

INCREASING STUDENT'S INTERPERSONAL INTELLIGENCE BY USING "METINGGO ULO" GAMES IN ADHYAKSA XII KINDERGARTEN KENDARI

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ABSTRACT: *This research aimed to know the application of "metinggo ulo" as an educative games in increasing student's interpersonal intelligence of Adhyaksa Kindergarten XII in Kendari. The subject of the research are all of the students at B1 class in Adhyaksa Kindergarten XII Kendari that has the total students 30 persons. The result of the research it show that at the second cycle, there are changes from first cycle. At the first cycle, the acquirment score mostly less than 63.33%, all of the studens are increase althout their acquirment score are various. At the second cycle, the classical completios increase for 8 students in or 33.33% from 29 students or 96.67 %. So that, based one the classical completion standard which counted 70 %, the result at the second cycle shows the students in B1 class has complete in Metinggo Ulo as a games which is aimed to increase the student's interpersonal intelligence with the classical completion which counted for 96.67 %. The conclution of the research is by "metinggo ulo" games, can increase student's interpersonal intelligence. This case can be seen at the first cycle where students who where complete counted for 63.33 %, and at the second cycle students who are complete counted for 96,67 %, when it is consulted to the objective of this research.*

KEYWORDS: Students', Interpersonal Intelligence, Metinggo Ulo Game

INTRODUCTION

Preliminary

At the age of kindergarten stage (5-6 years old) children started to spend his time for playing. Playing for them is not just a wasting of time but it has become fun. Through playing, children stimulates their physical growth, social maturity, intellectual and psychological development can also stimulate. Children do not just jumping, throwing and running, but they play with all the emotions and thoughts. Bruner in Hurlock, 1996: 123) says that playing for are the main activities that are an important part of their growth and development.

Playing is a natural phenomenon because the game can enrich both sides of the brain, namely the right hemisphere and the left hemisphere. Experts found in the brains of children there is a mechanism that can only be turned on within a certain period. If such a mechanism were not given stimulus by the environment at the right time it will be difficult revived in the subsequent periods, though with the same stimulus, as a result the child will suffer losses because it can not achieve optimal results in the development of its potential (Mulyadi, 2004: 20).

Playing is the earliest onset of interpersonal relationships because of the fun activities that express ideas freely in relation to the environment . Mulyadi (2004: 34) argues that the early period of the child's age is the most effective way to develop relationships. The potential of the child's age at the time it is very important to be stimulated its development and to ensure the maintenance of psychological freedom. In connection with the practicing psychologist, Grace

T Purba argued that the time for children to be introduced to educational toys are early as possible. Since the age of under three years (toddlers) children need to be stimulated by various types of educational games (<http://sriwijayapost.com>). Tools of educational games is important to recognize the characteristics of a good and suitable physically for children include: design easy and simple, multifunctional, attractive, durable, according to need, not harm, encourage children to play together, develop the power of fantasy, inexpensive materials and easily processed (Andang, 2007: www.kapanlagi.com). As it is , the use of educational games " metinggo ulo " is expected to improve multiple intelligence including interpersonal intelligence of children.

In Southeast Sulawesi province, there are several traditional games that contain elements of education that develop children's intelligence. The game "metinggo ulo" from Kolaka for example, has become a game that is rated capable of uniting children of the nobility and lay groups, and even contains a message of honesty and togetherness in it. Similarly "Polamba Giri" game from Muna who teaches the spirit of cooperation and honesty (Department of Education, 1997: 3)

