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The Power of Social Emotional Learning: Building Self Confidence, Emotional Intelligence and Independence in Early Childhood Ages 4-5 in Preschool Abc Jakarta

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Abstract

The skills of selfconfidence (SC), emotional intelligence (EI), and independence (IDC) should be trained as early as possible. It is required for early childhood to have a strong foundation for their future. These skills can be learned and trained using the RULER approach with the method of Mood Meter. The purpose of this study is to observe any difference in the levels of these skills after undergoing the Mood Meter. This research is conducted in children aged 4-5 in Preschool ABC Jakarta with 9 participants in total consisting of 6 girls and 3 boys. The methods used in the research are quasi-experimental with one group pre and posttest. A t-test and N-gain were conducted for the hypothesis testing. Results show moderate effectiveness in increasing SC, particularly in areas like perseverance and participation. EI also showed a moderate increase, with students displaying more internal motivation. However, the biggest impact was on IDC, with students demonstrating significantly higher levels of responsibility and personal care. The Mood Meter likely helped students manage their emotions and understand routines, leading to better classroom behaviour and adjustment.

Keywords: Self Confidence, Emotional Intelligence, Independence, Social Emotional Learning, Mood Meter, Early Childhood

Introduction

Early childhood is bound between the age of 0-6 years old. Where in this age, children require stimulus in order for them to grow and develop in areas of physical, emotional, and cognitive (Batra, 2013). External factors must play a role in giving them these stimuli in order for children to develop and mature (Qistia et al., 2019). As another note, parents and teachers play an important role in triggering or sparking curiosity in children, as stated by Qistia et al (2019). With that being said, the school system becomes another crucial place where children or students should be able to develop themselves by giving the right tools and strategies in order to have that actualisation in the child (Yahalom et al., 2022).

According to Liem (2017), emotional regulation is important even early in life. Thus, it becomes important for children to learn this skill at a young age. In order for children to be able to have good emotional regulation, another adeptness to control is their

self-confidence (Hamidah, 2022). As children live and grow, they are constantly learning and developing and learning is a continuous process that requires internal and external factors, such as environment, relationship with adults (parents and teachers), and also peers (Sukrawati et al., 2022). With self-confidence, it helps children to be able to achieve their full potential and having the ability to conquer what needs to be done (Jerald & Me, 2020);(Rahimi, 2019);(Wati et al., 2020).

On another note, another trait that helps children grow and develop is independence (Assefa et al., 2020). It is defined as being able to do daily tasks on their own, and dependent on no one; appropriate to their milestones. When a child is taught to have a good sense of independence, they have a more positive outlook in life and are able to build their self confidence, and better social interaction with others. Thus, a child with high independence will have a more positive future rather than a child who is dependent on someone.

To view the child as a whole, social emotional skills play an important part in a child's development. Through social interactions and emotions children can put definition and understanding to what is happening with their life, and in early childhood, it's the most crucial moment for children to expand and enlarge their skills in this area (Meilina et al., 2021). Emotional management can start from an early age because at this time, children are more responsive to the stimuli they receive from their environment (Sashi, 2012). As the writer observed Kindergarten 1 class of Preschool ABC in Jakarta, results showed that it aligned with what has written in his article (Miller et al., 2006).

For example, students' discomfort with interactions with other people, how to make friends, waiting for their turn, how to speak with correct terms, language style, tolerance, respect for elders, and actions that are accepted by social norms. Lack of etiquette when talking to other people, for example; students cannot wait their turn to speak, interrupt other people's conversations, do not understand the boundaries given, and impulsive behaviour when doing something, giving vent to their emotions when they are feeling emotional strength such as frustration, anger, or stress (Brackett et al., 2012). Overall, it indicates a low level of emotional intelligence in social interactions and low self-confidence shown (Gershon & Pellitteri, 2018).

Therefore, it can be seen that there seems to be a relationship between high self-confidence with social attitudes and emotional intelligence in early childhood. Social-emotional learning has been proven to increase social behaviour and emotional control in early childhood (Apuke et al., 2023). From the results of these observations, writers want to implement strategies social-emotional learning (SEL) which has been described by CASEL through RULER-approach where students will be taught to know, recognize, label and how to overcome the negative or positive emotions they are experiencing. The experiment of this class will last for 8 weeks, where students will be observed and measured while being taught techniques of RULER-approach (Masriani & Liana, 2022).

