

The Relationship between Interpersonal Intelligence with Self-Confidence in Children in Ra Al-Ummah Hijrah

Rika Widya¹ , Asmidar Parapat² , Zannatunnisya³

ABSTRACT

This study aims to look at the relationship of interpersonal intelligence with self-confidence in children in RA Hijrah Al-Ummah. The hypothesis proposed in this study is that there is a positive relationship between interpersonal intelligence with self-confidence in children in RA Hijrah Al-Ummah. The population in this study were parents of students who attended RA Hijrah Al-Ummah, amounting to 37 people. Data collection uses a scale method that is interpersonal intelligence scale and self confidence scale. The sampling technique used is total sampling. The data analysis method used to test the research hypotheses is used correlation analysis. The results of the study that there is a significant positive relationship between interpersonal intelligence with self-confidence, where the coefficient $r_{xy} = 0.616$ with $p = 0.000$. The total effective contribution of interpersonal intelligence with self confidence is 38.0%. From these results it is known that there are still 62.0% of other factors.

KEYWORDS: *Interpersonal Intelligence, Self Confidence, Early Childhood*

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I. INTRODUCTION

Early childhood is a golden age (golden age) in which at this time the child is undergoing a process of development with a rapid and fundamental that determines further development. In addition, at this time children are good imitators because what children see and hear is used as an example of behavior and habituation that children will often do. Therefore learning or education provided to early childhood must be appropriate, so that children can grow and develop optimally.

According to Law Number 20 of 2003 (in Sujiono, 2007) states that early childhood education is an effort that is indicated for children from birth to the age of six years which is done through the provision of educational stimuli to help physical and spiritual growth and development in order to have readiness in entering further education. Early childhood education is a form of education that focuses on laying the foundation for the growth and development of the child itself. Early childhood education has the aim to develop various aspects of the abilities possessed by children. If the ability develops well, it will affect the child's confidence.

Confidence is the most valuable attribute in a person in social life because with the self-confidence a person is able to actualize all the potential that exists within him. Crisis of confidence can be caused by various things, one of which is self-confidence that is not fostered from an early age. Confidence affects the mental development and character of children when they reach adulthood. Confidence can be influenced by the ability to socialize. To be able to socialize well one of them must have good interpersonal intelligence. (Puspitarini, 2014).

Safaria (2005) states that interpersonal intelligence or can also be referred to as social intelligence, is defined as the ability and skill of a person in creating relationships, building relationships and maintaining social relations so that both parties are in a win-win or mutually beneficial situation. According to Soefandi and Ahmad (2009) interpersonal intelligence must be developed in children from an early age, because this intelligence concerns how children deal with the outside world or other people besides their families. If this intelligence is not sharpened, children will become shy, inferior, and do not want to hang out with their friends. Problems experienced by some children in kindergarten such as children who still lack the courage to interact with other friends so that children dare to interact only with close friends, children do not dare to appear in public, children do not dare to express their opinions, children have difficulty cooperating with the group, the child does not believe in the results of his own work. All of these problems are some of the factors of lack of confidence and interpersonal intelligence in children. At this time very few pay attention to children's

¹Lecturer PIAUD Universitas Pembangunan Panca Budi

²Lecturer PIAUD Universitas Pembangunan Panca Budi

³Lecturer PIAUD Universitas Pembangunan Panca Budi

interpersonal intelligence. Many parents only assume that the child's cognitive is the most important. Children are said to excel if they win the class.

In connection with the above, self-confidence is related to the child's interpersonal intelligence. If a child's interpersonal intelligence is not sharpened as early as possible, then the child's confidence will also be less good and not develop. Based on the description above, researchers are interested in conducting research with the title "The Relationship Between Interpersonal Intelligence With Self-Confidence in Children in RA Al-UmmahHijrah"

II. DISCUSSION

1) Confidence

a) Definition of Confidence

Lauster (2013) states that self-confidence is an attitude or belief in one's own abilities so that in his actions he is not too anxious, feels free to do things in accordance with his desires and is responsible for his actions, polite in interacting with others, having encouraging achievement and getting to know your own strengths and weaknesses. Confidence is a mental attitude of optimism from the ability of children to the ability of self to solve everything and the ability to make adjustments to the situation at hand.

