



Developing Intrapersonal Intelligence through Technique “Make-Believe Play” to Foster Young Children Character Development

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Abstract

This study aims to develop intrapersonal intelligence in realizing the characterized of early childhood learning through the technique of “make-believe play”. Meanwhile, the focus of the problem is how to optimize the intrapersonal intelligence by using these techniques. This study was a classroom action research, followed by small experiments to see the effectiveness of actions taken. Subjects of this study were 24 children aged 5-6 years old, in Al-Muhajirin kindergarten Bengkulu City. Selected activities in developing the character is the technique of “make-believe play” in the classroom. The research data obtained were processed using a percentage. The analysis showed that the application of “make-believe play” in learning, can develop intrapersonal intelligence in an effort to make characterized early childhood.

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INTRODUCTION

Developing character education in early childhood is an effort that is appropriate and essential to lay the foundation for further growth and development, therefore, the Government has given serious attention to include it explicitly in a separate article (Article: 28), Law System Education No. 20 of 2003, whereas in Article 1, point 14 stated that "A development effort aimed at children from birth to age 6 years through educational stimulus to promote the growth and physical and mental readiness of the child to have entered the educational more information. This is a manifestation of that has been mandated by the 1945 Constitution, the nation's intellectual life.

The Birth of Law number 20 of 2003 also complements a No. Constitution 23 of 2002 on Child Protection which is also confirmed as that every child has the right to education and learning in the context of personal development and level of intelligence in accordance with the interests and talents (article 9, paragraph 1).

The intelligence of children have a high ability to help deal with the problems experienced in his life. Actually, intelligence has been owned by a child from birth and need to be developed through a variety of stimulation provided continuously until adulthood, as it will provide great benefits for the children themselves in the next life in everyday society. In line with this, comes a new theory of Howard Gardner on multiple intelligences the view that children have multiple intelligences, which include (linguistic, visual spatial, logical-mathematical, kinesthetic, natural, interpersonal, intrapersonal, musical, and spiritual). The theory has been aware of how many each child has a real chance to be great according to his field. Furthermore, Gardner suggests that intelligence is (1) the ability to solve the problem: (2) the ability to generate new problems to be solved, (3) the ability to create something or pay tribute to someone (<http://www.Infed.org/thinkers/gardner.html>, downloaded on May 3, 2012).

What matters now is «How to develop intelligence efforts to optimize early childhood?" In this study focuses on intrapersonal intelligence, because intelligence is closely related to the character development of the child's personality, in line with the program being promoted by the Government at every level of education in Indonesia.

Moreover, as we witnessed a phenomenon that occurs frequently in Indonesia, which showed low intrapersonal intelligence has among

others: the fragility of social solidarity between the members, mutual suspicion, no respect, no trust, no discipline, no responsibility, selfish individual interests above the interests of the people. Conflict occurred between tribes, races, and religions. Conflict between students, between communities, and so on. More ironic is the moral and religious values are not used as a guide in everyday life.

The fact also shows as well informed through the daily newspapers compass (10 July 2010) and television media, that sexual abuse in early childhood, whether committed by children under the age of adulthood, or by adults themselves even by their own parents. early children have dared to parents, so parents physically abused such as ironing, and burn it, eventually died, and many other cases.

Facing the future of early childhood as the next generation of development in various aspects, and so protected from the violence of the outside (external) of the children, is also needed to develop the character of learning is primarily concerned with moral values and religious values in themselves (internal) since early childhood.

The results of observations on one of the Kindergarten (Al-muhajirin) in the city of Bengkulu, obtained information that already exists for the development of intelligence efforts, but the teachers feel difficulty in choosing appropriate methods or techniques and fun activities for teaching learning, due to the limited ability of teachers to develop play activities appropriate to their level of development and grow early childhood at any age service, therefore, teachers feel the need for assistance/donations innovative thinking, particularly in determining the activities of play in early childhood as an effort to develop intellect and character formation of the child, to realize the environmental quality of graduates in kindergarten al-muhajirin better.

