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IMPLEMENT OUTDOOR ACTIVITY TO MULTIPLE INTELLIGENCE'S  
DEVELOPMENT EARLY AGE AT BATUJAYA'S DISTRICT KARAWANG'S  
REGENCY

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## ABSTRACT

This research is appointed up on effort and government policy that corresponds to early age child requirement in learning and development self, of science facet (kognitif), attitude (afektif) and power skill (psikomotor). To perform that government policy needs to mark sense research that aims to increase ability, keaktifan and proprietary learning creativity that PAUD'S teacher better again, learning that gets basis Outdoor Activity to development multiple intelligence early age child and to know evaluation implement gets basis multiple intelligence at HIMPAUDI Batujaya Karawang's regency this Research constitute kualitatif's descriptive research; its data collecting tech doing to utilize observation method, interview, anecdotal note, and documentation. Result observationaling to point out that PAUD'S learning development gets basis multiple intelligence on early age child at HIMPAUDI Batujaya did by integrates it into learning material that is arranged on curriculum. Besides, learning development outdoor activity to development multiple intelligence done by outboard activity and also at within class with plays role, singing, relate, wisata's opus involve straightforward child in activity, get discussion, get sport and takes the air. Learning that involves all protege intelligence will impacted positive to the future child.

## Introduction

Number law 20 Years 2003 about National Education Systems: Section 1 sentence 1 declares for that education is effort realize and planned to render studying atmosphere and that learning process alae educative participant active develop her potency to have spiritual keagamaan's force, continence, personality, intelligence, noble behavior, and needful skill her, society, nation and state.

According to Graduated Interest Default, learning target range attitude domain development, science, and skill that at elaboration for each education. Domain third that interest have acquisition trajectory (psychological process) one that different. Acquired attitude via activity “ accepts, carry on, price, menghayati, and practising ”. Acquired science via activity “ remembers, understand, apply, analisis, evaluate, compose ”. Acquired skill via activity “ observes, ask, try, and composing ”. To strengthen scientific approaching (*scientific*), coherent tematik (tematik among subject), and tematik (in a subject) need to be done one development *Multiple Intelligence* to process early age child learning.

Activity *outdoor activity* constitute a learning process via carnal activity that is designed and arranged by sistematik's ala to increase earthly concern fitness, developing motorik's skill, science and healthy life behaviour and active, sportsmanship and emotion intelligence. To the effect that wants to be reached through activity *outdoor activity* ranging individual development thoroughly. Its mean, range physical education not at only earthly concern aspect just but also aspect kognitif, afektif, and psikomotor in particular *multiple intelligence* .

About problem at deep schooled frequent early age happening as when input teacher brazes to play favorites extant early age child openair one, even when still in childs tutorial hour asik's early age acts, and is still asik eating with neither have cold feet study lag, so even with early age child that ala gets good personality be not the whole lot have character in learned with every consideration, since basically each individual have requirement that variably. This case constitute severally form act behavior deviation of childs early ages that don't care and notice aught character points on itself, oldster, and teacher. To tackling child moral problems early ages kind of such needful a resolvings. One of solution which cans be alternative be with therapy and therapy example is with method *outdoor activity* . This full age there are many psychologist expert comprises psychology consultant utilize to methodic *outdoor activity* for effort is damped down psychological. *Outdoor activity* constituting activity form that is done at free nature (hall outboard) where at in it done by defiant sport game, needing juang's spirit high, and needs by dozens thinking but so agreeable.

## LIBRARY STUDY

*Outdoor activity* are one method be damped down or activity that utilize nature as media it, where is individual or everyday group it lives with saturation because activity which does to be given one training at nature

exposedding to remove saturation that be experienced. Besides implement outdoor activity to development *multiple intelligence* early age child at PAUD who is poured in pembelajaranya, since teacher just usually teach only at game in hall and so circumscribed in its activity.

