

The Relationship between Emotional Intelligence and Self-Confidence of Group B Children at Al Anshor Islamic Kindergarten

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ABSTRACT

Early Childhood Education (ECE) aims to support the holistic growth and development of children, encompassing six key aspects: religious values, physical development, language skills, cognitive abilities, artistic expression, and social-emotional well-being. Among these, self-confidence is a vital component of emotional intelligence that must be nurtured through appropriate strategies, such as role-playing. Support from both parents and teachers plays a crucial role in shaping children's self-confidence. This study aims to examine the relationship between emotional intelligence and self-confidence in Group B children at Al-Anshor Islamic Kindergarten, located in Talang Kelapa District, Banyuasin Regency. The research employed a quantitative correlational design, with data collected using a structured (closed-ended) questionnaire. The results revealed a very strong relationship between emotional intelligence and self-confidence among the children. This was confirmed through a hypothesis test using the Pearson Product Moment correlation, which yielded a calculated r value of 0.904, exceeding the r table value of 0.468 at a 5% significance level ($df = 19 - 2$). Therefore, the alternative hypothesis (H_a) is accepted, indicating that higher emotional intelligence is associated with higher levels of self-confidence in children. Furthermore, the study found that the majority of children fell into the moderate category for both emotional intelligence and self-confidence, with 63.2% of participants exhibiting moderate levels in each area. These findings can serve as a valuable reference for educators and parents to design effective interventions and strategies aimed at enhancing emotional intelligence and self-confidence in children aged 5–6 years.

Keywords : *Emotional Intelligence, Self-Confidence, Group B Children, Al-Anshor Islamic Kindergarten*

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INTRODUCTION

Early Childhood Education (ECE) is fundamentally aimed at fostering the holistic growth and development of children by emphasizing every aspect of their personality. In accordance with Article 1 Paragraph 14 of Law Number 20 of 2003 concerning the National Education System, ECE is defined as an effort to nurture children from birth to six years of age through educational stimulation that supports both physical and spiritual development, preparing them for future education. ECE also seeks to guide, stimulate, and sharpen children's development across six key areas: religious and moral values, physical-motor skills, language, cognitive abilities, artistic expression, and social-emotional competence.

In the context of child development, education does not only involve academic learning delivered by teachers but also includes the nurturing of self-confidence and emotional intelligence—two crucial elements that influence a child's readiness to engage with the world around them. Self-confidence refers to a person's ability to accept reality, build self-awareness, think positively, develop independence, and pursue their goals (Asnita & Syawaluddin, 2023). While all children possess self-confidence to varying degrees, it requires the right strategies to be developed effectively. Thus, fostering self-confidence in children must not only focus on

their individual abilities but also consider emotional factors that contribute to their emotional intelligence.

Emotional intelligence, as defined by Goleman (in Asmarita, 2023), is the ability to manage one's emotional life through self-regulation, self-motivation, empathy, and social skills. Individuals with high emotional intelligence tend to build stronger social relationships, solve emotional problems more efficiently, and exhibit both verbal and social competence while avoiding behavioral issues (Sastradiharja et al., 2023). Developing emotional intelligence in early childhood is therefore essential, as it influences children's ability to interact socially and build self-confidence.

Properly guided emotional intelligence development is vital because it closely correlates with a child's personality and environmental adaptability. In everyday social life, children encounter differences and challenges that demand emotional readiness. In early childhood, this readiness is often reflected in a child's level of self-confidence. This is in line with the Ministry of Education and Culture Regulation (Permendikbud) Number 137 of 2014 on Early Childhood Education Standards, which highlights that self-confidence is a child's ability to adapt to various situations.

