



The Effect of the Use of Wordless Picture Books in Improving Emotional Intelligence of Children Age 5-6 Years in PAUD Terpadu Lab Belia Semarang

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Abstract

Problems in early childhood that occurs in early childhood education institutions, especially group of TK B in PAUD Terpadu Lab Belia Semarang is found that the percentage amount is very much in the low category of emotional intelligence of children and has never been applied media wordless picture books. The research problem is Is media use wordless picture books can improve emotional intelligence in children aged 5-6 years in early childhood Belia Integrated Lab. The purpose of this study was to determine the increase emotional intelligence in children aged 5-6 years in early childhood Semarang Belia Integrated Lab in terms of the application of wordless picture books. This study aims to determine the increase in emotional intelligence in children aged 5-6 years at the PAUD Terpadu Lab Belia Semarang in terms of the application of Wordless Picture Books. This study uses the Pre-Experimental Design method with the One Group Pretest Posttest Design approach. The sample is students of kindergarten group B aged 5-6 years as many as 30 children. The sampling technique in this study is the purposive sample technique. Data collection techniques are observation and Likert scale. The data shows an increase in the mean value of 103.30 to 129.20, resulting in an increase in score of 25.9. Based on the results of calculations using Paired Sample t-Test obtain the value of $-t_{count} > t_{table}$, that is $(-2,042 > -16,160$ or $16,160 > 2,042)$ with the value of Sig. (2-tailed) < 0.05 which means there is a difference between the pretest and posttest values. The conclusions are that H_a is accepted and H_o is rejected, meaning that there is an increase in emotional intelligence through Wordless Picture Books for children aged 5-6 years in PAUD Terpadu Lab Belia.

INTRODUCTION

Education is interpreted as an effort in developing the full potential of humanity and the planting of social and cultural values that are believed by a group of people to obtain a decent life. Early education is a special acquisition as a period of growth and development of all aspects and functions that exist within the child. These aspects and functions include physical, intellectual, and social emotional development that develops simultaneously and in balance (Nugrahaningtyas, 2014). National Education System Law No. 20 of 2003 stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble character, and skills needed by themselves and society, the nation, and country.

Education can be obtained by humans from an early age, both education in the family, school, and community environment. Education is the right means to build a society that applies good sustainable environmental principles (Astriayulita, 2017). The effort to organize a national education system is very important in optimizing the function of intelligence. Based on the statement of the education's purpose in the opening of the 1945 Constitution, education must be able to develop all aspects of human potential and one of them is the aspect of intelligence. Intelligence possessed by humans cannot develop automatically, but is formed through a learning process in its infancy. Learning is closely related to the world of education.

The high intelligence can help the children to overcome the problems experienced in their lives. Intelligence needs to be developed through various stimulations that are expected to provide great benefits for children in society in the life to come (Kurniah, 2012).

According to Muhaimin as quoted by Nafisah, Latiana, and Adiarti (2013) there is a need for the implementation of a national education system that sincerely seeks to function optimally. The term early childhood education is used to refer to teaching and learning toddlers and preschoolers in the formal settings (Jenkins, 2016).

Based on the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards specifies that Kindergarten (TK) is one form of early childhood education in the formal education form that

provides education and welfare programs for children aged 4 to 6 years prioritizing activities playing while learning. At this age, children have a high curiosity, explorative and express their behavior spontaneously. It is based on the reasons that early age is a fundamental phase of child development and learning. According Syofriend (2014) learning and development is a continuous process; demands of the future will increasingly competitive lead generation and the demands of other non-educational (change of life patterns and attitudes in society).

According to Seto (Mughniati, 2014), children are subjects which children are not miniature adults, children live in a playful world, are developing, love to imitate, and have creative characteristics. Childhood is a good time to instill values of character. This is because, at this time, the child's brain is growing rapidly 80% faster than adults (Suyanto in Maria, 2014).

The child development is something that must be considered because further development of children will determine the learning process of the child. The development of each child is unique and has a different level of developmental achievements (Zulminiati, 2012). The role of the teacher as a facilitator in the implementation of education for early childhood must be able to provide convenience to children to learn it. One aspect that needs to be developed in early childhood is emotional intelligence because it is not uncommon for students who are so brilliant in academic achievement but cannot manage their own emotions. Children who have difficulty managing their own emotions can certainly not be able to respect the feelings of others, lack tenacity and are not wise. However, the development of education in Indonesia today is more focused on the development of the left hemisphere, which is an effort to improve children's thinking.

The unconscious ability of the child in the right brain is less noticed. Intelligence thinking is believed by the community as the main part that determines a person's success both in education and in the world of work. A high IQ score is also almost always interpreted as a measure of one's intelligence. In fact, there are many cases of people with IQ above average that cannot be interpreted as successful in living their lives (Wulan, 2011).

