



Improvement of Verbal Linguistic Intelligences in Children Aged 5-6 Years Using Magneticeria Puzzle Learning Media at PAUD Karya Galang, Bengkulu City

Sinta Agusmiati; Rahmad Ferdiansah; Nidhia Firdha

Tarbiah and Tadris Faculty, PGMI, Bengkulu State Islamic Institute, Indonesia

<http://dx.doi.org/10.47814/ijssrr.v4i3.97>

Abstract

The purpose of this study was to determine the increase in children's verbal linguistic intelligence using magneticeria puzzle learning media in PAUD Karya Galang Kota Bengkulu. This research is a classroom action (PTK) conducted in three cycles. The results of the research from the data obtained showed that the children's language skills in each cycle experienced development. This can be seen from the average score in the Pre-Cycle with completeness of classical learning of 21,44% very low criteria. In Cycle I, with classical learning completeness of 42,81% moderate criteria. In Cycle II, with completeness of classical learning at 64,92% high criteria. Last in Cycle III 91.66%, the criteria were very high. This shows that the action taken using magneticeria puzzle learning media can improve verbal linguistic intelligence (verbal linguistic intelligence) of children in PAUD Karya Galang, Bengkulu City.

Keywords: *Magneticeria Puzzle Learning Media; Verbal Linguistic Intelligence*

Introduction

Early Childhood Education (PAUD) is basically education organized with the aim of facilitating the overall growth and development of children or emphasizing the development of all aspects of the child's personality. Therefore, PAUD needs to provide various aspects of development such as cognitive, language, social, emotional, physical and motoric. To create a superior generation in the future, of course an effort from an early age is a very wise effort to be made by parents and teachers, in order to create a superior generation to face life in the future.

This is the government's obligation to implement early childhood education, because it is very important for the future of the nation's children. The purpose of holding PAUD, namely in general is to develop various potentials of children from an early age as preparation for life and to be able to adapt to their environment. The main objective is to form qualified Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education and navigate life in adulthood, as well as the aim of assisting students to achieve academic learning outcomes in school.

PAUD as a coaching effort refers to the efforts or activities carried out to foster early childhood, in daily practice it is often identified with the word education, which is carried out by adults (parents or teachers), at school or in educational institutions so that children are fostered to display behaviors that are well. To improve education, the role of a teacher is needed as a medium for educators to provide knowledge according to their abilities. The role of the teacher is to provide assistance and encouragement, and to strive so that the lessons given are always sufficient to attract children's interests, which cannot be replaced by machines, robots, TV, radio, or computers, because education does not only fill the brains of students with millions of knowledge, but more than that, students must be intelligent in attitude, emotional, and spiritual and have skills that can sustain their lives.

Based on some of the reasons or problems above, the author has the idea of creating a game that can make children play and develop their intelligence, namely through a square puzzle game that uses magnets. Departing from the description above, the authors are interested in conducting a study with the title Increasing Verbal Intelligence Linguistic Intelligences for 5-6 Years Old Children Using Magneticeria Puzzle Learning Media in PAUD Karya Galang Kota Bengkulu?

Formulation of the Problem

Based on the above background, the problem can be formulated, namely how much increase in the Verbal Linguistic Intelligences of 5-6 Years Old Children Using Magneticeria Puzzle Learning Media in PAUD Karya Galang, Bengkulu City?

Methodology

This research is a classroom action research (PTK), which is a type of research that refers to what actions the teacher takes directly to improve the quality of the implementation of learning in the classroom. The type of CAR used by researchers is experimental PTK, namely CAR which is held by trying to apply various techniques or strategies effectively and efficiently in a teaching and learning activity. This study aims to improve the verbal intelligence and linguistic intelligences of children aged 5-6 years using magneticeria puzzle learning media in PAUD Karya Galang, Bengkulu City.

Theoretical Basis

Based on some of the reasons or problems above, the author has the idea of creating a game that can make children play and develop their intelligence, namely through a square puzzle game that uses magnets. Magneticeria puzzle game aims to develop intelligence, including verbal linguistic intelligences. Magneticeria puzzle game is a pictorial puzzle with a square shape that uses magnets as a tool to attach parts of the box to the puzzle board, which will make early childhood cheerful because of its uniqueness and difference from ordinary puzzles sold in toy stores. This magneticeria puzzle is intended for early childhood with an age range of 5-6 years, where this game can improve the development of verbal linguistic intelligence, that is, children can play and stick to pictures appropriately according to their development period, sounds, structures, meanings, and functions of words and language. emerge through conversation, discussion, and reading.