The research formulation is to analyze the influence of Social Emotional Learning (SEL) in building self-confidence, emotional intelligence, and independence in early childhood 4-5 years old at ABC Jakarta Preschool. This research will explore how the

application of the SEL method in the school environment can improve the development of children's emotional and social aspects, which in turn will affect their ability to overcome challenges, interact with others, and be independent in daily life.

This study aims to measure the effectiveness of the SEL program in building self-confidence, emotional intelligence, and independence in children aged 4-5 years at ABC Jakarta Preschool. The results of this study are expected to provide benefits for educators, parents, and education managers in implementing a more effective SEL program, as well as contributing to improving the quality of early childhood education, especially in the aspects of social and emotional development.

Research Method

This research is a quantitative research, using an experiment method of one group pretest and posttest method, with no controlled group. In a quasi-experiment research design, it is a measure to assess a comparison of two groups to figure out whether a treatment or intervention succeeds. Data collection was carried out by observation against nine students in K1 class at Preschool ABC, Pluit, with an age range of 4-5 years. The research will take place for 8 weeks of school from Monday to Friday, where students are in term 3 of school in the academic year of 2023-2024.

From this observation and theories elaborated in the previous section, using the method of Mood Meter derived from social emotional learning will help students build their self confidence, emotional intelligence, and independence. Next step to the procedure is conducting the pre and posttest based on the rubric derived from theoretical indiators. The instrument is later validated by experts of the field, such as school principal, and psychology professor. Direct observation of the class will be executed to attain the results of the variables, by using the instrument created. The observation of the pre and post test will be conducted by the main teacher, assistant teacher, and school principal who have been involved with the students.

Data collection of this research is based on the observation of the students in daily activities in the classroom. The observation will be taken by 3 teachers, which are the main teacher, assistant teacher, and school principal. Descriptive statistics will help readers understand the results of the data. It is a method that is used to answer and describe and outline the what, where, when, and why of the research. All the data collected for each variable of self confidence, emotional intelligence, and independence will be measured using an inferential statistics of parametric data (Nurmaniah, 2018).

To measure and compare the results, the data will be classified by a coefficient of 0,4. The criteria for N Gain is as follows: 1) If the significant value $p < 0,4$ means there is a difference between the two data. 2) if the significant value $p > 0,4$ means there is no difference between the two data. As described in the previous section, these are the test for the hypothesis of self confidence:

Ho: There will be no difference in the level of self confidence in students at Preschool ABC before and after undergoing the RULER Method.

H1: There will be a difference in the level of self confidence in students at Preschool ABC before and after undergoing the RULER Method.

For the hypothesis of emotional intelligence:

Ho: There will be no difference in the level of emotional intelligence in students at Preschool ABC before and after undergoing the RULER Method.

H1: There will be a difference in the level of emotional intelligence in students at Preschool ABC before and after undergoing the RULER Method.

For the hypothesis of independence:

Ho: There will be no difference in the level of independence in students at Preschool ABC before and after undergoing the RULER Method.

H1: There will be a difference in the level of independence in students at Preschool ABC before and after undergoing the RULER Method.

Resulth and Discussion

Validity

The breakdown is as follows:

Table 1. Validity Table of Self Confidence (SC)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Correlation	0,94	0,859	0,893	0,835
R table	0,27	0,27	0,27	0,27
Valid	1	1	1	1

Table 2. Validity Table of Emotional Intelligence (EI)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
Correlation	0,732	0,811	0,871	0,892	0,88
R table	0,27	0,27	0,27	0,27	0,27
Valid	1	1	1	1	1

Table 3. Validity Table of Independence (IDC)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Correlation	0,777	0,904	0,665	0,917
R table	0,27	0,27	0,27	0,27
Valid	1	1	1	1

The results of the table shows that each variable is valid and it has measured what it needs to measure.

Reliability

The breakdown is as follows:

Table 4. Reliability Table of Self Confidence (SC)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	SCTotal
Variance	7,547	3,897	3,45	1,181	46,84
Cronbach Alpha			0,876		

Table 5. Reliability Table of Emotional Intelligence (EI)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	SCTotal
Variance	3,336	3,261	1,94	6,245	64,821	66,84
Cronbach Alpha			0,883			

Table 6. Reliability Table of Independence (IDC)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	SCTotal
Variance	1,472	3,535	0,582	9,73	36,1
Cronbach Alpha			0,768		

As the results shows, all of the variables have an 0,7, which indicates the variables are consistent. Using the inter-rater reliability, it further ensures that the results are correlated together to each other. The results are then compared to the standardised R table, where r > 0,45. Here is the breakdown of the results.