This opinion is reinforced by Goleman's theory (2004) which states that IQ has an influence of approximately 20 percent for elements that determine life success, and 80 percent is influenced by capacity or other skills, one of which is emotional intelligence. In addition, according to

Goleman (2009, 267-282, there are 2 factors that influence emotional intelligence, namely the family environment and non-family environment. Family environment is the first school in learning emotions. Childhood personality comes from the process of identifying parental behavior. Parents who have high intelligence will understand the feelings of children well. Nonfamily environment, namely the community and educational environment is a factor that can affect one's emotional intelligence.

In fact, the problems found in the field are in the Integrated PAUD Lab Belia Semarang, especially the TK B group, which is the management of emotions in children is not under control. Examples that often occur rowdy children during learning activities take place, children want to dominate activities, children avoid when meeting new people, ignore the other person, close themselves, and often play alone. In addition, there are children who have not been able to influence two children to make friends with each other. Rachman (2005) suggests that one example of high emotional skills in children is that children are able to influence other friends to make friends. Examples of other problems are children who intentionally or unknowingly know their food falls on the floor and the response that is raised by the child is that someone is crying and someone is ignoring it.

Various examples of problems that occur above can be concluded that the child's emotional behavior is not well controlled. Then there needs to be a role from various groups such as parents, teachers, the surrounding environment, the media, and so on that can provide stimulation or stimulation that is expected to help improve the emotional behavior raised by the child. Teachers, in this case, become an important role in helping to improve the various abilities and intelligence of students in schools, including in terms of improving children's emotional intelligence.

Each teacher must have the expertise and ability to choose the teaching method to be used every day, choosing the right learning method oriented to the teaching objectives including the objectives of each material that will be discussed at each meeting given to the child (Nadrah, 2017). In addition to learning methods, other factors are needed to support the teaching and learning process in schools, namely learning media. According to Juwita & Tasu'ah (2015) media not only become a learning tool, but also a strategy for learning Learning media is one of the supporting achievements.

The teacher certainly knows how to deliver

learning material appropriately. The media that will be used in the learning process is the main consideration because the chosen media must be in accordance with the teaching objectives, learning materials, teaching methods, tools needed, instructor personal, student learning abilities and teaching situations that are ongoing (Sanaky in Soraya, 2013). According to Hasjiandito (Apriliyani & Adiarti, 2015) states that the current existing learning media are often not interesting enough for children to learn. Media for early childhood learning is increasingly important considering that the development of children at this age is the time when they start thinking concretely.

Based on these problems the researcher concludes that there needs to be a role from various groups such as parents, teachers, the surrounding environment, media, and so on that can provide stimulation or stimulation that is expected to help improve the emotional behavior that is raised by children. One effort that can be applied in improving children's emotional intelligence is by involving children emotionally through visual media in the form of wordless picture books. The story content in wordless picture books is made in such a way and adapted to the problems faced by children every day and how to solve the problem.

A wordless picture book is a picture that tells the plot (Lukens in Jalongo 2002). A wordless picture book is also in the category of books without words which do not include sentences or stories at all (Geisert in Jalongo, 2002). The advantage of this media is that children can use the images in the book to expand ideas and create sentences because there are no demands that must be in accordance with the full text of the author when the child develops the story. The purpose of this study is to determine the differences and increase in emotional intelligence in early childhood based on the application of wordless picture books. Based on research that has been done through the application of wordless picture books, there are positive changes or improvements in children's emotional intelligence.

RESEARCH METHOD

The research conducted in PAUD Terpadu Lab Belia Semarang Regency. The research uses Pre-Experimental Design with One Group Pretest-Posttest Design approach method. The sample of this study consisted of 30 children with low and middle categories of emotional intelligence levels of children. The sampling technique in this study is purposive sampling. The data collection method in this

study uses an early childhood emotional intelligence scale with a total of 40 valid items that had been tested previously. This research uses descriptive data analysis methods and tests hypotheses with techniques Paired Sample t-Test.

RESULTS AND DISCUSSION

In the data of pretest result shows the level of emotional intelligence of children with low category as many as 17 children or 56,7%, and middle categories as many as 13 children or 43,3%. In general, children have a sufficient level of emotional intelligence, then it is needed treatment so that the child's emotional intelligence level changes positively in accordance with the theory proposed by anggani (Sari, Dewanti, & Tasu'ah, 2017) that learning resource material is also included plaything to provide information as well as a variety of skills to pupils and teachers, among others, reference books, story books, drawings, source, object or result -the culture.

After being given treatment, posttest result data shows the level of emotional intelligence of children with high category is 25 children or 83,3%. So, the level of emotional intelligence children in middle category is increasing by 16,7% generally. Based on the pretest and posttest data, t- Test can be done through a paired sample t-Test difference test. In this calculation, the researcher uses the help of SPSS 21.0 The results of the t- Test output can be seen in table 1:

Table 1. Paired Sample t-Test

t	Sig. (2-tailed)
Pair 1 pretest – - 16,160	,000
posttest	

Based on the table results of the t-Test, it can be seen that the value $-t_{table} > -t_{counts} > -t_{table}$ is $(-2,045 > -16,160 \text{ or } 16,160 > 2,045)$, with a Sig. (2-tailed) as many as 0,000. This proves that there are significant differences in children's emotional intelligence after the given *wordless picture books* treatment.

