Volume 6 Issue 6 (2022) Pages 6006-6016
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

The Effect of Project Method and Self-Concept on Emotional Intelligence of Children Age 5-6 Years

Lusiyah Simanjuntak[1], Hasanuddin[1]✉
Psikologi, Universias Medan Area, Indonesia(1)
DOI: 10.31004/obsesi.v6i6.2819

Abstract
Emotional intelligence becomes important to be seen from an early age because it is one of the determinants of his success in the future. with this intelligence they can recognize the emotions of others but also themselves. The purpose of this study is to see how the project method and self-concept can have an effect on emotional intelligence for children aged 5-6 years. This research is a quasi-experimental. The population is 102 children from PAUD (early childhood education) and the sampling technique is using random sampling consisting of two groups (group A with 15 children as the control class and group B with 15 children as the experimental class) with the number of samples is 30 children. The research instrument used the emotional intelligence scale of early childhood and self-concept tests. Data analysis used two-way Anova. Based on this analysis and research, the results obtained: (1) There is a significant effect of applying the project method on emotional intelligence in children aged 5-6 years with a significance value of p= 0.001 <0.05; (2) There is a significant effect of the application of self-concept on the emotional intelligence of children aged 5-6 years with a significance value of p= 0.001 <0.05. Project methods and relevant self-concepts are carried out on children to increase emotional intelligence and of course this becomes an important capital for future research with different place settings and situations.

Keywords: *project method; self-concept; emotional intelligence.*

Copyright (c) 2022 Lusiyah Simanjuntak & Hasanuddin

✉Corresponding author :
Email Address : Hasanuddin@Staff.uma.ac.id (Medan, Indonesia)
Received 8 June 2022, Accepted 5 August 2022, Published 3 October 2022

Introduction
Early childhood education is main foundation in the personal development of children; good with regard to character; physical, cognitive, language, artistic, social emotional, spiritual abilities, self-discipline, self-concept, and independence. Therefore, in providing educational services, it is necessary to understand the characteristics of development and the ways in which children learn and play. Early childhood education plays a very important role and determines one's success in the future. Early childhood education can be used as a mirror to see the success of children in the future.

Early childhood is in a sensitive period / the golden age because children easily accept, follow, see, and hear everything that is exemplified, heard and shown (Rasyid et al., 2009). Early childhood is important to get developmental stimulation. The stimulation provided must be in accordance with the needs and age of the child, in order to optimize the growth and development of the child. Therefore, efforts are needed to provide education and learning in order to develop aspects possessed by children. According to (Mulyasa, 2016), early

DOI: 10.31004/obsesi.v6i6.2819

childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap. Early childhood has a very valuable age range compared to later ages because the development of intelligence is extraordinary. Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Early childhood education is a fundamental and strategic education in forming intelligent and superior human beings as well as character that will determine the progress of a nation. For this reason, paying attention at an early age is important to obtain quality human resources. Through early childhood education, physical, cognitive, language, artistic, social and emotional abilities, self-discipline, religious values, self-concept, and independence can be developed optimally. Early childhood education basically includes all efforts made by educators and parents in the process of caring for, nurturing, and educating children by creating a conducive and interesting environment where children can explore the learning experiences they get by observing, asking questions, informing and experimenting. which takes place repeatedly and involves all of the child's five senses and intelligence.

Musfiroh (2005) revealed that humans have not only one intelligence but nine types of intelligence, namely mathematical intelligence, linguistic intelligence, musical intelligence, spatial intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, natural intelligence, and existential intelligence. One of the important intelligences stimulated for the development of children in the next life is emotional intelligence.

Emotional intelligence is one that relates to all aspects of life child development, emotional emotions 80% of the determining factor one's success, while the other 20% is determined by IQ (Intelligence Quotient) (Nyoman et al., 2020; Pasek, 2017; Wardani, 2019). Emotional intelligence according to (Kusramadhanty, 2019; Lubis, 2019; Misnawati, 2016; Mulyani, 2017), is an activity that can produce skills to be able to motivate oneself in order to manage emotions well also earnestly true (Ulfah et al., 2021). The concept of Emotional Intelligence (EI) was developed to explain the psychological importance of emotions (G., 2020). EI is defined as "Perceiving emotions, using emotions in order to support ideas, understanding emotions and emotional information, adjusting emotions for emotional and mental development" (Mayer & Salovey,1997). According to Wibowo intelligence emotional is ability feel, understand and effectively apply the power of social as a source of energy, information, human connection and influence (Wulandari et al., 2020). The term emotional intelligence (emotional intelligence) was originally raised by Wayne Payne in a dissertation that discusses emotion. Then Peter Salovey of Harvard University, and John Mayer of University of New Hampshire, also used the term later popularized by Daniel Goleman in his book Emotional Intelligence: "Why It Can Matter More Than IQ". According to Salovey & Mayer put forward the definition of emotional intelligence as follows: "A type of emotional information processing that includes accurate appraisal of emotions in one self and others, appropriate expression of emotion, and adaptive regulation of emotion in such a way as to enhance living"(Sa'diyah, 2018).

