



TEACHER STRATEGY IN GROWING INTERPERSONAL INTELLIGENCE OF CHILDREN DRUM BAND PARTICIPANTS

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Abstract

This study aims to describe the teacher's strategy in growing interpersonal intelligence of children participating in the drum band at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School. The method used in this research is a qualitative method with a case study approach. Research location in Hj. Isriati Baiturrahman 2 Semarang Kindergarten School. Research subjects that are the source of data such as teacher, trainer, and child. Data collection of techniques in this study include: observation, interviews, and documentation. Data analysis of techniques used are: Interactive. Based on data analysis, it can be concluded that the teacher's strategy in growing interpersonal intelligence of the children of drum band participants is through habituation. The teachers educate, teach, direct, stimulate, motivate, and set a good example. Drum band learning at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School is held twice a week, on Thursday and Friday. Drum band activities can train discipline, train cohesiveness, change learning patterns and habits, train leadership, train cooperation, change character, can motivate yourself, and train to socialize. In this study, it can be said that drum band learning already contains interpersonal intelligence, then drum band learning can be used as a medium to support children's interpersonal intelligence.

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INTRODUCTION

Kindergarten education or commonly called kindergarten school is one form of PAUD (early childhood education) which has an important role in developing children's personality and creativity to prepare them to enter the next level of education. In the National Education System Law Number 20 of 2003 written about government regulations on early childhood education article 1 paragraph 7, which explains that kindergarten, here in after abbreviated as kindergarten, is one form of early childhood education units in the formal education pathway organizing educational programs for children aged four to six years old.

Generally, every child has the ability of intelligence that is brought from birth, because from birth all intelligence has been in the human brain. Humans have two hemispheres, namely, left and right. The right side of the brain concerns aspects, emotions, feelings, spatial, humorous music, pattern recognition, imagination, color, and creativity. While the left side of the brain involves language expression, symbolic thinking, and logical thinking. Imbalance of stimulation on both sides of the brain will have an impact on the ineffectiveness of the brain's work. However, if childhood is stimulated properly, then the children will have positive emotions and the brain will work effectively. (Aqib, 2011: 18)

The learning strategy is a very important component for teachers to do in kindergarten school, because whether or not a learning goal is achieved depends on the strategy implemented. Through early childhood education institutions, teachers are expected to stimulate the intelligence possessed by students, one of which is interpersonal intelligence. Armstrong said that interpersonal intelligence is the ability to understand and cooperate with others. This intelligence involves many skills, namely the ability to empathize with others, the ability to organize a group of people towards a common goal, the ability to recognize and read other people's thoughts, the ability to make friends or establish contact. (Musfiroh, 2005)

According to Azzet (2014: 5), Interpersonal intelligence commonly referred to

as social intelligence, in addition to the ability to make friends or friendships that are close to friends, also includes other abilities such as handling disputes between friends, lead, organize, gain sympathy from others, and so on.

Most parents are generally less responsive to the development phase of the child. So that the potential possessed by children often disappear, just when the child begins to be ready to grow and develop. The high sense of parental ownership of the child is indeed often one of the factors that have a negative impact on the development of the child's personality. Because of the high sense of ownership, it will indirectly lead to the dependence of children on parents, that is, children have very significant difficulties to be independent. (Azzet, 2014: 3)

The development of the education world which is more focused and privileges intellectual intelligence also has a share in this matter. Based on the existing reality, nowadays we often find school-age children having extraordinary activities in their learning activities so that they don't seem to have time to play with their friends. Children find it difficult to socialize with their peers. Children tend to shut down and slow in interacting which results in children becoming lazy to get along, not confident or even vice versa, children tend to dominate and possessive. For example, when a child goes to school delivered by a parent or caregiver, the child cries because he does not want to be left by his parents or caregiver. Children tend to shut down and are slow in interacting with their peers or other people. Then, there are also children who often fight over toys because they feel it is his, even to the point of forbidding his friends to play with him. In fact, later when he has completed his study period, of course he will live and interact with others, both in the work environment and in the community.

Intellectual intelligence is indeed very important to be developed. However, social intelligence is no less important. Some studies actually show that emotional intelligence, social intelligence, and spiritual intelligence are more influential for children's success in their lives in the future when compared with intellectual

intelligence. This was said by Daniel Goleman (Azzet, 2014: 13) that it turns out intellectual intelligence only contributes twenty percent to one's success. While the 80% is very depends on emotional intelligence, social intelligence, and spiritual intelligence. Even in success in the world of work, intellectual intelligence only contributes as much as four percent. Someone who has good social skills will have many friends or relationships, is good at communicating, easy to adapt in a social environment, and his life can be beneficial for himself and others.