Therefore writer tries for mengungkap how makes the point to increase teacher ability in develops *multiple intelligence* early age child,so researcher will do research about “ Outdoor Activity's implement to Development *Multiple Intelligence* Early Age child at Batujaya's district Karawang's Regency ”

### **Methods**

This research utilize kualitatif's research type. Teknik is its data collecting did by triangulation (affiliate). Analisis is data that is done gets inductive character. Result that is gotten from kualitatif's research type this more emphasizes to meaning than data generalizing that is gotten (Sugiyono, 2009: 1 ). In the meantime, kualitatif's observational individuality can't divorce from watch face to face. Watch gets participation tell to researcher what do be done by researcher situation insiders gets chance to arrange watches. So, watch gets participation basically mean arrange watch and listens ala as thrifty as maybe up until thing which one little it even if (Moleong, 2009: 163 - 164)

Subjek is this research is PAUD'S teacher at HIMPAUDI Batujaya's district, Karawang's regency. Subjek is taken one agglomerate class B. Total subjek is established 20 PAUD'S Teachers, consisting of 10 male Teachers and 10 female Teachers. *setting* research is HIMPAUDI Batujaya's district those are on Regency Karawang. There is object even in observational it is Implemented Outdoor Activity to intelligence's development early age child.

Methodic data collecting that is done in this research is interview method, observation, and documentation. Observation and documentation is utilized for mengungkap performings descriptive ala action in outdoor activity's learning gets basis *multiple intelligence* . Documentation did by notes things that gets bearing in strategical observational. In this observational plan, observation, interview, and documentation is done before and later. Researcher gathers data of document that as writing or diagram note and another whatever available bearing it with needed data, e.g. teacher data, student data, daily program, weekly program, childs formative note, important picture taking concerning pembelajaran outdoor activity's activity in increases *multiple intelligence* , display tool bulk, book, magazine, and observation data that got by researcher at PAUD who is at batujaya's district, Karawang's regency.

After all collected data of yielding data collecting, therefore done by analisis by use of analisis data terminologicals Miles and Hubermen, which is analisis this kualitatif's data done by interactive ala and happens continually until complete so its saturated data. Data saturation measure marked by be not been gotten it again data or new information (Sahid, 2011). Hereafter, writer makes to append field in shaped that narrative text make easy information or data grasp that intended. Data conclusion done by temporary ala, then diverifikasikan by looks for more data visceral with study data back already collected.

## Result and Discussion

### Outdoor Activity's implement to developing *Multiple Intelligences*

#### a. Speaking intelligence

Speaking constitutes one of skill get language in day-to-day life. A more regular someone chooses to converse to get communication, since effective more communication if did by speaking. In skills lingual learning which shall gain control student one of it is skill converse. Skill speaking to constitute essential component because one of communicative ability characteristic student.

Speaking is ability utter articulation or word sound to express, declare for and passes on think, idea and feel. It sinkron with intent already been enlightened deep that curriculum speaking is ability learn to give instruction, information, opinion, and sharpness and involving acts speech to student. one skill process converses to need something or someone who can make couple or partner even to be able to performed with every consideration.

Learning Strategy design intelligence converses to get is developed in order to increase speaking intelligence for example by educator involves educative participant in learning as: game activity hears to read sees, imitating writing, thicken and imitates word, Working puzzle word / puzzle draws, Reading vocabulary, warble, puzzle game " gear object with pictured card, syllabled cribbage, activity hears short story, Listen and recounts story back already be heard, simulating voice, puzzle game, singing. This following outdoor activity's learning steps that executed at PAUD in order to increase speaking intelligence for example:

##### 1) Thicken and imitates word

Teacher makes ready picture book display tool that has to say, say gets dotted line, card letters alphabet, pencil, teacher utters to say by points out image, mimic child, child notices, teacher gives chance to child to thicken, and imitates word by use of pencil.

##### 2) Listen and recounts story back already be heard

Teacher makes ready display tool bind books pictorial story and better image which outgrow meagrely writing, book held by teacher at left hand and book position draws and writing get clearly been seen by child, teacher shows to draw on cover while names story title, membacakan's teacher story each page with voice and clear utterance, child was given by chance to tell back to ala plot alternates, for child what do can give praise and one can't yet give motivation / push.

##### 3) Working puzzle word / puzzle draws

Teacher makes ready puzzle's display tool says, puzzle draws, teacher words task arrange puzzle that shall work child, child performs task, teacher gives guidance and motivation if necessary with hasilkarya's estimation, observation and assignation.

