

Improving The Interpersonal Intelligence Of 5-6 Year-Old Children Through Water Relay Playing At Al-Hidayah 1 Paud In The 2024/2025 Academic Year

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Abstract

The purpose of this research is to understand how water relay activities can enhance the interpersonal intelligence of children aged 5-6 years at PAUD Al-Hidayah 1 Rempek Darussalam. The research method used is classroom action research (CAR) with the Milles and Huberman research model, utilizing data collection techniques such as observation, interviews, and documentation. Based on the research findings and observations conducted from the pre-cycle, cycle I, and cycle II, there is an indication of change or improvement in the interpersonal intelligence abilities of children aged 5-6 years through playing water relay. This serves as evidence that there is a positive impact resulting from the learning done through water relay activities, as seen in the pre-cycle session where only 4 children achieved scores of 70-72%, which did not meet the classical completeness expected by the researcher. From the graph above, it shows that the majority of children received scores in the categories of Starting to Develop (MB) and Not Developing (BB). Then in Cycle I, there was an increase in children's interpersonal intelligence skills, which developed as expected (BSH) with 9 children or 50%, and there were also some children who had not yet reached the target expected by the researcher, which was still in the stage of Starting to Develop (MB) with 6 children or 33.3%. Meanwhile, in Cycle II, there was another increase, with 15 children or 83.3% meeting the criteria for completion and the remaining 3 children or 16.7% did not meet the criteria.

Keywords: Interpersonal Intelligence, Water Relay Play, Early Childhood

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and process for students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. (Yenti, 2021)

Early childhood education is a form of education that emphasizes laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity), social-emotional (attitude and behavior, and religion), language and communication, in accordance with the uniqueness and stages of development that early childhood goes through. (Rosidah, 2017)

One of the very important aspects of giving stimulation to children at an early age is the social emotional aspect. According to Wiyani and Khairiah, in (Imtikhani Nurfadilah, 2021) Social-emotional development refers to behavioral changes accompanied by certain feelings that emerge from the heart, which occur in early childhood children when interacting with others. In line with that, (Herdiyana et al., 2023) explains that social development is an increase in the individual's ability to interact with others.

One of the social emotional aspects that must be developed is interpersonal intelligence, where Howard Gardner Interpersonal intelligence can be defined as the ability to understand and differentiate the moods, intentions, motivations, and feelings of others. This includes sensitivity to facial expressions, vocal intonation, body language, and some pragmatic approaches (such as influencing a group of people to follow a certain path in an action). (Susanto, 2011)

Improving interpersonal intelligence requires games or play that can support children's interpersonal intelligence. According to the psychoanalytic theory of Sigmund Freud and Erik Erikson, play is an important technique for children to release pent-up emotions and build self-esteem after they are able to regulate their bodies and develop certain social skills. In early childhood education, games and play are closely related because, essentially, children acquire knowledge through play. (Rahmina, W., Nurtiani, A. T., & Amelia, 2020)

One of the games that has an impact on interpersonal intelligence is playing water relay. Relay games are games that are played in groups, where each group consists of four or more runners, and each runner has their own role in the game (Amini, 2013). In this study, the relay game

used was the water relay where the game was played in groups and had to be completed sequentially by each group member while carrying water. Children gave each other containers filled with water after completing all the obstacles in the game. This plays activity created a fun and challenging atmosphere for children.

Based on initial observations conducted at PAUD Al-Hidayah 1, most children in class B aged 5-6 years old have temperamental traits and often hit their friends, most of them cannot regulate their own emotions when angry and their communication skills are poor with their peers or teachers. And also found some children who have difficulty interacting with their peers, such as a lack of ability to share, cooperate, and understand the feelings of others. Therefore, efforts are needed to improve children's interpersonal intelligence through methods that are appropriate to their developmental characteristics, one of which is through playing water relay.

Due to this, researchers focused on improving the interpersonal intelligence of children aged 5-6 years at PAUD Al-Hidayah 1 in the 2024/2025 academic year.

METHOD

The type of research used by the researcher was the Classroom Action Research (CAR) method. In the early 1940s, *Kurt Lewin* defines action research as a process that involves the development of reflective thinking, discussion, decision making, and actions carried out by a group of people who participate in the research they experience together. (Trisniawati, 2014) Where in this study using the Kemmis and MC Taggart model research design (Miles & Saldana, 2014). This research was conducted in two cycles, each consisting of four stages of planning, implementation, observation and reflection. The subjects in this study were children aged 5-6 years at PAUD Al-Hidayaj 1,

totaling 18 children consisting of 4 girls and 14 boys.