A similar understanding was also put forward by Goleman who interpreted emotional intelligence as: "It is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (G., 2020). Emotional intelligence includes the ability to read people, the ability to make friends, and the skills some people have to be able to walk into a room and begin to establish important personal contacts, the ability to absorb and respond to other people's moods, intentions, and desires.

Aspects of development possessed by children are aspects of moral and religious values, language, cognitive, physical motor, socio-emotional children and art. One aspect that must be developed is the social emotional aspect, children aged 5-6 years should be able to

DOI: 10.31004/obsesi.v6i6.2819

interact with friends and play with peers. Early childhood has a sensitive period in its development, and there is maturation of physical and psychological functions that are ready to respond to various stimuli from the surrounding environment.

Based on the quality mapping conducted by government in the field of early childhood education to PAUD institutions in 2018, based on discussions conducted with PAUD teachers on quality mapping activities, it was concluded that early childhood has underdeveloped emotional intelligence, especially social skills. limited and not a few children who have difficulty interacting, communicating, difficult to express their feelings and prefer to play alone. Problems in early childhood on social skills such as: children are still not able to cooperate with their friends when playing in groups, have not been able to understand their friends, have not been able to empathize with others, have not been able to organize their feelings and desires to their friends when playing, and only able to play with themselves, have not been able to establish contact with their peers. The problems mentioned above can occur because many children are in a depressed state and not in a positive environment so that the stimulation of emotional intelligence development is not optimal, as well as adults around the child may be less responsive and do not show high interest and attention to children. There are still found in PAUD institutions, the learning is still conventional, only focusing on learning to read and count so that children feel bored because the learning does not attract children's interest. In terms of early childhood, they like to explore, play while learning because the world of children is the world of play.

Through playing children can learn many things, without realizing it and without feeling burdened. Through playing, children can recognize rules, socialize, place themselves, manage emotions, tolerance, cooperation, yield, sportsmanship, and other positive attitudes. The child's mental, language, and motoric intelligence will develop although sometimes the child's selfish nature grows when playing. In every early childhood activity, there is always an element of play. For early childhood, playing is much more effective and fun and makes it easier to achieve learning goals. Play is the best way to develop the abilities of early childhood, and is a natural way to understand oneself, others, and the environment. Play as learning should be adapted to the development of the child's age, and gradually developed playing while learning, therefore the project method for the part of early childhood learning activities and this project method is carried out by playing.

Semiawan (2002) said that children's achievement is not only determined by cognitive intelligence but is also influenced by non-cognitive intelligence, namely emotional intelligence. Emotional intelligence is one of the intelligences that affects one's success. Emotional intelligence is important to be developed from an early age because it is the basis for personal formation as well as a place for developing children's emotional intelligence so that children do not experience difficulties in their social life. (Nugraha & Rachmawati, 2009) define emotional intelligence as the ability to motivate oneself and survive in the face of frustration, control impulses and regulate moods. So it can be interpreted that emotional intelligence includes the ability to express feelings, awareness, and understanding of emotions and the ability to regulate and control them.

Selection of appropriate learning methods for early childhood can develop children's emotional intelligence. One of the learning methods that can be applied is the cooperative learning method, namely the project method. According to (R, 2004), the project method is one of the methods used to train children's ability to solve problems experienced by children in everyday life. The project method carried out in groups encourages children to work together, respect each other, share information and adapt with friends in the group. The project method is a way of presenting a learning experience by confronting children with everyday problems that must be solved openly. Through this method, children can collaborate and exchange ideas and can increase motivation with friends because the implementation of this learning is online. The action method provides opportunities for children to be actively involved in interacting with other people in various jobs and carried out in groups in order to

DOI: 10.31004/obsesi.v6i6.2819

achieve common goals. The project method is a way of teaching that provides opportunities for students to use the natural surroundings or children's daily activities as learning material through various activities (Putri et al., 2019).

Based on the description above, researchers feel the need to make efforts to improve children's cooperative abilities using the project method, with the hope that children's emotional intelligence develops well, and is able to prepare children to enter the next level of education, so a study was carried out with the title; The effect of the project method and self-concept on the emotional intelligence of children aged 5-6 years at PAUD Kenanga Raya.