##### 4) Reading vocabulary

Can be pointed out by activity that involve auditif's element (hearing) and visual (watch). In consequence, protege at PAUD can do: simulating utterance

back / voice and goes over reading that modelled by teacher. Teacher provides to bind books story where child provides for that story already is finished do activity plays at three play groups, providing child magazines, with marks sense child book be inured to love read and studying read.

b. Math intelligence

Metematika's Logic intelligence is intelligence in term number and logic. This intelligence involves skill to adapt number and or adeptness utilizes logic or common sense. Mathematics logic intelligence basically involves ability to describe logical ala problem, find or creates mathematics pattern and investigate something scientifically (kemendiknas, 2010:12). This following learning activity steps that executed at gives by PAUD'S Teacher Batujaya's district in order to increase Metematika's Logic intelligence:

1) Developing Numeral Concept

Numeral concept development gets to be done through 3 phases:

a) Account. Phase earlying to account on child is account pass through recitative or telling. Parent can develop this ability through activity warbles, finger game, or game that utilizes number.

b) Relationship one. Fathom a meaning is link one, and just one number with object that gets bearing. This tech can thru do knockabout activity.

c) Foot up, compare and number symbol. While learns to ask for child takes 3 balls, and child takes in 3 balls, maka anak that understands about amount concept. Child that sees number thread, will that tofu if accounts 3 balls from left to right and of right to left therefore amount it will same. Child that sees compare concept will see greater object, amount the more a lot of, less, or same.

Severally samples activity who can do teacher in develop number concept, which is:

a) Asking for child accounts cup amount required just for fill bottle until heavy with sand.

b) Asking for child accounts log amount required just for make building that is begat.

2) Developing Pattern and Relationship Concept

To the effect inform pattern and relationship is inform and analyses simple patterns, plagiarize, make, and makes ten-tang's estimate pretty much of carried on pattern. Severally samples activity who can do teacher to develop pattern and relationship on child:

a) Asking out child plays to arrange queue mobilan form line pattern tingle, black, red, black, red, black.

b) Asking out child plays to make bangle chain of color paper turns white, blue, green, white, blue, green.

3) Developing Geometries Subjective Concept and Room

Child learneding to know forms and settlements at environmentally surrounding. While are child play with log, paint draws, draw, snipping geometry forms, backing log to rack, actually child is studying about monotonic build and built spatial and its utility. Child first studying knows simple forms (trilateral, circle, parallelogram). Both of, learned child about

marking of each geometry form. Hereafter, child learned to apply its science to make builds by geometry forms.

Severally samples activity who can do teacher to develop geometry relationship concept and room on child:

a) Asking out child plays to blow soap spume utilize plastic straw that at bend on sectioned its tip so forms circle then be fastened to erect straw. Child ask out to observe that soap bubble form that blown by child as shaped as circle.

b) Provide ex hardboards (doctor, milk), plastic bottles, plastic straw, colour paper, etc. Ask out child to build one dreamed page for its playground utilize that second.

#### 4) Developing Measurement Concept

Measurements learned child of a variety chance mela-lui activity that needs creativity. Childs early phase not utilize tool, but informs longer concept, shorter, lighter, quick, and slower. Next phase, child was asked out to utilize measuring instrument is not default, as ribbon, shoe, and other as it. On higher phase again, child was asked out to utilize wall clock, ruler, scale, ter-mometer. Severally samples activity who can do teacher to develop measurement concept on child:

a) Asking out child measures length and rack wide toy utilize unit log.

b) Asking out child accounts cup amount contain sand required just for full fill one little pail.

c) Asking out child measures carpet utilize ribbon.

#### 5) Developing Collecting and Arrangement Concept

Initially child begins to choose aimless object. Hereafter child chooses toy with intent, e.g. bases color, measure, or form. On child superordinate phase can choose toy bases more than one variable, for example bases color, form and measure. Sample activity who can do teacher to develop arrangement concept is as follows: Asking out child take the air to garden, giving instruction to child gathers miscellaneous leaf. Then asks out mendata's child tersebut disatukan's leaf form every its type. Afterwards, make list about leaf amount for each form it by arranges same leaves as upright line onto. Child ask out to note amount one each lot leaf.

