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The Effectiveness of Game Methods for Increasing Children's Interpersonal Intelligence in Paud Abdi, Tanjung Tiram District Batu Bara Regency

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Abstract

This research aims to describe the effectiveness of the game method for developing children's interpersonal intelligence in PAUD Abdi, Tanjung Tiram District, Batu Bara Regency. The object of the research is a game method for developing children's interpersonal intelligence in PAUD Abdi, Tanjung Tiram District, Batu Bara Regency. This research uses a qualitative approach with a case study type of research. Research data was obtained through interviews, observation and documentation. The collected data was analyzed descriptively qualitatively using an interactive analysis model. The validity of the research data was re-tested using extended participation, persistence of observation, and triangulation..

Keywords:
Game Methods; Interpersonal Intelligenc

Introduction

Children are human resources that really determine the progress of a country in the future, therefore preparations for human resource development must be appropriate, especially from an early age.

PAUD plays a very important and determining role in the history of the child's subsequent development because it is the foundation for the child's personality. Children who receive appropriate and effective guidance from an early age will be able to improve their physical and mental health and well-being, which will have an impact on increasing learning achievement, work ethic and productivity so that they are able to be independent and optimize their potential (Mulyasa, 2014: 45).

A child's world is a world of play, part of their time is spent playing. Playing for children is an activity that must be done. Playing can actually be used by teachers to carry out learning in PAUD, namely by applying the game method. According to Padmono, the game method is a way of presenting learning material through various forms of games (Ahmad Saefuddin, 2012: 2-3). The use of game methods in learning apart from being appropriate to children's characteristics, this method can also be used for children to interact with other children which

will be beneficial for interpersonal intelligence. This is in accordance with the opinion of Seto (2004), that games can be developed into a kind of tool for actualizing critical potential in children, preparing intellectual functions, and emotional and social aspects (Dadan Djuanda, 2006: 86). Apart from that, Lwin et al (2008: 206), stated that interpersonal intelligence can be developed through several games. Therefore, the game method can be used as an alternative to develop interpersonal intelligence.

The game method is also very good for cognitive development such as student learning achievement. This is in accordance with the opinion of Vigotsky (Santrock, 2002: 273), who also believes that games are a very good setting for cognitive development. This is based on the characteristics of children who like to play, namely children will prefer to learn in fun situations. Amak will also be more interested in the various games presented in learning, so that children's interest in learning will increase which will be useful for improving learning achievement. Therefore, the game method can be used to convey knowledge in school subjects.

One of the important intelligences to be honed in PAUD is Interpersonal intelligence. "One of the aims of stimulating interpersonal intelligence is so that children have skills in social life." The game method is one that can be used as an alternative for teachers to improve interpersonal intelligence because it has the same goal, namely that children have skills in social life.

There are many children in the class who only play individually, without collaborating with other friends, and even when a friend wants to borrow a toy, the child still doesn't want to share the toy with other friends. Regarding the lack of children's interpersonal intelligence in learning activities at PAUD Abdi, Tanjung Tiram District, Batu Bara Regency, researchers want to see the extent of teachers' efforts to improve interpersonal intelligence at PAUD Abdi, Tanjung Tiram District, Batu Bara Regency.

Children who have interpersonal intelligence can build relationships with things outside themselves, so that this kind of intelligence allows children to have bonds and interactions with other people and even be able to maintain social relationships. Children who fail to develop interpersonal intelligence will experience many obstacles in their social world, as a result they are easily marginalized socially, interpersonal conflicts often also prevent children from developing their social world maturely.

Children who develop interpersonal intelligence are sensitive to the needs of others. What other people mean, feel, plan, and dream can be captured through observing other people's words, movements, speaking styles, and attitudes. They will ask questions, pay attention, or provide needed assistance.

Research Method

The research method used in this research is the experimental method. The experimental method can be interpreted as a research method used to find the effect

of certain treatments on other variables under controlled conditions (Sugiyono, 2007: 107). So, in the experimental research method there are certain treatments carried out to determine the effect on other variables. There are several forms of experimental research design, but in this research a pre-experimental design (non-design) type was used. It is said to be pre-experimental design, because this design is not yet a true experiment, because there are still external variables that influence the dependent variable (Sugiyono, 2007: 109)

In this research, the pre-experimental design used was One Group Pretest-Posttest Design. In this design there is a pre-test before being given treatment and a post-test after being given treatment. In this way, the results of the treatment can be known accurately, because it can be compared with the situation before the treatment was given.

