

The Effectiveness of Butterfly Songs on Intrapersonal Intelligence Children Aged 5-6 Years

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Abstract: This study aims to determine the effectiveness of butterfly songs on children's intrapersonal intelligence in Nurul Hidayah Bukittinggi Kindergarten. This study involved 20 children as research objects, of which ten belonged to the experimental class and 10 to the control class. The research design was the pretest-posttest control group. The collection used a scale to test the quality of the measuring instrument. It used the content validity test with professional judgment to see reliability using SPSS 20.0 for window with the Alpha Crombach technique. Hypothesis testing used the statistical T-test technique with the help of SPSS 20.0 for the window, which showed a significant level of 0.000. It shows that the butterfly song is effective in increasing intrapersonal intelligence in Kindergarten.


1 INTRODUCTION

The golden age is the golden age for children aged 0-8 years, where children at this time can quickly absorb and understand what is being taught to them. During this golden age, the formation of the nervous system fundamentally occurs, and the absorption capacity of the child's brain reaches 80%. At 0-4 years, as much as 50% of intelligence will be awakened, and at the age of 4-6, it will develop to 80% of the total intelligence achieved at 18 years. For a child's intelligence to develop optimally, it is necessary to provide stimulation throughout his life. Children's stimulation is, of course, from the family and school environments. Children's stimulation from the family environment and school environment can make them human beings who grow with intelligence. The intelligence that every child has from birth is different. According to Gardner in Anita Yus (2010: 10), "The essence of every child is an intelligent view of this route that intelligence is only seen from the IQ factor. Gardner sees intelligence from various dimensions. Every intelligence possessed will be able to lead children to achieve success. Still, according to Gardner in Antonius Atosokhi et al. (2003: 54), "The multiple intelligences in question consist of 8 types of intelligence, namely

linguistic intelligence, logical-mathematical intelligence, naturalist intelligence, visual-spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intelligence intrapersonal".

According to Ngalm Purwanto (2006), each child's different bits of intelligence are factors of innateness. Innateness is determined by the traits and characteristics that are innate. Furthermore, influenced by Maturity, every organ in the human body experiences growth and development. Every organ (physical or psychological) can be said to have matured if it can carry out its respective functions. The formation is also a factor. The formation is all circumstances outside of a person that affects intellectual development. Distinguished in the formation of intentional as done in schools and the formation of unintentional as the influence of the environment. Specific interests and traits are also a factor in different intelligences in children. Interests and innate direct action toward a goal are the impetus for that action and freedom, meaning humans can choose specific methods to solve problems. All intelligence can be developed in every child, but researchers will discuss intrapersonal intelligence in children in this study. Intrapersonal intelligence is an ability related to awareness and knowledge about

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oneself. Intrapersonal intelligence is intelligence in understanding and understanding yourself.

According to Gardner in Suparno (2013), children who have Intrapersonal Intelligence will stand out in the following abilities:

1. Can concentrate well
2. Surprise and expression of different feelings
3. Deep self-knowledge
4. Self-balance
5. Awareness of spiritual reality
6. Reflective, likes to work alone.

From the results of observations made by researchers, intrapersonal intelligence in Nurul Hidayah Bukittinggi Kindergarten children where children have not been able to express simple or confident opinions and defuse rules. Children cannot complete their work, cannot express activities such as telling about themselves, can see facial expressions when doing activities he likes, and can express their feelings. Teachers are less able to motivate children by using exciting methods. For children to be interested in learning, teacher learning uses creative, innovative and varied methods for children, because creativity in choosing methods is very important in learning, so children want to play an active role directly and not passively. Based on the description above, the observer stated that this phenomenon needs to be minimized by giving flying butterfly songs to improve children's intrapersonal abilities. The flying butterfly song is a song with the theme of flying butterflies. Song (singing) is a work of art related to sound art and language art, as a work of sound art that involves the melody and vocal color of the singer.

Music is used as a learning medium. Of course, it must be able to make the learning atmosphere fun and not dull. In this case, music is related to numbers. The use of music for children will undoubtedly have a positive impact on their learning process. It is because music is a way to stimulate the mind so that children can receive the material well. In addition, music stimulates the mind, improves concentration and memory improves cognitive, physiological, and emotional intelligence. Music will also affect children's feelings, influencing the teaching and learning process. So the goal to be achieved in this study is to develop intrapersonal abilities using music media in group B kindergarten children.