Building self-confidence in children requires consistent practice. Repetition helps children internalize confident behaviors, contributing to their character and personality development. One effective method for this is habituation—a teaching strategy where repeated exposure to confident actions helps children build resilience and assurance. Activities such as role-playing, group discussions, and collaboration not only facilitate social interaction but also help strengthen both self-confidence and emotional intelligence. Support from parents, teachers, and peers is crucial in reinforcing children's confidence when facing challenges. Educators and caregivers naturally wish for children to develop strong self-confidence so they can face academic and social pressures, equipping them to become capable, resilient individuals in the future.

At Al Anshor Islamic Kindergarten, located in Talang Kelapa District, Banyuasin Regency, educational stimulation for child development has been implemented. However, field observations indicate that some children still lack self-confidence. For instance, some children are hesitant to speak in front of the class, interact with peers, or express their emotions. These children also struggle with managing their emotions, motivating themselves, and forming healthy relationships—all of which point to the need for improved educational strategies that foster emotional intelligence and self-confidence.

A previous study by Eva Nurmalasari titled *"The Relationship between Emotional Intelligence and Self-Confidence in Children Aged 5–6 Years at Ridha Bunda Kindergarten, Seberang Sanglar Village, Reteh District, Indragiri Hilir Regency"* found a positive correlation: the higher a child's emotional intelligence, the greater their self-confidence. This underscores the importance of exploring the relationship between these two aspects, as they are instrumental in shaping children's social and academic development. According to Santrock (2016), emotional intelligence encompasses the ability to recognize, understand, and manage both personal and others' emotions, which is crucial for establishing healthy social interactions. Children with strong emotional intelligence tend to be more confident and adaptable in various social environments, equipping them better to face challenges in life. Moreover, high levels of self-confidence significantly contribute to a child's academic performance and cognitive growth. As Supratikno (2018) notes, confident children are more active in the classroom, willing to take risks in their learning, and are more engaged in creative and exploratory activities. This creates a learning environment that nurtures not only knowledge but also character formation, essential for their future success.

Based on the above background, the author is motivated to conduct a study titled: *"The Relationship Between Emotional Intelligence and Self-Confidence in Group B Children at Al Anshor Islamic Kindergarten, Talang Kelapa District, Banyuasin Regency."* The novelty of this study lies in: (1) the use of relevant and up-to-date sources, (2) the application of valid and reliable assessment instruments, and (3) a research setting (location) that has not been previously studied, offering original data and insights.

METHOD

This study employs a quantitative research approach with a correlational design, utilizing a survey method for data collection. According to Arsyam & M. Yusuf Tahir (2021), correlational quantitative research aims to measure and analyze the relationship or association between two or more variables. This method determines the strength and direction of the relationship, indicating whether it is positive, negative, or non-existent. The survey method, as a data collection technique, involves gathering information from a group of individuals through questionnaires.

The population of this study comprises all children in group B, class Abu Bakar Shiddiq, at Islam Al Anshor Kindergarten, located in Kec. Talang Kelapa, Banyuasin Regency. Given the population size of less than 30, a non-probability sampling technique, specifically saturated sampling, was employed. In saturated sampling, all members of the population are included in the sample (Rasul et al., 2022:32). Consequently, the sample for this study consists of all 19 children in group B, class Abu Bakar Shiddiq, at Islam Al Anshor Kindergarten in Kec. Talang Kelapa, Banyuasin Regency.

The instrument used in this study is a closed questionnaire, where respondents select from a set of provided answers. As Rahmiaty et al. (2022:12) state, instruments are measuring tools essential for addressing research questions and testing hypotheses. Each response in the questionnaire will be assigned a score based on predetermined criteria.

Data analysis in this study will be conducted using the product moment correlation statistical analysis technique (Wulandari et al., 2023:9). Given the simple relationship model and the associative hypothesis of this study, the product moment correlation is appropriate for examining the relationship between the two variables. This analysis will be performed using the SPSS version 30 application program.

