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(ICET)

# PROCEEDINGS




THEME

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# PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2015 took place in Malang, Indonesia, between 6 and 8 November, 2015. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of eduaction and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the filed of education. More than 130 pre-registered authors submitted their work in the conference. The ICET 2015 finally accepted and hosted 94 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference commite decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers. Collaborate with International Journal in Innovation in Edition (IJIIE), the selected papers will be published at IJIIE as the Special Issues Edition under theme "Quality Improvement in Education and Training".

We would like to thank all members that participated in any way in the ICET 2015, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conferenece as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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# THE IMPACT OF DIFFERENCES STUDENT'S INDEPENDENT BASE ON LEARNING APPROACH AND INTRAPERSONAL INTELLIGENCE

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**Abstrak**: The objective of this research is to find out the differences student's independent base on the effect of learning approach and intrapersonal intelligence. This research used method exs post facto with treatment by level design and selected randomly of 83 students from 2 preschool with 2 classes. The research finding are bellow: 1) Student's independence with behavior learning approach are higher score than students with humanism learning approach; 2) There is significance interaction effect between learning approach different and level student's intrapersonal intelligence; 3) There is significance difference score between student with behavior learning approach and humanism learning approach in their independent, for those who have high intrapersonal intelligence; 4) There is no significance between student with behavior learning approach and humanist learning approach in their independence, for those who have low intrapersonal intelligence. The conclusion from this research is when teacher want to improve students (early childhood students) ability in independence especially in democratic era, level of intrapersonal intelligence could be taken into consideration, it's wil be compared if student's learning approach different.

**Keywords:** learning approach, intrapersonal intelligence, children independence through 4-6 age

Every parent expects a satisfactory learning results on the son of her daughter after their learning in school, good success in logical intelligence, social, physical, psychic, mathematically as well as other intelligence-intelligence owned children. Under the laws of REPUBLIC of INDONESIA No. 20 of 2003 on the national education system (SISDIKNAS) article 3 which States that the purpose of national education function developed the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aiming to westernised potential learners in order to become a man of faith and pious to God ALMIGHTY, precious, healthy, have learned, accomplished creative, independent and become citizens of a democratic and responsible " , then the school has a very large participation to form the independence on any child after her family environment.

The time of children is an early phase. This is a very sensitive phase in the life of a child, because in it there is a cognitive strategy of the built phase, emotional and social. At this stage the guidance of parents, teachers and all of the surrounding environment must be able to support all aspects of the emerging capabilities in children especially in the formation of his independence in the future.

Independent or stand on its own feet is now the demands are very urgent, because it is based on statistical data collected a Commission for child protection (Global Youth Tabacco Society) through the archipelago News, most children and young people's burden becomes potentially Indonesia namely the generation which has the tendency of consumerist behaviour, easily influenced and easily despair. In order to improve the quality of human resources according to the conditions of Indonesia society is ready built and ready to be used, then in general the purpose of educating children is the train for the future are able to stand alone on its own that cover in terms of physical, psychological, and social. Therefore early on children should be educated to be independent since the independence is a psychological ability that will develop directly menurus in line with increasing age and experience-the experience acquired throughout life.

The ability of the child to be able to resolve the problem in everyday life become the main points expected by all parents. This is due to the demands of life requires that they are able to solve all the problems in life are related to the settlement of the problems yourself, self-control and ability to communicate so that it is able to convey the desire of self, meet the needs of themselves, and can interact with both on a social environment that exists around it, with all the knowledge, creativity, and independence.

The school is in second place after the family environment that is very influential to the development and knowledge of the child. In the school of knowledge, life skills as well as skills a must-

have each child is capable of is obtained by most of the way and different characteristics. Each school has a purpose and a different way of learning based on the development of a wide range of learning theory, and a variety of learning approaches used to develop children's intelligence of his protégé. Among a variety of learning approaches used in some schools there are two of them are commonly used, namely the approach of humanistic learning and behavioristik learning approach.