There are several factors that can affect a child's interpersonal skills, including peers. Children are trained to socialize and cooperate with friends. Next is the school environment, in this case the most dominant is the teacher, where teachers must always be patient so that their students can be positive. Then the other factor is playing a game that can increase collaboration with friends and can eliminate tension.

One of the strategies undertaken by the teacher or educator to achieve these factors is the existence of an extracurricular drum band. The drum band extracurricular activity was not only to channel children's musical interests and talents, but was also very beneficial for children's growth and development and balance. Balance in terms of intellectual intelligence, emotional intelligence and social intelligence. Because in a drum band game students need concentration in managing the balance of the right hand and left hand, memorizing rhythm, and cohesiveness within the group.

The objectives to be achieved in this study are to determine the teacher's strategy used in growing interpersonal intelligence of drum band participants, knowing the benefits of drum bands in growing interpersonal intelligence, as well as knowing the supporting factors and inhibiting factors in their implementation.

Previous research that is relevant to this research is the research conducted by Anisa Permatasari (2019) from the Raden Intan Lampung State Islamic University by the title thesis Analysis of Drum Band Learning Strategies in Kartika II Kindergarten II-26 Bandar Lampung, where the purpose of the

research is to find out the strategies used in drum band learning in Kartika II-26 Kindergarten Bandar Lampung, which includes learning material and learning processes. The next study was a study conducted by Ahmadun Nafix (2012) from Semarang State University by the title thesis of Drum Band Learning in Kindergarten Rosellana Pecangaan Kulon, Pecangaan District, Jepara Regency. The purpose of his research is to find out and describe how the drum band learning in Rosellana Kindergarten.

Based on the two studies above, it can be concluded that the research is more focused on the process of the drum band activity itself. While research conducted by researchers themselves is more focused on the benefits of drum bands for intelligence, especially children's interpersonal intelligence.

METHODS

The research methods in this research was a qualitative method with a case study approach. The research location is in Hj. Isriati Baiturrahman 2 Semarang Kindergarten School, which is located on Jl. Abdurrahman Saleh No. 285 Kalipancur, Ngaliyan, Semarang. The research subjects that became the source of the data were the teacher, trainer, and children of drum band participants. Data collection techniques in this study includes observation, interviews, and documentation. The data analysis of technique used is an interactive analysis model. According to Miles and Huberman in Sugiyono (2010), the activities in qualitative data analysis are carried out interactively and take place continuously until they are finished, so that the data is already saturated.

RESULT AND DISCUSSION

Based on the results of the study, the data obtained from observations about the teacher's strategy in growing interpersonal intelligence of the drum band participants children is by doing or applying the habitual behavior when the drum band learning process is in progress, from the beginning of the preparation until the learning is completed.

In the implementation of drum band learning activities, it was seen by the strategy taken by the teacher in developing interpersonal intelligence of the drum band participants children is to train discipline. Children are trained to be more disciplined in coming on time so that activities can run smoothly. The teacher also teaches children to make a line when they are in line to take their respective tools, so that children do not fight over. The teacher teaches the child to be able to listen instructions given by the trainer. Then train compactness, which is when the child hits or sounds each tool must be done together. So that, the punch can sound compact, the coach uses the demonstration method by singing counting. It can also train children's cooperation. Without cooperation, compactness will never occurred. When children practice hitting instruments, counting singing methods are used. This is one form of cooperation carried out, so that the results of the blow into a harmony. The teacher also accustoms the child to work together to return the drum band to its original place after learning is finished. Next is to train leadership, by training children to become majorors. Mayoret has the duty to lead the group exercise from starting, controlling the song to ending the song.

Based on data observation and interviews too, drum band activities have very good benefits in growing interpersonal intelligence of children. Here are the following good benefits.

1. Practicing discipline

In drum band learning is done together and cannot play alone. For this reason, students are trained to be more disciplined in coming on time so that the activities run smoothly. In this case the drum band can indeed train children's discipline. Evidenced by the child's interest in drum band music, so children are more excited and go to school early. Discipline is one of the basic needs of children in order to form and develop a healthy character. The goal is that children can be creative and dynamic in developing their lives later on. Parents and teachers always think of the right way to implement discipline for children from toddlers to childhood and into adolescence. It aims to direct children to learn about good things that are preparations for adulthood, when

children are very dependent on self-discipline and shape behavior in such a way according to the roles specified (Mufidah, 2012).