In addition, the results of the mean value of the level of emotional intelligence of children also increased, that is from the average pretest score of 103,30 to 129,30 after given the treatment. So the conclusion obtained is that children's emotional.

Emotional intelligence is very important to be developed in early childhood. Emotional intelligence involves the ability to understand and

control emotions in oneself, understand the feelings of others, self-motivation and other people, and also capable to cooperate with others in any condition. This means that emotional intelligence relates to everything about the feelings and behaviours that arise. Emotional intelligence is more ability a person has in motivating themselves, resilience in facing failure, controlling emotions and delaying satisfaction, and regulating the state of the soul so that someone is able to place emotions in the right portion, sorting satisfaction and regulating satisfaction (Goleman, 2003).

According to Bar-on and Parker as quoted by Stoica and Roco (2013) defines emotional intelligence in the broadest sense as the ability to use emotional information in a constructive way. Emotional intelligence cannot develop independently, so the development of elements in emotional intelligence is needed in the first years of a child's life and his capacity continues to grow throughout the schooling period (Brazelton in Turculet & Tulbure, 2014).

Jalongo, Dragich, Conrad, & Zhang (2002) suggest that besides being able to support children's initial literacy, another goal of implementing wordless picture books is to increase children's motivation for learning, growth in literacy support, and fostering communication with family.

The application of wordless picture books does not merely tell the contents of the book, but through a simple storyline and adapted to the problems faced by children in everyday life, the child is invited to solve the problem together in the realization of positive changes in the child's behavior. These behavioral changes are part of understanding one's own feelings, expressing feelings to others, and being able to learn how others react to their feelings that are raised. Judith (2006) explained that children's reading from wordless picture books proved to be a valuable resource for developing children's literacy and self-development.

The application of wordless picture books media that has an image element that contains storylines presented sequentially to elaborate on the chronology of events that occur can enrich all developmental domains. Wordless picture books have more innovative and creative learning resources so that children are not saturated with learning so that they concentrate more on learning and material can be conveyed well. Through experience experienced directly and understanding of the storyline, knowledge occurs, how to express feelings through behavior that should be raised if a problem occurs.

Giving treatment or management using Wordless Picture Books media is considered to improve children's emotional intelligence because messages from media books used are conveyed to children. A concrete example of an increase or change in positive behavior that occurs in the emotional intelligence of children aged 5-6 in the PAUD Terpadu Lab Belia Semarang is that children are able to influence their friends by breaking up friends who are fighting over toys or having a fight without first complaining to the teacher. The child swiftly takes the cloth to wipe the drinking water that has been spilled accidentally, cleanses food debris that falls on the floor, and is responsible for tidying up the toy in its place. Another example is that children are able to be calm, focus on learning, and children have started playing with friends.

In addition to being influenced by messages or mandates in books that can improve or change the emotional behavior of children to be more positive, the success of increasing emotional intelligence is also influenced by other supporters in the form of opportunities for children to read activities together. When the researcher came into the classroom, the child showed an enthusiastic attitude, embraced and attracted the hands of the researcher to immediately ask for the reading of the storybook, took the initiative to expand the conversation, and dared to volunteer to share his personal experience.

The results also show that children also generate interest and motivation to read and read the storybook, unfortunately not all books provided by the school are in accordance with the age category of children, many storybooks are not only full of sentences and even paragraphs of stories and few images.

The factors of family and living environment and the environment around the school also have an influence on improving children's emotional intelligence. The more children are told how to behave either directly or through existing media, the more children have the opportunity to improve their emotional intelligence. In line with Alegre argument (2011) which concluded that parents who always respond well to children, parents who always foster children's emotions, parents who use positive words can improve children's emotional intelligence. In addition, the social-emotional intervention program in the school succeeded in increasing children's emotional skills.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the level of emotional intelligence of early childhood after being given the wordless picture books method increases and there are significant differences, it can be said that treatment through the application of wordless picture books is effective to improve emotional intelligence in early childhood. This is indicated by the difference in the average value of the level of emotional intelligence in the PAUD Terpadu Belia Semarang before and after the wordless picture books method is given from 103.30 to 129.20. Hypothesis test results also show that the Sig. (2-tailed) of $0,000 < 0,05$ and the value of $-t_{table} > -t_{value}$ ($-2,045 > -16,160$). Besides that, after being given treatment, the children were very enthusiastic when getting treatment through wordless picture books. Children are invited to solve their problems together which lead to the realization of changes in children's behaviour in expressing feelings through behaviours that should be raised.

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