

## INTELLIGENCE DEVELOPMENT FOR EARLY CHILDHOOD 4-5 YEARS AT HARAPAN PERTIWI KINDERGARTEN 3

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**Abstract:** Verbal linguistic intelligence is part of the intelligence of the nine intelligences possessed by humans, which was discovered by Howard Gardner, this verbal linguistic intelligence involves the ability to use words effectively orally and in writing. The purpose of this study is to describe verbal linguistic intelligence in Harapan Pertiwi 3 Kindergarten, describe supporting and inhibiting factors in developing verbal linguistic intelligence in Harapan Pertiwi 3 Kindergarten, describe how the teachers efforts in developing students verbal linguistic intelligence, especially in learning at Harapan Pertiwi 3 Kindergarten. Descriptive qualitative approach which contains data collection techniques used are interviews, observation, and documentation. And analyzed by reducing irrelevant data, presenting data and drawing conclusions. The results showed that the development of linguistic verbal intelligence in Harapan Pertiwi 3 Kindergarten was realized by active learning implemented by the teacher through playing activities in learning. Development activities carried out by the teacher are using the pop up book learning method, playing words (vocabulary) where students are required to be more active in playing words and playing roles.

**Keywords:** Linguistic Verbal Intelligence, Efforts of Teacher, Language Learning

### Introduction

Every early childhood basically has the potential for intelligence that is innate from birth, because all intelligence has existed in the human brain since birth. According to Gardner (2008) linguistic verbal intelligence is the ability to use words effectively, both orally and in writing. The Multiple Intelligences theory from Howard Gardner (Amstrong: 2009) states that there are nine kinds of intelligence possessed by humans, including: verbal intelligence - linguistics, mathematical logic intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence,

interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence; and existential intelligence. Based on the nine types of intelligence described by Gardner, one of the aspects that must be developed in early childhood is verbal-linguistic intelligence which relates to a person's ability in language, namely listening, writing, speaking and generally very fond of reading. Stimulation of verbal-linguistic intelligence is important for early childhood, especially children aged 4-5 years, because this intelligence is needed in almost all areas of life. Musfiroh (2008) states that in verbal-linguistic intelligence children aged 4-5 years, generally they have a lot of vocabulary, are able to develop speaking skills through using simple sentences or conversations, are able to express their wishes and provide some information and use various forms of questions. simple. According to Hapsa (2021) learning language, children can get it through the learning process of interacting with their environment, every child will get or get it by listening, then the child will imitate what he hears, so that the child will use and be able to express his desires, feelings and thoughts.

In the development of verbal intelligence in early childhood, the teacher has a central role in providing stimulation both in the process of teaching and learning activities, as well as in interactions outside the process of teaching and learning activities. According to Purnamasari (2022) the teacher does not only focus on some aspects of intelligence, for example cognitive aspects, but must develop other aspects such as children's verbal and language skills. As is the case with research by Rizki et al (2016), which only focuses on developing intelligence from cognitive aspects, such as reading, writing and arithmetic activities. It is supported by the results of observations in several kindergarten schools in Purwakarta which show that teachers only emphasize the calistung method (reading, writing-counting), teachers still use worksheets and blackboards a lot. The learning atmosphere in the classroom becomes monotonous and less attractive to children. Daily learning activities, especially those related to the development of children's verbal-linguistic abilities, tend to be non-verbal only, for example doing LKA, so that the level of verbal-linguistic intelligence of children is still low as seen from the number of children who are still passive when learning.

Therefore, the development of verbal intelligence must be developed in every educational institution, especially at the PAUD level. Activities that are interactive during the learning process and outside the learning process for that need to be investigated how the process of developing children's verbal intelligence in Harapan Pertiwi 3 Kindergarten, Purwakarta.

## Methods

This type of research uses descriptive qualitative research, which is a deep work step to describe an object, phenomenon or social setting of translation in one narrative text. The research was conducted at Harapan Pertiwi Kindergarten, Purwakarta to find out how the process of developing verbal intelligence in children aged 4-5 years and what stimulation was carried out by teachers in carrying out teaching and learning activities, especially those related to the development of AUD language aged 4-5 years at Harapan Kindergarten. Pertiwi 3 Purwakarta Data collection techniques used observation, interview, and documentation techniques which were collected through detailed descriptions of the results of interviews with group A teachers using recording media. The research time is November 2-10 2022 at Harapan Pertiwi 3 Kindergarten, Purwakarta. data collection techniques with interview techniques, in the form of meetings between two people then exchange

information and ideas through question and answer so that meaning can be constructed in a particular topic (Sugiyono: 2014). Interview techniques are used to obtain information about the development of children's verbal intelligence in Pertiwi Hope Kindergarten 3. Qualitative research is declared valid if the collection of data/information has degrees of trust (capability), transferability (transferability), dependability (dependability) and certainty confirmability). In maintaining data analysis, namely the process of systematically compiling the data obtained based on the results of interviews. The data analysis technique used is descriptive narrative. The data

collected is written in a detailed way (reduction), the technique of presenting qualitative data is done in various ways, such as tables and graphs. After that, a conclusion/verification verification is carried out

### **Discussion**

Based on the results of interviews with 3 teachers at Harapan Pertiwi Kindergarten, 3 teachers A stated that verbal intelligence development activities were carried out by means of an educative process between teachers and students in the teaching and learning process. The process of teaching and learning activities includes several stages that must be carried out by the teacher. The first is the preparatory stage in the form of preparing lesson plans by setting learning objectives and formulating appropriate strategies/methods to develop verbal intelligence. The method designed and included in the lesson plan is a method that actively stimulates students to hone their ability to speak and communicate. The method uses a question and answer method. With the question and answer method, children are stimulated to issue words in the form of opinions, ideas and ideas. So that students actively develop their language skills in the form of pronunciation of words.

In addition, based on the results of interviews and observations at Harapan Pertiwi Kindergarten, it shows that verbal-linguistic intelligence development activities for early childhood 4-5 years are carried out with activities outside the learning process in class, such as playing activities during recess or before entering class. habituation activities. In the process of interaction and communication, the teacher starts by aligning questions that will stimulate the child to answer. It is hoped that teachers will be able to develop verbal-linguistic intelligence in early childhood.

### **Conclusion and Recommendations**

Based on the results of the research analysis, it can be concluded that the development of verbal-linguistic intelligence in children aged 4-5 years in Harapan Pertiwi 3 Kindergarten is carried out by teachers using methods that involve children to be active. In addition, the use of interesting media such as pop books stimulates children to hone their verbal skills. The teacher also develops verbal intelligence by interacting and communicating verbally in play activities outside the learning process.

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