Based on previous research that supports this research conducted by (Miyarti et al., 2016) regarding efforts to increase emotional intelligence through the project method for children aged 5-6 years at Bhakti Kindergarten in Pekanbaru City, it concludes that there is an increase in children's emotional intelligence through the project method.

Research conducted by (Parhusip, 2016) on the effect of role-playing learning strategies and self-concept in improving the emotional intelligence of children aged 5-6 years in Medan City concluded that (1) the intelligence of early childhood taught with macro play learning strategies is higher than intelligence early childhood who are taught with micro play learning strategies, (2) emotional intelligence of early childhood who have a positive self-concept is higher than the emotional intelligence of early childhood who has a negative self-concept, (3) there is an interaction between learning strategies and self-concept in influencing the emotional intelligence of early childhood.

The results of Satria and Jannah (2014) research on the relationship between self-concept and emotional intelligence in adolescents in orphanages concluded that there was a significant relationship between self-concept and emotional intelligence in adolescents in orphanages. Based on the results of previous research that looks at correlations, it is necessary to conduct experimental research on project methods and self-concept on emotional intelligence. Therefore the hypotheses in this study are (1) There is an effect of the project method on the emotional intelligence of children aged 5-6 years, (2) There is an influence of self-concept on the emotional intelligence of children aged 5-6 years, (3) There is an interaction between the project method and self-concept towards emotional intelligence of children aged 5-6 years.

Methodology

The research was conducted using an experimental method with a 2 x 2 factorial design. Through this design, the effects of the project method and the lecture method will be compared. The project method is treated to the experimental group or class. In this study, there are three research variables, namely one dependent variable and two independent variables. As the dependent variable (dependent variable) is emotional intelligence (Y) and the two independent variables (independent variable) is the project method and self-concept as an experimental variable. The research variables can be seen in the 2 x 2 factorial design in table 1.

Table 1. Research Design

		project method	
		Positif	Negatif
Self concept	Positif		
	Negatif		

The research was conducted at the Kenanga Raya PAUD Institute which is located at Kenanga Raya street, Tanjung Sari, Medan. This research was carried out in the second (even) semester of the 2018/2019 Academic Year for 3 (three) months starting from March to May 2019. The treatment was carried out 8 times according to the learning schedule. The research

DOI: 10.31004/obsesi.v6i6.2819

sample was taken randomly (random sampling), namely the children of the play group aged 5-6 years were the research subjects at the PAUD Kenanga Raya institution, as the experimental class (the class that was treated with learning activities with project method) with a sample of 15 children in group B aged 5-6 years and as a control class (class that uses lecture method activities) with a sample of 15 children in group A aged 5-6 years so the total sample is 30 children. Sampling was done by determining the play group for the implementation of the research using random sampling technique. The play group that will be the research sample is PAUD Kenanga Raya. One group as the experimental group or given treatment with the project method and the other as the control group with the lecture method. Group A as the control group with the lecture method and group B as the experimental group with the project method.

Determination of the sample size using suggestions about sample size for research by Sugiyono (2015), namely for simple experimental research, which uses an experimental group and a control group where the number of sample members is each between 10 to 20. In this way There were 30 children who met the requirements to become the research sample, 15 people for the experimental group and 15 children who became the research sample in the control group.

Children's emotional intelligence developed by Parhusip (2016) with reference to the opinion of (Mayer et al., 2004). The self-concept instrument was developed based on the opinion of (Kemendikbud, 2014) who suggested indicators of children's self-concept. The test instrument is in the form of a checklist. Determine the unit of analysis based on the tendency of the child's self-concept. The classification used for self-concept variables is positive self-concept and negative self-concept. The test scores obtained are sorted from the largest to the smallest. The stages of implementing the research are as follows:

The first (1) determine the class of play groups that are sampled at PAUD Kenanga Raya Medan, namely in the A class play group and B class play group, The second (2) conducting a pre-test, the researcher gave pre-test questions that had been validated to the children in the experimental group and the control group, The third (3) Analyze the pre-test data, namely the normality test, homogeneity test, and test the difference in the average pre-test scores of children in the experimental group and the control group, the fourth (4) Provide self-concept instruments to observe children with positive and negative self-concepts, the fifth (5) Carry out learning activities, namely in the experimental class, learning activities using the project method and in the control class learning activities using the lecture method, this learning activity is carried out 8 times, namely the first treatment, throwing garbage in the trash. Both planting plants and watering. Third, make a slap. Fourth, make a hat. Fifth, cook dumplings. Sixth make a candlestick. Seventh, make a traditional house. Eighth, make a meeting hall. The project method learning activities are carried out based on the learning themes contained in the RPPH, the sixth giving post-test at the end of learning activities, the sixth (6) Giving post-test at the end of learning activities, the seventh (7) Analyze pre-test and post-test data, namely normality test, homogeneity test and hypothesis testing using two-way anova.

