 4.60. It means that H_0 rejected and H_1 rejected. Thus, the children interpersonal intelligence who given free-micro role play in the high self-confidence group are lower than children who given guided-micro role play in the low self-confidence group.

IV. DISCUSSION

4.1. The difference between the groups of children interpersonal intelligence who given free-micro role play and guided-micro role play (Inter A)

Based on the average and ANOVA two-way, to optimize children interpersonal intelligence of kindergarten group A, the use of free-micro roleplay is more efficient than guided-micro role play. The result showed a significant difference. Based on Hurlock, a role play is an active form of the game where children through behavior and explicit language, relate to the material or the situation as if they have another attribute than the truth. It means that a role play belongs to the active game, where children do it with joy, freedom and spontaneously in using situations, action and talk of real-life situations in a new and different form. In a role-play, children act like others, and they play a role. However, this game does not need to practice and not for entertainment.

Brewer points out that there are two role-play techniques as follows: free role play can define as a play which children have as many choices of materials as possible and which they can choose how to use the materials. Moreover, guided role play defined as a play in which the teacher has selected materials from which the children may choose to discover specific concept. It means that playing a free-role play can be defined as a play performed by the children to choose much equipment to play a role. So, they can choose freely to use it. While playing a guided-role play, is defined as playing a role that is led by the teacher in selecting playground equipment for children and teachers who determine the concept. The above opinion can understand that the role of free-role play is to play the role undertaken by the child freely in determining the concept, determine the characters/roles, manuscripts, and equipment to be used.

Although both micro role plays have an influence on the children interpersonal intelligence, playing the role of a free-micro role play gives better results in learning activities performed. It compared to playing guided-micro role play. Thus, it is empirical evidence that children interpersonal intelligence who given free-micro role play is higher than children who given guided-micro role-play. It recommended that playing the free-micro roleplay is more appropriate in children interpersonal intelligence.

4.2. The interaction between playing micro role play and self-confidence on children interpersonal intelligence (Inter AXB)

Based on the second hypothesis testing results of two-way ANOVA, there is a significant interaction effect between micro role play and self-confidence on children interpersonal intelligence. It said that the effect of micro role play on interpersonal intelligence depends on children self-confidence. The interaction effect showed the results of hypothesis testing as follow:

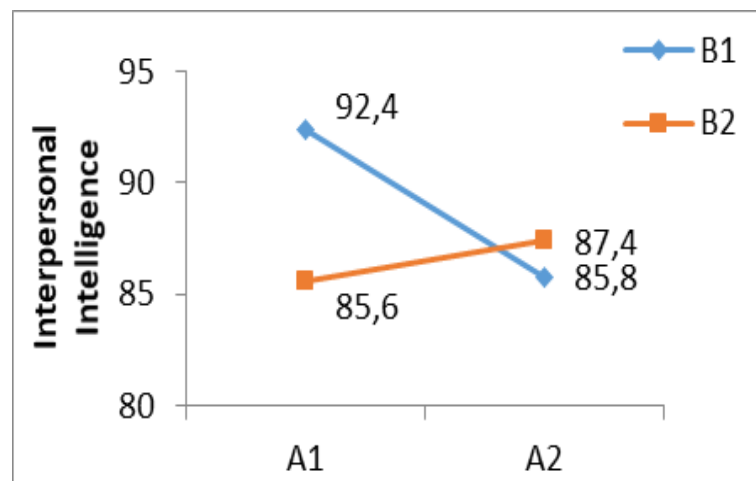


Figure 1. Interaction of Micro Role Play and Self-Confidence on Children Interpersonal Intelligence

Based on the figure above, it showed that children interpersonal intelligence who given free-micro role play are higher than guided-micro role play in the high self-confidence groups. Self-confidence is a general expectation of success. Branden suggests that confidence is one's belief in the ability that exists within him. Bandura defined self-confidence as a feeling of strength, ability, desire, and skill to perform or produce something that is based on the beliefs to succeed. Furthermore, Radenbach stated that self-confidence does not mean being loud or someone who most often entertains in a group, self-confidence does not become immune to fear.

Based on experts' opinion, it concluded that the self-confidence is a children's belief in the ability that is on them with the basis to be able to do it. The more experience of playing micro roleplay, the better-developed children interpersonal intelligence. Through this micro role play, the children will cooperate, responsible for adding new vocabulary based on ability. So, they can apply it in everyday life.