Humanistic learning approach looking self-reliance is part of humanizing mankind in the process of learning which does not escape the observation of two mental facet i.e. head (head) with a cognitive and hearts (heart) and the affective traits was briefly engaged significantly through the structure of the neurons of the brain, namely the extended amygdala which functioned effectively and efficiently from a dynamic interactive process with the environment which includes physical traits mental and emotional, which resulted in the terakselerasinya function of the brain and result in the expansion of human capabilities is optimal not only on independence but also the development of social, emotional or cognition.

Humanistic learning approach believe that with an approach that is based on humanity and free the children in learning through the process of problem solving of any problems encountered during daily in schools, will be able to make the child more ready, standalone, and quality of life challenges and always have a complex development.

Different learning approaches with humanistic, approach to learning behavioristik according to Throndike called also learned a try (trial and error) to three main principles: learn to be successful if the individual has been prepared (law of readiness), the need for repetition in learning (low of exercise), and know the results (law of effect) with respect to that approach to learning can be done by creating a stimulus that produces a response. Based on the research of Watson, stimulus response that must be manifested behaviour on an ongoing basis and can be observed.

Edwin Ghutrie reinforcing this behavior with the study argues the stimulus needs to be given as often as possible to produce a stronger response so that it becomes a habit, Skiner also added the need for punishment in the process of learning as a booster response on behavior that is generated after the learning process so that it becomes a positive and sustainable habits.

Behavioristik learning approach emphasizes conditioning behave, because this will really help the child to learn to become a successful personal and knowledgeable to face the problems of life that she meets. Intentional environment condition will form the child's behavior. This is different to the process approach of humanistic learning, because this learning approach, more emphasis on ' learning ' rather than just on the results experienced by the man himself with basic freedom, that have characterized utilizes a wide variety of learning theory in the learning process as long as it's positive impact to the development of the child and still aims to achieve self-actualization based on his own choice.

Good approach to a more humanistic learning emphasizes learning on a human process with the aim of humanizing the man and behavioristik learning approach that emphasizes learning approach through the conditioning of behaviors, both alternatives are among the many other learning approaches and various used at some schools to develop the independence of the child.

Good learning approach to learning behavioristik approaches as well as humanistic learning approach that is estimated to be capable of making kids more independent still sometimes intrapersonal intelligence are influenced by owned of each child is different. Especially at age 4-6 years because according to Conny Semiawan, although children already have to learn to accept and respect (repect) to others who are different but in general are also experiencing built troubleshooting skills (problem solving skills), the ability to transfer the Science (knowledge transfer) as well as the development of other capabilities that are strongly influenced by their respective children intelligence.

Based on research conducted Howard Gadner from nine intelligences: linguistic, logical intelligence intelligence-mathematical, spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intelligence sometimes intrapersonal, natural intelligence, and the intelligence

of the religion, naturally at least one intelligence certainly possessed by every human being, gave rise to a belief in education that a child is no its not smart, because in the real capacity of the human brain's arrangement are created equal and ragawinya functions unless they are having some drawbacks since born or physical or psychic accident resulting fatal and experience the difference of development than any other individual during life.

School with a variety of learning approaches are applied in it as the environment participate affects each child's development, will generate different independence with the readiness of each individual that various levels of his intelligence. Thus, this research is worth doing then to describe and expose the difference between child children self-reliance based on humanistic approach to learning behavioristik learning approach and taking into account the sometimes intrapersonal intelligence level of each child. This problem became compelling because the current rarity of serious studies that do research about the independence of the child.