In accordance with the design used in this study, hypothesis testing was carried out using two-way analysis of variance (anova). Before the analysis is carried out, the analysis requirements test is carried out, namely the normality test and homogeneity test. The normality test of the data was carried out with the Liliefors test and the homogeneity test of the data in the two groups of cells was carried out with the F test and the Bartlet test.

Results and Discussion

The effect of the project method on the emotional intelligence of early childhood

The results of this study prove that there is a significant influence between emotional intelligence with the project method compared to the lecture method activities. When compared with negligent, the value is smaller (0.00 < 0.05) which means Ho is rejected. The

DOI: 10.31004/obsesi.v6i6.2819

average emotional intelligence of early childhood taught by the project method (X = 119.8) was higher than the emotional intelligence of early childhood taught by the lecture method (X = 97.4). This shows that the project method has proven to be effective for use in early childhood. Thus, it can be interpreted that the project method is more effective for early childhood emotional intelligence than using the lecture method.

This can happen because in learning that applies the project method, they are required to work together and be responsible for completing the tasks given by the teacher, by maximizing learning conditions in achieving learning goals. Thus, in improving the emotional intelligence of early childhood, a project method is needed so that early childhood can develop their self-concept.

The results of this study are supported by Goleman (2015) which explains that there are several factors that affect individual emotional intelligence, first, namely the family environment, family life is the first school in studying emotions. Emotional intelligence can be taught in infancy through expression. Emotional events that occur in childhood will stick and stay permanently into adulthood. The emotional life that is fostered in the family is very useful for the child in the future. Emotional learning is not only through the things parents say and do directly to their children, but also through the examples they provide when dealing with their own feelings or feelings that usually arise between husband and wife. Second, there is a non-family environment, this is related to the community environment and education. Emotional intelligence develops in line with the physical and mental development of children. This learning is usually addressed in an activity to play as someone outside himself with emotions that accompany the circumstances of others. Learning methods can also increase emotional intelligence to the maximum.

Emotional intelligence that appears after the project method activities carried out in groups is that children are able to join groups, are able to communicate and share information, have the initiative to help friends, show confidence when presenting the results of projects that have been done and children are able to respect friends when talking. According to Moeslichatoen (2004), the project method trains children to work together, respect each other, share and communicate with each other and adapt to their group of friends.

According to Moeslichatoen (2004) says that "the project method comes from John Dewey's idea about the concept of "Learning by Doing", namely the process of obtaining learning outcomes by doing certain actions according to the objectives. Project Method". Moeslichatoen (2004) says that: The project method is a teaching strategy that involves children in learning to solve problems by collaborating with other children, each doing his or her part of work individually or in small groups to achieve shared goals. According to Mulyasa (2016) the project method is one of the methods used to train children's ability to solve problems experienced by children in everyday life that must be done in groups.

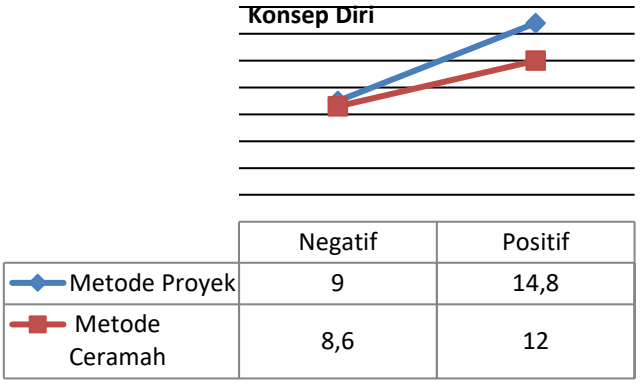
Research that has been carried out by Miyarti et al., (2016) in the city of Pekanbaru with a sample of 20 children of which 12 are boys and 8 are girls. From the results of the study, it was found that the percentage increase in children's emotional intelligence from before the action to the first cycle was 30.30%. The increase in children's emotional intelligence from cycle I to cycle II was 42.33%. Meanwhile, the increase in children's emotional intelligence from before the action to the second cycle was 85.46%. From the results of these studies, it can be concluded that the project method activities can improve the emotional intelligence of children aged 5-6 years in Kindergarten Bhakti, Pekanbaru City.