On the basis of anxiety experienced by the teachers, this study focuses on the formulation of the problem: "How to develop intrapersonal intelligence in teaching learning to realize the character in early childhood through make-believe play techniques"? The choice of make-believe play as one of the solutions in developing intrapersonal intelligence to realize the character in early childhood, because it is based on theories proposed by Piaget and Smilansky in Dockett and Fleer (1999:59-60) on the stages of play in early childhood, asserts that the techniques make-believe play or dramatic play called also very important in developing social skills and emotional, cognitive, and intellectual creativity

of children, also further stated that with the play activities of children can develop the ability to solve problems, study shows the role that can be received an environmental social skills, honest, responsible, able to adjust with peers, social groups in society in accordance with the values or norms. Therefore, the objective of this study is to develop intrapersonal intelligence in realizing the characterized early childhood, through the technique of "make-believe play" in learning

RESEARCH METHOD

The method used in this study is action research methods (classroom action research) the model of John Elliot. Classroom action research is research that is reflective to perform certain actions, in order to improve and or enhance the practices of professional learning in the classroom. Nc. Niff (1992) suggested that a class action research goal is to enhance or improve the practice of learning to be more effective. In Handbook in Research and Education, suggested that action research aims "to develop new skills or new approaches and solve problems with direct application to the classroom or world setting". In this study, an improved system of learning is related to the application of make-believe play in the classroom, which is used by teachers to develop intrapersonal intelligence to realize that characterized early childhood, kindergarten in Al-muhajirin Bengkulu City. Once research is completed action, followed by testing the effectiveness of the field through a simple experiment using a model of "One-Group Pretest-posttest design".

The subject of this study were kindergarten children of Al-muhajirin in the age range for more or less 5-6 years old children. The number of children selected were 24 children. While the role of researcher acted as the design of actions, the instructor in preparing the learning scenario, set to be used in the assessment of learning, as an observer in the implementation of the action. In addition, researchers assisted by two teachers as an observer, to help observe the interaction between children in the learning process during the procedure, as inputs for subsequent learning process. sources in this study are: the ability of teachers in designing and implementing learning by applying the technique make-believe play, children in learning activities to develop intrapersonal intelligence, according to the indicators to be achieved by each child in learning, and assessment used to measure target.

Data analysis technique was by quantitative

and qualitative method. Quantitative was on learning outcomes, which were processed and analyzed descriptively using percentages while, the qualitative was about the learning process which analyzed inductively with the «flow analysis» (Borg and Gall, 1989:26-27). Of both types of analysis (quantitative and qualitative) will be integrated to produce meaningful conclusions.

RESULTS AND DISCUSSION

The experiment was conducted in 2010-2011 academic calender, beginning with the pretest or initial assessment prior to implementation of the action. Then, the implementation of action include two cycles and each cycle consisting of three meetings.

Intrapersonal intelligence indicators were observed in each cycle such as: self-confident, independent, following the agreed rules, discipline, courtesy, show a sense of caring and responsibility. While, the techniques of make-believe play performed by children playing. There are three titles are: "I like school", "boarding school girl" and "defenders of the nation and my religion."

The results of the initial assessment

The first action was conducted by the initial assessment of the child's intrapersonal intelligence before being implemented action research. The result showed that the intrapersonal intelligence of the children is still relatively low, it is envisaged based on the average of the three assessors ($P1 = 1.40$, $P2 = 1.42$, $P3 = 1.43$). Based reliability, describing the third rater consistency is high ($r_{xx} = 0.965$).

Description of the First cycle

Based on intervention measures in first cycle, the following are the results of each indicator intrapersonal intelligence, which suggests that learning is implemented by using make-believe play, to develop early childhood Intrapersonal intelligence. Capability can be seen in the following Table 1.

Based on the Table 1, it can be explained that early childhood learning used the technique of make-believe play can develop intrapersonal intelligence of children. These result can be seen from the observation through learning activity at a meeting, the aspect of self-confidence, independence, and discipline to follow the rules indicate the similarity of achieving the criteria of "good", as much as 8%, at a meeting of 2 increased to 17%, and at the meeting to 3

Table 1. The observation of Intrapersonal intelligence in learning the technique of make-believe play in Cycle 1