Based on the description in the background above, some possible problems or factors which could affect the independence of the child, there are many things that can be examined to find out. But there are three things that are discussed in this case-that is, a "Self-reliance as the main problem, the approach of learning and sometimes intrapersonal intelligence as a mutual influence on aspects of independence". The intended learning approach is humanistic learning approach and the approach of learning behavioristik, while sometimes intrapersonal intelligence consists of smarts sometimes intrapersonal intelligence sometimes intrapersonal high and low. In a more specific formulation of the problem are as follows: 1) If there is a difference between the child who learns self-reliance by using the humanistic learning approach and the approach of learning behavioristik?, 2) if there are interactions sometimes intrapersonal intelligence and learning approach towards self-sufficiency child?, 3) Whether there is a difference in a child's independence that has sometimes intrapersonal intelligence high humanistic learning approach using and learning approach to behavioristik?, 4) If there is a difference in a child's independence that has sometimes intrapersonal intelligence, low learning approach using a humanistic approach to learning and behavioristik?

From the third formula which would like to answer the researchers hope the results of this research can be used as a foundation to develop new concepts and strategies in the development of self-reliance of early childhood so as to enrich the corpus of knowledge, particularly in develope the ability of children and also to encourage teachers and parents to develop independence early childhood, both in the process of learning at school and at home.

## METHOD

The methods used in this research are Ex Post Facto, since free variables are not given preferential treatment and not controlled i.e. variable approach applied learning school is taken as a free variable, or has happened before this research was conducted. "Ex Post Facto is used by researchers to examine the effects of the treatment that has been going on and not create preferential treatment". Kelinger in Seville dkk define ex post facto as a systematic research where researchers can not directly control the variable free. This research uses the same basic logic with experimental research i.e. If x then y, it's just that in this study no direct manipulation against the independent variable. In addition, as pointed out in the well by Fred n. Kerlinger that limitations on Ex Post Facto research is:

> "Systematic empirical Investigation in which scientists do not control non variable directly because the embodiment of these variables is not essentially can be manipulated and it's been going on. Conclusions about the relationship between the variables was carried out without direct intervention, based on the differences that accompany the free variables and variables ".

Based on the description above, this research has not given the treatment of variables examined, only examine the effect of treatment is already done by nature.

The population was a number of inhabitants or individuals who at least have the same properties. The population in this research is the entire kindergarten students residing in East Jakarta, with a sample that represented two different schools of i.e. Kabika Preschool and Al falah islamic internas preshcool totalling 76 students through engineering sample aims (purposive sampling) i.e. the sample technical aims of each population did not have the same opportunities but with particular consideration for the sample.

The data collected there are four data types, i.e. learning approaches, sometimes intrapersonal intelligence and independence. Data collection techniques for learning approach using variable questionnaire Likert scale statements with the score 1-3 scale, IE: never, sometimes, and often. Sometimes intrapersonal intelligence to collect data using a Likert scale questionnaire with a scale of 1-4, i.e. strongly agree, agree, disagree, and strongly disagree. The lowest score given the value 1 and the highest score was given a value of 4. Grain insrumen consists of two groups of statements that is positive and the grains group the group negative grains. Grain is positive statement regarding the characteristics or circumstances indicative of the positive perception or attitude or approach the positive pole, while the grain is negative statements regarding the characteristics or circumstances indicative of the perception or negative attitude or approach the negative pole.

As for collecting data using the standalone scale score measurement of attitude differensial semantic are arrayed in a line continuum. The most positive answer is located on the right side of the line and a very negative answer is located on the left side of the line. With a score of assessment based on the perception of the 1-7 which has a polar opposite each other, 1 means very negative and 7 means a very positive.

The variable is everything becomes an object of observation research. In this study consists of a bound variable (Y) is a standalone, free variable (X) is composed of one active variables and one variable attributes. Active learning approach is the variable that consists of two groups approach learning i.e. learning approaches humanistic learning approach and behavioristik, whereas the variable attribute is sometimes intrapersonal intelligence that consists of two groups of high and sometimes intrapersonal intelligence groups sometimes intrapersonal intelligence is low.

The instruments used to get the variable third data above using questionnaires or question form. The questionnaire is a series of questions or written statement submitted to the respondents to answer in writing.