The effect of self-concept on early childhood emotional intelligence

This research proves that there is a significant effect between self-concept and project method compared to lecture method activities. When compared with negligent, the value is smaller (0.00 < 0.05) which means Ho is rejected. The average positive self-concept taught by the project method (X = 14.8) is higher than the positive self-concept taught by the lecture method (X = 12). Meanwhile, the average negative self-concept taught by the project method

DOI: 10.31004/obsesi.v6i6.2819

(X = 9) is higher than the negative self-concept taught by the lecture method (X = 8.6), so it can be concluded that the positive self-concept is higher than the negative self-concept. This shows that the project method is proven to be effective. Thus, it can be interpreted that the https://goo.gl/maps/26ZVd4y3Cd87ViQg9 project method is more effective on self-concept than using the lecture method. It can be concluded that the project method is very suitable for use in early childhood.



	Negatif	Positif
Metode Proyek	9	14,8
Metode Ceramah	8,6	12

Figure 1. Difference in self concept before and after the test

The results of this study (figure 1) are supported by (Maria, 2007) who proposes aspects of self-concept, namely (1) Physical self (physical self). This aspect describes how individuals perceive their health, body, and physical appearance (2) Moral & ethical self (morality & ethical self). This aspect describes how individuals perceive their moral-ethical values. Includes good qualities or bad qualities possessed and judgment in relation to God (3) Social self (social self). This aspect reflects the extent of feeling capable and valuable in the scope of social interaction with other people (4) Personal self (personal self). This aspect describes the feeling of being able as a person, and an evaluation of his personality or his personal relationships with others (5) Family self. This aspect reflects feelings of meaning and worth in his capacity as a family member.

According to Shavelson The classic self-concept is a self-concept model conceptualized as a person's self-perception that is formed through experience with and interpretation of the environment (Hoogeveen et al., 2009). Emotional intelligence or emotional intelligence is "a very high emotional ability or intelligence so that a person is able to do something right and successful and can even adapt to situations that occur now and in the future" (Merry et al., 2014). Self-concept has been found be critical in achieving valuable personal, social, and academic goals in both talent and usually develop in children (Hoogeveen, 2009) (Papadopoulos, 2021). Self-concept is a picture that a person has about himself, which was formed through experiences which is continuous and differentiated that results from its interactions with the environment (Wirameiana & Astuti, 2013). According to Hurlock self-concept as an image of a person about oneself which is a composite from physical beliefs, psychological social emotional aspirations achieved (Ratnasari et al., 2022). According to Hurlock (2009) (Elyana, 2018) the factors that influence the self-concept include: namely body shape, disability, clothing, names and nicknames, intelligence intelligence, level of aspirations/aspirations, emotions, type/prestige of school, social status, family economy, friends and figures/people who take effect

According to (Subur, 2013), there are at least three factors that influence self-concept, namely (1) self-appraisal, (2) reactions and responses to other, and (3) the roles you play. Then William Brooks added one factor, namely (4) reference group. The first one is Self Appraisal – Viewing Self as an Object. This term denotes a view, which makes oneself an object in communication, or in other words is our impression of ourselves. The more positive experiences we have or have had, the more positive our self-concept will be. On the other

DOI: 10.31004/obsesi.v6i6.2819

hand, the more negative experiences we have or have had, the more negative our self-concept will be. Basically, a high self-concept in children can be created when family conditions have high integration and tolerance among family members. Then, the positive self-concept experienced by students, particularly in the achievement domain, has been associated with optimal learning and academic success in school and commitment, motivation, and further education aspirations (Papadopoulos, 2021)

The second one is Reaction and Response of Others. Self-concept does not only develop through our view of ourselves, but also develops in the context of our interactions with society. Therefore, self-concept is influenced by the reactions and responses of others to us, for example in various discussions of social problems. Thus, self-concept is a direct result of the way other people react in a meaningful way to the individual.

Then there Roles You Play – Role Taking. In the relationship of role influence on self-concept, the aspect of the role we play will more or less affect our self-concept. For example, as children, we often "role-play"; imitating the behavior of others that we see, for example the role of father or mother, or imitating other people's expressions, such as the way we smile, the angry way of others that we often see. This role play is the beginning of self-concept development. From this game, we begin to understand how other people see us.

And the last one is Reference Groups. What is meant by reference groups or reference groups are groups that we are a person in. If this group is considered important, in the sense that they can judge and react to us, this will be a force to determine our self-concept. In this connection research shows that the way we judge ourselves is part of the function we are evaluated by reference groups. Attitudes that show displeasure or disapproval of someone's presence are usually used as communication material in group assessments of someone's behavior.