Table 7. Inter-rater Reliability Table

	SC	EI	IDC
rater 1-2	0,42	0,53	0,81
rater 1-3	0,64	0,74	0,92
rater 2-3	0,49	0,48	0,78
R table		0,47	
Average	0,52	0,58	0,84

As laid out in the table above, the results to the correlated rater within each variable can be seen in row Average. All the numbers show that it is above the R table of 0,47; which means that the instrument has a good reliability and consistency between each rater/observer are good.

Descriptive Data of Self Confidence

The table below describes the results:

Table 8. Results of Pretest and Posttest of SC Variable

Self Confidence			
No	Name	Pretest Score	Posttest Score
1	AL	30	41
2	BR	32	43
3	CH	32	39
4	IV	27	34
5	KH	33	41
6	KN	33	44
7	KY	28	36
8	LS	33	36
9	SM	31	45
	Average	31	39,889

As seen in Table 8 that the average of posttests is higher than in pretests with a 8,889 difference which showed that after going through the Mood Meter method, there is an increase in the score for SC. N-gain scores were also compared in the pre and post test of the group to compare the results based on data. The high score of the results out of 3 raters is out of 48 and the lowest possible score is 12 as can be seen in the table below:

Table 9. N-gain Score of Self Confidence

Self Confidence				
No	Name	Pretest Score	Posttest Score	N-gain
1	AL	30	41	0,61
2	BR	32	43	0,69
3	CH	32	39	0,44
4	IV	27	34	0,33
5	KH	33	41	0,53
6	KN	33	44	0,73
7	KY	28	36	0,40
8	LS	33	36	0,20
9	SM	31	45	0,82

The average N-gain for this variable is 0,53 with a standard deviation of 0,20. As stated in the classification of N-gain, it is considered as moderate. It implies that using the Mood Meter has a moderate effect on the overall participants. However, when looking into each participant, there is 1 student (LS) that is classified as having a low N-gain score of 0,20. While 2 students (KN and SM) are classified as high with N-gain scores of 0,82 and 0,73. The remaining 6 (AL, BR, CH, IV, KH, KY) students have moderate N-gain scores ranging between 0,3-0,69.

In the hypothesis testing, using the mean N-gain scores, to find the t-count to be compared with the p-value of 0,04. As the mean N-gain is 0,43 and a standard deviation of 0,18, these values will be used to find the t-count that will be compared to the p-value. When the t-count is equal to the p-value then H1 is rejected. However, when the t-count is higher than the p-value, then H1 is accepted. Based on the calculation, the t-count for the EI variable is 1.91, and a t-value of 0,32, $p > 0,04$. It can be concluded that H1 is accepted and H0 is rejected which means that there is a difference in the level of emotional intelligence in students at Preschool ABC before and after undergoing the RULER Method.

Discussion

Improved SC via Mood Meter in Preschool ABC

Results can be concluded that after undergoing the Mood Meter, children in Preschool ABC showed an increased level of SC (T-count = 0,40, where $p > 0,04$). Based on the N-gain, it is classified as moderate effectivity. In the beginning, children had an average of 31/48 or 64,534% which means that a little more than half has started to have SC in their daily life, that can be seen from children with the highest score in their pretest, such as KN, and LS. Undergoing the Mood Meter, there are some improvements from the children, with a score of 39,889/48 or 83,102% increased in the posttest results.

One of the problems identified in this group of participants is having low levels of SC. It can be observed in behaviours like reluctant to answer questions when asked by the teachers, asking repeated assurance when completing a worksheet or activity, and struggling to overcome challenges during school hours (such as taking turns with toys, borrowing materials for the worksheet; scissors or glue, getting bump by their friends accidentally, and so on). The breakdown of the N-gain scores of each indicator in the SC variable is shown in the table below.

