STIMULATION OF LINGUISTIC INTELLIGENCE

THROUGH PROJECT METHODS

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ABSTRACT

The purpose of the study is to provide an overview and influence of the project method on the stimulation process of linguistic intelligence of children aged 4-5 years at the Bina Karsa Kindergarten in Lampung Province. The research method used is Action Research. Data collection techniques carried out through observation, interview stimulation of linguistic intelligence through project methods. Qualitative descriptive data analysis techniques, namely, a complete description of the process of linguistic intelligence stimulation activities through project methods and quantitative descriptive, the results of the percentage of the effect of the project method on the success of linguistic intelligence stimulation with stages through Cycle 1, Cycle 2 and so on. Samples selected by children aged 4-5 years at Bina Karsa Kindergarten. Sampling through interviews with teachers and direct observation. Linguistic intelligence is the intelligence of language intelligence in processing words or the ability to use words effectively both verbally and in writing. Project method is a project method is one method used to train children's ability to solve problems experienced by children in everyday life. Based on the pre-research results, it can be concluded that stimulation of linguistic intelligence through the activities and use of media in accordance with the activities of linguistic intelligence stimulation, and the method often used is the method of storytelling and play. The method of storytelling is not enough in the stimulation process, a trial using the project method is carried out.

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| **KEY WORDS**  early childhood, linguistic intelligence, project method  **CORRESPONDING AUTHOR:**  email: ditaauliarizki19@gmail.com  Manuscript submitted May 28, 2019; accepted June 18, 2019.  Copyright: ©2019 This is an open access article under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. | **ECRJ (Early Chilhood Research Journal)**  ISSN Numbers: Print, 2655-6448; Online, 2655-9315  **ADDRESS**  Website: http://journals.ums.ac.id/index.php/ecrj  Address: Pendidikan Guru PAUD  Universitas Muhammadiyah Surakarta  A. Yani Street No. 1, Pabelan, Kartasura, Surakarta, Indonesia  Telp. +62-271-717417 ext.  Email: ecrj@ums.ac.id |

**INTRODUCTION**

Early childhood education is a place and means of education for children from birth to age 6 years. Early childhood education as a place for children to develop all the potential, interests and talents of children in obtaining education, knowledge and stimulation. At that age is the golden age for children in developing aspects of child development, namely, religious moral, social emotional, physical motor, language, cognitive and art. In addition to the developmental aspects, when a child is born into the world the child carries all aspects of intelligence possessed and blessed by God Almighty. One of the children's intelligence is language or Lingistic intelligence. Children at this age have enormous potential to optimize all aspects of development. Early childhood education is very important according to Law No. 20 of 2003 concerning Chapter I National Education System article 1 point 14 states that: Early Childhood Education (PAUD) is a coaching effort shown to children from birth to age 6 years which are carried out through educational stimuli to help growth and physical and spiritual development so that children have readiness to learn in entering further education. In the age range of birth to 6 years, children are in the golden age which is a period where children begin to be sensitive to receiving stimuli and simulations. Linguistic intelligence is very closely related to children's language development.

Windriantari Saputri (2015) with the title "Improving the Speaking Ability Through Picture Media in Group A Children in Bener Yogyakarta Kindergarten" as for the results of this study showed an increase in children's speaking skills through the image media at the Bener Tegalrejo Kindergarten in Yogyakarta. This is evidenced by an increase in the average speaking ability of children in Pratindakan by 65.60%, increasing to 76.52% in Cycle I actions and reaching 94.16% in Cycle II actions. Then the research from Siti Aisyah (2013) with the title "Efforts to Improve Linguistic Intelligence Through the Use of Tourism Methods in Children of Group A TKIT Nur Hidayah Surakarta in 2013/2014" with the results of the study showing the percentage of completeness of linguistic intelligence in 4 children or 33.3% , the first cycle increased by 7 children or 58.3%, and in the second cycle increased by 10 children or 83.3%. The results showed that through the use of a field trip method it could improve linguistic intelligence in children of group A TKIT Nur Hidayah Surakarta Academic Year 2013/2014. Then another study from Dwi Haryanti (2017) with the title "Stimulation of Development of Verbal-Linguistic Intelligence of Early Childhood Through Paud Learning Method" with the results of general intelligence research is a person's ability to solve problems faced, one's ability to contribute both materially and morale in the surrounding environment. Farhatin Masrurah (2014) in the An Hal Journal with the title "Verbal-Linguistic Intelligence of Children Through Approach Beyond Centers And Circle Time (BCCT)" with the results of research through the BCCT approach children can practice linguistic verbal skills with fun activities.

Because what is expected is not children who can read and write, and are good at communicating. But children love to read and write and are able to communicate with fun activities. Then another study Research from Faridl Musyadad and Santi Ambar Ingrum (2018) with the title "The Effect of Project Methods on Linguistic Intelligence in Early Childhood in Kindergarten in Parakan Temanggung Subdistrict, Central Java" with the following results: (1) Use Project methods in kindergartens in Parakan Subdistrict determined through the questionnaire results obtained the highest value is 4 and the value is the lowest 2.53 while the average questionnaire is 3.45. This means that the use of methods in kindergartens in Parakan sub-district is often used because based on the average questionnaire that approaches the value of 4. (2) Linguistic intelligence of early childhood in kindergarten in Parakan Subdistrict based on the results of the questionnaire obtained the highest value is 3.93 and the lowest value is 2 , 46 while the average value of the questionnaire is 3.26. That is, the level of linguistic intelligence in early childhood in kindergartens in Parakan Subdistrict is well seen from the average questionnaire which approaches the value of 4. (3) There is an influence of 22.5% between the project methods on early linguistic intelligence in kindergarten in Parakan Subdistrict. It can be concluded from several studies above that the linguistic intelligence stimulation process is carried out with a variety of general methods including field trips, picture media, and BCCT learning models.