THE THEORETICAL STUDY

Interpersonal intelligence

Multiple Intelligences Theory aims to transform schools so that their children each school can accommodate students with a variety of unique patterns of thought. Howard Gardner (1993) asserted that the intelligence scale that has been used, it has many limitations so that less can predict successful performance for a person's future. According to Gardner, the intelligence of a person includes the elements of the intelligence of mathematical logic, languages intelligence, musical intelligence, visual spatial intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence (in Goleman, 2000: 43) so that it can be said that the Interpersonal intelligence is one element of a wide range of intelligence possessed by children. Gardner define that Interpersonal intelligence is the ability to be sensitive to the feelings of others. They tend to understand and interact with others so easily socialize with the environment around it. This kind of intelligence is also often referred to as social intelligence, which in addition to the ability to establish an intimate friendship with a friend, also includes capabilities such as lead, organize, handle disputes between friends, gain sympathy from the other students, and so forth. This definition is supported by Armstrong explained that interpersonal intelligence is the ability to understand and cooperate with others (Armstrong, 2002: 4). Interpersonal intelligence is the ability to think through communication with others. With activities called intelligence, that is leading, organizing, connecting, sharing, group games, cooperation, and so on (Pramudya dan Soefandi,2009:83). Interpersonal intelligence is the ability to connect with others. Good interpersonal intelligence makes those concerned have a high heart sensitivity so that they can be empathic with no offense let alone hurt other people's feelings Suyadi (2009:195).

Children who are sociable and having lot of friends, it can be said they have interpersonal intelligence. This capability when fully developed will help achieve success. Interpersonal intelligence associated with the intelligence to see things from the viewpoint of others. This intelligence leads one to understand collaborate and communicate or maintain good relationships with others. According Melyala (2004: 77) interpersonal intelligence is the skill

to relate or associate with other people around us. Intelligent means having the capacity to understand the feelings, temperament, mood, desires and goals of others, as well as the ability to provide an appropriate response. He also explained that the characteristics of smart social intelligences child are; (1) easy to make friends, not shy, (2) a pleasure to be around lots of people, (3) curiosity in the others (4) preceded in urging speaking strangers, (5) share toys and food his friend, (6) being inferior to other children, and good at waiting in play.

Theory of play

Play is a child's world. Most of the time children used to play, at home, at school and wherever they are. Playing is very fun and is something that is very encouraging for the soul and emotions of children because in the times that they find the real world.

Playing is an activity carried out with or without using tools that produce understanding or provide information, give pleasure or develop imagination to children (Sudono, 2000:1). According to Hurlock playing is a term used freely that can be defined as any activity undertaken for the pleasure of it without attention to the final result. Play is voluntary and there is no coercion or pressure from outside or liability. Piaget explained that play consists of repeated responses just to functional pleasure. (1978: 320). Solehuddin suggestet that Playing is an activity that is carried out voluntarily, spontaneously, focused on the process, driven by intrinsic motivation, fun, active, and flexible. The more an activity has these characteristics means more is playing. Conversely, the more an activity does not have these characteristics means the more is not playing (2007:5.5).

Children will be easier to understand something the subject matter if taught through play than not through playing, as Plato argued that the important role of play is a child more easily understand arithmetic when taught through play, this experiment shows that children are more able to apply arithmetic to play compared to without playing (Mulyadi, 2004: 41). This is in accordance with the opinion of Froebel that play is very important in learning, because learning related to the process of concentration and play is one way to train children concentration so that the child reaches maximum when capabilities focused on play activities and explore with toys. Play also can form an effective learning because it can give a sense of fun that can cause children for intrinsic motivation to learn. Intrinsic motivation can be seen from the positive emotions of children who demonstrated through a great curiosity towards learning activities (Hurlock 1978: 221)

The "Metinggo Ulo" game

The "Metinggo Ulo" game comes from Kolaka. "Tinggo" is the name of one foot pedestal tool resembling a very simple flip-flops. "Ulo" or "taulo" is halved coconut shell-shaped bowl equally so small. The addition of the prefix "me" in the word "tinggo" shows a game that uses tinggo from coconut shell. The game can be played in the morning and the afternoon without anything of particular social events in the form of a party or a traditional ceremony in the community. "Metinggo Ulo" games is a game of a general nature which is not only played by certain groups of people, but can be played by anyone who is interested to play it. The "metinggo ulo" games require the field and the number of players is not limited depending on the area of the field that will be used, and each player uses the game as a tinggo ulo tool respectively (Department of Education, 1997: 45). The rules of the "metinggo ulo" games as follows: (1) The first stage: the players take place at the starting line, they placed that tinggo

ulo each and stand on the starting line. In addition to the right of the line a player stands an umpire who will release the players race, while the players get ready to run.