Self-confidence is a feeling where the individual has confidence about himself. This feeling is also developed from interactions with others, namely from other people's responses to him Suyadi (2013). Confidence is a picture of thoughts and feelings of belief, ability and courage of a person towards his own abilities, including intellectual abilities, attitudes, feelings, physical strength, and appearance. The formation of this confidence is very dependent on the conscience that is influenced by the combined beliefs of physical, psychological, social, aspirational, achievement, and emotional weight that accompany it (Surya, 2010).

Mastuti&Aswi (2008) stated that self-confidence is the positive attitude of individuals who enable themselves to develop positive assessments, both towards themselves and the environment or situation they face. Confidence refers to several aspects of the individual's life with a number of competencies, beliefs, abilities, and trust that can do something due to the experience, actual potential, achievement and expectations possessed. According to Thantaaway (in Setiawan, 2014) revealed that self-confidence is a mental or psychological condition of a person who gives strong confidence in him to do. People who are not confident have negative self-concepts, lack confidence in their abilities, because it often closes.

Confidence in each individual is certainly very different, this will be influenced by the extent of community acceptance of the individual, if they feel themselves accepted there will appear a feeling of security and comfort to do everything they want. Self-confidence will strengthen the motivation to achieve a success, because the higher the confidence in one's own abilities, the stronger will be the spirit to complete all of his beliefs. Self confidence also brings strength in determining the steps and is a major factor in overcoming a problem (Ashriati, Alsa&Suprihatin: 2006).

b) Aspects of Children's Self Confidence

According to Lauster (2013) said that people who have high confidence are generally easy to get along with flexible, have a pretty good tolerance, be positive, and are not easily influenced by others in acting and able to determine the steps in resolving a problem. The types of people who have high self-confidence will look calmer, not feel afraid, and be able to show their confidence at any time. In addition, people who have great self-confidence, he believes in the abilities he has, so he believes that he can do something with all the abilities he has. According to Lautser, children who have positive self-confidence are:

1. Confidence in Self Ability

Self-confidence is the positive attitude of a person about himself, he was able to seriously what he was doing. The essence of self-confidence lies in a feeling or belief that emphasizes that an individual can cause something to happen in accordance with his expectations. Someone who has confidence always thinks positively about what is happening and is not easily discouraged.

2. Optimistic

People who are optimistic will always try to face challenges and will be able to solve every problem in a positive way. Someone who is optimistic about his future, rarely has a problem that will knock him into a hopeless attitude because the individual will continue to try to solve the problem and face all the obstacles that will get in the way.

3. Objective

People who see the problem or something in accordance with the truth that should be, not according to personal truth or according to himself.

4. To be responsible

Responsible is the willingness of people to bear everything that has become a consequence.

5. Rational and Realistic

Rational and realistic is an analysis of a problem, something, and an event using thoughts that are acceptable to reason and in accordance with reality.

c) **Factors Affecting Children's Self Confidence**

According to Setiti (in Ningsih, 2014) explained that confidence can be influenced by several factors, namely internal and external factors. The following is an explanation of these two factors:

1. **Internal factors, including:**

a) **Self concept**

The formation of one's self-confidence begins with the development of self-concept obtained from association in a group. Good and positive relationships will show positive self-concepts, while unfavorable and negative relationships will produce negative self-concepts as well. If the resulting interaction becomes a positive self-concept, one's self-confidence will appear well too.

b) **Pride**

Someone with high self-esteem tends to see himself as someone who believes that his business will succeed and easily accept others as he accepts himself.

c) **Physical condition**

Certain physical defects or abnormalities, such as limb defects or damage to one of the senses are clearly visible deficiencies by others.

d) **Life experience**

Confidence is gained from experience. Disappointing life experiences are the main cause of feelings of inferiority.