This research uses three data collection techniques, namely:

1. Questionnaire/Questionnaire A questionnaire or questionnaire is a data collection technique that can be done by giving a series of questions or written statements to respondents to answer (Sugiyono, 2007: 199). In this research, a questionnaire was used to obtain information about the effectiveness of game methods on interpersonal intelligence. This questionnaire will be distributed to children twice, namely the first questionnaire will be given before learning to find out how their interpersonal intelligence is before being given treatment (Pre-test) and then the questionnaire will be given again after being given treatment to find out the child's interpersonal intelligence after the treatment is given (Post-test). test).
2. Observation Sutrisno Hadi (Sugiyono, 2007: 203) stated that "observation is a complex process, a process that is composed of various biological and psychological processes." So in observation there is observation of biological and psychological processes. "Data collection techniques using observation are used if the research is related to human behavior, work processes, natural phenomena and if the number of respondents observed is not too large" (Sugiyono, 2007: 203). In this research, the reason observation techniques were used to collect data was to find out how students behaved while receiving treatment. Observations will be carried out to find out how students' interpersonal intelligence is when providing treatment. So during the treatment we see how the student's behavior is related to their interpersonal intelligence. In this study, only one class of respondents was observed, namely 25 children. The observations that will be carried out in this

research are non-participant observations, where the researcher is not involved and is only an independent observer.

3. Test Instrument Tests are used by researchers to reveal the child's cognitive domain before and after treatment. The test was prepared by researchers in the form of a multiple choice objective test with 4 answer choices. Data collection using tests was carried out in accordance with the dependent variable of the research carried out. The dependent variable of this research is the child's interpersonal intelligence in the cognitive domain, so anal interpersonal intelligence data collection was carried out using tests.

The data in this research will be analyzed using descriptive statistical data analysis techniques, namely presented in the form of tables and diagrams. Descriptive statistical analysis techniques are statistics used to analyze data by describing the data that has been collected without intending to make general conclusions or generalizations (Sugiyono, 2007: 207-208).

1. Questionnaire The results of the questionnaire will be analyzed using quantitative descriptive analysis techniques. The questionnaire data in this study is expressed in the form of numbers (scores). The data from the pre-test and post-test results in the form of scores will be calculated using the SPSS for Windows 18 computer program. Then they will be categorized into low, medium or high criteria.

2. Observation Sheet To analyze the observation data, the researcher used quantitative descriptive data analysis techniques. In this study, the observation data is expressed in numbers (scores), namely score 4 "strongly agree", score 3 "agree", score 2 "disagree", and score 1 "strongly disagree". The overall score is then categorized into high, medium, low categories. The data obtained is then used to support questionnaire data. Categorization calculations for more details (see attachment 26, page 169). 3. Technical questions for analyzing data obtained from test instruments are quantitative descriptive statistical techniques. The test instrument is used to determine student learning achievement, by calculating the scores of students working on pre-test and post-test questions and then categorizing them into low, medium and high categories. Calculation of test results will be carried out with the help of the SPSS for Windows 18 computer program. The following is a table of categories of children's interpersonal intelligence.

Results

1. Observation Results During Treatment

The observation results in this study were obtained from observations during treatment and two observations outside treatment. The effectiveness of the game method can be seen from the increase in observation data during treatment and from the increase in observations outside of the increase. Below are the results of descriptive analysis of observation data on children's interpersonal intelligence during treatment.

The results of the analysis of test data after treatment with the help of SPSS 18 above show that the results of observations of children's intelligence during treatment have increased from observations of the first treatment to the fourth treatment. In the first treatment observation, an average score of 36.69 was obtained, increasing in the results of the second observation by 3.08 to 39.77. The results of the third treatment observation increased by 2.75 from the second treatment observation to 42.50, while the fourth treatment observation result was 50.61, an increase of 8.11 from the third treatment observation result. Below you can see a table categorizing the results of observations of children's interpersonal intelligence.