FINDINGS AND DISCUSSION

This study seeks to ascertain the relationship between emotional intelligence and self-confidence in group B children at Islam Al Anshor Kindergarten, Talang Kelapa District, Banyuasin Regency. To achieve this, the researcher developed a questionnaire grounded in established theoretical frameworks. This instrument comprises 16 questions designed to assess emotional intelligence and 12 questions focusing on the self-confidence of the children in group B. The collected data has been processed and organized according to the research methodology. The subsequent analysis will involve several stages, including a descriptive overview of the research data, an analysis of the findings, and a discussion of the relationship identified between the two variables.

To determine the nature and strength of this relationship, a correlation test analysis will be conducted. Prior to this, prerequisite tests, namely the normality test and the linearity test (Usman & Akbar, 2021:195), will be performed to ensure the data meets the necessary analytical criteria. The normality test will assess whether the data distribution is normal, while the linearity test will confirm a linear relationship between the variables. Upon satisfying these prerequisites, the hypothesis will be tested using the Pearson Product Moment correlation technique. The entire analysis process will be facilitated by SPSS software version 30 to ensure efficient calculations and accurate results.

Normality Test

Table 1. Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Emotional Intelligence	.144	19	.200 *	.966	19	.703
Confidence	.212	19	.024	.936	19	.224

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Normality Test presented in Table 1, the Shapiro-Wilk test was employed due to the sample size being less than 50. This test provides statistical values, degrees of freedom (df), and a significance value (Sig.). The criterion for normally distributed data is a Sig. value greater than 0.05. The results of the Shapiro-Wilk test indicate a significance value of 0.703 for emotional intelligence and 0.224 for self-confidence. As both of these values exceed 0.05, it can be concluded that the data for both variables are normally distributed. Consequently, a parametric correlation test can be appropriately performed.

Linearity Test

Table 2. Linearity Test ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Self Confidence * Emotional Intelligence	Between Groups	(Combined)	545207322.500	17	32071018.970	377,875 .040
		Linearity	528816071.400	1	528816071.400	6230.748 .008
		Deviation from Linearity	16391251.090	16	1024453.193	12,071 .223
	Within Groups		84872.000	1	84872.000	
Total			545292194.500	18		

Based on the linearity test in table 2, the ANOVA results show that emotional intelligence has a significant linear relationship with self-confidence, indicated by a linearity significance value of 0.008 (Sig. <0.05). The deviation value from linearity of 0.223 (Sig. >0.05) indicates no significant deviation, so the relationship is linear. In addition, the overall significance value of 0.040 (Sig. <0.05) confirms that the ANOVA model is significant. Thus, emotional intelligence has a significant effect on self-confidence.

Correlation Test

Table 3. Product Moment Correlation Test

		Correlations	
		Emotional Intelligence	Trust Self
Emotional_Intelligence	Pearson Correlation	1	.904 **
	Sig. (2-tailed)		<.001
	N	19	19
Confidence	Pearson Correlation	.904 **	1
	Sig. (2-tailed)	<.001	
	N	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

The Product Moment correlation test revealed a significance value (Sig. 2-tailed) of <0.001, which is less than the significance level of 0.05. This indicates a statistically significant relationship between emotional intelligence and self-confidence among group B children at Al Anshor Islamic Kindergarten. Furthermore, the Pearson Correlation coefficient of 0.904 signifies a very strong positive correlation between these two variables. To quantify the contribution of emotional intelligence to self-confidence, the coefficient of determination was calculated using the formula: $KD = r^2 \times 100\% = (0.904)^2 \times 100\% = 81.72\%$. This suggests that 81.72% of the variance in children's self-confidence can be attributed to their emotional intelligence, while the remaining 18.28% is likely influenced by other factors not examined in this study.

Descriptive analysis of the data indicated that the level of emotional intelligence in the research sample was predominantly in the moderate category (63.2%, comprising 12 children), while the level of self-confidence was also largely moderate (73.7%, comprising 14 children) out of the 19 children studied. These findings suggest that, on average, the group B children at Islam Al Anshor Kindergarten in Talang Kelapa District, Banyuasin Regency, exhibit moderate levels of both emotional intelligence and self-confidence.