2. **External factors, including:**

a) **Education**

A person's level of education will affect the level of one's self-confidence. A low level of education will make that person feel under the authority of someone smarter than him.

b) **Profession**

Work can develop creativity and independence and self-confidence. It was further stated that self-confidence can arise by doing work, in addition to the material obtained.

c) **Environment**

The environment is a family, school and community environment. Good support received from the family environment such as family members who interact well with each other will give a sense of comfort and high self-confidence

d. **Characteristics of Early Childhood Confidence**

In everyday life, children always find something new that is difficult to understand. Children sometimes experience barriers to activity due to unpreparedness in dealing with events or situations. Children also need to be trained in developing attitudes, recognizing and overcoming various problems, and given an understanding that some of these problems can be solved in the best interests of life. Self-confidence training for children can be done by providing hands-on experience and involving children in the process of teaching and learning activities. The existence of confidence in children can be seen from the reduced dependence of children on others, if the child is given instructions by the teacher, the child can do well without asking for help from others (Wahyuni and Rukiah, 2017).

According to Lie (2003) states a number of characteristics that reflect confidence. The characteristics include:

1. **Believe in yourself**

Have confidence in yourself, namely having the courage to do something and make choices according to your own will and take responsibility for the consequences that arise.

2. **Not dependent on others**

Children who are not dependent on others are accustomed to making their own decisions and doing things themselves. Children who are not dependent on others means to have initiative because children are encouraged to do everything of their own free will.

3. **Feel valuable**

Children's self-esteem is awakened when children are considered important and special. Appreciation does not have to be material, but can be in the form of praise, flattery, or facial expressions that show joy.

4. **Have the courage to act**

Courage means taking action even though feeling afraid, the only way to get rid of fear is to act and deal with that fear.

2) Interpersonal Intelligence

a) Definition of Interpersonal Intelligence

Understanding interpersonal intelligence according to Gardner (2003) is the ability to understand and distinguish moods, intentions, motivations, and feelings towards others. This includes sensitivity to facial expressions, voice

and body movements; the ability to distinguish between different types of interpersonal cues, and the ability to respond effectively to these cues in a number of pragmatic ways (for example to influence groups of people to follow certain paths of an action)

Interpersonal intelligence also shows one's ability to be sensitive to other people's feelings. They tend to understand and interact with others so it is easy to socialize with the environment and surroundings. This kind of intelligence is also often referred to as social intelligence, which in addition to the ability to establish friendly friendships with friends, also includes abilities such as leading, organizing, handling antratemam disputes, gaining sympathy from other students, and so on (Hamzah Uno & MasriKuadrat, 2009)

Interpersonal intelligence is intelligence that shows the child's ability to relate to others, one's ability and skills in creating relationships, building relationships and maintaining social relations so that both parties are in a win-win or win-win situation. Children with high interpersonal intelligence will be able to establish effective communication with others, be able to empathize well, be able to develop harmonious relationships with others. They can quickly understand the temperament, nature and personality of others, are able to understand the moods, motives and intentions of others (Safaria, 2005).

Yaumi (2012) defines interpersonal intelligence as an intelligence that has indicators of pleasing others. People who have interpersonal intelligence can form good relationships with others, are able to understand other people's feelings, and the ability to respond to other people's moods properly so that others feel comfortable. According to Mork (in Yaumi, 2012), interpersonal intelligence is a person's ability to communicate both verbally and nonverbally, the ability to read and understand social signs and cues, and the ability to adjust accordingly.

b) Characteristics of Interpersonal Intelligence

Yaumi (2012) states that in general people who have strong interpersonal intelligence are very happy to interact with others and have many friends. Specifically, the characteristics of people who have interpersonal intelligence are:

1. Learn well when in a situation that builds interaction and communication with others.
2. People who have interpersonal intelligence will be more happy when more and more in touch with others.
3. People who have interpersonal intelligence will be very developed and productive when learning cooperatively and collaboratively.
4. Very happy to chat and teleconferences when interacting using social networks.
5. Participate with social organizations.
6. Like to follow radio shows or talk shows.
7. When playing or exercising, I like playing team more than playing alone.
- h. When working alone will be boring for people who have interpersonal intelligence.
8. Involve yourself in extracurricular activities or clubs.
9. Caring and paying attention to problems or social issues

While Safaria (2005) mentions the characteristics of children who have high interpersonal intelligence, namely:

1. Able to develop and create new social relations effectively.
2. Able to empathize with others or understand others in total.
3. Able to maintain social relations effectively so that they are not destroyed by time and always develop more intimate / deep / meaningful
4. Being able to realize verbal and nonverbal communication that is raised by other people, or in other words sensitive to changes in social situations and their demands.
5. Able to solve problems that occur in social relations with a win-win solution approach, and the most important thing is to prevent the emergence of problems in social relations.
6. Having communication skills that include effective listening skills, effective speaking and effective writing.

c) Dimensions of Interpersonal Intelligence

All children can have high interpersonal intelligence, for that they need guidance from parents and educators to develop interpersonal intelligence. There are three dimensions of interpersonal intelligence according to Safaria (2005), namely:

1. Social sensitivity (Social sensitivity), namely the ability of children to be able to feel and observe the reactions or social changes of others which show both verbally and non-verbally. Children who have high social sensitivity will easily understand and be aware of certain reactions from others, whether they are positive or negative.
2. Social insight, namely the child's ability to find effective problem solving in social interactions, so that the problem is no longer an obstacle in the social relations that children have built. In solving the problem

offered is a win-win or win-win approach, in which there is the ability to understand social situations and social ethics so that children are able to adjust to the situation at hand is self-awareness. Good self-awareness will be able to understand the child's good internal conditions such as emotions and external things like how to dress and how to talk.

3. Social communication (social communication), the ability of individuals to enter the communication process in establishing healthy interpersonal relationships. The means used in establishing healthy communication include nonverbal, verbal, and communication through physical appearance. Communication skills that must be mastered are effective listening skills, effective speaking skills, public speaking skills and effective writing skills.

d) Factors That Affect Interpersonal Intelligence

Boeree (2006) suggested the factors that influence interpersonal intelligence are as follows:

1. Family environment, where children need care and attention from parents.
2. Nutrition, where the effect of nutrient deficiency does not occur directly. Children who are malnourished are usually less responsive in adulthood, are less motivated to learn, and are less active in exploring than children who are adequately nourished.
3. Individual life experiences. Children grow and develop in a family environment, social relationships are first obtained by individuals through parents. Factors that influence children's development and growth are parenting. Permissive, authoritarian, democratic parenting parents greatly affect children's development.

According to Safaria (2005) Interpersonal intelligence is influenced by two main interrelated factors, namely:

1. Genetic factors

Genetic / hereditary factors are intelligence factors that already exist or are given because they are related to nerves in the brain organ. The speed of the brain processes or processes the input it gets is very dependent on the condition and maturity of the brain. If the organs are in good condition, then any processing received by the brain will be captured properly and carried out according to the brain's instructions.

2. Environmental factor

In addition to genetic factors that are brought from birth, the environment also causes significant changes for the development of individual intelligence.

III. METHOD

The research design in this study uses descriptive correlation. The population in this study were parents of students who attended RA Hijrah Al-Ummah, amounting to 37 people. All populations in this study will be used as research samples, namely parents of students who study at RA Hijrah Al-Ummah. . The sampling technique used is total sampling. Data collection techniques in this research is to use a modified Likert model scale measurement method. The data analysis method used to test the research hypothesis is a simple regression analysis.

