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individuals' wishes and self so that the individuals are able to socialize well with surroundings; it is divided into two types: some self-qualities and some self-concept (Surna & Pandeiro, 2014). Thus, this desirable self-approach is to make people more socialize.

Previous related studies confirm this potential. Holtgraves (2004) found that individuals who were able to understand themselves well will be able to take decisions according to the desired social environment. Similarly, Mills & Kroner (2005) in his study explained that the possibility of committing a crime is very unlikely if a person has desirable self. So, the aim of this study is to investigate further the importance of this desirable self which is applied by early childhood teachers to grow children's interpersonal intelligence.

2. METHOD

This study was library research. It explored and analyzed related studies and theories on desirable self-approach in the learning activities of early childhood education which is performed teachers to stimulate interpersonal and intrapersonal intelligence of children. The related studies and theories were obtained from various sources: journals and books both printed and electronic.

3. RESULT AND DISCUSSION

3.1 Desirable Self-Approach

Approach in instruction is a step undertaken by teachers to help students achieve learning objectives. This is in line with the views of Sudrajat (2008), instructional approach is a starting point or point of view to the general learning process which facilitate, inspire, strengthen, and underlie learning methods with certain underline theories. While *desirable-self* an ability to understand themselves or individual wishes so that they are able to socialize well with surroundings, desirable self is divided into two parts: some self-qualities and some self-concept (Surna & Pandeiro, 2014).

Some self-qualities consist of: (1) self-insight is a precise self-understanding which became the basis for the development of a healthy personality and be able to adjust actively. Individuals who have self-insight will be able to dialogue with the views of others, in the sense that the person is willing to accept input from others; (2) self-identity is associated with an ability to give an idea of ourselves in order to make people understand about us; (3) self-acceptance is associated with an ability of someone to optimize his/her potential and accept any supportive competition with others; (4) self-esteem is associated with personal self-respecting and tends to have the ability to appreciate the presence of others, able to socialize well, and able to dialogue so that creates a harmonious relationship with others; and (5) self-disclosure is related to an ability to open up and reveal

themselves and accept criticism or advice of others and take actions to fix it.

Apart from *some self-qualities*, *desirable-self* also includes *some self-concept*. Some self-concept consists of four components, namely: (1) subjective self is influenced by parenting model from parents because it is constructed of all the ideas that shape the characteristics of the self; (2) The objective of self refers to the opinions / views of others about ourselves; (3) social self is usually used to describe how our perceptions and opinions of the existence of others and vice versa; and (4) ideal self is the concept of thinking about ourselves that leads to the ideals and goals in the journey of life. So, it can be concluded that desirable self-approach is a viewpoint of a lesson which is more emphasis on the establishment of the identity or the identity of the children to interact with society. The importance of desirable self-approach has been demonstrated from the results of previous studies conducted by Espejo (2000). It is found that by utilizing the self-regulation will be able to manufacture or produce the desired social system to face the challenges. Similarly, the study of Holtgraves (2004) has shown that a desirable self-approach makes people able to communicate or responds the criticism carefully.

3.2 Interpersonal Intelligence

Interpersonal intelligence is one of the plural intelligences that need a stimulation at an early age. According to Gardner (1989) interpersonal intelligence is "capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people" which means that the child's interpersonal intelligence is the ability to distinguish and respond to others appropriately, to understand the temperament of others, so that children can socialize well in society. Gardner (Parry and Gregory, 2003) further explains that interpersonal intelligence relates to the ability to establish harmonious relationships with others.

As examples of behaviors associated with intelligence interpersonal include: (1) ability to understand the mood of others; (2) ability to understand the wants, wishes and expectations of others; and (3) capable and skillful to use of knowledge to understand the thoughts and feelings of others. Interpersonal intelligence has a very important role on the future of a person and it is necessary to embed as early as possible in children. Because humans are basically known as a creature social, so knowledge related to social relationships is needed for communication in society. This is in line with the opinions of Goleman (2007) which state that interpersonal intelligence is beginning to be realized and considered important in establishing communication links between individuals. Furthermore, Damayanti et al (2018) pinpoint that children who fail to develop interpersonal intelligence will face many obstacles in the social world and hence they will be easily marginalized by society.