To test the validity of the empirical research instrument using the internal validity of the test, because by using the internal validity of the test would seem the least or no alignment of the details of the question or statement with the instrument as a whole, as was expressed Arikunto that: a the instrument is said to have internal validity in every instrument supporting the Mission of the instrument as a whole i.e. disclose the data of the variables in question. The internal validity of the testing is done by looking at any granule score total.

Then details of the statements in this instrument is declared invalid if the price coefficient results count is greater than the coefficient of correlation of the results table on the significance level.

In addition to the validity, quality instrument is also determined by the reliability of the instrument, the instrument reliability is an instrument that has a higher trust level. A measuring instrument shall have a high confidence level in the measurement tool capable of providing a fixed measurement results and accuracy. In this study to calculate the coefficient of reliability of the instrument used the formula coefficient of Cronbach Alpha reliability.

Instrument test carried out on kindergarten students. Al-Faras located at JL. Alternative Transyogi km. 4 No. 45, East Jakarta to the empirical test instrument approach to learning, with the total number of respondents as many as 14 obeserver consisting of teachers, staff, and researchers. And 20 students who became the sample of test instrument of the independence of the child.

The analysis used data research include: descriptive analysis, the analysis of the test requirements, and an analysis of the inferensial. From processing the raw data were analyzed in stages in accordance with their respective research purposes until it was discovered the average, median, mode, and standard deviation of each variable.

The next test is performed the requirements analysis intends to find out if the data is already collected to meet the requirements for analysis.

Assumptions must be met with the two lines of analysis of variance is the research data must be Gaussian of variance between data and revision of research must be homogeneous. Before the data is analyzed, first calculated test normality and its homogeneity test for groups are examined. Dilaksananakan data normality test to find out if the sample of the research comes from a Gaussian population. Test Liliefors test done with normality. While its homogeneity test data was carried out to find out whether the research data that has been collected is derived from a homogeneous population and do a test with Bartlett.

Testing the normality of variables is done with the intention of knowing whether sample Gaussian. Test the normality of error estimates in regression of Y over X using the Liliefors test at significance level ($\alpha$ ) = 5 %

Homogeneity test in a test done with Barlett to determine whether the data has a homogeneous variansi Y. Testing done on the significance level $\alpha = 0.05$ with the formula that is used to obtain the $\chi^2_{count}$ is $\chi^2 = \text{In } 10 \{ (B- (n-1)\} \text{ Log } S_i^2$

In this test the test criterion of Bartlett in use is when $\chi^2$ calculate > $\chi^2_{table}$ $H_o$ is rejected, but when $\chi^2_{calculate} < \chi^2_{table}$ $H_o$ accepted. But when results of the analysis showed the presence of the influence of the interaction (main effect), then continue with Tukey Test to see the effect of the interaction or simple effect (simple effect) where a superior/higher. In case of simple opposite effect then inferred the existence of interactions between the learning approach of humanistic learning approach and behavioristik against the independence of the child. That means for a child who has sometimes intrapersonal intelligence high with humanistic learning approach background have a higher independence than children who are learning approach based on behavioristik. In contrast to children who both have low sometimes intrapersonal intelligence against the background of the approach to learning behavioristik have a higher independence than children learning approach based on the humanistic.

## RESULTS AND DISCUSSION

The results obtained from the study data independence, learning approaches, and intrapersonal intelligence. Data independence children grouped in groups intrapersonal intelligence and learning approaches according to the design of research A x B. Therefore, all data independence children grouped in accordance with the level or levels of each group that is intrapersonal intelligence which consists of smarts intrapersonal intelligence sometimes intrapersonal high and low, and group learning approach consists of two groups of criteria approach to learning, i.e. the learning approach of humanistic and behavioristik learning approach