2 METHODOLOGY

This research was conducted using a quantitative

approach. Which method used in this study is a quasi-experimental design (pseudo-experiment). The use of quasi-experimental design methods was carried out to achieve the research objectives, i.e., increase the ability to know numbers in Kindergarten Group B children. The quasi-experimental design used in this study was a non-equivalent pretest-posttest control group design (Sugiyono, 2011). A description of the flow of implementing the guidance program using music media can be seen in the picture as follows.

Table 1: Design research.

Kelompok	Pre-test	Pelaksanaan Program	Post-test
Eksperimen	O ₁	X ₁	O ₂
Kontrol	O ₁	X ₂	O ₂

Information :

O1: initial test (before being given treatment) on the experimental group and control group

O2: final test (after being given treatment) on the experimental group and control group

X1: giving treatment using music media

X2: conventional treatment / without treatment

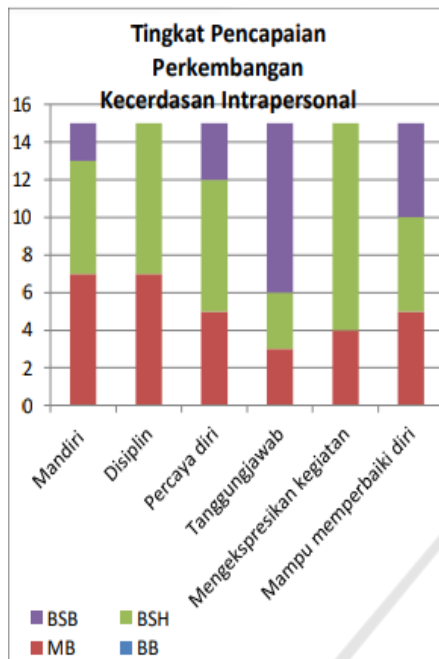
3 RESEARCH RESULTS AND DISCUSSION

The results of research done on the control group, after being given a pretest and then the control group did conventional learning six times meeting and given a posttest, can be seen from the results below. Based on the t-test results, the results obtained were $t = 12.038$ with a level significance of 0.000. It shows that there is a significant difference between the experimental group and the control group.

Related to this research, researchers have conducted observations and interviews that focused on aspects of the development of intrapersonal intelligence in children, namely, aspects of independence, discipline, self-confidence, responsibility, expressing activities, and being able to improve themselves. Based on the results of the data obtained from observations and interviews in group B of Nurul Hidayah Kindergarten with 15 children. It was found that there were eight children whose intrapersonal intelligence development was at an excellent level of developmental achievement (BSB) and five children with an expected development level of achievement (BSH). Moreover, the remaining two children with the level of achievement began to

develop (MB). It is influenced by habituation at home or school.

More details can be seen in the following graph:



Using this song helps children in developing intrapersonal abilities. Sugiono (2013: page 191) states two ways to develop intrapersonal intelligence in children at school: 1) Creating a positive self-image. Teachers can give an excellent self-image to children by displaying a warm but firm attitude towards children so that children still respect the teacher. In addition, teachers who respect and care for their students will make it easier for teachers to give attention, appreciation, and acceptance to their students. 2) Creating an atmosphere that supports the development of intrapersonal abilities and children's self-esteem.

With children appearing in front of the class and singing children's songs, they are pleased and can express themselves. Tadkiroatun Musfiroh (p. 9.13) states that intrapersonal intelligence in children can be developed in various ways, including playing, playing, conversing, and telling stories. This activity aims to stimulate children's ability to understand their characteristics and interests, the ability to evaluate themselves, the ability to enjoy activities, the ability to express intentions and self-expression, and the ability to be disciplined and self-controlled. Intrapersonal intelligence is essential for everyone who wants to gain control over their lives and achieve success and security. In this study, intrapersonal intelligence skills include independence, discipline,

self-confidence, responsibility, expressing activities, and improving oneself. Intrapersonal intelligence stands out in children who often look quiet and prefer to contemplate and work alone.

4 CONCLUSION

Based on the results of data analysis obtained by researchers in the previous section, it can be concluded that the development of children's intrapersonal intelligence overall is already at a very well-developed achievement (BSB) because most children are at the level achievement of BSB, namely eight people, and five people with the achievement of BSH. While aspects of the development of intrapersonal intelligence of children. It proves that the flying butterfly song effectively develops early childhood intrapersonal abilities.

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