Table 10. Average Scores of Indicators in SC

Name	Pretest	Posttest	Diff. Ave.	N-gain
Indicator 1	27,333	36,333	9,000	0,43
Indicator 2	23,556	31,000	7,444	0,60
Indicator 3	23,000	28,667	5,667	0,44
Indicator 4	18,000	22,222	4,222	0,69

Looking at the table above, it can be observed that indicator 4: participation in group activities has the highest N-gain score of 0,69, which falls in the classification of moderate, but cutting close to high class. In this indicator, it is defined as being able to try new things, participate and collaborate with peers. The observable traits in the classroom is how students are more talkative and express themselves to each other. They can use words to describe what they want to do and how to complete a task together.

Another interesting result to take note of is the results of indicator 2: have a fighting spirit, with an N-gain score of 0,60 which falls in the classification of moderate effectivity. This indicator is defined as having an attitude of not giving up although they have failed or made a mistake. It can be said that 60% of the participants have an increase in their fighting spirit. Knowing that making mistakes is fine and students can just keep going. During the observation, students show attitude such as taking deep breaths, when experiencing failure or making a mistake, then continue with the work.

Another attitude they show is listening attentively to the teachers' opinion when the mistake is being pointed out. If the mistake is made during worksheet time, they can just take the eraser and change the mistake, then proudly show the teacher what they have corrected. One of the most observable traits is during discussion moments in the lessons period. When students try to answer a question and guess the answer which then turns out to be wrong; they can just take a moment to stay silent, then try again in the next questions.

Overall in this variable, it can be concluded that there are some improvements in the participants after undergoing the treatment - Mood Meter. After the treatment, children are able to be more free with their speech and have better confidence or have more trust in themselves to be able to speak out with their thoughts and answer questions from the teachers. It is observed throughout the ongoing treatments that children are visibly able to raise their hands during question and answer time, and ask for help when they need it - in a sense that they are not worried when they make a mistake and just go for it.

Differences in EI levels in participants after undergoing the Mood Meter method

The statistical findings elaborated in the previous section, H0 is rejected; meaning that there is a difference in the levels of EI in the participants after undergoing the Mood Meter method. Based on the hypothesis testing, t-count of 0,32, where $p > 0,04$; meaning that there is a significant difference in the results of pretest and posttest of the research. On the other note, the N-gain score for this variable is 0,43 which is classified as moderate effectivity. Stemming from 3 observers or raters, a pretest and posttest results are as follows. There is an increase of 38,769% with the average of pretest and posttest, where the average pretest score is 38,111 and 49,111 for the posttest results.

With the statistical data presented, this variable helps to answer the problem that this class has that was observed by the raters. The rater observed that students have trouble expressing their own feelings; starting from being able to identify the feelings first to regulating them. As they are struggling with that, it has an effect on how students

recognize and understand what other people are feeling and going through with it. Thus, putting them in an awkward position socialising with peers and adults at school.

When children are undergoing the Mood Meter, they are first reintroduced to what feelings they can feel, the names, what it looks like, and how to overcome them. Then, the Mood Meter was introduced, and the colour codes were a way for them to visualise what they are feeling. Students are given a personalised card to identify which one belongs to them. Each morning as they enter the classroom, it becomes part of their routine to place the card in the Mood Meter and they can change it anytime of the day.

After changing teachers will approach the child and ask them the details of their feelings. By asking these questions, students will start to judge, think, and ponder their cues and the reason behind their feelings. When they feel better or maybe worse, they are welcomed to change and come to the teacher at any given time. Here is the table to describe the average and N-gain across each indicator.

Table 13. Average Scores of Indicators in EI

Name	Pretest	Posttest	Diff. Ave.	N-gain
Indicator 1	22,000	26,333	4,333	0,31
Indicator 2	20,667	25,667	5,000	0,33
Indicator 3	14,889	20,556	5,667	0,61
Indicator 4	24,667	35,111	10,444	0,45
Indicator 5	29,444	37,444	8,000	0,43

Based on the table above, we can see how the method of this research could affect the participants. It has the highest effect in indicator 3: internal motivation, with an N-gain score of 0,61; where it's classified as moderately effective. Thus, it can be concluded that the Mood Meter has the highest increase in their internal motivation. By undergoing the Mood Meter, students have higher willingness to work internally to meet the social standards.

As viewed in the table above, the highest difference between the average score of pretest and posttest is indicator 4: empathy; with a score difference of 10,444. This indicates that there are quite a big number of changes after undergoing the intervention. This indicator is defined as being able to understand the feelings of others. As they navigate through their own emotions (what triggers them and what being aware of the cues) makes them able to see that in others as well. As mentioned in their research, Brackett, et. al. (2011) states that when children have learned the SEL strategy, it will help them in building a healthier relationship with others and have a more positive outlook on life.