2. Practicing Compactness

In drum band games, of course, in addition to discipline it also requires solidarity. When a child starts learning the drum band, he inevitably demands to be compact. As in rhythmic learning in songs, children are also required to be compact with their other friends. In the drum band game there is nothing more prominent but compactness becomes the added value besides the pattern of the game being played. Also in playing the song, they are required to be compact so that the song sounds good and compact during the performance. By learning it is hoped that students can manage their sensitivity to other people's feelings, be able to understand situations and be able to interact with other people.

3. Changing Learning Patterns and Habits

Changing learning patterns and habits can certainly be done by following the learning of drum bands. Drum band learning can change learning patterns and habits, because children who used to do all the work irregularly or arbitrarily then the habit began to be trained so that it turned into good. In the drum band game children are trained to learn more orderly. Like students must be orderly when in line, when it's time children must display. In addition, children must play songs according to the rules, starting from the rhythmic pattern, as well as the proper order of songs.

4. Practicing Leadership

Drum band activities are activities that can teach how to lead and be led. Everyone has the potential to become a leader. A leader is not born just like that, but before going through various training processes and learning to become a leader. In drum band learning, the attitude of leadership is crucial for the group to work. Drum band activities can train leadership, it can be seen in students who act as mayorists. In the drum band activities, the major is assigned to lead the group practice from starting, controlling the song to ending the song. Leadership in essence can be trained. One of them is trained to become a major. By being trained as a major, the child will

become accustomed to leading in the front. The soul of this leader will be very beneficial for himself and the members in the future in his work, because he can be a strong leader and can act fairly and honestly, so that they are respected by their members.

5. Practicing Social

Humans are social creatures who cannot live without other humans. Therefore training children to socialize from an early age is very important so as not to be shocked in the community life later. In drum band games, children are also trained to socialize. This can be seen clearly during practice, besides they are demanded to be compact, indirectly they are also trained to socialize with their friends, because the drum band activities are played by many people, not done alone. By gathering, it is hoped they can learn to interact with other people. The characteristics of children with the ability to socialize the category are having the characteristics of wanting to play in groups, sometimes dare to lead their friends while praying, sometimes playing with all friends, patiently waiting for their turn when marching to class, not replying to hit when beaten or bullied by a friend, sometimes share food that is owned by a friend, sometimes disturbing friends who are playing, able to lead friends in their groups and share the tasks that must be done, children say and answer greetings, answer questions from the teacher with polite, and children are grateful if they get something from others (Anapratwi, et al, 2013).

6. Practicing Cooperation

Playing a drum band is certainly not an individual game, in this game other than being demanded for cohesiveness, players are also required to be able to collaborate with all members, because the drum band is a large group consisting of many people. They all must be able to collaborate with others, if they cannot collaborate, this can be ensured that the drum band activities will not go well. The ability to cooperate is what will be very useful for training children in building relationships between people and establishing harmonious cooperation between them. So that every problem that

appears can be solved together. Collaboration can be trained through drum band learning. When playing the drum band, the children usually ask each other questions when there is something unknown, and they usually teach each other to cover up their weaknesses. It is certainly very good for children's interpersonal development. And it is hoped that the use of children's drum band media can bring great benefits to increase collaboration until the child jumps into the community later. Collaboration is learning in small groups where students learn and work together to achieve optimal goals. This condition can encourage students to learn, work, and be responsible until goals can be realized (Umaroh, 2012).

Interpersonal intelligence is anything that takes place between two or more individuals, characterizing the processes that arise as a result of the interaction of individuals with other individuals. Interpersonal intelligence 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 around them. According to Armstrong (2002) interpersonal intelligence is the ability of a person to work together with other people, the ability to interact with others.

The teacher's strategy in growing interpersonal intelligence of children participants in drum bands, especially in Hj. Isriati Baiturrahman 2 Semarang Kindergarten School is held regularly. The school implements an extracurricular program every Thursday and Friday. Drum band learning is taught for one full semester. Extracurricular selection itself is based on children's interests. The drum band extracurricular is specifically for kindergartner B. The extra drum band teacher is not a permanent teacher, but an additional teacher who really masters in the field of drum band music.

Based on observations made by researchers, children can follow the drum band activities well. The children were very enthusiastic in following the drum band activities. This can be seen from the many children who pay attention and look cheerful during the drum band activities. The material

taught is also quite easy so that children can follow it well.

Interpersonal intelligence must be taught as early as possible, because interpersonal intelligence is very important as a provision to undergo the child's golden age. Habit that is done every day will shape the child into a better person. Familiarizing children to apply the attitudes contained in the learning of the drum band in everyday life can change the behavior of children to behave like the value of interpersonal intelligence.