Intrapersonal intelligence aspects	criteria	Respondents					
		Meeting 1		Meeting 2		Meeting 3	
		F	%	F	%	F	%
Confidence and independence	Good	2	8	4	17	6	25
	Enough	8	33	12	50	13	54
	Less	14	59	8	33	5	21
Following the disciplinary rules agreed	Good	2	8	4	17	6	25
	Enough	8	33	12	50	13	54
	Less	14	59	8	33	5	21
Courtesy polite in action	Good	6	25	7	29	10	42
	Enough	14	58	15	63	12	50
	Less	4	17	2	8	2	8
Responsible	Good	10	42	12	50	13	54
	Enough	12	50	10	42	9	38
	Less	2	8	2	8	2	8
Show his concern	Good	2	8	4	17	6	25
	Enough	8	33	12	50	13	54
	Less	14	59	8	33	5	21

increased to 25% of all children in the classroom. Furthermore, as many as 33% of children who reach the criteria of "sufficient" at the meeting 1. At the meeting of 2 increased to 50% and at a meeting of 3 increased to 54%.

For the aspect courtesy police in action in the first act at the meeting, children who reach the criteria of "good", as much as 25%, at a meeting of 2 to 29%, and the act of 3 increased to 42% of all children in the classroom. Furthermore, as many as 58% of children who reach the criteria of "enough" in the first meeting, the meeting of 2 to 63% while at the confluence of three children who reach the criteria of "enough" 50%. Responsibility aspects, shows that children achieve well at meeting 1 reached 42%, meeting 2, meeting 50% and 3 reached 54%, while for the aspects of a sense of concern at the meeting of 1 indicates either 8%, 2 meeting, to 17% and at the meeting of 3 increased to 25%.

At each end of the meeting on the first cycle, was held to discuss the reflection with collaborator weaknesses encountered during the observation and produce recommendations that will be followed up/repared at a second meeting, and so on, until the end.

Description of the Second Cycle

Observations on two cycles can be presented in the following Table 1.

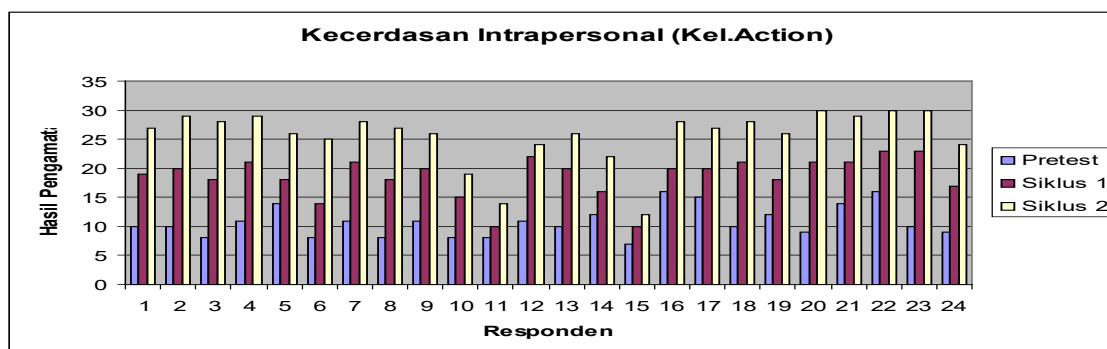
Based on the Table 2, it can be explained that learning to use the techniques make-believe play children can develop intrapersonal intelligence. It can be seen from the observation of learning activities to aspects of self-confidence, independence, and discipline to follow the rules indicate the similarity of achieving the criteria of "good", as much as 42%, at a meeting of 2 increased to 50%, and 57% and at the meeting to 3 increased to 54% and 63% of the total children in the classroom. Furthermore, for the courtesy aspect of the act, showing the results as much as 58% of children received either criterion, the first meeting, and meetings 2 to 63% of children get a good criterion. For the aspect of responsibility, the child who gets good at meeting criteria 1, 58% to 3% in the second meeting and the meeting to 3, to aspects show his concern the first meeting showed either 42%, meeting 2, to 57% and at a meeting 3 increased to 63%.