IV. RESEARCH RESULTS AND DISCUSSION

The study was conducted on May 20, 2019 to parents of students who attended RA Hijrah Al-Ummah, amounting to 37 people. The data from this study use try out used, meaning that it is used as trial data as well as research data.

1) Assumption Test

a. Spread Normality Test

Based on this analysis, it is known that interpersonal intelligence and self-confidence variables are spread following normal distribution, which is distributed according to the principle of the Etting Gauss curve. As a criterion if $p > 0.050$ is declared normal. (Nisfiannoor, 2009).

Summary of Calculation Results for the Distribution of Normality Test

Variabel	Rerata	SD	p	Ket
Kecerdasan Interpersonal	144.000	17.215	0.243	Normal
KepercayaanDiri	93.813	8.893	0.054	Normal

Information :

Rerata = Average value

K-S = Kolmogorov-Smirnov coefficient

SD = Standard Deviation (Standard Deviation)

p = Probability of an Error

b. Test Linearity Relations

Based on the linearity test, it can be seen whether the independent variables and the dependent variable can or are not analyzed parametrically in this case using simple linear regression. The analysis shows that the independent variable (interpersonal intelligence) has a linear relationship to the dependent variable (self confidence). As a criterion if p is different <0.05, it is stated to have a degree of linear relationship (Nisfiannoor, 2009).

Summary of Calculation Results for Linearity Tests

Linieritas	F Beda	p Beda	Keterangan
X- Y	28.194	0.000	Linier

Information :

X = Predictor of interpersonal intelligence

Y = Work productivity

F BEDA = Linearity coefficient

p BEDA = Proportion of opportunities for errata

c. Correlation Test

Based on the results of the analysis found that there is a significant positive relationship between interpersonal intelligence with confidence, where the coefficient $r_{xy} = 0.616$ with $p = 0.000$. The determinant coefficient (R^2) of the relationship between interpersonal intelligence and the dependent variable of confidence is $R^2 = 0.380$. This shows that confidence is formed by interpersonal intelligence with a contribution of 38.0%.

Summary of Correlation Calculations

Output		Koef. R	Koef. Det. (R^2)	p	BE%
Main Correlation	X - Y	0.616	0.380	0.000	38.0

Information :

X = Interpersonal intelligence

Y = Confidence

R = correlation coefficient

R^2 = determinant coefficient of predictor for Y

p = Chance of error

BE% = Weight effective contribution of predictor to Y in percent

SS = Very significant at 1% significance level or $p < 0.010$.

TS = Not significant at 1% significance level or $p > 0.010$.

2) The results of calculating the mean hypothesis and the empirical mean

a. Hypothetical means

Confidence variable, valid number of items as many as 23 items are formatted with a Likert scale of 4 answer choices, then the hypothetical mean is $\{(23 \times 1) + (23 \times 4)\} : 2 = 57.50$. Interpersonal intelligence variable, the number of valid items as many as 15 items formatted with a 4-choice Likert scale of answers, then the hypothetical mean is $\{(15 \times 1) + (15 \times 4)\} : 2 = 37.50$.

b. Empirical Mean

Based on data analysis, as seen from the distribution normality test analysis it is known that, the empirical mean of the confidence variable is 93,812, and for the interpersonal intelligence variable, the empirical mean is 144,000.

c. Criteria

In an effort to determine the condition of interpersonal intelligence and self-confidence, it is necessary to compare the mean / empirical average value with the mean / hypothetical mean value by taking into account the magnitude of the SD numbers of each variable. For the confidence variable the SD value is 8,893, and the interpersonal intelligence variable the SD value is 17,214.

From the magnitude of the SD numbers, then for the confidence variable, if the mean / hypothetical mean value <the mean / empirical average value, where the difference exceeds the number one SD, then it is stated that confidence is high and if the mean / mean value Hypothetical mean > mean / empirical average value, where the difference exceeds one Standard Deviation, then it is stated that confidence is low.