Data from the entire independence of the child in accordance with each group, calculated and analyzed are descriptive. The description of the variable data will be revealed the shape of the size of the

centralization of data, among other things: (1), (2) the amount of the average (mean), (2) the middle value (median) (3) the value of which often appear (mode), (4) Byway of baku (standard deviation), variansi (5), (6) the maximum value, minimum value (7) and (8) of the range score (range). Next to the data presented in the form of histograms and frequency distribution tables are as follows:

Table 5. Description Of The Overall Data Distribution

| Group | N | Range | Score Min | Score Max | Mean | Standard Deviation | Variance | Mode | Median |
|---|---|---|---|---|---|---|---|---|---|
| $A_1$ | 20 | 17 | 42 | 59 | 50,00 | 4,47 | 20,00 | 50,16 | 50,21 |
| $A_2$ | 20 | 22 | 36 | 58 | 46,95 | 6,68 | 44,58 | 45,5 | 46,5 |
| $A_1B_1$ | 10 | 11 | 48 | 59 | 52,80 | 3,61 | 13,07 | 50,5 | 52,5 |
| $A_1B_2$ | 10 | 10 | 36 | 46 | 41,40 | 3,06 | 9,38 | 50 | 48,5 |
| $A_2B_1$ | 10 | 10 | 42 | 52 | 47,20 | 3,43 | 11,73 | 42,78 | 42,5 |
| $A_2B_2$ | 10 | 11 | 47 | 58 | 52,50 | 4,03 | 16,28 | 56,5 | 53,5 |

The distribution of the score based on the child's independence approaches learning behavioristik in detail can be seen in table 5 below:

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 42 – 45 | 41,5 - 45,5 | 3 | 3 | 15% | 15% |
| 46 – 49 | 45,5 - 49,5 | 6 | 9 | 30% | 45% |
| 50 – 53 | 49,5 - 53,5 | 7 | 16 | 35% | 80% |
| 54 – 57 | 53,5 - 57,5 | 2 | 18 | 10% | 90% |
| 58 – 61 | 57,5 - 61,5 | 2 | 20 | 10% | 100% |
| Total | | 20 | | 100% | |

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency is set on a class interval 50-50 with the absolute frequencies relative frequencies of 7 and 35%. The distribution of the data, obtained that 40% of children are based on humanistic learning approaches gained score independence around average, 15% below the average score, and 10% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in detail can be seen in table 6 below:

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 47 – 49 | 46,5 – 49,5 | 3 | 3 | 30% | 30% |
| 50 – 52 | 49,5 – 52,5 | 2 | 5 | 20% | 50% |
| 53 – 55 | 52,5 – 55,5 | 1 | 6 | 10% | 60% |
| 56 – 58 | 55,5 – 58,5 | 4 | 10 | 40% | 100% |
| Score | | 10 | | 100% | |

The independence of the data classified in five class intervals with the absolute cumulative frequency, frequency, frequency and relative. Based on the above table, can be seen the highest frequency interval class is located at 46-50 and 41-45 with absolute frequencies relative frequencies of 5 and 25%. The distribution of the data, obtained that 30% child behavioristik learning approach and gain score independence around average, and 30% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have high detail sometimes intrapersonal intelligence can be seen in Table 7 below:

Table 7. Score frequency distribution a diversity of children's Independence Approaches Humanistic Learning in children sometimes Intrapersonal Intelligence which has high.

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 48 – 50 | 47,5 – 50,5 | 3 | 3 | 30% | 30% |
| 51 – 53 | 50,5 – 53,5 | 3 | 6 | 30% | 60% |
| 54 – 56 | 53,5 – 56,5 | 2 | 8 | 20% | 80% |
| 57 – 59 | 56,5 – 59,5 | 2 | 10 | 20% | 100% |
| Total | | 10 | | 100% | |

The independence of the data are classified in three classes with the absolute frequency interval, frequency, frequency and cumulative relative. Based on the above table, can be seen the highest frequency interval class is located at 51-53 and 48-50 with absolute frequencies relative frequencies of 3 and 30%. The distribution of the data, obtained that 20% of children that diversity of approaches humanistic learning in children who have a high gain sometimes intrapersonal intelligence score independence around average, and 40 percent scored above average over independence.

