

Outbond as the Basis of Multiple Intelligences Learning Activity

Yulvia Sari^{1✉}, Joko Sutarto², Hartono²

¹ IKIP Veteran Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstrac

Every children has various kinds of intelligence. As they get older, their intelligence also has been developed . In this case, It is necessary to provide proper stimulation. So on their intelligence can be optimally developed. One of effective stimulation is outbound activities. Through outbond activities, children will be stimulated their bodily-kinesthetic intelligence, intrapersonal intelligence, and naturalist intelligence which are needed by them when interacting with their surroundings. The aim of this study was to analyze intepersonal, bodily kinestic intelligence, and naturalist intelligence of children in outbond activities that has been held in PAUD (TK B) Alam Ar Ridlo Tembalang Semarang. The approach of this study was qualitative. The collected data was carried out through observation, interview, and documentation. The data was validated through data source triagulation, theory triagulation, and triagulation of review information. To analyze data, this study used three techniques, 1) data reduction, 2) data presentation, and 3) conclusion and its verification. This study that was held in PAUD (TK B) Alam Ar Ridlo Tembalang Semarang shows that outbond activities can stimulate children's interpersonal intelligence, bodily-kinesthetic intelligence, and naturalist intelligence.

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✉ Alamat korespondensi:
Jl. Pawiyatan Luhur I, Bendan Duwur, Gajahmungkur, Kota Semarang,
Jawa Tengah 50235
E-mail: nesyanayranadine@gmail.com

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INTRODUCTION

Every child is intelligent and they are born with various kinds of intelligence. Various intelligences are referred to nine multiple intelligences, including: linguistic intelligence, mathematical logic intelligence, spatial visual intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existence intelligence (Gardner, 2013 : 21-47).

Multiple intelligence in children requires proper stimulation in the right time. This is commonly called as the golden age, where a child has enormous potential to develop and at this time 90% of the physical brain of a child has been formed (Maimunah, 2010: 30). At the age range of 3-4 years to 5-6 years, children begin to enter pre-school period which is a period of readiness to enter actual formal education in elementary schools (Ahmad, 2011: 49).

One of the formal type of Early Childhood Care and Education in Indonesia based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 28, paragraph 3 is kindergarten that arranges programs for children aged 4-6 years. Early childhood education is an effort in coaching children from birth to the age of 6 years which is carried out by giving an educative stimuli to help them in growing and developing their physical and spiritual capabilities, so that children have readiness to enter further education (Ika Rochmawati, Joko Sutarto & Catharina Tri Anni, 2017: 148)

An effective learning process in kindergarten is a learning process when children can be prioritized as the main subjects both in classroom and outside classroom. During the learning and teaching activities, a proper planning management that children will adapt with their class environment is needed, exactly from the first day of school (Jullie William, 2008: 64). Through this good class management like this, learning process will be successfully conducted. The strategy that will help this learning process is with separating the children

into some work groups that each group has its own task.

Early Childhood Care and Education is essentially a concrete curriculum development in the form of a set of plans which contain a number of learning experiences through play that are given to early childhood kids based on their potential and developmental tasks that must be mastered in order to achieve their competencies (Sujiono, 2011: 148). There are several principles of early childhood learning process that teacher must consider, such as: (1) Children learn from reality (real learning), (2) Children learn what they have been taught (authentic learning), (3) Encouraging children to be directly involved in every process (hands on experiences), (4) Children learn to do something (Learn by doing) , (5) Learning is based on enjoyment (enjoyment), (6) Learning is challenging (challenging), (7) Not separating children from their playing needs (playful) (Haenilah, 2015: 85).

In formal education institution, especially for Early Childhood Care and Education (ECCE), learning success is influenced by many factors, one of which is the teacher ability to create and design conducive learning activities which are properly fit with children's lives. Activities that are arranged by the teacher should give a pleasant atmosphere. In this case, a teacher can bring a success in teaching if he can conduct such a good and proper atmosphere for children based on the principal of LAICEF (Learning, Active, Innovative, Creative, Effective, and Fun) or in Indonesian we commonly called it as PAIKEM (Gandes Nurseto, Wahyu Lestari and Hartono, 2015). In conclusion, a learning strategy that can be followed by children during their stages of growth and development is needed. A comfortable and pleasant atmosphere of learning and playing by utilizing natural objects around also should exist. In this point, every kinds of intelligence children have should be considered in making of this learning strategy.