The research that has been conducted by (Parhusip, 2016) in the city of Medan with the number of respondents is 60 children. From the results of the study, it was found that the emotional intelligence of early childhood who had a positive self-concept was higher than the emotional intelligence of early childhood who had a negative self-concept can be accepted and proven empirically. According to research conducted by (Rohmah, 2018), the factors that can affect individual emotional intelligence include, first, the family environment, the relationship between parents and children is a factor that has no small influence on children's development in general as well as the development of emotional intelligence in particular. Second, there is self-concept, self-concept is also influenced by the situation in the family environment. In the project method activities, children who have a good self-concept (according to their reality) will be able to understand and accept the feelings or emotions they experience when interacting with their environment. If the individual's self-concept is not as expected, it will cause negative feelings both towards himself and the surrounding environment. These negative feelings can cause individuals to experience obstacles in managing the feelings or emotions they experience.

Other research also supports that conducted by (Satria & Jannah, 2014) that self-concept includes self-perception, appearance, values, and beliefs that influence behavior. This concept is closely related to emotional intelligence, namely the ability to monitor one's own feelings, emotions and others to guide behavior. This research is in the form of descriptive correlation with the sampling technique of the total sampling method. The number of samples is 53 people. Data collection tools in the form of a questionnaire in the form of a Likert scale. Data processing is done using SPSS with Chi Square test. Based on the results of the analysis, it was found that there was a significant relationship between self-concept and emotional intelligence in adolescents (p value 0.000). Self-concept subvariable analysis showed that there was a relationship between body image (p value = 0.006), ideal self (p value = 0.041), self-esteem (p value = 0.019), role (p value = 0.010), identity (p value = 0.014) with emotional intelligence. The results of this study can be recommended for the head of the orphanage to

DOI: 10.31004/obsesi.v6i6.2819

continue to provide guidance to adolescents so that the self-concept and emotional intelligence of adolescents are good.

There is an effect of project method and self-concept on early childhood emotional intelligence

The results of the study prove that proving that there is an interaction between the project method and self-concept on emotional intelligence of early childhood, this can be seen from the description of children's activities during learning, simultaneously the interaction of methods and self-concept has a significant effect on emotional intelligence as indicated by a significance value of 0.001 < 0.05.

The results of hypothesis testing (figure 2) show that the overall research hypotheses are: (1) The emotional intelligence of early childhood taught by the project method is higher than the emotional intelligence of early childhood taught by the lecture method, (2) The self-concept of early childhood taught by the project method is higher. higher than the self-concept of early childhood taught by the lecture method, and (3) There is an interaction between the project method and the self-concept in influencing the emotional intelligence of early childhood, which is acceptable.

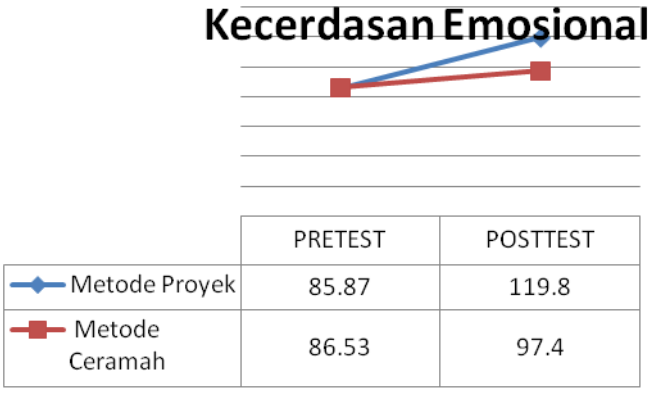


Figure 2. difference in emotional intelligence before and after the test

According to (Goleman, 2002), emotional intelligence is a person's ability to regulate his emotional life with intelligence, maintain emotional harmony and express it through self-awareness skills, self-control, self-motivation, empathy, and social skills. (Nugraha & Rachmawati, 2009) define emotional intelligence as the ability to motivate oneself and survive in the face of frustration, control impulses and regulate moods. So it can be interpreted that emotional intelligence includes the ability to express feelings, awareness, and understanding of emotions and the ability to regulate and control them.

These results support the statement conveyed by (Parhusip, 2016) which states that: (1) the emotional intelligence of early childhood taught by macro role playing learning strategies with the average emotional intelligence of early childhood taught by macro role playing learning strategies is higher than the average emotional intelligence of early childhood taught by micro role play learning strategies. (2) emotional intelligence of early childhood who have a positive self-concept with a higher average emotional intelligence than the average emotional intelligence of early childhood who have a low self-concept. (3) There is an interaction between role playing learning strategies and early childhood self-concept. For early childhood who have a positive self-concept, it will be more effective in improving the emotional intelligence of early childhood by using macro role-playing learning strategies, while for early childhood who have negative self-concepts, micro role-playing learning strategies are more effective in improving children's emotional intelligence. early age.