The distribution of the score based on the child's independence approaches humanistic learning in children who have low detail sometimes intrapersonal intelligence can be seen in Table 8 below:

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 42 – 44 | 41,5 – 44,5 | 3 | 3 | 30% | 30% |
| 45 – 47 | 44,5 – 47,5 | 2 | 5 | 20% | 50% |
| 48 – 50 | 47,5 – 50,5 | 3 | 8 | 30% | 80% |
| 51 – 53 | 50,5 – 53,5 | 2 | 10 | 20% | 100% |
| Total | | 10 | | 100% | |

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency is set on a class interval 48-50 and 42-44 with absolute frequencies relative frequencies of 3 and 30%. The distribution of the data, obtained that 30% of children that diversity of approaches humanistic learning in children who have low sometimes intrapersonal intelligence obtained a score of independence around average, 50% below the average score, and 20% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have a high intelligence in detail in table 9 below:

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 36 - 38 | 35,5 – 38,5 | 2 | 2 | 20% | 20% |
| 39 - 41 | 38,5 – 41,5 | 2 | 4 | 20% | 40% |
| 42 - 44 | 41,5 – 44,5 | 5 | 9 | 50% | 90% |
| 45 – 47 | 44,5 – 47,5 | 1 | 10 | 10% | 100% |
| Total | | 10 | | 100% | |

The independence of the data are classified in three classes with the absolute frequency interval, frequency, frequency and cumulative relative. Based on the above table, can be seen the highest frequency interval class is located at 42-44 with absolute frequencies relative frequencies of 5 and 50%. The distribution of the data, obtained that 30% of children are based on humanistic approach to learning in children who have a high gain sometimes intrapersonal

intelligence score independence around average, 40% below the average score, and 10% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have low intelligence in detail in table 10 below:

| Class Interval | Limit Class | Frequency | | | |
|---|---|---|---|---|---|
| | | Absolute | Komulatif (S) | Relative (%) | Relative-Kum |
| 47 – 49 | 46,5 – 49,5 | 3 | 3 | 30% | 30% |
| 50 – 52 | 49,5 – 52,5 | 2 | 5 | 20% | 50% |
| 53 – 55 | 52,5 – 55,5 | 1 | 6 | 10% | 60% |
| 56 – 58 | 55,5 – 58,5 | 4 | 10 | 40% | 100% |
| Total | | 10 | | 100% | |

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency interval class is located at 56-58 with absolute frequencies relative frequencies of 4 and 40%. The distribution of the data, obtained 10% that a child based on the child behavioristik learning approach that has gained a high score is sometimes intrapersonal intelligence independence around average, 50% below the average score.

Prior to testing the hypothesis first conducted the examination or testing of some assumptions, namely the analysis requirements include test: test of normality distribution of population using Lilliefors. and (2) its homogeneity of variance tests by using techniques of Bartlett. Test of normality made against the child's independence from the score of each group, as in the following table

The results of calculations and tests of significance index of normality (L) overall in the table 11. the following:

Table 11: summary of test result Data Normality the children's independence

| No | Group | N | $L_h$ | $L_{(t)(0.05)}$ | Description |
|---|---|---|---|---|---|
| 1 | $A_1$ | 20 | 0.09 | 0.19 | Normal |
| 2 | $A_2$ | 20 | 0.12 | 0.19 | Normal |
| 3 | $A_1B_1$ | 10 | 0.17 | 0.26 | Normal |
| 4 | $A_1B_2$ | 10 | 0.12 | 0.26 | Normal |
| 5 | $A_2B_1$ | 10 | 0.10 | 0.26 | Normal |
| 6 | $A_2B_2$ | 10 | 0.14 | 0.26 | Normal |