RESEARCH METHODOLOGY

Research design

This research intends to study, critically reflect, collaborative and participatory with an implementation of educational games that metinggo ulo in kindergarten Adhyaksa XII Kendari, with the aim of improving the process and learning outcomes in the classroom. This research is an action research based on the idea that action research is able to offer new ways and procedures to improve and enhance the professionalism of teachers in the learning process in the classroom by looking at various indicators of success that occur in students. The intended learning outcomes is the increasing intelligen game of interpersonal students as a result of learning through playing metinggo ulo game. This research are the collaborative of teachers is working together with researchers. Teachers are partners of researchers, practitioners teaching while researchers as study the role behind the observations. Intended participatory development of on going discussions between teachers and researchers to appreciate the practical once reflects the reversal of the practice. Teacher is not just implementers of learning, but actively participate in the planning phase to the evaluation and reflection of the results of the action.

Factors to be investigated

To give proper planning to the problems of this research, there are several factors that will be examined are:

- a. Close to the parents
- b. Being able to interact with others verbally and nonverbally
- c. Being to establish and maintain social relationships
- d. Knowing and using diverse ways of relating to others
- e. The ability to manage emotions
- f. Recognizing emotions in others
- g. Being able to adapt to the environment and a different group
- h. Being able to form a social process or a new social model
- i. Being able to work together in collaborative activities (Goleman, 2000: 124).

Action Plan

Procedures for implementing these measures planned to consist of one or more cycles. Each cycle is implemented based on the indicators to be achieved in each of the factors studied. Implementation of the action in each cycle by procedures: (1) planning, (2) action, (3) observation and evaluation, (4) reflection. For more details can be seen in the following figure:

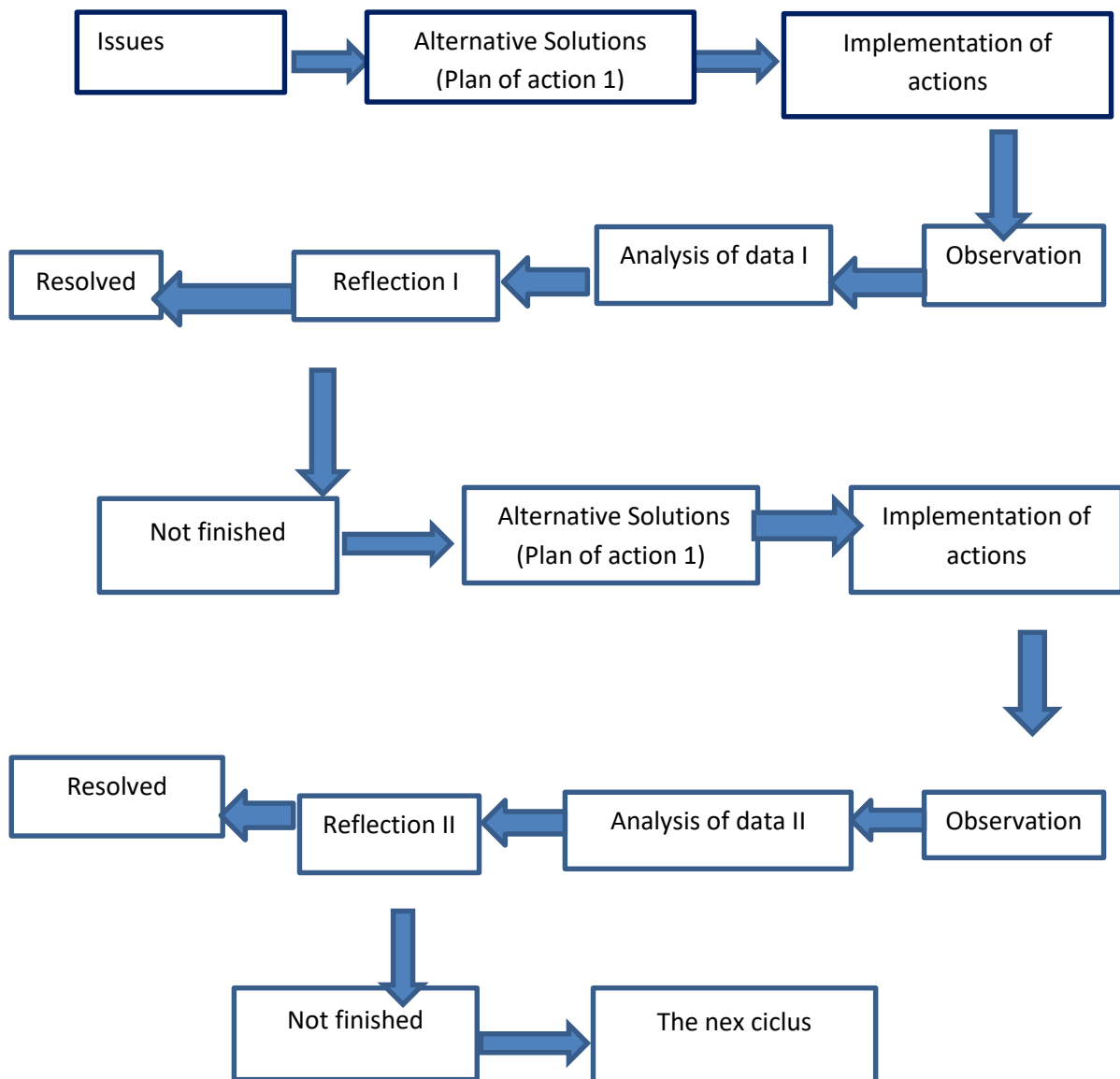


Figure 1. The Cycle of Action Research Design

The first step in this research is to identify the initial observation that students interpersonal intelligence. Then to find out what is being done to improve the students' interpersonal intelligence. The model chosen is a learning model that uses the "metinggo ulo" game. Procedures action taken in this regard are:

a.. Planning

Planning activities conducted by researchers with the teachers is:

- 1) Creating scenarios implementation of the action
- 2). Making observation sheet to observe the learning atmosphere in the classroom / playground when learning model by using metinggo ulo game expected.

- 3). Designing an evaluation tool to see the concepts mastery's level of students and the difficulties they experienced.

b. Implementation of the action

Activities in this phase are:

- 1). Teachers implement learning activities using games metinggo ulo.
- 2). Implementation of the action by teachers in accordance with the learning scenario that has been planned together.
- 3). Researchers observe the learning process carried out by the teacher
- 4). Researchers also observed the activity and behavior as well as changes that occur during the learning takes place.
- 5) Teachers make notes about the impact of behavior toward students.

c. Evaluation

The evaluation was conducted every week and at the end of each cycle the action. Evaluation aims to determine whether there is an increase in the student's ability to master the game concept of metinggo ulo and increase students' ability to communicate between friends.

d. Reflection.

The evaluation results were analyzed to obtain information about the level of achievement of learning outcomes and learning process in the next cycle. Reflection is designed based on the results of discussions between researchers with teacher. The results will determine whether the learning cycle will be continued or terminated. When the indicator of the success of the action is not reached, then the action continued on the next cycle, when it has been reached, then the action will be discontinued. Indicators of success that is used is when 80% of students have reached a value of > 7.0 or 80 % of students have mastered > 70% concepts learned.

Research Subject

The subjects were all students in kindergarten Adhyaksa XII Kendari and focused on Class B1 with a total of 30 people.

Data Collection Technique

To obtain data or information in this study used the technique as follows:

1. Documentation to collect data that is already available, such as annual Program, Program semi annual, weekly program, daily programs and activities Unit.
2. Observation is used to collect data based on what happens on the field at the time of the study.
3. Interviews with teachers and principals to supplement the results of observation.

4. Questionnaire, used to collect data relating to the impression or specific responses of teachers, principals, parents and caregivers about the implementation of the action game metinggo ulo.

Data Analysis Technique

There are two techniques of data analysis used in this research they are qualitative and quantitative analysis. Qualitative analysis applied to the data at the time of the observation of the students following the learning process by using the tool of “metinggo ulo” game. Quantitative analyzes applied to the data of student’s activity from the observation and questionnaires regarding general response by teachers, principals, parents and caregivers after applied learning models using game “metinggo ulo”.