Prior to the main hypothesis testing, prerequisite tests for normality and linearity were conducted. The Shapiro-Wilk normality test, performed using SPSS version 30 with a significance level of 0.05, confirmed that the data for both emotional intelligence (Sig. = 0.703) and self-confidence (Sig. = 0.224) were normally distributed, as both significance values were greater than 0.05. Additionally, the linearity test showed a significance value for deviation from linearity of 0.223 ($p > 0.05$), indicating a linear relationship between the two variables.

Having met the prerequisite conditions, the hypothesis test was conducted using the Pearson Product Moment correlation with SPSS version 30. The results yielded a Pearson Correlation coefficient (r) of 0.904 with a significance (2-tailed) of <0.001 , which is below the 0.05 significance level. This statistically significant positive correlation confirms the presence of a relationship between emotional intelligence and self-confidence in the studied group. To further evaluate the hypothesis, the calculated correlation coefficient ($r_{\text{count}}=0.904$) was compared to the critical value from the Pearson correlation table (r_{table}) at a 5% significance level with degrees of freedom ($df = 19 - 2 = 17$), which is 0.468. Since $0.904 > 0.468$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating a statistically significant positive relationship between the two variables.

These findings align with previous research by (Nurmalasari et al., 2021), which reported "quite good" levels of self-confidence (69.168%) and emotional intelligence (67.068%) in children, and a significant relationship (19.71%) between them. Nurmalasari's study also concluded that higher emotional intelligence is associated with higher self-confidence.

In conclusion, the analysis of the data from group B children at Islam Al Anshor Kindergarten, Talang Kelapa District, Banyuasin Regency, demonstrates a statistically significant and very strong positive relationship between their emotional intelligence and self-confidence. This suggests that as children's emotional intelligence increases, their self-confidence tends to increase as well. The level of emotional intelligence observed in this sample can be further detailed in the following table:

Table 4. Children's Emotional Intelligence Level

Category	Number of children	Percentage
Low	4	40.85%
Currently	12	63.2%
Tall	3	21.1%

Furthermore, the hypothesis test employing the Product Moment correlation formula yielded a correlation coefficient (r_{count}) of 0.904. This value surpasses the critical value (r_{table}) of 0.468 at a 5% significance level with 17 degrees of freedom ($df = 19 - 2$). Therefore, it can be concluded that there is a very strong correlation between the emotional intelligence and self-confidence of group B children at Islam Al Anshor Kindergarten, Talang Kelapa District, Banyuasin Regency. This study acknowledges certain limitations. Firstly, the availability of specific references addressing the relationship between emotional intelligence and self-confidence in children aged 5-6 years was limited, which constrained the theoretical framework that could be utilized as primary references.

CONCLUSIONS

The findings of this study reveal a very strong positive relationship ($r = 0.904$, $p < 0.05$) between emotional intelligence and self-confidence in group B children at Al Anshor Islamic Kindergarten, where the correlation coefficient significantly exceeded the critical value ($r_{\text{table}} = 0.468$). This indicates that higher levels of emotional intelligence are associated with greater self-confidence in these children, with the majority exhibiting moderate levels in both areas (63.2% each). Consequently, this research underscores the crucial role of fostering emotional intelligence to enhance children's self-confidence, recommending the implementation of interactive and positive activities from an early age. To achieve this, it is essential to develop learning programs that integrate emotional intelligence through methods like role-playing and group discussions, coupled with consistent praise and positive reinforcement to build self-

confidence. Educators should prioritize incorporating emotional activities into the curriculum and cultivating a secure classroom environment, while parents are encouraged to facilitate open communication about feelings, utilize emotion-focused literature, and provide consistent emotional support. By implementing these strategies, both teachers and parents can significantly contribute to the development of children's emotional intelligence and self-confidence.

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