DOI: 10.31004/obsesi.v6i6.2819

Conclusion

When we look at the previous results this can happen because in learning that applies the project method, they are required to work together and be responsible for completing the tasks given by the teacher, by maximizing learning conditions in achieving learning goals. Thus, in improving the emotional intelligence of early childhood, a project method is needed so that early childhood can develop their self-concept. so that the project method on the sample is still relevant to be used in order to develop their emotional intelligence even.

Acknowledgments

Thank you to the Head of the Master of Psychology Study Program, Postgraduate Program, Medan Area University.

References

Conny, S. (2002). *Belajar dan Pembelajaran Pada Taraf Anak Usia Dini*. Jakarta: Prenhallindo.

Elyana, L. (2018). Pengenalan Konsep Diri Anak Melalui Visual Learning di TK Annida Ya Fatimah Jepat Lor Tayu Pati, Jawa Tengah. *Journal of Studies in Early Childhood Education (J-SECE)*, *1*(1), 85. https://doi.org/10.31331/sece.v1i1.610

G., R. (2020). Dynamics of Family Structure on Emotional Intelligence of Secondary School Children. *International Journal of Psychosocial Rehabilitation*, *24*(5), 1828–1834. https://doi.org/10.37200/ijpr/v24i5/pr201855

Goleman, D. (2002). Working With Emotional Intelligence (terjemahan). *Gramedia Pustaka Utama*.

Hoogeveen, L., Van Hell, J. G., & Verhoeven, L. (2009). Self-concept and social status of accelerated and nonaccelerated students in the first 2 years of secondary school in the Netherlands. *Gifted Child Quarterly*, *53*(1), 50–67. https://doi.org/10.1177/0016986208326556

Kemendikbud. (2014). *Panduan Pendidikan Anak Usia Dini Responsif Gender*. Jakarta: Gaung persada.

Kusramadhanty, M. (2019). Temperamen dan praktik pengasuhan orang tua menentukan perkembangan sosial emosi anak usia prasekolah. *Persona:Jurnal Psikologi Indonesia*, *8*(2), 258–277. https://doi.org/10.30996/persona.v8i2.2794

Lubis, M. Y. (2019). Mengembangkan Sosial Emosional Anak Usia Dini melalui Bermain. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, *2*(1), 47–58. https://doi.org/10.25299/ge.2019.vol2(1).3301

Maria, U. (2007). *Peran Persepsi Keharmonisan Keluarga dan Konsep DiriTerhadap Kecenderungan Kenakalan Remaja.* [Universitas Gadjah Mada]. http://etd.repository.ugm.ac.id/penelitian/detail/33028

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications". *Psychological Inquiry*, *15*(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02

Merry, A., Ali, M., & Halida. (2014). Identifikasi Kecerdasan Emosional Anak Usia 5-6 Tahun Ditaman Kanak-Kanak Gembala Baik Kota Pontianak. *FKIP Untan*, *5*(2), 68–70. https://jurnal.untan.ac.id/index.php/jpdpb/article/view/14011

Misnawati, M. (2016). Hubungan Kecerdasan Emosi Dengan Kecanduan Game Online Pada Siswa-Siswi. *Psikoborneo: Jurnal Ilmiah Psikologi*, *4*(2). https://doi.org/10.30872/psikoborneo.v4i2.4004

Miyarti, I., Nurdin, Z., & Novianti, R. (2016). Upaya Meningkatkan Kecerdasan Emosional Melalui Metode Proyek Anak Usia 5-6 Tahun Di Tk Bhakti Ibu Kota Pekanbaru. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan*. 3(1), 1-12. https://jnse.ejournal.unri.ac.id/index.php/JOMFKIP/article/view/9257

Mulyani, N. (2017). Upaya Meningkatkan Perkembangan Sosial Emosional Anak Usia Dini. *Jurnal Ilmiah Mahasiswa Raushan Fikr*, *3*(1), 133–147.

DOI: 10.31004/obsesi.v6i6.2819

https://doi.org/10.24090/jimrf.v3i1.1013

Mulyasa. (2016). *Manajemen PAUD*. Remaja Rosdakarya.

Musfiroh, T. (2005). *Bermain sambil belajar dan mengasah kecerdasan*. Depdiknas.

Nugraha, A., & Rachmawati, Y. (2009). *Metode Pengembangan sosial emosional*. Universitas Terbuka.