Besides, Brualdi (1996) states that the interpersonal and intrapersonal intelligence are different, but both have a very close proximity and are interconnected. There are some positive impacts owned by children when their interpersonal intelligence is well stimulated. Damayanti et al (2018) explain that the theory of social or interpersonal intelligence has three main dimensions, namely: (1) social sensitivity is an ability of children to feel and observe verbal and non-verbal reactions or changes of others; (2) social insight is related to an ability of children to understand and look for an effective problem solving in a social interaction so that the problem does not hamper or destroy the social relations that have been built by the children; and (3) social communication is an ability of each individual to use communication process in establishing and building good relationships.

Interpersonal intelligence is generally known as emotional intelligence. Petrovici and Dobrescu (2013) in his research conclude that emotional intelligence involves two things namely intrapersonal and interpersonal intelligence. The emotional intelligence focuses on basic skills that exist within the individual which relates to an ability to control feelings and inner potential to create a positive interaction. The emotional intelligence is also the displacement of perspectives impersonal unipersonal into perspective, that is, from the inner ability to know yourself until transferable skills in the form of interaction and communication.

The results of other researches demonstrate that interpersonal intelligence possessed by each individual is also influenced by gender. This is consistent with the findings made by the end of Behjat (2011) in a study entitled show that girls have higher interpersonal intelligence than children or boys. Thus, it is important to provide the appropriate stimulation for boys so that they can develop their interpersonal intelligence optimally. In contrast, Neubauer & Freudenthaler (2005) concludes in his research that interpersonal intelligence or intelligence-related emotions is rated as an avenue to describe ones' personality trait.

3.3 Early Childhood Teachers' use of Desirable Self-Approach on Children's Interpersonal Intelligence

Some learning activities that can be done by early childhood teachers using the approach of *desirable self*-proposed by Beaty (2013) includes: (1) establishing a secure relationship with the teacher; (2) inviting other children to play; (3) role playing confidently in a drama performance; (4) showing the joy, compassion, love of others; (5) having friends with other children; and (6) showing prosocial behavior.

Several other activities have been found in accordance with the approach *desirable-self* so that children's interpersonal intelligence is well developed.

Beckly (2018) suggests to provide motivation and foster self-confidence in children. Thus, in instructional activities, teachers should provide opportunities for children to invest, create, practice, repeat, revise and consolidate in a fun way. All of the activities or measures would have a real impact on interpersonal intelligence of children. Developing interpersonal intelligence of children cannot be done instantly, it needs to be an ongoing process. Interpersonal intelligence in fact will always have a relationship with intrapersonal intelligence.

Pursuant hierarchy Maslow (Beckly, 2018) states that the children's needs must be fulfilled before forming other needs. The needs include: (1) the physiological needs encompassing clothing, food, and shelter; (2) the security for self, employment, learning resources, morality, families, health, and property; (3) love / feeling of togetherness which includes friendship; (4) self-esteem which includes an attitude of confidence, achievement, respect to others, the respected by others; and finally (5) self-actualization which includes morality, creativity, spontaneity, problem solving, no suspicion, and acceptance of the facts. All the activities carried out in the classroom using this approach are limitless. Hence, the teachers can explore freely the innovative learning activities. This approach can also be in line with all teaching and learning methods and models.

4. CONCLUSION

Changes that occur in the era of the industrial revolution 4.0 have impacted education field and early childhood education is no exception. The evidence of this is the presence of virtual learning environments (VLEs) in instructional activities at schools. However, teachers still must be aware of negative impacts of this industrial 4.0 era on personality, apart from focusing to develop technology literacy of children. One way to do so is the use of an approach of desirable self.

Instructional activities that can be done by early childhood teachers using desirable self-approach includes: (1) establishing a secure relationship with the teacher; (2) inviting other children to play; (3) role playing confidently in a drama performance; (4) showing the joy, compassion, love of others; (5) having friends with other children; and (6) showing prosocial behavior. By applying the self-desirable approach, the interpersonal intelligence in shaping children's personality in the social of environmental will be stimulated. Interpersonal intelligence is one of plural intelligences that need a stimulation to children at an early age. This is because it is related to the capacities of children to discern and respond appropriately to the moods, temperaments, motivations and desires of other people. It is to distinguish and respond to others appropriately, to understand the temperament of others so that children can socialize well in society.

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