4.3. The result of children interpersonal intelligence who given free-micro role play are higher than guided-micro role play in the high self-confidence groups

Based on the third hypothesis testing results, H_0 rejected. It indicates that children who given free-micro role play are lower than guided-micro role play in the high self-confidence groups. The implementation of free-micro role play is very beneficial for children to have high self-confidence. By playing free-micro role play, the children learn in the groups which consist of 4-5 children. So, children who have high confidence demonstrated to other children. According to Fatimah, self-confidence refers to one of the primary goals in education. It concluded that children interpersonal intelligence who given free-micro role play is significantly higher compared with children interpersonal intelligence who given guided-micro role play.

4.4. The result of children interpersonal intelligence who given free-micro role play are lower than guided-micro role play in the low self-confidence groups

The results showed that children interpersonal intelligence who given free-micro role play are lower than children interpersonal intelligence who given guided-micro role play in the low self-confidence groups. According to Guilford, self-confidence is a person's belief in the abilities that exists within him. It supported by Bandura who defined self-confidence is as a feeling of confidence that contains power, ability, desire, and skill to perform or produce something that is based on the confidence to succeed.

Based on experts' opinion, it concluded that the self-confidence is children's belief in the ability that is on them with the basis to be able to do it. The children who have a low self-confidence that does not line new situations. It will tend to avoid places or do something which they are not sure of their abilities (pessimistic), being self-respecting from its environment, taciturn, hesitate to decide to move, do not like new things, dependent on others, and avoid everything due to a sense of uncertainty with their ability.

The child's self-confidence can contribute to the development of the child's personality. A child with high self-confidence can develop the confidence and ability to achieve success in life with optimism, calm and courage to act in deciding with responsibility. Based on these opinions can be understood confidence in each person can vary though in the same environment.

4.5. Foundation of Multidisciplinary and Interdisciplinary Science Relating to Research Variables

Some of the multidisciplinary and interdisciplinary sciences related to the influence of micro role play and self-confidence on children interpersonal intelligence are as follows:

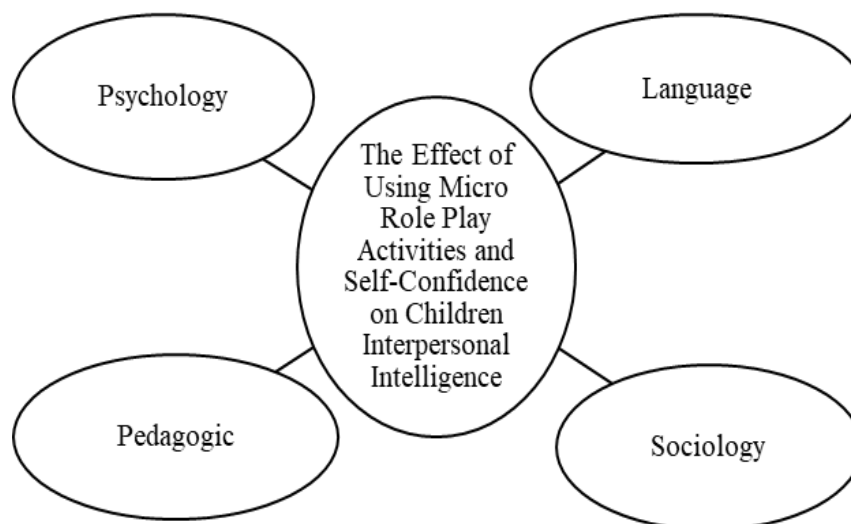


Figure 2. The Relationship of Multidisciplinary and Interdisciplinary with Research Variable

Various multidisciplinary and interdisciplinary foundations of science related to research variables and research results are practical, psychological, sociological, and pedagogic and language. In the study of the psychological foundation, psychology is a science that investigates and discusses open and closed behavior in humans, both as individuals and groups, about the environment. According to Woodworth, psychology is the study of human behavior where everything can answer what man is, why he acts or acts so, what drives him, why he does so.

In implementing learning in kindergarten children, psychology as a reference in determining what and how each child's behavior should develop. The children are individuals who are in the process of development and growth. The process of child development includes cognitive development, language, social-emotional and moral and physical growth. A child is an individual figure who has various abilities possessed and should give the opportunity to develop all aspects of its development. Also, psychology deals with specific variables. According to Radenbach, the self-confidence does not mean being hard or someone who most often entertains in a group. It does not become immune to fear. It is the mental ability to reduce the adverse effects of the doubt.