RESULTS AND DISCUSSION

Research Result

Description of the initial study data

Phase preliminary observations are conducted twice. These activities include the introduction in the form of field observations during the learning and play time students and those aspects of interpersonal intelligence. Assessment is done by teachers in cooperation with the observers after the learning process is completed. Based on the observation can be informed that not all students are actively involved and participate both in the learning process as well as at rest.

The results of observations of students in learning activities can be seen in the table below:

Number	student activity	sum
1	Working itself the task of teachers	5
2	Play with friend	7
3	Storytelling with friends	5
4	Silence	9
5	Etc	4

Figure 1. The Activities of Students During the Learning in the Classroom

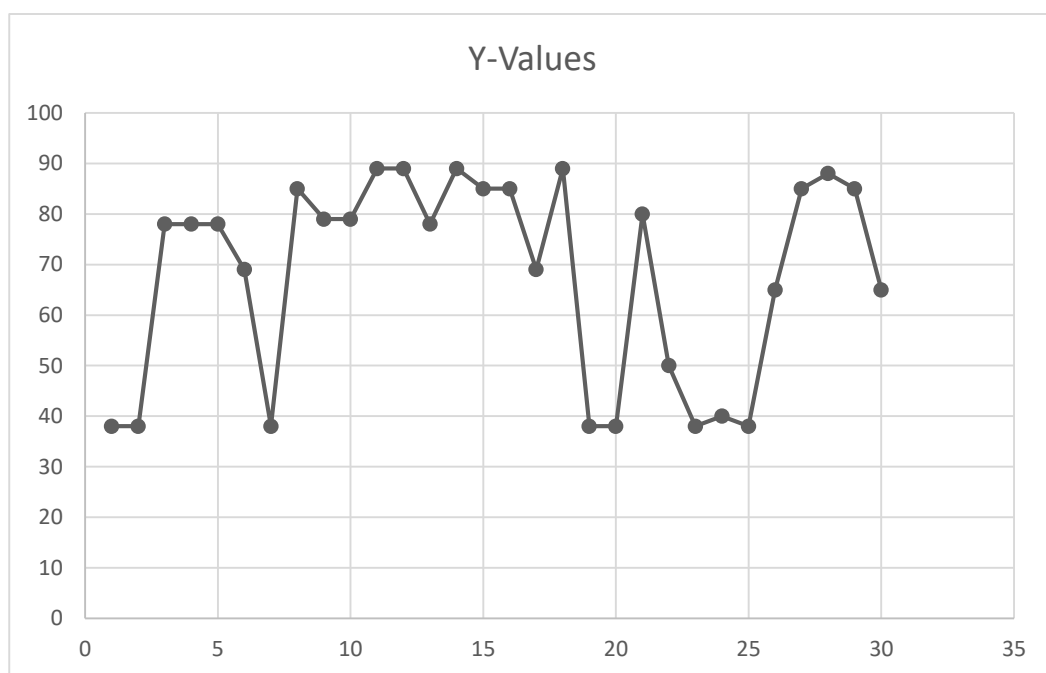
From the above table can be seen there are nine (9) or 36.67% of the 30 students who are not actively involved in the learning activities, they only interact with people who had known previously as caregivers and parents of children themselves there is even one person who only communicate with the teacher without want to communicate with friends or with others. So, from this observation results show that students have less value in interpersonal intelligence and will become a focal point in this study.

Data description of cycle 1

In cycle 1 held three meetings with the following results:

Learning outcomes

Of the 30 students, all of them have taken the opportunity to use tinggo ulo. The results showed that the appearance of the student has not had a significant improvement in interpersonal intelligence. Of the 30 students who received grades 0-64 as many as 11 or 36, 67% of students who scored 65-100 as many as 19 people or 63.67%. In detailed can be seen in the following graph:



Graph 1: the results of the implementation of metinggo ulo at the first cycles

The assessment results in cycle 1 indicates that significant progress has not happened and the students' mastery level has not been reached. Students who completed individually or whose grades 65-100 are R3, R4, R5, R6, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R21, R27, R28, R29 , while other students have not completed individually.

