
**APPLICATION OF PROJECT METHODS TO INCREASE INTERPERSONAL
INTELLIGENCE OF EARLY AGE CHILDREN
(Case Study In Kartika XIX-43 Brigif Cimahi Kindergarten)****Deeprilla Suhandi**

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ABSTRACT

Golden age is the golden age of child development which at the age of 0-6 years improves child interpersonal intelligence has been achieved at this time one of them through the implementation of the project method. The goal to be achieved through this research is to know and describe: 1). Early childhood interpersonal intelligence before applied project method in Kartika Kindergarten XIX-43 Brigif Cimahi 2). application of early childhood interpersonal intelligence through project method in Kartika XIX-43 Kindergarten Brigif Cimahi 3). Early childhood interpersonal intelligence after applied project method in Kartika XIX-43 Kindergarten Brigif Cimahi. This study uses qualitative research deskriptif Source of this data are students in kindergarten Kartika XIX-43 Brigif Cimahi Tengah, School year 2017/2018, while the sample of the study amounted to 6 students into the case. The results showed that: 1) the initial condition to improve the interpersonal intelligence of the child by the teacher is still relatively monotonous and conventional in that it is associated with the limited work on the learning that is related to interpersonal intelligence 2). process of learning the project method taken through the stages of learning the simple is not complicated and can be followed by the child. 3). The achievement of learning through project methods in certain forms has contributed to such improvements in interpersonal intelligence in general, especially when starting to cooperate with friends and division of tasks with other friends meningkast significantly. Based on the results of the discussion that has been described learning activities with the implementation of project methods is very positive impact on improving children's interpersonal intelligence in Kartika Kindergarten XIX-43 Central Cimahi Year 2017/2018. The result of obsevation of improvement of children interpersonal intelligence before and after implementing the project method showed optimal and significant development.

Keywords: project method, interpersonal intelligent**PRELIMINARY**

Early Childhood Education (PAUD) is an education provided for early childhood (0-6) done through various stimuli to help the growth and development both physically and spiritually in order to possess the right to enter the next level of education. Through the early childhood, it is expected that children can develop all their potential that includes

moral development and religious, physical, social, emotional, linguistic, artistic value, mastering a number of knowledge and skills according to development, and having motivation and learning attitude to be creative.

Multiple intelligence is the ability to solve problems or create something of value in a culture (according to Gardner 2014: 16). plural intelligence is a theory that describes and explains the various intelligences that are possible for a child to have. But in this case, there is only one or two dominant intelligences that every child has. One of them is interpersonal intelligence. To help children develop interpersonal intelligence is the role of educators needed to stimulate children to build human resources that are able to optimize the intelligence of each child who is different from each other. One of the developmental dimensions of early childhood education is the development of cooperation or better known as interpersonal intelligence.

The project method is the research of an expanded and deep-seated topic by working together or team work whose ideas are worthy of the attention, time, and energy of children. The project method aims to improve the imagination, cooperation, socializing, and able to lead the team.

In an effort to develop interpersonal intelligence, learning by project method given in school is basically directed to cultivate the sensitivity and creativity so as to make the apresiatif, critical, and creative attitude to the students as a whole. Learning by project method other than unique, meaningful, and useful to the needs of early childhood development.

Pengenalan pembelajaran dengan metode proyek pada The introduction of learning by project method to children by schools since early childhood will more quickly stimulate the growth of children in aligning thinking power appropriate to the level of early childhood development so as to have a creative impact on the development of psychiatric children. Activity that seems more dominant in children that is in the form of activity and creativity considering the children of early age known as energetic soul, active, nimble, and high creativity. (Tanner, 2011: 307)

Based on the description, the researchers see how important the learning-based method of the project, in addition to developing children's interpersonal intelligence and train children to innovate. To that end, the researcher wanted to study how the application of project-based learning method was able to develop early child interpersonal intelligence of 5-6 years in Kartika XIX-43 Central Cimahi Brigade Kartika.