Nyoman, N., Putri, D., & Dewi, T. (2020). Mengembangkan Kecerdasan Emosional Anak Usia Dini Melalui Media Gambar Cerita Berseri. *Journal for Lesson and Learning Studies*, *3*(3), 362–369. https://ejournal.undiksha.ac.id/index.php/JLLS/article/view/29398

Papadopoulos, D. (2021). Examining the relationships among cognitive ability, domain-specific self-concept, and behavioral self-esteem of gifted children aged 5–6 years: A cross-sectional study. *Behavioral Sciences*, *11*(7). https://doi.org/10.3390/bs11070093

Parhusip, E. (2016). *Pengaruh strategi pembelajaran bermain peran dan konsep diri dalam mengembangkan kecerdasan emosional anak usia 5-6 tahun di PAUD Kota Medan*. Universitas Negeri Medan. http://digilib.unimed.ac.id/25643

Pasek, N. S. (2017). Pengaruh Kecerdasan Intelektual Pada Pemahaman Akuntansi Dengan Kecerdasan Emosi Dan Kecerdasan Spiritual Sebagai Variabel Pemoderasi. *Jurnal Ilmiah Akuntansi*, *1*(1), 62–76. https://doi.org/10.23887/jia.v1i1.9983

Putri, P. D. A. S., Tirtayani, L. A., & Suadnyana, I. N. (2019). Pengaruh Metode Proyek Berbasis Pendekatan Saintifik Terhadap Kecerdasan Interpersonal Anak Kelompok B Tk Gugus I Sukawati Tahun Ajaran 2018/2019. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *7*(1), 13. https://doi.org/10.23887/paud.v7i1.18732

R, M. (2004). *Metode Pengajaran di Taman Kanak-Kanak*. Rineka cipta.

Rasyid, H., Mansyur, & Suratno. (2009). *Assesmen Perkembangan Anak Usia Dini*. Multi Pressindo.

Ratnasari, R., Novianti, R., & N, Z. (2022). Hubungan Konsep Diri Dengan Kecerdasan Emosional Anak Usia 4-5 Tahun Di Tk Sehat Ceria Kecamatan Mandau Kabupaten Bengkalis. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, *6*(2), 558. https://doi.org/10.33578/pjr.v6i2.8197

Rohmah, A. N. (2018). Hubungan Pola Kelekatan Antara Ibu dan Anak Dengan Kecerdasan Emosional Pada Sisw Madrasah Tsanawiyah Al-Urwatul Wutsqo Bulurejo Diwek Jombang. In *UIN Sunan Ampel*. http://digilib.uinsby.ac.id/23027/2/Afi%20Nur%20Rohmah_B73214057.pdf

Sa'diyah, R. (2018). Urgensi kecerdasan emosional bagi anak usia dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, *4*(1), 1–19. https://doi.org/10.17509/cd.v4i1.10375

Satria, B., & Jannah, R. (2014). Hubungan konsep diri terhadap kecerdasan emosional pada remaja dipanti asuhan. *Idea Nursing Journal*, *5*(3). http://jurnal.unsyiah.ac.id/INJ/article/view/6564

Subur. (2013). *Psikologi Umum*. Bandung: Pustaka Setia.

Ulfah, U., Ratnasih, T., & Syamiyah, S. (2021). Upaya Meningkatkan Kecerdasan Emosional Anak Melalui Kegiatan Mendengarkan Musik Relaksasi. *Generasi Emas: Jurnal Pendidikan Anak Usia Dini* *4*(1), 65–73. https://journal.uir.ac.id/index.php/generasiemas/article/view/6937

Wardani, W. (2019). Pengaruh kecerdasan adversitas dan kecerdasan emosional melalui model inkuiri sosial terhadap keterampilan sosial siswa. *Jurnal Teori Dan Praksis Pembelajaran IPS*, *4*(2), 66–73. https://doi.org/10.17977/um022v4i22019p066

Wirameiana, N., & Astuti, T. P. (2013). Relationship Between Self-concept with Motivation to Teach Early Childhood Kader Pos in Semarang. *Jurnal EMPATI*, *2*(4), https://ejournal3.undip.ac.id/index.php/empati/article/view/7417

Wulandari, A., Maslichah, & Sudaryanti, D. (2020). Pengaruh Kecerdasan Emosional, Kecerdasan Intelektual dan Perilaku Belajar Terhadap Pemahaman Akuntansi Dilihat Dari Perspektif Gender. *Universitas Islam Malang*. *http://repository.unisma.ac.id/handle/123456789/679*