The data collection techniques used were observation, interviews, and documentation. The data collection tools used were observation guidelines, interview guides, and documentation guidelines. According to Sugiyono (2020), data collection techniques are the most strategic in conducting research, as the primary goal of research is to obtain data. (Kusnandar, 2008)

Data analysis techniques used include non-statistical, also known as qualitative, data, and statistical, or quantitative, data. The formulas/references used for individual completeness are:

$$\text{Score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

The formula for determining classical completeness is (Ratnawulan, 2013):

$$\text{Percentage (\%)} = \frac{\text{Number of students who have completed their studies}}{\text{Total number of students}} \times 100$$

As for the performance indicators, namely for individual child completeness according to the KKM of 70, while classical completeness is 80%.

RESULTS AND DISCUSSION

The research conducted at PAUD Al-Hidayah 1 was carried out in two cycles, with cycle I having three meetings and cycle II having two meetings. This research was then carried out in accordance with the learning theme in the institution. Each cycle of action itself consists of planning, implementation, observation, and reflection. During the research process, the results have shown an increase in the learning process in an effort to improve interpersonal intelligence in children aged 5-6 years.

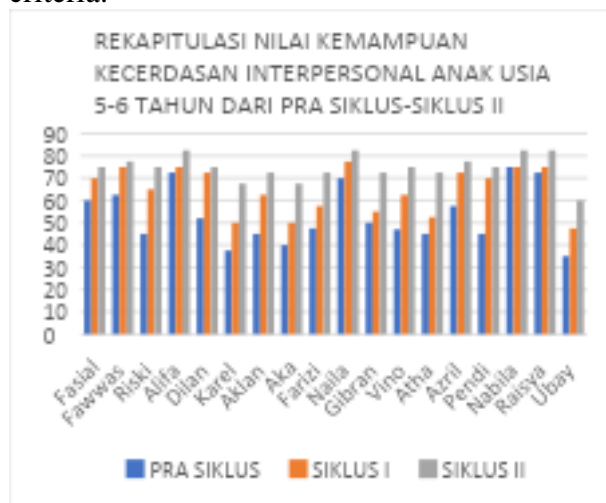
Table: Results of data recapitulation of children aged 5-6 years from pre-action, cycle I, and cycle II

No	No	Score	Mark	Score	Mark	Score	Mark	Is
1	Facial	24	60	28	70	30	75	BSH
2	Fawwas	25	62.5	30	75	31	77.5	BSH
3	Therisk	18	45	26	65	30	75	BSH
4	Alifa	29	72.5	30	75	33	82.5	BSB
5	Dilan	21	52	29	72.5	30	75	BSH
6	Karel	15	37.5	20	50	27	67.5	BSH
7	Aklan	18	45	25	62.5	29	72.5	BSH
8	Aka	16	40	20	50	27	67.5	BSH
9	Farizi	19	47.5	23	57.5	29	72.5	BSH
10	recognized	28	70	31	77.5	33	82.5	BSH
11	Gibran	20	50	22	55	29	72.5	BSH
12	Wine	19	47	25	62.5	30	75	BSH
13	They can	18	45	21	52.5	29	72.5	BSH
14	Azil	23	57.5	29	72.5	31	77.5	BSH
15	Paint	18	45	28	70	30	75	BSH
16	Nabila	28	75	30	75	33	82.5	BSB
17	Raisya	29	72.5	30	75	33	82.5	BSB
18	by	14	35	19	47.5	24	60	MB
Classical Completion		$\text{percentage}(\%) = \frac{4}{18} \times 100\%$ = 22,2 %		$\text{Percentage}(\%) = \frac{9}{18} \times 100\%$ = 50%		$\text{Percentage}(\%) = \frac{15}{18} \times 100\%$ = 83,3 %		