**Description:**

A1 = a child Group based on humanistic learning approach
A2 = a group of children that diversity of approaches to learning behavioristik
A1B1 =A child Group and humanistic learning approach that has sometimes intrapersonal intelligence high
A1B2 = child Group based on humanistic learning approach that has low sometimes intrapersonal intelligence
A2B1 = Group learning approach to diversity of child behavioristik that have high sometimes intrapersonal intelligence
A2B2 = child Group based learning approach to behavioristik that have low sometimes intrapersonal intelligence

From the table above shows that the price of Lilliefors count (Lh) on each group smaller than price Lilliefors table (Lt), so the parametric statistical analysis can be used in the analysis of this research.

To test its homogeneity of variance in this study, researchers used a test technique of Bartlett. Its homogeneity of variance tests conducted against four groups of data i.e. $A_1B_1$, $A_1B_2$, $A_2B_1$, $A_2B_2$. Thoroughly test its homogeneity of variance calculation results are summarized in table 12.

Table 12. Summary of the results of its homogeneity of variance test of four groups

| Group | $S^2$ | Combined Variance | Price B | $\chi^2_h$ | $\chi^2_{t\,(95:3)}$ | Description |
|---|---|---|---|---|---|---|
| A1B1 | 13.07 | **12.61** | **39,630** | **0,707** | **7,81** | **Homogen** |
| A1B2 | 9.38 | | | | | |
| A2B1 | 11.73 | | | | | |
| A2B2 | 16.28 | | | | | |
| **TOTAL** | **50.46** | | | | | |

The table above shows that testing of its homogeneity through test Barlett retrieved h is smaller than the table on the extent the significance of 0.05. Thus it can be concluded that the sample of the research comes from a homogeneous population, so the parametric statistical analysis can be used in the analysis of the research.

Testing the hypothesis in this study was done using analysis of variance (ANAVA). The results of the calculations concerning the independence of the child are summarized in the following table:

Table 12: summary of the results of the analysis of variance Calculation.

| Source Variansi | db | JK | RJK | $F_{count}$ | $F_{table}$ | |
|---|---|---|---|---|---|---|
| | | | | | 0,05 | 0,01 |
| Learning approach | 1 | 93,03 | 93,03 | 7,37* | 4,11 | 7,39 |
| Sometimes Intrapersonal Intelligence | 1 | 75,63 | 75,63 | 5,99* | 4,11 | 7,39 |
| Interaction (A x B) | 1 | 697,22 | 697,22 | 55,27** | 4,11 | 7,39 |
| Errors | 36 | 454,10 | 12,61 | | | |
| The total number of | 39 | 1319,98 | | | | |

Discussion of research results based on the child's independence and data description of hypothesis testing on top, can be outlined as follows:

1. The first Hypothesis

In this study it was found that there is a significant distinction between a child's independence based on humanistic approach to learning and behavioristik. A child's independence based on humanistic approach to learning, higher than the child's independence and behavioristik learning approach with a score of children's independence obtained the result value of $F_{count}$ is greater than $F_{table}$ 7.37 = 4.11 α significance level in = 0.01 ($F_{count}$ = 7.37 > Ft (0.05) = 4.11 meaning means that Ho was rejected. This is because in a humanistic approach to learning, the child is given the freedom to study and exploration of the appropriate interests, objectives and rules approved together, thus enabling the child to develop more independent through the circumstances that exist in the surrounding environment.

On behavioristik learning approach, children are unfamiliar with the deliberate environmental pengkodisian in daily learning based on the goals and rules that have been determined through various stimulus and the amplifier is always given, so that when a child is experiencing direct unconventional events that haven't experienced pernajh they tend to still require reinforcement from people around him. Therefore teachers and parents should pay attention to the difference of psychological development and independence of the child based on the teaching that has been received from the school along with the development of the physical, emotional, intellectual and social kid who hasn't been completely perfect as adults.