The results of data analysis with the help of SPSS 18 above show that students' interpersonal intelligence has increased from the results of observations from the first treatment to the fourth treatment. In the first treatment observation results, there were still many children in the low category, namely 15 children (57.69%), while in the fourth observation results there were 2 children (7.69%), an increase of 50% from the first treatment observation. In the medium category there were 11 students (42.31%) in the first treatment observation results, while in the fourth observation results there were 13 students (50%), although it did not appear to have increased, many children in the low category moved to the medium category. In the first treatment there were no children in the high category (0%), while in the fourth observation the results increased by 42.31% to 11 students (42.31%).

2. Observation Results Outside of Treatment

The results of the analysis of test data after treatment with the help of SPSS 18 above show that the results of observations of children's intelligence outside of treatment have increased. The results of the first non-treatment observation carried out on April 24 2013 obtained an average score of 37.54, increasing from 17.35 to 54.89 on the second non-treatment observation carried out on May 4 2013. The following are the results of the categorization of observations Children's interpersonal intelligence beyond treatment

Increased interpersonal intelligence based on observations made outside of treatment. This increase can be seen from the results of observations outside the first treatment, there were still many children in the low category, namely 10 students (38.46%), while in observations outside the second treatment the increase was 30.77% to 2 children (7.69%) . In the medium category in observations outside the first treatment there were 16 students, an increase of 19.23 to 11 children (42.31%). In observations outside the first treatment there were no children in the high category (0%) increasing by 50% to 13 children (50%) in observations outside the second treatment. If presented in the picture it looks like this.

3. Observation Results Based on Interpersonal Intelligence Components

The following are the results of observations during four treatments which are described based on the components of interpersonal intelligence. In the observation results, only five components out of a total of six intelligence components will be displayed, because one component, namely learning to trust, cannot be observed. Below is a table of observation results during treatment based on the components of interpersonal intelligence.

For treatment 1, namely children playing crossword puzzles, it can be seen that the highest component is the component of understanding other people's feelings, namely 63.94%, and the lowest component is the component of expressing affection with a percentage of 40.70%. . In the second treatment, where children play playing cards, the highest component is the component of understanding other people's feelings with a percentage of 62.77% and the lowest is problem solving skills with a percentage of 44.23%. For the third treatment, children play a matchmaking game. The highest component in the 3rd treatment is the same as before, understanding friends' feelings with a percentage of 77.40% and the lowest is problem solving skills, namely 57.21%. In the 4th treatment, the child's intelligence components increased well except for problem solving skills which did not increase at all. The highest component is understanding other people's feelings with a percentage of 79.88% and the lowest is problem solving skills which have no improvement from previous treatment with a percentage of 57.21%.

Discussion

1. Implementation of the Pre-Treatment Test Before the first treatment on Tuesday 12 January 2023, a pre-treatment test was carried out first. Tests before treatment are carried out to determine the child's initial abilities or understanding. The test before treatment consists of questions regarding social problems in the area and a questionnaire about interpersonal intelligence. The test before treatment was carried out at 07.00-07.35 which was then continued with the first treatment.

2. First Treatment The first treatment was carried out on Wednesday 13 January 2023 at 07.35-08.45, namely after the child had done the test questions before the treatment. In this first treatment the teacher taught according to the learning implementation plan (RPPH) which had been designed by the researcher using the game method. The game used in the first treatment was the "Crossword Puzzle" game. The rules for the game "Crossword Puzzle" can be found in the theoretical study (pages 22-23). In this crossword puzzle game, children are formed into groups. Children are divided into five groups based on previously existing learning groups.

When they were divided, the students seemed lazy to be in groups and found it difficult to gather in groups, but in the end the children wanted to be in groups even though there were still some children who didn't seem to have a part in the group. Students then take the children's worksheet that has been provided by the teacher and fill in the worksheet in the form of a crossword puzzle with their respective groups. The crossword puzzle game in this first treatment discusses "Understanding social problems and various social problems that exist in the area". After the children complete the worksheet in the form of a crossword puzzle in groups, then the children and the teacher discuss the results of the crossword puzzle together. This crossword puzzle game lasts about 15 minutes. At the end of the first treatment, the teacher provides a reflection on the learning and benefits of the games that have been played by the children. The children in this game look enthusiastic, although there are still some children who are still lazy about collaborating with their group of friends.

