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Sport Science Faculty
Semarang State University, Unnes
Gd F1 Kampus Sekaran Gunungpati Semarang, Indonesia 50229
https://fik.unnes.ac.id
email: isminaunnes2013@gmail.com
Phone/fax: +6224-858007, Mobile: +6285641537753
The Implementation of Physical Activity Learning in Enhancing Early Childhoods' Multiple Intelligence

Nofi Marlina Siregar
Lecturer of Sport Science Faculty, State University of Jakarta
nofisiregar_fik96@yahoo.com

Abstract

The aim of the research was to enhance early childhoods' multiple intelligence through the implementation of physical activity learning, especially in linguistic, interpersonal, intrapersonal, logical-mathematical and kinesthetic intelligence at Aisyiyah Kindergarten Class B, Jatinegara, East Jakarta. The research method is action research with Kemmis and Taggert model by mixing quantitative and qualitative method (mix method) in data analyzing.

This research was improved learning system in enhancing class B kindergarten students' multiple intelligences through the implementation of physical activity learning. The result of this research is there are multiple intelligence enhancements by implementing physical learning.

Based on the process and the result of the implementation of this action research and supported by the research finding, it can be concluded that the implementation of psychological activity learning enhances class B kindergarten students, linguistic intelligence, interpersonal intelligence, intrapersonal intelligence, logic-mathematic intelligence, kinesthetic intelligence.

Keywords: Physical activity learning, early childhoods and multiple intelligence.

PRELIMINARY

Child is a unique individual. As a man, he was given a lot of potential to grow and develop by God Almighty. At an early age which is the golden age (golden age) in human life, a child is experiencing rapid growth in many aspects of his personality, both physically and mentally. At that time the child has received a lot of ease in a variety of stimulus that will affect brain function. Development of child cognition crucial aspects of the functioning of other developments. Because the brain as the center of thought and the ability to control all the functions in the activities of members of both psychic and physical body. As the times people are no longer focusing on the formation of children's intelligence quotient (IQ). Reality many children because they are a high IQ but his life was not a success. Concepts and new thinking about intelligence continues to evolve. In this case Gardner reveals that every child has a different kind of intelligence, and according to the terms of a potential Vygotsky ready developed with the help of the environment (adults, parents and teachers). Children have a variety of potential intelligence. Gardner believes that every child has a nine (9) potential intelligence called Multiple Intelligence, such as logical -
mathematical intelligence, linguistic intelligence, visual-spatial intelligence, body-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Recently added intelligence existential.

The degree of appearance of each of intelligence types is different, there are high and some are low. Child who shows the characteristics of a certain kind of intelligence, it can be said that he has the intelligence dominant compared to other types of intelligence. Gardner has managed to provide an alternative to the way of looking at intelligence that is not limited to the issue of IQ alone, but the other dimensions are then better known as Multiple Intelligence (MI). Children get intelligence or knowledge of the environment by moving even by way of moving is the most dominant way to know the environment. For preschool children, play is the behavior and the main activity, while the move is one of the basic needs and fundamental means of expressing himself. Using both activities, weave and use it for education that was the goal of those involved in physical education preschoolers.

Physical education and physical education in kindergarten and other preschool institutions, should not be intended to train the child to master the techniques and development, mathematical logic, interpersonal, intrapersonal, and kinesthetic. Because at this time all aspects of child development and the optimal growing together. For children moving not only the basis for the development of a healthy body but also an important source of experience and very useful. This allows the children to put themselves in the middle of the neighborhood, as well as the basis for developing its ability to act. A child's physical ability in determining the scope of its actions are still limited. It is necessary once our students given the challenge to test and develop motor skills. Forms of games and physical activities should include all the basic movements, such as stepping, running, jumping, crawling, climbing, rolling, pulling, swinging, throwing, and catching. These movements can be linked in a game using the equipment or applied in a running game that includes activity, running, catch, and other sports movements. Thus the importance of the function of physical education for pre-school children as described above must not be separated from the role of teachers in kindergarten teaches his children.

But the reality on the ground that there are many kindergarten teachers in teaching early childhood, giving lessons to adults such as: teaching literacy and numeracy, the children sat quietly and the teacher explained, when children came home from school in the given homework (homework), a special extra hours to teach
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Physical education and physical education in kindergarten and other preschool institutions, should not be intended to train the child to master the techniques and tips in a certain type of exercise, but should be more oriented to develop various aspects of child development such as language development, mathematical logic, interpersonal, intrapersonal, and kinesthetic. Because at this time all aspects of child development and the optimal growing together. For children moving not only the basis for the development of a healthy body but also an important source of experience and very useful. This allows the children to put themselves in the middle of the neighborhood, as well as the basis for developing its ability to act. A child's physical ability in determining the scope of its actions are still limited. It is necessary once our students given the challenge to test and develop motor skills. Forms of games and physical activities should include all the basic movements, such as stepping, running, jumping, crawling, climbing, rolling, pulling, swinging, throwing, and catching. These movements can be linked in a game using the equipment or applied in a running game that includes activity, running, catch, and other sports movements.