Observations

In the process of playing, the students seem not yet fully mastered the concepts of metinggo ulo game. At first the activity does not go smoothly, the child was still stiff, so have difficulty in playing, this is because the level of mastery of the tools the game is still lacking. In addition there are students who are selfish (seize the game's tools), pushing, mock or laugh at his friend who made a mistake and are reluctant to give tools to the games or other friends after use. Similarly, teachers are still rigid in guiding due to lack of mastery in playing method metinggo ulo. The ability of teachers to reflect on the end of the game and conclusion of the values to be

taken out of the game metinggo ulo not maximized. This is because the teacher is distracted to children who like to disturb so the time available is not operating effectively.

Reflection

Some lessons and teachers behavior that still need to be improved include:

- 1) The game should start with the group followed by individu. This will help students to understand about what and how it should be done in playing for their mutual friend asked that create an environment of cooperation and social interaction. The weakness of the other students may be a surplus for the other students, so the concept of peer tutoring can be accomplished.
- 2) At the time of playing metinggo ulo, teachers should always provide reinforcement to students who play correctly, and without reducing the confidence when making corrections to the students who make mistakes.
- 3) Provides an understanding about the importance of cooperation and solidarity in playing metinggo ulo.

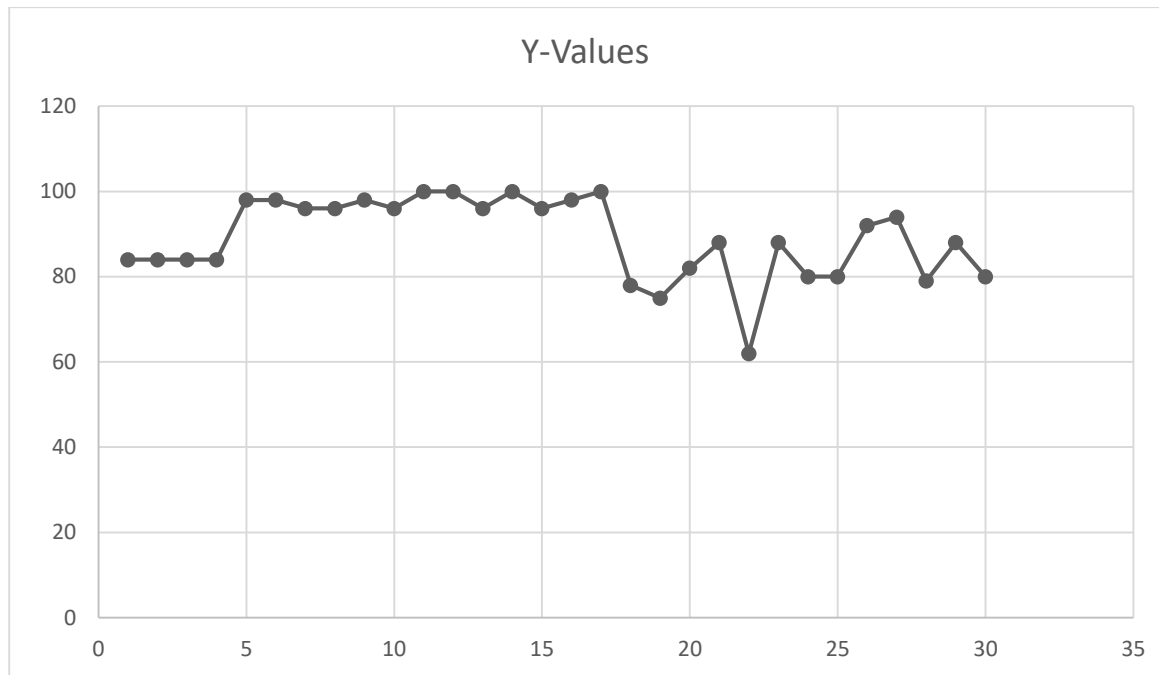
Data Description of Cycle 2

Plan

Based on suggestions for improvement as described in cycle 1, then the plan will include teachers' understanding of the interpersonal intelligence contained in the game metinggo ulo, provide reinforcement to students like applause and smiles, summarizes the moral values that can be obtained through the game metinggo ulo