Learning by observing multiple intelligences of children is fundamental to the success of learning itself. Activities that are

typical for children can be developed through a form of multi-plurality collaboration activities (Hartono, 2012: 1). Multiple intelligences support balance and harmonization of children's physical and psychological development in life (Sagaf Faozata Adzka, Sunarto, Hartono, 2016: 88). Learning by paying attention to multiple intelligences of children will provide stimulation and supplementation for children, which is very important for the successful of learning.

Learning strategy that always pays attention to this multiple intelligences of children will be more optimal when It uses outbound strategy or out of class activities with its playing concept. Since children love playing activities, especially outside classroom, this concept will bring curiosity and excitement to them. Thus, learning strategy that pays attention to multiple intelligences and outbound based is very good for their development and growth in this early childhood stage.

Outbond learning is a learning model where almost 90% of activities are carried out by interacting with nature without any restraints. In this learning process, children are taught to build emotional bonds between individuals by creating the pleasure of learning, establishing relationships, and influencing their long-term memory to understand about materials that have been learned. There are three important aspects in nature, i.e: (1) Nature is the scope to rediscover our identity collectively and reconstitute our social life, (2) Nature is the scope that can be explored, (3) Educator has a role in the location of activities is held (Vaquette , 1938: 67).

Learning strategy that always pays attention to this multiple intelligences of children will be more optimal when It uses of outbound strategy or out of class activities with its playing concept. Since, children love playing activities, especially outside classroom, this concept will bring curiosity and excitement to them. Also learning strategy that pays attention to multiple intelligences and outbound based is very good for their development and growth in this early childhood stage. Through those conditions, this research focuses on educational

institution that arrange natural environment as a basis for its learning program.

In this contex, writer points out that there is a needing research about the implementation of outbond learning and its strategy that focusses on multiple intelligences of children that are held by educational institution. This institution is commonly called as green school, which nature is also the basis of its learning program.

The results of the preliminary study showed that PAUD Alam Ar Ridlo was chosen as the research subject because the main aspects of learning in this green school were mostly done outside the classroom or outdoor so that children's mobility was dominant in their activities. So on, Learning by combining bodily-kinesthetic intelligence, interpersonal intelligence, and natural intelligence in outbound learning could be maximized. In general, PAUD Alam Ar-Ridlo had a good curriculum system, but the learning strategies used by the teachers in it were still likely to be teacher centered. This condition was a major problem faced and should be solved by the teacher so that outbound based multiple intelligences learning in PAUD Alam Ar Ridlo Tembalang Semarang could give an optimal result.

The aim of this study was to analyze interpersonal intelligence, bodily kinesthetic intelligence and naturalist intelligence found in outbound activities at PAUD Alam Ar Ridlo Tembalang Semarang.

METHODS

The approach of this study is a qualitative. The study was conducted at the PAUD Alam Ar Ridlo Tembalang Semarang starting in March 2017 - April 2017 and continuing in October 2018. Data sources in the study were divided into: 1) primary data sources collected directly by researchers through interviews, namely Head of PAUD Ar Ridlo Tembalang Semarang and teachers related to outbound learning and observations, 2) secondary data sources in the form of tangible data documents on demographic, geographical, number of students,

number of teachers, condition of students' parents. Data collection uses interview, observation and documentation techniques. Data validity test uses data triangulation, theory triangulation and review information. Data analysis techniques used qualitative analysis with three main components in the data analysis process, such as: 1) data reduction, 2) data presentation and 3) conclusion and verification (Milles and Hubbrerman, 1992: 16).

RESULT AND DISCUSSION

Process of Outbound Learning based on Multiple Intelligences Planning

The results of the study showed that Outbound based Multiple Intelligences learning planning at PAUD Alam Ar Ridlo which had been prepared by the Teacher made the annual program then developed into a semester program and reduced into weekly or weekly activity units. From weekly it could be made into daily activity units whose references led to outbound based multiple intelligences learning.

Weekly planning or weekly there are several sequences that must be considered by the teacher. The weekly making sequence includes: (1) Determine the effectiveness of learning time according to: education calendar and school holiday schedule. (2) Activities that have been compiled in the web spider are disseminated into peer activities in one theme. (3) One learning activity must not be disconnected by rest activities or the other. (4) Identify the academic elements (aqidah, worship and mapel competence). (5) For kindergarten, an academic element is identified according to the child's growth and development.