Coaching mathematics logic intelligence can also thru do plays science. Activity plays momentous science to be given for early age child because multi benefit, namely gets to develop ability:

1) Exploration and investigation, which is activity to observe and investigates object and nature phenomenon

2) Developing base science process skill, as does watch, measure, giving observing yielding info, etcetera.

3) Developing inquiring taste, leisured taste and wants to do inkuiri's activity or find.

4) Understanding science about good object sort characteristic, structure and also its function.

### c. Intelligence Intrapersonal

Intelligence intrapersonal is ability self for thinks reflektif's ala, which is points to reflektif's consciousness hit feel and thinking process thyself (kemendiknas, 2010: 13). There is activity even that range this intelligence is: think, dreaming, populating self, plotting aim, reflection, contemplate, making journal, assess self.

Material programs in curriculum who can develop intrapersonal's intelligence for example: chatted, task application motivates self, chatted knows and soulful, know various expression of feel, self-confidence, self-esteem, restraining emotion. This following learning activity steps that in order to increase Intrapersonal's intelligence for example as follows:

#### 1) Chatted

Knowing my aspiration to child (child was given by serial image about profession sort as doctor, teacher, pilot, police, farmer, singer, business man, etc. teacher asks to child “ Tomorrow if big pengen becomes what?), student answers while soulful child while name its aspiration.

#### 2) Task application Motivates Self

Child requestedding to does an activity with to amount to obstacle, e.g. obstacle is first walk ladder rise, second obstacle downwards direct by declines at perosotan, after is down directly walking pass tunnel or alley, after pass walking tunnel passes two-time obstacle again with jump rubber string that at fastens at child belly whop next door right and left, Every time child successfuling to went behind obstacle, she was let to take aught little flag upon table already being provided by teacher.

The greater child motivation to settle obstacle and successful settles it, more and more collectable flag. If there is other children, they were asked for to do it ala alternates, while the other waits go can ask for yell to give support. via this activity child can be coached to motivate self.

#### 3) Chatted knows and soulful

Child was given by serial image about leisured face expression sort, downcast, fear, and anger. After child knows each image, then given by question “ What Does you feel if your toy wrecked by others?” if child answers My “ angry ”, therefore child requestedding to responds while point out image suitably. Continually continues by reveal various expression that felt by triggered questions of teachers.

### d. Interpersonal's intelligence

Intelligence interpersonal is think to pass gets communication with other people. this points on “ human skill ”, can easily read, get communication, and gets interaction with other people. There is intelligence even that range this activity is: get interaction and share with comate, loving men that be known. Kindly speaking, interlacing collaboration or plays with, captaining agglomerate member (kemendiknas, 2010: 14).

Activity who can develop interpersonal's intelligence on PAUD'S child at Batujaya's district amongst those is: by develops tall interpersonal intelligence. Children impelledding to have braving and willingness to interlace contact and builds relationship well with person. Developed activity for example: play ball

with (moving chair or table), working group, coach to listen others talk and mutually gets communication, inured to give and replies greeting, brave to ask and answers question.

e. Musical Intelligence

Musical intelligence is the ability to handle musical forms, by perceiving (music lovers), distinguishing (music critics), changing (composer), expressing (singing), this intelligence includes sensitivity to rhythm, patterns of pitch in melodies, and tone colors. or the color of the sound of a song (Kemendiknas, 2010: 15). Activities that can develop musical intelligence in children include: by inviting children to sing songs that are fun, full of enthusiasm, which contain educational lyrics, listening to music, melodies, instrumental movements of songs, explaining voices, continuing songs that are The teacher has started, singing a children's song containing educational lyrics, explaining simple musical instruments, playing clapping, clapping songs, playing Drumband. Guess musical instruments such as: flute, saron.

f. Natural Intelligence

Naturalist intelligence, namely the ability to recognize and classify various kinds of plants and animals in the environment, living things or inanimate objects. This intelligence also includes sensitivity to other natural phenomena such as mountains, seas or objects in nature, in the sky in the morning, afternoon or evening. Get to know life in urban and rural areas. Activities that can develop natural intelligence are that children are taught to love the natural surroundings such as planting, seeing animal gardens, observing nature and living things, making metamorphic pictures of butterflies, and making boards of various leaves. In addition, in outdoor activities, children will also go on adventures to explain their environment and write and draw anything that is of interest to them.

g. Spiritual Intelligence

Spiritual intelligence is intelligence in seeing the meaning or essence of this life in accordance with human nature as a creature of God Almighty who is obliged to carry out His commands and stay away from all His prohibitions (Kemendiknas, 2010: 16). Activities that can develop spiritual intelligence include, among others, exemplary in real form which is taught through oral, written and deed behaviors, through stories so that children are able to judge good or bad behavior, children are invited to observe objects created by God such as by observing animals, plants, landscapes and so on and how to give thanks to God for everything that has been given.