The interpersonal intelligence is implemented through an extra drum band. There are attitudes that reflect children's interpersonal intelligence such as discipline, cohesiveness, cooperation, leadership, and social interaction in the drum band activities. With these benefits in drum band activities, the learning of drum bands can be used as a medium to support children's interpersonal intelligence. This is in line with the opinion of Sri Sultan Hamengkubuwono IX (Noor Wahyudi, 2002: 20) drum band activities are a combination of sports and art, these activities contain various positive aspects in personal coaching where one prominent aspect is the fertilization of togetherness, the form of togetherness in games drum band is seen from the compactness in playing percussion instruments.

The research has been done by researchers can be said that the learning of drum bands already includes interpersonal intelligence. Habit that is done every day will shape the child into a better person. The habit is carried out by accustoming the child to apply the attitudes contained in the drum band's activities into daily life. Then the drum band media can indirectly change the behavior of children to behave in accordance with the interpersonal intelligence character contained in the drum band's activities.

Based on the results of the study, there are factors supporting and inhibiting the learning of drum bands, including;

a) Supporting Factors

Factors that support drum band learning include: (1) the availability of hall and field facilities to practice the drum band in front of the school yard with other supporting facilities such

as drum band equipment complete with drum band clothes, (2) most parents who have children go to Hj. Isriati Baiturrahman 2 Semarang Kindergarten School, enough attention to the smooth running of drum band activities is proven by supporting her children to learn drum bands and contributing funds for smooth learning, (3) school residents both principals, teachers, employees, and students all support the implementation of drum band learning activities at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School that was proven when the drum band learning took place all helped to install the drum band musical instrument on the students, guide and supervise students, (4) kindergarten students Hj. Isriati Baiturrahman 2 Semarang is very enthusiastic to learn drum band music and, (5) the school is able to bring in teachers from outside, so all of that supports the drum band learning process to support the interpersonal intelligence of children at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School.

b) Inhibiting Factors

Factors that hamper drum band learning include: (1) Poor student interest, with the presence of one or two students who only join in can influence students who really want to practice. Those who are less interested sometimes just sit around talking to themselves, and disturb their friends who are learning drum bands, (2) Weather and climate conditions, which sometimes do not support the drum band learning to be carried out outside the classroom, if the weather shows that it will rain the students cannot be invited out to learn the drum band, (3) time limitations of course, then students are sometimes difficult to manage, there are also students who sometimes cry when learning takes place, students' abilities are different so that it can hinder the learning of drum bands to support the interpersonal intelligence of kindergarten children Hj. Isriati Baiturrahman 2 Semarang, and (4) physical factors of a child who is easily tired and makes the enthusiasm of his training reduced, so that makes the child unfocused and cooperation is not intertwined.

CONCLUSION

Based on the results and discussion, it was generally concluded that the teacher's strategy in fostering interpersonal intelligence of children participating in drum bands at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School is good, that were, teachers educate, teach, direct, stimulate, motivate, set an example, and practice good habits for children so that children have good interpersonal intelligence. The following are specific conclusions: (1) the teachers trains children to get into a disciplined attitude by coming on time so that the activity runs smoothly, (2) the teachers teaches the habit of making a line while in line taking their respective tools so as not to scramble each other, (3) getting used to children to always focus on listening to the cue or instructions from the trainer, (4) getting used to working together in hitting the instrument so that it sounds compact at the same time by singing counting, (5) getting the child to dare to lead by training to be a major, (6) the teacher also accustoms the child to work together to return the drum band to its original place after learning finished.

Drum band learning at Hj. Isriati Baiturrahman 2 Semarang Kindergarten School was scheduled twice a week, on Thursday and Friday. There are several advantages of learning drum band such as students can improve discipline, practice cohesiveness, change learning patterns and habits, train leadership, train cooperation, change character, be motivated yourself, and practice socializing.

Supporting factors in learning drum band to support children's interpersonal intelligence in kindergarten Hj. Isriati Baiturrahman 2 Semarang, among others; (1) it has extensive space facilities and a complete drum band tool, (2) all school members who support drum band learning (3) the role of parents who also support, (4) students are very enthusiastic about learning music and, (5) schools are able to bring in teachers from outside, so that all of them support the implementation of drum band learning to support children's interpersonal intelligence in kindergarten Hj. Isriati Baiturrahman 2 Semarang. In addition there are various

inhibiting factors in drum band learning to support children's interpersonal intelligence in kindergarten Hj. Isriati Baiturrahman 2 Semarang, among others: (a) time limitation factors, (b) students are sometimes difficult to manage, (c) students sometimes cry when learning takes place and, (d) students' abilities are different so that it can hinder drum learning a band to support children's interpersonal intelligence at kindergarten Hj. Isriati Baiturrahman 2 Semarang.

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