Based on the table above, it can be seen that during the observation in improving children's interpersonal intelligence abilities in the pre-cycle it is still low. This can be seen in the table above about children's interpersonal intelligence abilities in the pre-cycle, namely that there are still many children whose interpersonal intelligence abilities are still low, but besides that, there are some children who are already at

the standard value of the criteria for developing according to expectations (BSH), namely only 4 children who obtained a score of 70-72%, where this value has not reached the classical completeness expected by the researcher, and there are most of the children who obtained scores in the categories of Starting to develop (MB) and Not Yet Developing (BB). Judging from these data, the researcher made efforts or

actions in cycle I with the result that there was an increase in interpersonal intelligence abilities in children, namely there were several children who began to achieve the value of developing according to expectations (BSH) as many as 9 people or equivalent to 50%, and there were also several children who had not reached the target expected by the researcher, namely still at the stage, Starting to develop (MB) as many as 6 people or equivalent to 33.3%. Meanwhile, in cycle II there was another increase, namely 15 children or 83.3% with complete criteria and the remaining 3 children or 16.6% with incomplete criteria.



Based on the results of research and observations carried out starting from the pre-cycle, cycle I and cycle II, it shows that there is a change or increase in the interpersonal intelligence abilities of children aged 5-6 years through playing water relay. This is a form of result and evidence that there is a positive impact resulting from learning by using water relay activities because at the pre-cycle meeting, children's interpersonal intelligence abilities were only 4 children who obtained a score of 70-72%, where the value has not reached the classical completeness expected by the researcher, from the graph above that most of the children obtained scores in the categories Starting to develop (MB) and Not Yet Developing (BB).

Then in the first cycle there was an increase in the interpersonal intelligence abilities of children, namely developing according to expectations (BSH) as many as 9 people or equivalent to 50%, and there were also several children who had not reached the target expected

by the researcher, namely still at the stage, Starting to develop (MB) as many as 6 people or equivalent to 33.3%. While in the second cycle there was another increase, namely as many as 15 children or 83.3% with complete criteria and the remaining 3 children or 16.7% with incomplete criteria.

From these results, it is in accordance with the psychoanalytic theory developed by Sigmund Freud and Erik Erikson, which states that playing is an important means for children to release pent-up emotions and increase children's self-esteem when they can control their bodies and develop certain social skills (Rahmina, W., Nurtiani, A. T., & Amelia, 2020).

According to Piaget, playing is an activity that is done repeatedly and provides pleasure or satisfaction for the individual who does it (Fadlillah, 2012).

According to (Fadlillah, 2012), play equipment is anything a child uses to satisfy their play instinct. Meanwhile, according to Santrock, as quoted by (Kurniawati, 2010), play is a fun activity done for one's own benefit.

This water relay is a modern game that emphasizes teamwork. In this game, participants must transfer water from one place to another, for example, from a bucket to a plastic bottle, over a predetermined distance. The water is transferred using plastic cups. Because this game has a time limit, participants will appear tense while performing it (Rohmiwati, 2019).

This water relay game is designed for children aged 5-6. As a group game, it provides an opportunity for participants to actively participate and develop skills in cooperation, teamwork, and fair play. (Mukarromah & Dewi, 2018)

CONCLUSION

Based on the results of research and observations carried out starting from the pre-cycle, cycle I and cycle II, it shows that there is a change or increase in the interpersonal intelligence abilities of children aged 5-6 years through playing water relay. This is a form of result and evidence that there is a positive impact resulting from learning by using water relay activities because at the pre-cycle meeting, children's interpersonal intelligence abilities

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Then in the first cycle there was an increase in the interpersonal intelligence abilities of children, namely developing according to expectations (BSH) as many as 9 people or equivalent to 50%, and there were also several children who had not reached the target expected by the researcher, namely still at the stage, starting to develop (MB) as many as 7 children or equivalent to 38.8%. While in the second cycle there was another increase, namely as many as 15 children or 83.3% with complete criteria and the remaining 3 children or 16.7% with incomplete criteria.

SUGGESTION

1. For schools, it can increase water relay play activities because water relay play activities can improve children's interpersonal intelligence skills.
2. For teachers, it can be a medium that can be used in the teaching and learning process at school and as additional knowledge for teachers.
3. Future researchers interested in conducting research on similar topics or subtopics can use this study as a reference. However, the results are far from perfect; there are still areas of the thesis that could be further explored. Hopefully, this research will inspire future researchers.
4. For readers or users of the results of this research, especially in improving the intelligence abilities of early childhood, this research can be additional knowledge that can be used.

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