Furthermore for interpersonal intelligence variables, if the hypothetical mean / mean < empirical mean / mean value, where the difference exceeds one SD, then it is stated that interpersonal intelligence is high and if the hypothetical mean / value > mean / value empirical average, where the difference exceeds one standard deviation, it is stated that interpersonal intelligence is low. A complete picture of the comparison of mean / hypothetical mean values with empirical mean / mean values can be seen in the table below.

Results of Calculation of Hypothetical Average Values and Empirical Average Values

Variabel	SD	Average Value		Remarks
		Hipotetik	Empirik	
Interpersonal intelligence	17.215	112.50	144.000	High
Confidence	8.893	50.00	93.813	High

In this study found that there is a significant positive relationship between interpersonal intelligence with self-confidence, where the coefficient $r_{xy} = 0.616$ with $p = 0.000$, this means that the higher the interpersonal intelligence, the higher the confidence. Therefore there is a need for further efforts to increase interpersonal intelligence and self-confidence of children. The determinant coefficient (R^2) of the relationship between interpersonal intelligence and self-confidence is $R^2 = 0.380$. This shows that confidence is formed by interpersonal intelligence with a contribution of 38.0%.

Children who are not confident basically will always feel doubt about everything that exists in him, then will not see that he actually still has advantages that can be developed for his good. Thus, children who have high self confidence can more easily make adjustments and easily socialize with the environment. HennyPuspitarini (2014) argues that self-confidence can be influenced by social skills. To be able to socialize well one of them must have good interpersonal intelligence. Children who have interpersonal intelligence will be easily accepted by their environment, have self-esteem and be able to accept their existence, so that it will increase children's confidence in relationships and in overcoming life problems. From the above explanation, it can be seen that interpersonal intelligence has an influence on children's self confidence.

Interpersonal intelligence for early childhood has great benefits for social development because with the level of interpersonal intelligence of children who develop well will make it easier for children to get along with others and be able to create new things. Gardner (2003) generally states that interpersonal intelligence is related to a person's ability to establish relationships and communicate with others. Children who have interpersonal intelligence can more easily interact with the surrounding environment are also easily accepted by their environment, have self-esteem and are able to accept their existence, so that it will increase children's confidence in relationships and in overcoming life problems. Thus, interpersonal intelligence and self-confidence have a relationship that influences each other, so both need to be improved so that children can establish harmonious relationships with the surrounding environment

From the results of this study it is also known that there is a significant relationship between interpersonal intelligence with children's confidence. The results of this study are in accordance with the theory put forward by the theory according to Johnson (Safaria, 2005) reveals that in order to be able to start, develop and maintain interpersonal relationships as well as close, warm and productive communication with others, children need to be taught a number of basic communication skills such as children must able to have mutual understanding attitudes gained from several sub abilities such as self-confidence, self-disclosure, self-awareness, self-acceptance and children must be able to communicate their thoughts and feelings precisely and clearly, children must be able to show prosocial attitudes and support each other or children must be able solving conflicts and forms of interpersonal problems in a constructive way.

V. CONCLUSION

Based on the results obtained in this study, the following conclusions can be concluded:

1. There is a significant positive relationship between interpersonal intelligence with self-confidence, where the coefficient $r_{xy} = 0.616$ with $p = 0.000$, this means that interpersonal intelligence is strongly related to self-confidence. Based on the results of this study, the hypothesis proposed was accepted.
2. The determinant coefficient (R^2) of the relationship between interpersonal intelligence and the dependent variable of confidence is $R^2 = 0.380$. This shows that confidence is formed by interpersonal intelligence with a contribution of 38.0%.
3. Other results obtained from this study, namely it is known that students who attend RA Hijrah Al-Ummah have high work discipline and have high interpersonal intelligence and high confidence. This can be

seen by looking at the comparison of the mean / empirical mean values of the 144,000 interpersonal intelligence variables and the hypothetical mean values of 112.50.

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