The steps of the magneticeria puzzle game are: the teacher makes a puzzle according to the theme to be taught to the child; the teacher makes groups of children according to the number of puzzles available; each group is given a puzzle consisting of a black and white picture board and puzzle pieces; the teacher conveys the objectives of the magneticeria puzzle game to be played; the teacher explains the

meaning of the pictures and writings on the magneticeira puzzle so that children's intelligence develops; the teacher attaches a picture board to the blackboard, so that the child can walk to stick puzzle pieces to improve their gross motor skills; the teacher counts from 1 to 3 signs the game starts; Each child is asked to come forward one by one to paste the puzzle pieces onto the black and white drawing board that has been provided, while the other children give encouragement; the winner of this game is the group that manages to compile the complete picture quickly; End the game cheerfully, clapping your hands and singing together, so that the class atmosphere will be more cheerful.

The advantages of magneticeira puzzle learning media, namely: it can be adjusted according to the learning theme; can be made from used materials, and the price of toy magnets is cheap; can improve children's learning abilities and all aspects of multiple intelligence; can all children can play together and create more social relationships between children. While the shortcomings of magneticeira puzzle learning media, namely: it requires accuracy and calculation in cutting or pasting magnets in puzzle pieces; the time it takes to make a magneticeira puzzle is about 6 hours.

Multiple intelligences or multiple intelligences is an assessment that sees in general how individuals use their intelligence to solve problems and produce things. According to Gardner, no child is stupid or smart, that there is a child who stands out in either or beberapa jenis kecerdasan. Bentuk kecerdasan *verbal linguistic intelligences* is one part of multiple intelligence that is related to sensitivity to sounds, structures, meanings, and functions of words and language that emerge through conversations, discussions, and reading.

Linguistic verbal intelligence is one part of multiple intelligence that is related to sensitivity to sounds, structures, meanings, and functions of words and language that arise through conversing, discussing, and reading. Furthermore, plural intelligence also appears in the form of the ability to use words effectively, whether spoken or written, including the ability to manipulate the syntax or structure of language, phonology or sounds in language, semantics or language meaning, and the pragmatic dimension or practical use of language. Among its uses include rhetoric (influencing others to act), mnemonics (using language to remember information), explaining (using language to explain), and meta-language (using language to discuss one's own words). The characteristics that can be identified from the emergence of this intelligence are like reading, writing, telling stories, playing word games, and so on.

The development of verbal or linguistic intelligence of children aged 4-6 years is in line with the verbal or linguistic development of the child concerned. Children aged 4-6 years have passed the receptive mastery of language, namely the ability to hear and record language. They are already in the expressive language mastery stage. This means that the child has been able to use language to communicate to express desire or rejection. Children aged 4-6 years have mastered at least 2500 words of vocabulary including shapes, colors, subtle-gross, temperature sense, and others. Therefore, he can be a good listener and can also participate actively in a conversation.

Starting from the development of verbal or linguistic abilities, verbal or linguistic intelligence of children aged 4-6 years can be identified from their ability to master vocabulary and are able to use them actively in various communication activities. The impact of this ability can be seen from the child's preferences in several ways, including the following:

1. Write creatively.
2. Tells and makes up jokes or stories.
3. Very memorized names, places, dates or small things.

4. Enjoy reading books in his spare time.
5. Spell words easily and precisely.
6. Loves rhymes, funny poetry, and word games.
7. Enjoy and hear spoken words, stories, and radio.
8. Excellent in reading and writing lessons.

Result and Discussion

Playing activities that are carried out for their own interests, are carried out in fun ways, are not oriented towards the end result, are flexible, active, and positive. This means playing activities that are carried out for the enjoyment of others, but because of one's own desire. Therefore, playing is fun and done in fun ways for the players.

In play, children do not think about results because the process is more important than the end goal. Play is also flexible because children can make new combinations or act in new or different ways than before. Play is also active because the child is really involved and doesn't pretend to be active. Playing is also positive and has a positive effect because it makes the wearer smile and laugh because they enjoy what they are doing.

Bermain juga dapat di artikan sebagai kegiatan yang di lakukan demi kesenangan tanpa mempertimbangkan hasil akhir. Kegiatan tersebut dilakukan secara suka rela, tanpa paksaan atau tekanan dari pihak luar. Anak-anak menyatakan bahwa bermain dan bekerja tergantung pada niat. Kegiatan di kelas seperti menulis, mengeja, membaca, atau bisa juga bermain acara rutin pagi hari adalah bekerja karena aktivitas itu “harus” dilakukan karena anak-anak berniat untuk menyelesaikan tugas. Sebaiknya, permainan dapat dilakukan sekehendak anak.