THEORY AND METHODS STUDY

Out of School Education is based on four principles of needs, life-long education principles, principles relevant to community development, and the principle of future insight. In this regard attention is more directed to lifelong educational principles relevant to the topic being discussed.

PLS is any systematic educational activity organized intentionally and continuously outside the school education to help learners to actualize themselves according to their learning needs. PLS is an out-of-school, organized and systematic short-term and

continuous education to provide facilities to learners in order to achieve learning objectives in harmony with national education objectives.

UUSPN 20/2003 on Nonformal is a formal education path that can be implemented in a structured and tiered. According to Philip H. Coombs in the book Engking S Hasan PLS is any organized and systematic activities outside the established school system, carried out independently or an important part of a wider activity, which is purposely done certain learners in achieving learning objectives.

Meet the needs of community learning that can not be met in the school education path. Characteristics of the PLS, mastery of knowledge, attitudes, skills demonstrated by performance not certificates. Contains uncomplicated contents and structures, usually involving voluntary participation, often not using an incoming selection system, has great potential for multiple influences. PLS functions are: 1. Complement, 2. Supplements, 3. Substitution, 4. Bridging the extent of formal education entering employment, 5. As a vehicle for survival and improve life. Non-formal education unit Non formal education majlis taklim, course institutions, study groups, PKMB, family unit types. Forms of the PLS Program: Early Childhood Education (PAUD), literacy education, equivalency education, life skills education, women's empowerment education, Courses.

Early childhood education According to E. Mulyasa (2012: 43) is the basic and major foundation in the personal development of children; both related to character, physical ability, cognitive, language, art, emotional social, spiritual, self-discipline, self-concept, and independence. Therefore, in providing educational services, it is necessary to understand the characteristics of development as well as the way children learn and play. For these purposes, parents and teachers in addition need to have knowledge and understanding of educational psychology also in demand to understand the psychology of child development and learning psychology.

PAUD itself is a coaching effort that is shown to children from birth up to the age of six that is done through the provision of educational stimulus to help growth and physical and spiritual development so that children enter readiness in entering further education. And in article 1 point 12 of the Law of the National Education System No. 20 Year nonformal is 2003. education education path outside formal education that can be carried out in a structured and tiered.

The period of early childhood lasts from the age of two years to six years (more commonly known as early age), while the final childhood period lasts from six years until the time comes for sexual maturity. What is meant by early childhood or kindergarten according to Biechler and Snowman (1993), are those aged 3-6 years, and usually they follow kindergarten program or kindergarten.

Early childhood is one of the most important periods, as this period is a critical stage of development. It was at this time that a person's personality began to be formed. The experiences of this period tend to persist and affect the attitude of the child throughout his life. At this time the child likes to do various activities such as taking care of the environment, imitating, kissing and touching .. a rich environment and lots of stimulation can improve the learning ability of children.

Intelligence is a difficult term to define and gives rise to different understandings among scientists. In the popular sense, intelligence is often defined as the mental ability to learn and apply knowledge in manipulating the environment, as well as the ability to think abstractly (Bainbridge, 2016: 9). Other definitions of intelligence include adaptability to new environments or current changes, the ability to evaluate and judge, the ability to think productively, the ability to learn quickly and learn from experience and even the ability to learn quickly from experience and even the ability to understand relationships.

Interpersonal intelligence is the ability to understand the thoughts, attitudes, and behaviors of others (Gardner & Checkley, 1997: 12) in multi-intelligence based learning, this intelligence is an intelligence with indicators that are fun for others. The core component of interpersonal intelligence is the ability to digest and respond to the exact nature of different feelings, motivational intentions, feelings, and wishes of others in addition to the ability to cooperate, the other component is the sensitivity of the ability to capture the very subtle differences that have the purpose, motivation, mood, feeling, and ideas of others. High sensitivity to facial expressions, sounds and gestures. Children with good interpersonal skills can understand the state of the soul, desires, and feelings that others experience when interacting with the environment, thereby establishing rapport with others will be easy so as to create a comfortable living atmosphere without any significant constraint even though life in different religions, tribes, races and languages. Children with appropriate interpersonal intelligence to become educators such as teachers or lecturers, consultants, organizers, diplomats, researchers and social scientists, activists, religious leaders, negotiators, and others.