After making the weekly planning, teacher will make a daily planning or it is commonly called by daily. In the making of daily program, there are several sequences that teacher should consider of, including: (1) Write down the purpose of learning activities that are planned in weekly. (2) Establish teacher instruction strategies: activities that have been arranged in weekly are determined which activities are full mentoring, which are partial

and which are independent activities. (3) Make steps for the activity. (4) Make preparations needed by the teacher: tools and materials, resources, materials for discussion. (5) Make preparations needed by students: tasks that must be taken or prepared from home. (6) Collect the student artifacts or portfolios into an organizer that has been prepared for each student. Then, Daily or daily planning should be submitted to the principal, so on he can check and analyze according to the needs of the child. When it is approved, the teacher seeks the availability of tools and materials and prepares the facilities and infrastructure this plan needs.

Multiple intelligences learning process that was carried out through outbound activities at PAUD Alam Ar Ridlo was held structurally and based on the previous plan teacher had made. Learning should consist of stages, initials, main ingredients, and conclusions (Muhammad, Rohidi and Hartono, 2017: 1) This pattern and concept is applied so that potential, development and growth can be monitored and optimized at the same time. This structured and programmed learning at the same time trains sensitivity to teachers towards students. This is implicitly a mandate of education carried out by the teacher and supported by the environment (Sania Mariant Sari and Hartono, 2016: 19).

Multiple intelligences learning process that was carried out through outbound activities at PAUD Alam Ar Ridlo was focused on three intelligences, there were bodily-kinesthetic intelligence, interpersonal intelligence, and natural intelligence. All learning activities that were based on these three intelligences were also run as expected, although sometimes there were one or two children who couldn't able to maximize in one of their intelligences. According with Gadner's statement, if there are children who have not been able to maximize in one of their intelligences, the teacher has to immediately provide a direction and guidance to them. Moreover, the teachers also conduct evaluations regarding steps that have been done, are doing, and will be done. This evaluative pattern makes all children always monitored well in the learning process, especially multiple

intelligences learning conducted through outbound activities. Bodily-kinesthetic intelligence, interpersonal intelligence, and natural intelligence became the focus of outbound activities in PAUD Alam Ar Ridho because with the age of children who were still 4-6 years old. So on, the development of movement (health and agility), response to social, and response to nature are very important. For this reason teacher must prepare character education ranging from planning, implementation, to evaluation (Normalita and Hartono, 2016: 2). The hope is, when the children are at home, they can adapt with their friends and environment.

Process of Outbound Learning based on Multiple Intelligences Implementation

The results of this research related to the implementation of outbound learning based on multiple intelligences in TK B Alam Ar Ridlo Tembalang Semarang as follows: (1) The game of throwing balls and engklek. (2) Bakiak games. (3) The game runs on top of plank (4) Tracking and outing to the mini forest. (5) Game of gobak sodor and engrang. (6) Game of spider webs and slipping. (7) Swimming (8) Tracking and outing to Simpang Lima. Eight multiple intelligences learning activities based on outbound at TK B Alam Ar Ridlo Tembalang Semarang which have been implemented are able to physical ability, interpersonal, and response skills to nature. This outbound activity also train children to refract positive attitudes, such as washing his/her hands and foot before entering class, enjoying supplies that have been brought by parents, and disposing of garbage in its place. In line with Irfan, Hartono and Utomo (2018: 26) someone's low interpersonal intelligence will influence attitudes and understanding of others, as a result students are more individualistic and not sensitive to environmental conditions. In addition, there were obstacles to children's social and emotional development, namely children who are easily angry with his/her friends and often make a fuss. Among the children who are still afraid to participate in learning activities with friends, there are students who feel

embarrassed and awkward when asked to appear in front of the class. Among the children who are still afraid to participate in learning activities with friends, there are also students who feel embarrassed and awkward when asked to appear in front of the class (Jazilah, Hartono, and Sri Maryati Deliana, 2016: 2). Education variable has an urgent role in changing social behavior (Sari, Wadiyo and Sunarto, 2018: 86).

Positive attitudes development is very important. This positive character further complements the quality of children who have been sharpened by physic intelligence, interpersonal intelligence, and natural intelligence. Positive characters can be reflected in the values of character namely patience, sincere, honesty of students as learning goals of kinesthetic intelligence (Putriningtyas, Lestari and Hartono, 2015: 1). The result is supported by Wijaya, Hartono, and Triyanto (2018: 1) that there are 11 character values in Dabus Indragiri are; (1) religion, (2) love to read, (3) responsible, (4) social care (5) creative, (6) has a national spirit, (7) patriotism, (8) hard work, (9) independent (10) caring for the environment, (11) friendly or communicative. The ideal activity for children is able to integrate the plural intelligence and instill positive character. It means that learning activities must have various values including religious values, character values, and educational values (Suardi, Sunarto, and Utomo, 2018: 77).