The difference in the results of the observation scores of this study can be seen through the comparison of student learning outcomes as shown in the table below:

Comparison of children's classical learning completeness

No	Action	Average Student Score	Percentage Student Score	Average value	Classical learning completeness	
					Completed	Not finished yet
1.	Pre Cycle	-	-	35,5	21,44%	78,57%
2.	Cycle I	2,14	53,37%	39,71	42,81%	57,14%
3.	Cycle II	2,71	67,86%	45,02	64,92%	35,71%
4.	Cycle III	3,57	89,28%	49,17	92,16%	7,14%

From the table above, it is known that the average score in the Pre-Cycle is 35.5 with completeness of children's classical learning of 21.44%. In Cycle I, it increased to an average score of 39.71 with students' classical learning completeness of 42.81%. Cycle II also increased with an average score of 45.02 completeness of classical learning 64.92%. Finally, in Cycle III, the average score of children was 49.17 with classical learning completeness of 92.16%.

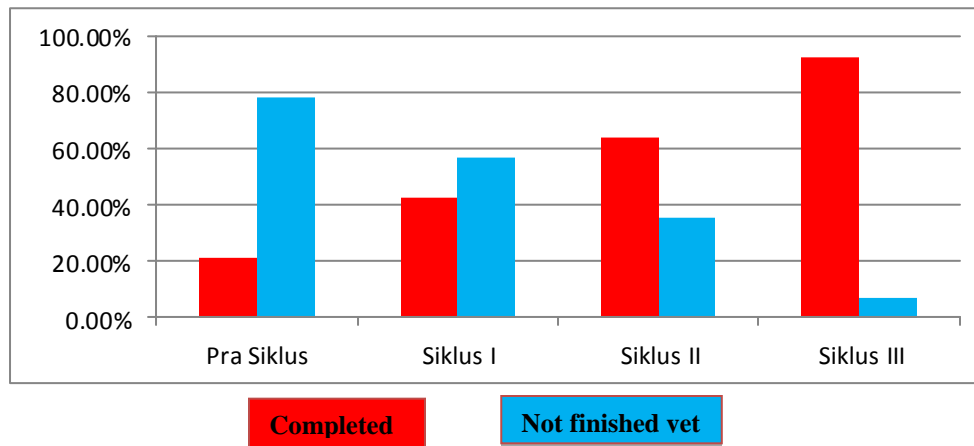


Chart 1: Comparison of the percentage of children's classical learning completeness

The results showed an increase in classical learning completeness of children in Pre Cycle, Cycle I, Cycle II and Cycle III. The increase that has been obtained has reached the target of learning completeness, namely 90%. Increased completeness of children's classical learning by applying magneticeria puzzle games, children are invited to learn by playing, also in groups and working together, so that children are directly involved in the learning process, meaning that learning using games gives children motivation and courage and the child's active role before, when, and after learning.

Based on the description that has been developed above, it can be stated that the magneticeria puzzle game is very effective in improving children's verbal linguistics. This is in accordance with the benefits of magneticeria puzzle learning media, namely: the magneticeria puzzle game develops:

1. Cognitive aspects, can improve creativity in thinking which arrangement will be matched from the puzzle;
2. Fine motor skills, children compile puzzles by hand, then fine motor skills will develop;
3. Language, children can say the picture / shape that is formed from the arrangement of the puzzle;
4. Social-emotional aspects, children can work together in compiling puzzles and practice children's patience, persistence and accuracy in compiling the puzzle.

Conclusion

Based on the results of research and discussion, the researchers concluded that the application of magneticeria puzzle learning media can improve the linguistic verbal intelligence of children aged 5-6 years in PAUD Karya Galang, Bengkulu City. The results of the research from observational data that have been obtained show that children's verbal and language intelligence increases in each cycle. This can be seen from the classical learning completeness in the pre-cycle of 21.44%, the criteria are very low. In Cycle I, it increased to 42.81% in moderate criteria. In Cycle II, there was an increase of 64.92% with high criteria. Finally, in Cycle III it increased to 92.16% with very high criteria. This shows that the actions taken using the magneticeria puzzle learning media can improve verbal linguistic intelligence (verbal linguistic intelligences) of children aged 5-6 years in PAUD Karya Galang, Bengkulu City. Because in Cycle III it has reached the completeness target, the researchers did not continue the magneticeria puzzle game Cycle IV.

References

- Wiyani, Novan Ardy. 2016. *Konsep Dasar PAUD*. Yogyakarta: Gava Media.
- Susanto, Ahmad. 2017. *Pendidikan Anak Usia Dini: Konsep dan Teori*. Jakarta: Bumi Aksara.
- Lalompok, Cyrus T. dan Kartini Ester. 2017. *Metode Pengembangan Moral dan Nilai-Nilai Keagamaan bagi Anak Usia Dini*. Jakarta: Grasindo.
- Ramayulis. 2015. *Dasar-Dasar Kependidikan*. Jakarta: Kalam Mulia.
- Aqib, Zainal. 2011. *Penelitian Tindakan Kelas untuk Guru*. Bandung: Yrama Widya.
- Sujiono, Yuliani Nurani dan Bambang Sujiono. 2010. *Bermain Kreatif Berbasis Kecerdasan Jamak*. Jakarta: Indeks.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).