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reading, counting and others. Teacher-centered learning, teachers' lack of creativity and innovation in giving motion to the child's learning, many teachers in providing physical motor learning, motor skills oriented course only i.e. jumping, throwing, learning is not adjusted for multiple intelligences is owned by the child. There are many teachers who do not have experience in giving motion to motion stimulation in children is not optimal. Thus the teacher can't take advantage of learning multiple motion to increase the child's intelligence. Based on characteristic the child is expected in early childhood learning is adjusted with the development, which at that age played a major activity for the children, the child is a unique individual, early childhood is an individual who is active, learning through exploration of the environment by moving, child should be able to conduct their own experiments and research, children have multiple intelligence that can be developed at an early age, children have the potential plural intelligence that can be developed through physical learning motor skills, physical development through the addition can also be developed linguistic intelligence / verbal, logical-mathematical intelligence, social intelligence (training cooperation and tolerance, sportsmanship with rules made), emotional intelligence (self-confidence, knowing strengths and weaknesses of themselves and others. therefore children need to be stimulated with the appropriate learning models that match the characteristics of the child. to the study tried to Implement Learning Physical Activity expected To Increase Early Childhood Plural Intelligence, especially in kindergarten class B.

METHOD

The place is the research that has been conducted in kindergarten Aisyiyah Jatinegara, East Jakarta. The research was carried out for 3 months, starting from February 2013 to April 2013. This study uses action research (action research). Action research aims to enhance or improve a situation. In this study to be repaired is a learning system to improve the intelligence of children ages kindergarten plural Learning B through physical activity. The action research model using the model of Kemmis and Taggart with two cycles. Cycle is one round activity through the design stages at each revolution. Steps spiral cycle include: planning, action, observation and reflection. If the first cycle has not been achieved will proceed to the next cycle in order to reach the research objectives.

Data Analysis Techniques

Data analysis in this study uses quantitative and qualitative analysis (Method Mix) by sequential exploratory design strategy. According to Cresswell can be described as follows:
This strategy was chosen because it aims to explore the phenomena found in the application of learning do physical activity, because the priority is qualitative aspects are found. This strategy uses two stages of the process of collecting and analyzing qualitative data then collect and analyze quantitative data. The second analysis method mix is then mutually reinforcing to be interpreted as a whole.

RESULTS
From the results of research in the data that can be significantly improved intelligence language, which is an average initial assessment is 47, the end of the cycle assessment of the final assessment cycle 74 and two 81. It is addressed that motor learning through physical activity by playing strategy can improve the intelligence of the child's language in kindergarten class B.

From the results of research in the data that can be significantly improved interpersonal intelligence, i.e. an average assessment initial is 47, the final assessment cycles one is 70, the final assessment cycles two is 82. It is addressed that motor learning through physical activity by playing strategy can improve the intelligence of children interpersonal in kindergarten class B.

From the results of research in the data that can be logical-mathematical intelligence increased significantly, with an average initial assessment 37, the final assessment cycle one is 63 and the final assessment cycle two is 82. It is addressed that motor learning through physical activity by playing strategy can improve the child's logical-mathematical intelligence in kindergarten class B.
From the results of research in the data that can be significantly improved kinesthetic intelligence, which is an average initial assessment is 40, the final assessment cycle one is 71 and the final assessment cycle two is 84. It is addressed that motor learning through physical activity by playing strategy can improve the kinesthetic intelligence of children in kindergarten class B.

So based on the above it can be concluded intelligence multiple intelligences increased significantly, with an average initial assessment is 41, the final assessment cycle one is 69 and the final assessment cycle two is 82. It is addressed that motor learning through physical activity by playing strategy can improve the intelligence of multiple children in kindergarten Aisyiyah class B, Jatinegara, East Jakarta.

For more details and graphs can be seen in the table below:

Table 1 Percentage of Average Initial Assessment, Final Assessment Cycle 1 and Final Assessment Multiple Intelligence Cycle 2

<table>
<thead>
<tr>
<th>Multiple Intelligence</th>
<th>Initial Assessment</th>
<th>Final Assessment Cycle 1</th>
<th>Final Assessment Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>47%</td>
<td>74%</td>
<td>81%</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>47%</td>
<td>70%</td>
<td>82%</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>35%</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>37%</td>
<td>63%</td>
<td>82%</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>40%</td>
<td>71%</td>
<td>84%</td>
</tr>
<tr>
<td>Averages</td>
<td>41%</td>
<td>69%</td>
<td>82%</td>
</tr>
</tbody>
</table>
CONCLUSION
Based on the results of the implementation of action research, can generally be summed up as follows: "Physical Activity Learning can improve kindergarten multiple intelligence, which includes language intelligence, interpersonal intelligence, intrapersonal intelligence, logical-mathematical intelligence and kinesthetic intelligence. Evident from the results of the child's multiple intelligence get initial assessment in the average value of multiple intelligences child is 41 then increases to 69 at the final assessment cycle 1 and continued to increase to 82 at the final assessment of cycle 2 assessment. So conclusion of Learning Physical Activity can increase multiple intelligence student of kindergarten. In kindergarten Aisyiyah class B, Jatinegara, East Jakarta.

REFERENCES
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