In the sociology study, Polak cited by Gunawan explains the notion of sociology as a science that studies society as a whole, which is the relation between human to human, human with the group, a group with group, formal and material,

static and dynamic. This study, which raises one of the variables of self-confidence, is seen here social role is crucial about self-confidence for children.

The self-confidence will flourish if there is a reinforcement or stimulus from the people around like the role of a school teacher in encouraging the child to learn. Also, Brewer suggests that self-confidence is what is desired by every parent for his child. The self-confidence is the way to a happier and fuller life; confidence will ensure that children can learn, play, dare, independently, love, and communicate better. One of the foundations associated with this research is the pedagogic foundation. Hoogveld in Sadulloh defines pedagogic is a science that studies the problem of guiding the child toward a specific goal that is so that children can guide the task of his life. In other words, pedagogy is a way of learning educators to students. Based on the results of this study, it showed that with the application of learning or learning using media playing the role of micro can provide opportunities for children to explore, experiment and provide learning fun for children.

The next study is the language. According to Suhartono, language is the study of the series of sounds that symbolize the thoughts, feelings, and attitudes of humans. That is the usage of the symbol is used as a valid rule in the language concerned, and a series of sounds from a combination of words, clauses, and sentences. Then Santrock suggests that language is a form of communication (oral, written and marked) that based on the symbol system.

The language relationship in this research is to improve the language of children primarily on the social and linguistic abilities of children when they play role characters and express themselves together with friends. Educators can provide a stimulus of social and language skills through meaningful and memorable learning experiences for children.

V. CONCLUSION

Based on the research finding and discussion, it obtained the following conclusions: (1) the overall group of children interpersonal intelligence who given free-micro role play are higher than guided-micro role play. (2) There is an interaction effect between micro role play and self-confidence on children interpersonal intelligence. (3) The children interpersonal intelligence who given free-micro role play are higher than guided-micro role play in the high self-confidence group. (4) There is a difference between children interpersonal intelligence who given free-micro role play are lower than guided-micro role play in the low self-confidence group. Therefore, in optimizing the children interpersonal intelligence who have high self-confidence, it should use free-micro role play. Whereas, for children interpersonal intelligence who have low self-confidence, it should use guided-micro role play.

VI. SUGGESTION

Based on the research results and limitations, it put forward some suggestions to educators in kindergarten, parents, and researchers, especially researchers in early childhood education. It consists of (1) For educators in kindergarten, they should develop a game that makes children become more active, creative, energetic and more improve interpersonal intelligence in the ability of the scientific foundations, especially in this study interpersonal intelligence related to socialization. It is essential that the child has a solid foundation before taking further education at the primary school level. The educators should know the learners' characteristics and relate the internal factors. So, the learner interpersonal intelligence is more increased. (2) For Kindergarten managers, they are expected to provide opportunities to teachers in providing educators regarding competence for applying various media games in learning at school institutions. (3) For researchers interested in this matter, they control as much as possible to some independent variables and tighten external validity so that the results of research can be more leverage. (4) For parents, they should support the learning process in kindergarten and can also be done at home through play to improve children's interpersonal intelligence because the household environment is the first and primary learning tool for children of other than school.

VII. RECOMMENDATION

Through the recommendation of this research, the additional knowledge that can be used to improve the quality of early childhood education, especially in interpersonal intelligence. The interpersonal intelligence needs to be cultivated and upgraded as early as possible so that children are natural in mastering language skills, socializing. The recommendations in this study are as follows: (1) Teachers are one crucial component in determining success in the learning process. For it uses not yet carry out the learning activities teachers should know and recognize the characteristics, attitudes, the behavior of children, in designing activities to improve interpersonal intelligence. (2) In addition to the application of role play in the given micro, no less important is to consider the internal factors of children who have to do with components that will develop. The internal factor of a child that is related to the child's interpersonal intelligence is one of self-

confidence. By knowing the self-confidence of each child's self-help the educator to choose the appropriate game to develop so that the child's interpersonal intelligence develops optimally. Besides playing the role of the micro can constructability and enable children to interact with each other. (3) Most teachers do not understand how the application of micro role play to children, besides teachers also do not understand that play the role of micro good for child development. Teachers assume that in playing the role of the micro spend much time and are reluctant to tidy up the class as before.

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