**RESEARCH METHOD**

This research was conducted with action research or Action Research. Arikunto (2006) The action research of Kemmis & Mc Taggart includes four stages: (1) planning (2) (action), (3) observation (observation), (4) reflection (reflection). With the preliminary research stage, pre-research is carried out by observation and interview. The time of this pre-study was conducted in November 2018 at the Bina Karsa Kindergarten in Lampung Province. The subjects of this study were children aged 4 - 5 years. The design of this study is a cycle design. The pre-study was carried out in the early stages by observation and interviews. Informants from the interviews were 2 teachers and 1 school principal. The technique of analyzing data in pre-research with qualitative descriptions is to provide an overview of stimulation of linguistic intelligence and project methods.

**RESULTS AND DISCUSSION**

Based on the pre-research results by interviewing the teacher about linguistic intelligence stimulation, the learning planning process is carried out in accordance with the government curriculum and school curriculum, using media and learning methods that are appropriate to the child's age level in linguistic intelligence. Linguistic intelligence according to Gardner provides a means of mapping various abilities possessed by humans by grouping their abilities into comprehensive categories of eigh following or "intelligence": "Linguistics: The ability to use words effectively, both verbally (for example, as storytellers, orators, or politicians) or written (for example, as poets, playwrights, journalist editors, or). This intelligence includes the ability to manipulate Syntac or the structure of language, phonology or sound of language, semantics or meaning of language, and pragmatic dimensions or practical use of language. Stimulation of linguistic intelligence is done by various kinds of playing media and games so that stimulation runs optimally.

Freud and Erikson (in Latif 2013) play children as an important tool for the release of emotions and to develop children's self-esteem when children can control their bodies, objects and a number of social skills. Through play children can develop aspects of language in terms of vocabulary, grammar, speaking skills and social interaction. Through play children can absorb the meaning of a new vocabulary after one or two times heard it in a conversation. Papalia (2008) states that children have ways to convert letters into words, words become sentences, develops to become increasingly complicated throughout their early childhood. Then the teacher uses learning media for stimulation of linguistic intelligence. Gerlach and Ely (in Latif 2013) state that media is human, material or event as an intermediary that builds conditions that enable students to acquire knowledge skills or attitudes. Then the learning method is also important in optimizing the stimulus for linguistic intelligence, including methods of storytelling, play and travel. Latif (2013) Method is a way that has been organized and thought carefully to achieve something purpose.

The method is the operational step of the learning strategy chosen in achieving the learning objectives so that the source in using a learning method must be in accordance with the type of strategy used. Learning methods are also a general pattern of the actions of teachers and students in the realization of teaching and learning activities. Moeslichatoen (2014) states that the project method is one way of providing learning experiences by confronting children with everyday problems that must be solved in groups. The project method comes from John Dewey's idea of the concept of "Learning by doing" which is the process of transitioning learning outcomes by working on certain actions according to its purpose, especially the process of mastering children about how to do a work consisting of a series of behaviors to achieve goals, such as going up stairs, folding paper, installing shoelaces, weaving, forming models of animals or buildings and so on. The benefits of the project method in stimulating linguistic intelligence are (1) Developing a healthy and realistic person who has the characteristics of being independent, confident and adaptable, can develop interpersonal relationships that give and receive and accept reality, (2) Methods the project is applied to solve problems within the scope of children's daily lives, (3) develop and foster an attitude of cooperation and social interaction among children involved in the project, so that they are able to complete their work parts in an effective and harmonious togetherness, (4) Method The project provides an opportunity for children to develop work ethic in children. Work ethic is a set of attitudes and habits and carrying out work diligently, meticulously, thoroughly, and on time, and (5) Project methods can explore the abilities, interests and needs of children. Based on the study above, it can be concluded that the benefits of using project methods in learning. Namely children learn to be responsible for work in groups, develop problem-solving skills in children, increase the attitude of cooperation among children, and develop data on children's creativity in thinking, so that optimal linguistic intelligence stimulation occurs.

**CONCLUSION**

Based on pre-research results from interviews Development of all aspects found in early childhood must be optimally developed by educators. Because all developments that occur in early childhood will be the basis for children to go to the next stage of development. Development of early childhood must be stimulated appropriately and optimally in order to influence all aspects of intelligence possessed by children, especially linguistic intelligence. Linguistic intelligence of early childhood must be stimulated in all aspects, so that children can obtain verbal readiness to enter the world of further education. The stimulation of linguistic intelligence can be done by a method. One such method is the project method wherein the project method children can make learning media and directly describe the manufacturing process so that it can be used with clear, good sentences, clear articulation of pronunciation and use of appropriate words. In addition, this project method can also develop children's ability to work together with friends in achieving common goals. Based on several studies that have been included, learning using project methods can stimulate children's linguistic intelligence.

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