Moreover, the positive character inherent in the child for doing learning by multiple intelligences based on outbound is also the implication of the learning process. In other words, good concepts and programs through multiple intelligences learning through outbound activities focus on three intelligences (physical, interpersonal, and nature), it has obvious implications for the formation of a positive character for children in PAUD Alam Ar Ridho Semarang.

This is in line with Haenilah's opinion (2015: 85), there are some principles of early childhood education programs that must be considered by teachers, as follows: (1) real learning, (2) authentic learning, (3) hands on

experiences, (4) learning by doing, (5) learning is based on feelings of enjoyment, (6) challenging, (7) play full. This study supported by Kinesti, Lestari, Hartono (2015) reported that there was learning of deft motion kinesthetic intelligence and interpersonal to respond to physical contact between players.

This research is supported by Sibel and Ali (2013) found that multiple intelligence method based on experience can improve student learning outcomes 3rd grade elementary school compared with classical learning as usual. Likewise, the results of Salem and Hadban's (2013) explained that the implications of Multiple Intelligences theory on learning English in Jordan. This study proven that Multiple Intelligences theory from Gardner can improve children's motivation in learning English. In line with Hartono (2012: 1) that plural intelligence of children can be developed through learning activities of Gajah Melin dance that collaborate kinesthetic body intelligence, music intelligence, language intelligence, intrapersonal intelligence, natural intelligence, interpersonal intelligence, and spatial intelligence.

Process of Outbound Learning based on Multiple Intelligences Assessment

The result showed that after the implementation of multiple intelligence learning management based on outbound in Ar Ridlo Tembalang Alam PAUD Semarang, the next step was evaluation as the end result of the teaching and learning process in the classroom, both directly and indirectly. It aims to determine the extent of students' understanding of the material presented in which automatically will be known whether the management of multiple intelligence learning based on outbound PAUD Alam Ar Ridlo Tembalang Semarang applied successfully or not. Evaluations in the management of learning in PAUD Alam Ar Ridlo Tembalang Semarang are as follows: (1) Process assessment (2) Performance assessment, (3) Written test, (4) Actions test, and (5) Portfolio.

Forms of assessment of multiple intelligence learning based on outbound in PAUD Alam Ar Ridlo Tembalang Semarang was done using the symbol BB (Undeveloped) if students enthusiastically participated in learning and understanding the material, MB (Start Developing), if the children could receive learning B (Developing) whereas if children could receive and understand the learning of BSH (Developing As Expected).

The most important factor in the evaluation was not on giving numbers. But, it was as a basic feedback. If the assessment is a feedback as a basis for improving the teaching system, the actual implementation of the evaluation must be continuous. Every time the teaching process is carried out, it must be evaluated (formative). Otherwise, if the evaluation is only carried out at the end of program (summative), feedback was little because many processes have been exceeded without revision.

Assessment conducted by teachers in multiple intelligence learning based on outbound in PAUD Alam Ar Ridlo Tembalang Semarang in the form of process assessment, performance assessment, written test, test of action and portfolio is one form of evaluation that applied all principles and comprehensive, meaning evaluation of learning outcomes must be able to cover various aspects that can describe the development or behavioral changes that occur in students as mortal, continuous principle, objectivity principles (Sudijono, 2004: 31-32), cooperative (done together), cohesiveness (between instructional objectives, teaching materials and methods, evaluation), accountability (Daryanto, 2005: 21).

CONCLUSION

Based on the results of research and discussion, it can be concluded that outbound activities in PAUD (TK B) Alam Ar Ridlo Tembalang Semarang stimulated interpersonal intelligence, kinesthetic intelligence and naturalist intelligence of children in PAUD Alam Ar Ridho Semarang.

The implication of this research is the formation of positive character in the children of Alam Ar Ridho Semarang PAUD, which is directly formed in the outbound activities carried out, such as cleaning places to eat and drink, getting used to throwing trash in its place, and having empathy for others, especially against children with disabilities.

Referring to the results of this study, the researcher gave suggestions: (1) improving students' interpersonal intelligence can be done by forming activities to interact and collaborate with friends, empathize, wait their turn calmly, share roles in the team, brave to ask questions and communicate in groups; (2) improving kinesthetic intelligence of students by increasing students' physical activities such as running, jumping, rolling, squatting, assisted by maximizing the use of goods / facilities in the surrounding environment; (3) increasing the naturalist intelligence of students can be done with activities to preserve the environment, care for the cleanliness of the environment, watering the plants, feeding the fish, throwing garbage in its place, saving using water.

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