According to Cord et al. (Khamdi, 2007) Project-based learning is an innovative learning model or approach, which emphasizes contextual learning through complex activities. Project-based learning is the use of projects as a learning model. Projects put students into an active role that is as a breaker problems, decision makers, researchers, and document makers.

The Project Based Learning Approach is supported by a theory of constructivism learning which states that the basic structure of an activity consists of the objectives to be achieved as subjects within the context of a society in which the work is done by means of the tools of work regulations, the division of tasks in application in the classroom in active activity in the form of doing (doing) rather than passive activity receiving knowledge transfer from the teacher. The philosophy of constructivism study emphasizes that learning is not just memorizing but reconstructing or building new knowledge and skills through the facts or propositions they experience in their lives. According to Murphy constructivism is a broadly supported learning theory that stands on the idea that students build their own knowledge in in the context of his own knowledge. Mulyasa in his Competency-Based Curriculum says the constructivism approach is a learning approach based on that by reflecting on our experiences we will be able to build an understanding of the world in which we live.

This research uses a qualitative method that aims to create a description, description or painting systematically, factually and accurately about the facts, properties and relationships between the phenomenon investigated and the research approach using

the procedure of continuous observation implementation to find the maximum results, this research is carried out once a week until the level of child achievement is achieved.

According to (Sugiyono, 2012: 7) writes, "the term qualitative research is intended as a type of research whose findings are not obtained through statistical procedures or other counts."

Total population of 14 students and sample of 6 students, technique of data collection: observation, interview, documentation study, literature study. The steps of data collection: planning, data collection, data collection and processing, inference and presentation of data.

RESULTS AND DISCUSSION

The data obtained from this study is to develop interpersonal intelligence in early childhood through the project method in Kartika XIX-43 Cimahi kindergarten who obtained the results from observation. The observational data was conducted to find out the improvement of children interpersonal intelligence through the project method, while the provision of learning through field try was done to know the initial ability in the child before given the learning of the child project method.

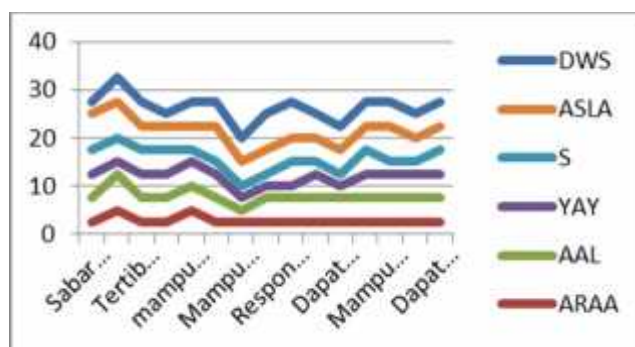


Table Graphic 1. The Objective Condition of Researcher's Subject

Seen in the graph table on the objective conditions on the subject to be studied average still at the bottom level or not yet developed on aspects of interpersonal intelligence through the project method, it is necessary to exercise, stimulus or stimulus in order to increase the development of intelligence, especially interpersonal intelligence through the application of project methods which will then be applied at the next meeting.

Viewed from the graphic description, children should have a routine of at least twice a week in stimulating the development of interpersonal intelligence through the project method, which is where the interpersonal intelligence is needed in the community because it requires interaction, tolerance, empathy, cooperation, responsibility and discipline and self-leadership in attitude, the use of this project method is one way to stimulate and explore the potential of such children, especially in interpersonal intelligence.