In the results for indicator 5: managing relationships, it has an average difference score of 8,000. As the theory goes, with the help of SEL strategy, children will have better social skills and communicate with peers. Compared to the N-gain score of 0,46;

classified as moderate, indicates that it's going to the right track in learning to maintain or create a relationship with others.

Mood Meter use had a moderate effect on overall participants

As the statistical results are laid out in the previous section, it can be concluded that there is an increase of 57% in the variable of IDC after undergoing the Mood Meter intervention. This increase shows how it relates to the N-gain results of 0,66 that falls in the classification of moderate, but closer to the high range of $0{,}3 \leq g < 0{,}7$. The average pretest (ave=44,00) and posttest (ave=54,44) shows quite a big gap difference of 10,44. In this variable, there are 4 indicators, which are (1) personal care, (2) responsibility, (3) self trust, and (4) social. Here is a breakdown of average and N-gain in this variable:

Table 16. Average Scores of Indicators in IDC

Name	Pretest	Posttest	Diff. Ave.	N-gain
Indicator 1	41,667	46,556	4,888	0,78
Indicator 2	36,444	46,889	10,444	0,91
Indicator 3	7,889	10,333	2,444	0,61
Indicator 4	43,889	57,444	13,556	0,48

Looking at the described in the table above, indicator 2: responsibility, has the highest N-gain score of 0,91, which is classified as high effectivity. The N-gain indicates that between pretest and posttest, students have learned this behaviour very well. Their behaviours are more intentional and with a purpose. By independently learning to be aware of their feelings, they are more focused and present at the moment to be able to stay focused with the lessons and being aware of their surroundings. As the theory states in Chapter 2, the skill of being independent is necessary as a foundation for children to strive and carry about their daily routine, it also helps them with their learning process.

In indicator 1: personal care, with an N-gain of 0,78, which is classified as high effectivity. Within the indicator, it tries to measure how the students are aware of their personal needs and how they take care of themselves. Thus, items like going to the toilet independently, taking care of their belongings (water bottle, snack boxes, bag, and worksheet folder), taking items in class that they require, and also doing daily task at school on their own (tidy up toys, tidy up worksheets and stationary tray, packing and unpacking bags) are being measured within this indicator. As the theory states in Chapter 2, children ages 4-5 should be able to do what has been described; of course still within adult supervision. As the N-gain score spikes, these participants might have the prior skill to be able to do those things. As a result, it surely should have a high effectivity.

Indicator 3: self trust (N-gain = 0,61; moderate effectivity), has only 1 item that talks about how students are able to make their own decisions. In the classroom, the observable behaviours include listening to the teachers, doing their responsibility (during

lesson time students pay attention, staying focused during worksheet time), and becoming a good example for their friends.

After undergoing the Mood Meter, students are more aware of how the situation in the classroom goes, creating an environment where they should think twice before making a decision. Participants BR and KN have an N-gain score of 1,00 which means the intervention has a high effectivity for them. They could assess the situation and make the decision appropriate for everyone to handle. While for participant LS, with an N-gain of 0, which the Mood Meter has no consequence for him. This can be the result of not fully aware of the intervention that is being put on LS.

Conclusion

This research can be concluded that self-confidence (SC) shows different results in the pretest and posttest of PAUD ABC Jakarta students after the Mood Meter intervention. In the second variable of this study, emotional intelligence (EI) showed different results on the pretest and posttest of students at ABC Jakarta Preschool after going through the Mood Meter intervention. One of the biggest impacts is from indicator 3: internal motivation (N-gain = 0.61; $0.3 \leq g < 0.7$ is moderate). Even though it is classified as moderate, this is in line with the SC variable, namely children are more willing to try again after experiencing mistakes/failures. Meanwhile, in this indicator, students show a more optimistic and positive attitude when completing their assignments and show better initiative.

The third variable in this research, namely independence (KDR), showed different results in the pretest and posttest of PAUD ABC Jakarta students after the Mood Meter intervention. In both of these indicators, students show improved behavior in recognizing classroom routines and managing themselves better. They are not easily distracted by what they are doing, and they are more aware of the objects/materials available in class. Teachers also report that students become more understanding when they are disciplined and told about the consequences of their actions. It can be concluded that because of the Mood Meter, students become more adaptable in the school environment.

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