The final assessment

After the completion of the action research activities, then held posttest/final assessment with the results showed that intrapersonal intelligence of children classified as "good", it is reflected from the average of the three assessors, namely: (P1 = 2.73, P2 = 2, 72, and P3 = 2.72), based on the calculation of reliability between raiter, describing the third

Table 2. Observations Intrapersonal intelligence in learning the technique of make-believe play in Cycle 2

Intrapersonal intelligence aspects	criteria	Respondents					
		Meeting 1		Meeting 2		P Meeting 3	
		F	%	F	%	F	%
Confidence and independence	Good	10	42	12	50	13	54
	Enough	12	50	10	42	9	38
	Less	2	8	2	8	2	8
Following the disciplinary rules agreed	Good	10	42	13	57	15	63
	Enough	12	50	11	43	9	37
	Less	2	8	-	1	-	-
Courtesy polite in action	Good	14	58	15	63	15	63
	Enough	8	34	8	34	9	37
	Less	2	8	1	4	-	-
Responsible	Good	14	58	15	63	15	63
	Enough	8	34	8	34	9	37
	Less	2	8	1	4	-	-
Show his concern	Good	10	42	13	57	15	63
	Enough	12	50	11	43	9	37
	Less	2	8	-	1	-	-

**Figure 1. Histogram increase Intrapersonal intelligence in children with learning using the technique “make believe play”**

rater consistency rating of high ($r_{xx'} = 0.996$). Thus, it can be informed that the average increase children's learning outcomes, after using the make technique believe play in early childhood learning.

The effectiveness of the action (From Mean Difference)

The results of action research that has been noted above was testing the effectiveness of the action. The result of actions carried out by testing the mean differences (t-test) between the results of the initial assessment prior to implementation of the action, with a final assessment after the act of learning by using the make technique believe play, to develop intrapersonal intelligence, obtained by t-test calculation results of the

observation scale of intrapersonal intelligence in the child's learning by using the make technique believe play, which is at a significance level of 0.05 (95% confidence level) and the degrees of freedom (df) 23, obtained t count (-15.40) whereas t-table with the same significance and df, obtained 2.068 t-table. There is a significant mean difference between before and after done actions in the learning, the aspect of self-confidence and independence, following the agreed rules, discipline, courtesy polite in action, showing a sense of caring and responsibility.

The following is a presentation between the increase in the initial assessment with the final assessment, which is displayed in the histogram on the Figure 1.

The visualization above shows an increase

of the whole subject of research, the development of intrapersonal intelligence. The improvements from one child to another, according to its potential, and support from various parties in the child's environment.

Factors that support and hinder the learning by using the make-believe play technique.

Based on the results of the implementation of measures and analysis in both quantitative and qualitative, can be put forward supporting factors and constraints in implementing the learning by using the make-believe play, in an effort to develop an early children intrapersonal intelligence, kindergarten in Al-Muhajirin Bengkulu City that:

Supporting Factor

Internal factors of children include: (1) The ability, enthusiasm, high curiosity of children as research subjects in the study, can be observed from the start to the second meeting, children who are always proposed to implementation the make-believe play techniques (2) sense of fun and interest son of figures which will be played (3) The spirit of children to play is quite high, so the techniques make-believe play as if they were playing, when in fact learned. (4) Children class B3 (the study) included children who "active, creative, and spirit".

External factors divided into: (1) The support of the Head of kindergarten places conducive to research, and active participation of teachers in particular collaborator 1 and 2 are accompanied during the study from start to finish (2) Good cooperation and harmony among the teachers with the researcher, so the advice and input to support the implementation of learning (3) high motivation and spirit of collaborator 1 and 2 to improve the quality of learning, so learning is always eager to make innovation by supporting the intervention action. (4) support and cooperation of parents of children with a pretty good school, and give full attention to their children's education in accord with school programs.

Inhibitors Factor

Factors which have obstructed the implementation of learning by using the make-believe play are: (1) The limited time available to implement the curriculum demands and expectations of parents, so learning to use these techniques, carried out only certain times only. (2) Limitations of the required means and media in learning.

CONCLUSION

Based processing, analysis, and discussion of research findings in advance, in general it can be concluded that the "make-believe techniques can develop intelligence Intrapersonal play in early childhood kindergarten in al-muhajirin city of Bengkulu, as depicted on the outcomes of learning as an instructional (instructional effects) in terms of confidence and independence, following the agreed rules, discipline, Courtesy polite in action, show his concern and responsibility, which is as much as 63% of all children in the class to learn the results obtained with the criteria of "good", and 37 % reached the criteria of "Enough" Furthermore, the study of the impact natural (natural effects) in the intrapersonal dimension, can be displayed in the daily activities at school, such as awareness and knowledge about themselves, patiently waiting their turn, defendant, and may determine their own choices. There are several factors both for and inhibit the implementation of learning, both internally and externally.

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