Learning Outcomes

In this study, there are 30 students played in two meetings. The results showed an increase in the appearance of the game. Students generally have been able to master the concept of playing metinggo ulo intact and able to play it correctly and shows the pretty good. They are not mutually mock if anyone made a mistake, they even help each other, do not seize the opportunity to play the game and then even provides tools for a friend who has not had a turn. This is thanks to the direction of the teacher to make students pay attention to communication and cooperation in play. Completeness individually in learning in cycle 2 shows that of the 30 respondents only one person whose grades 0-64 or by 3.33%. Students whose grades 65-100 as many as 29 people or 96.67%. Thus the individual mastery increased by 65.51%. Earned value can clearly be seen in the following graph:



Graph 2: The results of the implementation of metinggo ulo at second cycles

The results of performance in cycle 2, students who have not completed individually or whose value is less than 63, the R 23. Based on observations and information in the field found that the student had a problem with the ability to communicate with both the teachers and with peers. This is due to lack of communication that are created in a student house because both parents work as a civil servant so the time to be with family is very less and the communication is not running as it should.

DISCUSSION

At the first meeting of the first cycle, the teacher began to introduce plaything metinggo ulo and learning activities that will be implemented with the use of games metinggo ulo. The teacher gives examples of how to use the tool metinggo ulo game and then given the opportunity for students to ask questions on material that is not yet understood the game. In granting the material has been visible beitu enthusiastic students who are high on this ulo metinggo game.

At the second meeting of cycle 1, before the start of learning, students were divided into six groups, each group consisting of 5-6 people. Each student took a turn for the group sequentially even though there are three students who do not want to share the tools to play with her friends and there are six students who do not want to participate in play so that teachers are forced down tanga to persuade the student and finally and eventually got involved in the activities of the game. During the process of playing, teachers monitor each student and help students who are having difficulty.

The meeting at the first meeting cycle 2, students regrouped with criteria based on active interaction. The active students grouped with students who passively causing assimilation into

play and create a harmonious atmosphere of cooperation so that peer tutoring well functioning premises. Students are given the opportunity to play as he directed and encouraged in order to help each other and work together well in playing metinggo ulo, but due to time constraints then there are groups which have not been performed.

At the third meeting of cycle 1, teachers went on a game for students who have yet to appear. Students were very enthusiastic to play again and this is true for students who have a turn playing so happens seize the game. The enthusiasm of students is so high that caused a stir, but the game can diselesaika completely. At the end of the game, teachers and researchers assess and menbuat records of all the activities and behavior of students. The results showed that the appearance of the student has not had a significant progress in interpersonal intelligence.

Considering the standard of classical completeness is 70%, then in this second cycle, the student has achieved mastery in classical. Students have had a strong motivation to play so the attitude of cooperation and interaction can be established in harmony. Students who are able to play more smoothly, able to help and give solutions to the difficulties experienced by other students.

In the implementation of learning in cycle 2 students were more active both in terms of storytelling about the metinggo ulo game and doing tasks given by the teacher, as well as in, play activities together. The classroom atmosphere in the learning process looks more vivid and not rigid. Teachers need to apply this model in different classes with the same game that aims to improve students' interpersonal intelligence.

CONCLUSIONS AND SUGGESTION

Conclusion

- a. The metinggo ulo game held in kindergarten Adhayaksa XII Kendari can improve students' interpersonal intelligence.
- b. The results of learning outcomes obtained in cycle 2 was 96.67%. When connected to the completeness criteria of students is 70%, then the students declared complete in the "metinggo ulo" game.

Suggestions

- a. Teachers should be familiari with the methods of learning and playing well on a group or individual to practice an attitude of cooperation, empathy and communication among students.
- b. For kindergarten manager Adhyaksa XII Kendari they should complement the tools of educational games included metinggo ulo game tools so that the ratio between a game tool and number of students can be met.
- c. The kindergarten teachers need to improve knowledge and understanding of the use of various tools in educational game, so they will not experiencing difficulties in the development of the learning process by using such games tool.

- d. The study focused only on improving interpersonal intelligence game by using the tool "metinggo ulo" game that needs to be done further research on improving interpersonal intelligence by using other games tools.

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