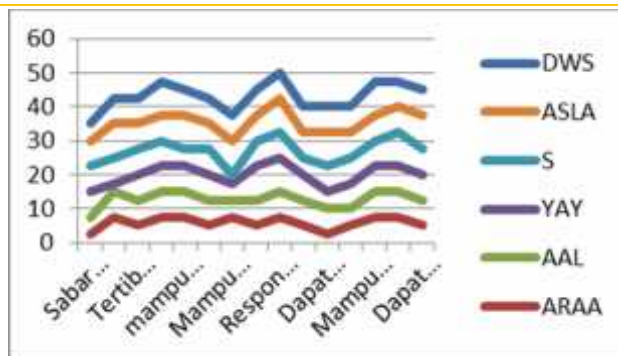


Table Graphic 2. Research Day 9

From the results of research on the subject of the researcher it can be concluded that the six subjects of this research succeeded in developing interpersonal intelligence through the project method because it looks after doing 13 times the application of active children in agility and kecerian and confidence, the child was enthusiastic and very happy to receive learning through the project of children , because the development of interpersonal intelligence is packaged well and interesting so that children enjoy doing learning activities through the project method.

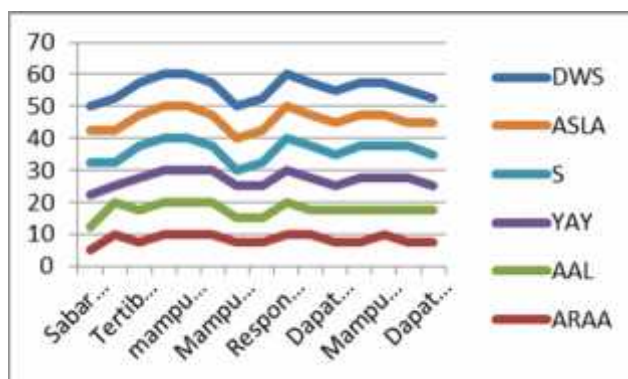


Table Graphic 3. Research Day 13

From the graph above at the thirteenth meeting to increase interpersonal intelligence it can be seen that there are some improvements of each significant

Hence improving children's interpersonal intelligence through project methods can experience significant improvements such as when teachers provide lessons using project methods to children. Children look more active and confident.

Based on all observation data above, it can be concluded that improving interpersonal intelligence through project method in Kartika XIX-43 Cimahi kindergarten is better and more children understand and can do activity well. The data shows that all children who do all the learning activities for that very well the role of the teacher provides improvement in the application of enhancing interpersonal intelligence is more interesting very well in conveying it through the project method. However, the process of family-based learning is a very important part to develop the character of early childhood (A.S. Akhyadi & D. Mulyono, 2018: 1-8)

CONCLUSION

the results of research on the application of project methods to improve early childhood interpersonal intelligence basically can be concluded that the main problem is whether true project-based learning method can contribute to early childhood interpersonal intelligence, it can be seen as contributing to the interpersonal intelligence of children in this kindergarten Kartika XIX-43, as evidence to the above question is described as follows:

1. The objective condition of group B interpersonal intelligence in Kartika Kindergarten XIX-43, in fact has not shown strong interpersonal intelligence, especially in the interaction aspect with friends have not been able to all, in cooperation with tem the child is still there who do not want even often solitary, responsible answer to his duties and work sometimes children always mention "already cape bu guru", not yet appreciate his friend's opinion, still embarrassed to express or express his opinion in front of his friends, some subjects researchers can not feel empathy, and not yet able to become pemimpin in his group because it is still shy or not confident.
2. The process of applying the Group B project method in Kartika Kindergarten XIX-43 in its implementation is carried out by 6 research subjects in 13 meetings with 5 different project method learning, there are gradual improvements such as interacting with friends, in collaboration with teaman, responsible for his duties and work, respecting his friend's opinions, can express his opinions, feel empathy, and be able to become his group leader, so that it can improve the quality of interpersonal intelligence of learning especially through the project method.
3. Based on the results of research that has been implemented, implementation through project method can improve and develop early child interpersonal intelligence especially group B in Kartika Kindergarten XIX-43. This is evidenced by the results of research on the application of project methods that can improve aspects of development such as interacting with friends, cooperating with friends, responsible for the task and work, respect the opinions of friends, can express opinions, feel empathy, and able to become pemimpin group increased significantly.

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