3. Second Treatment The second treatment was carried out on Friday, January 26 2023 at 09.15-10.25. In this second treatment, the game used is "Card Game". The rules in card games are almost the same as the rummy game that most people play. The difference lies in the cards used in this game in the form of question cards and answer cards. Before starting the game, children are formed into several groups. In this second meeting, the teacher formed groups randomly, namely by counting, then the children played cards with their group members for 25 minutes. The rules for card games are found in theoretical studies (pages 23-25). In this game, children are formed into several groups. Each group will get a large envelope containing a small envelope for each member and an envelope containing answer cards. Each member will get a small envelope containing a question card and must look for the answer on the answer card. Before playing, the answer cards must be shuffled first and placed in the middle of the group of players with the situation turned upside down, then determine which student will play first. Children who play must first take one answer card to find the answer to the question card. If what is taken is not the answer to the question card they brought, then the child can place it near the answer card with it open to make it easier for other children to see the contents of the answer card and other children can take it. And so on until all the question cards have answers. At the second meeting, students looked enthusiastic in playing cards. Children compete to compete with other groups to become champion by completing the card game fastest and correctly.

4. Third Treatment The third treatment was carried out on Tuesday, January 30 2023 at 07.00-08.10. In this third treatment, the game used was the "Finding a Soulmate" game. In this game, the material presented is "Causes of social problems

and ways to overcome social problems". The rules for this matchmaking game are contained in the theoretical study (pages 25-27). In this game, children are provided with rolls of paper containing sentence fragments. There are thirteen sentences provided, but each sentence is cut in half so that there are 26 rolled sentence fragments. Then the child must take a roll of the sentence fragments. After taking it, the child must open it and look for the sentence fragments that it carries. The child must look for pairs of sentence fragments from the sentence fragments brought by other children. After getting a friend who brings the sentence fragments, it means that the two children are matched and must combine the sentence fragments into a complete sentence. After combining the two sentence fragments, the two matched children must fill in the student worksheet. After completing the work, both children must present their work in front of the class. In this game, children who get pairs of different types (a boy paired with a girl) do not want to get together. However, after some persuasion from the teacher, we finally got together to work on the LKS.

5. Fourth Treatment The fourth treatment was carried out on Friday, February 3 2023 at 09.15-10.25. In this fourth treatment, children will play "Silent Sentences". The material presented at this meeting was "How to overcome social problems in the area". The rules of this game are found in the theoretical study (pages: 27-28). Then the children were divided into 5 groups which had been created randomly by the researchers. After groups are formed, each group will be given a large envelope containing small envelopes for the number of children in the group. Then each child in the group can open a small envelope containing a sentence fragment that must be found to make the perfect sentence. Children can look for other sentence fragments in the envelopes of their group friends. While looking for the sentence fragments, students in the group are not allowed to talk to other children. Once it has become a complete sentence, the child can stick it on the piece of paper provided. Then students can discuss these sentences. After that, each group must present the results of the discussion in front of the class. This silent sentence game lasts about 20 minutes. In this game, children look more enthusiastic in participating in learning and students can work well in groups

6. Carrying out Tests After Treatment After the fourth or final treatment is completed, then proceed with carrying out tests after treatment. Post-treatment tests are carried out to determine the child's abilities and knowledge after receiving treatment. The test after treatment consists of questions from material about social problems and interpersonal intelligence questionnaires which are the same as the test before treatment.

Conclusion

The game method implemented at PAUD Ummul Habibah, Kelambir V Village, Medan, lasts for four treatments which are integrated into learning. The game method went well, where the children were more enthusiastic in participating in the game. By implementing the game method, children are better able to establish good relationships with other children. Indeed, at first some children still had difficulty when grouped. But this did not continue in the next treatment. Learning using the game method is also more able to attract children's attention, this is proven by the fact that many children are enthusiastic about taking part in lessons and there are no children who look lazy in class because all children are active in games. Game method, effective for improving children's interpersonal intelligence. This can be seen from the increase in the average score of the test before treatment and the test after treatment. Game method, effective for improving children's interpersonal intelligence. This can be seen from the increase in the average score of the test before treatment and the test after treatment.

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