In practice, in general, the application of outdoor activity in the development of multiple intelligences for early childhood in PAUD in Batujaya District contains three stages, including planning, implementing and evaluating learning (Novandi, interview, 16 November 2020).

1. Learning Planning

Before carrying out the learning process, a teacher or educator is required to make a lesson plan. The lesson plan is compiled based on outdoor activity in developing multiple intelligences. This planning is intended to direct learning



so that it can run properly in order to achieve the desired goals (Fadlillah, 2014: 133). In connection with the task of the teacher as a planner, learning planning must be prepared by the teacher independently and known by the principal, so that the objectives of learning planning can be achieved properly.

Learning planning is a plan made by the teacher to project what activities the teacher and child will do so that writing can be achieved. Teaching planning contains components that are systematically arranged where these components are interconnected and interdependent with one another (Masitoh, 2008: 44). These components are based on the application of outdoor activity in the development of multiple intelligences in early childhood.

## 2. Implementation of Learning

Based on the results of the analysis of researchers in activities during the study, data was obtained that the activities in the implementation of learning based on the application of outdoor activity in the development of multiple intelligences in early childhood at PUAD are summarized into three stages as follows:

### 1) Introduction (Apperception)

Preliminary activities begin with Ice Breaking / Slps Zone activities, where the teacher invites students to do ice breaking. This is done by the teacher to prepare students to receive core activity material. The preliminary activities are aimed at; help build children's interest so that children are ready to play in core activities, by introducing learning material, introducing prepared play activities, introducing play rules, introducing habits. Activities carried out for example with the sub-theme of my body, among others; by singing, playing clapping, praying before studying, reading story books, introducing the rules of playing, discussing the parts of the body - the functions of the body - how to care for the body, discussions that must be held as gratitude towards God for his body.

In essence, the introduction is an initial activity in learning aimed at focusing attention, generating motivation so that students are ready to take part in learning. Opening is in the form of regular routine activities carried out through initial conversation activities as a transition before the core activities begin.

### 2) Core Activities

This core activity uses Learning Based on the application of outdoor activity in the development of multiple intelligences for early childhood, has been included in Scene Setting activities at the preliminary stage which leads the child to the core learning activities. In addition, the content of exploration activities is contextualizing the subject matter.

At this stage the teacher begins to apply various strategies based on the application of outdoor activity in the development of multiple intelligences for early childhood based on the principles of active learning and cooperative. The methods that are often used in learning in PAUD are discussion, sociodrama, assignment and action research.

### 3) Closing Activities

The closing activity of learning is a calming activity. Some things that can be done in the closing activities include:

- a) Making simple conclusions from the activities that have been carried out, including the moral message to be conveyed.
- b) Advice that supports good habituation;
- c) Reflection and feedback on activities that have been implemented;
- d) Make calming activities such as singing, poetry, and telling stories that are fun; and,
- e) Informing the lesson plan for the next meeting

### **Conclusion**

The application of outdoor activities to the development of multiple intelligence at early age in Batujaya District, Karawang Regency is very important to be developed. Based on previous research and discussion, it can be concluded as follows:

First, the application of outdoor activity-based learning to the development of early childhood multiple intelligence is carried out by integrating the learning materials arranged in the curriculum with the outdoor activity approach to the development of various early childhood multiple intelligence through pictures, number cards, letter cards, illustrated stories interesting, and the learning method is carried out by playing outside the classroom, sociodrama methods on inter-personal intelligence, chatting, demonstrations, giving assignments, question and answer, discussion, exemplary.

Second, the assessment system carried out for early childhood does not use numbers, but in the form of narrative or sentence descriptions, while the evaluation technique is carried out when the learning process takes place in several ways, including: side by side, playing together, and playing together.

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