2. The second Hypothesis

The second hypothesis testing shows there is interaction between the learning approach is sometimes intrapersonal intelligence towards independence with a child with a score of children's independence obtained the result value of $F_{count}$ = 55.27 is greater than $F_{table}$ = α significance level at 4.11 = 0.05 ($F_{count}$ = 6.68 > $F_{table}$ (0.05:36) = 4.11 means that Ho denied. meaningful interaction between the

approach of learning and level of intelligence sometimes intrapersonal effect on tinggi-rendahnya the independence of each child.

This suggests that teachers and parents in an effort to develop self-reliance that child should consider learning approaches that are developed for children should also be fixed considering the sometimes intrapersonal intelligence of each child. Because the development of self-reliance either with or unwittingly was strongly influenced by the approach of learning. The right learning approach for the development of self-reliance are also closely linked on the respective intelligence sometimes intrapersonal.

3. The third Hypothesis

The third hypothesis testing shows that a child's independence, diversity of humanistic learning approach and behavioristik in children who have high sometimes intrapersonal intelligence have different independence with a score of children's independence obtained results the value $Q_{count}$ = 10.15 greater than $Q_{table}$ = α significance level at 3.88 = 0.05 ($F_{count}$ = $F_{table}$ > 10.15 (0.01:18) = 3.88 meaning that Ho was rejected. A child's independence based on humanistic learning approach that has sometimes intrapersonal intelligence on high, taller than a child based on humanistic learning approach.

This result tells us that the difference in the child's independence based on humanistic learning approach better than the child that learning approach based on behavioristik, as the first hypothesis is becoming increasingly relevant, although both groups of children both have high sometimes intrapersonal intelligence.

Theoretical and empirical approaches based on that, the child of humanistic learning, will be better able to survive in the new atmosphere compared to children who are learning approach based on behavioristik in terms of his ability to be independent, though with the same level of intelligence are equally high child and humanistic learning approach retains the higher independence, compared to children who are behind the learning approach is behaviotristik.

4. The fourth Hypothesis

The fourth hypothesis testing shows that, there is no difference between a child's independence based on the approach of learning behavioristik learning approach to the humanistic and both have sometimes intrapersonal intelligence is low with a score of children's independence obtained the result value of $Q_{count}$ =-4.72 smaller than $Q_{table}$l = α significance level at 3.88 = 0.05 ($Q_{count}$ =-4.72 < $Q_{table}$ (0.05:18) = 3.88 which means that H1 is accepted. Children who have low sometimes intrapersonal intelligence with humanistic learning approach background has the same independence compared with the diversity of behaviorists

## CONCLUSSION

There is research results which declared independence of the child who has the background to humanistic learning approach are higher compared to the independence of the child who is given this behavioristic learning approaches into one new input in world education that puts more pembelajara development rights – rights of the child will be able to menstimuli their independence with the better because in principle there is an interaction between the learning approach is sometimes intrapersonal intelligence and against the independence of the child , then it should identify early sometimes intrapersonal intelligence related to each child the right learning approaches and to develop his independence.

In children who both have a high diversity of approaches sometimes intrapersonal intelligence study humanistic has a higher independence, than a child learning approach based on behavioristik. Then on to the equally high sometimes intrapersonal intelligence should have used the approach of humanistic learning, because it will show the development of self-sufficiency is higher in children than with the use of behavioristik learning approach.

Between education mengedapankan pendekekatan humanist or beharvioris approach in the process of analytical study, both of which are highly berguana to support the independence of the child. It is based on the results of this research to the effect that in children who both have low sometimes intrapersonal intelligence, independence and child learning approach to behavioristik higher than those set in the approach to learning humansitik.

In general the independence is the ability that trained and developed not simply because the talent was born, so it takes someone who is able to develop it i.e. teachers. Therefore, in developing the child's independence required of a teacher who is a professional in the field of early childhood education (OLD), which is able to understand the development of children at the preschool age. ✍

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