



## Efforts to Improve the Development of Naturalistic Intelligence through Outbound Methods at RA Muslimat NU XVII Keser Tunjungan District, Blora Regency

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<b>ABSTRACT</b> The naturalistic intelligence of early childhood is very important to be stimulated because at an early age child are faster to receive stimuli and apply the knowledge or knowledge they have acquired. One way to stimulate is through the outbound method. The naturalistic intelligence of grade B children at RA Muslimat NU XVII Keser, Tunjungan, and Blora has not yet been achieved and developed. Therefore, this study analyzes efforts to improve children's naturalistic intelligence through the outbound method. The type of method used by the researcher is qualitative, namely using analysis of interview data and in-depth observations in the field. From the data sources that the researchers got from the field, the researchers were able to formulate a problem statement on how to apply increasing naturalistic intelligence through the outbound method at RA Muslimat NU XVII Keser, Kec. Tunjungan, Blora? to increase naturalistic intelligence in children. The results of this study indicate an increase in the naturalistic intelligence of class B children RA Muslimat NU XVII Keser, Tunjungan, and Blora. <b>Keywords:</b> <i>Intelligence, Outbound, Stimulus</i>			

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## INTRODUCTION

Educators not only transfer knowledge, but educators must be able to provide various new learning methods for students to teach so that they are easier to remember and apply. According to Hamzah B. Uno Strategy is something teachers do in paying attention to the learning process (Amrina dkk., 2021, 2022; Amrina & Mudinillah, 2021). The education strategy is an effort made by teachers in an activity to achieve goals and objectives that have been set both jointly and according to the institution that acts as the manager of education (Rezi dkk., 2022; Shidqi & Mudinillah, 2021).

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Strategies are carried out by applying various methods and various systems to facilitate the smooth running of the teaching and learning process carried out by teachers as mobilizers and facilitators (Almendingen dkk., 2022). Learning while doing more activities brings more results for students because the impressions obtained by students are more durable and stored in their minds of students (Altun dkk., 2022). Each individual uses naturalist intelligence when the individual recognizes, plants, animals, and objects around him. By interacting with the surrounding physical environment, he developed the law of causation. In addition, it can also observe patterns in interactions and behaviors such as weather conditions and changes that occur in animals and plants. Intelligence does not operate independently, it can be used at the same time and tends to complement each other as a person develops his abilities or solves problems (Rahmiati, Israwati, Rahmi, Amsal Amri, Dina Amalia, t.t.).

Intelligence or intelligence is the ability to solve problems. Howard Gardner suggests that eight kinds of intelligence need to be improved, one of which is naturalist intelligence (Arikunto, 2021). Naturalist intelligence is the intelligence of this nature, such as the animals and plants that surround us (A. Susanto, 2006). This intelligence develops as a need to maintain life in the wild. Back when humans lived by hunting and collecting fruits or plants to eat, humans had to recognize the weather conditions, the types of animals that were dangerous or not, and the types of plants or fruits that could be eaten or not. Nowadays times have changed. Despite this, this intelligence remains well preserved, only the form of its application is somewhat different (Afsah, 2021; Al-Bataineh, 2021; Al-Mashhadi, 2018).

Naturalist intelligence needs to be instilled from early childhood, that is, between 0-6 years according to the theory of brain development. At this age it is very effective to stimulate the intelligence of the child, that is to say, at this age, the naturalist values given will be easily absorbed and applied by children (Egido, 2018; Qin, 2018; Xiang, 2021). In early childhood education the cultivation of naturalist intelligence values, so that from an early age children already get knowledge about the environment and how to preserve the environment and how to preserve the environment. Practice and concrete examples are particularly important for these early childhood children. Each child's naturalistic intelligence development is different. The way educators develop naturalistic intelligence is not the same because every child also has different weaknesses. Naturalistic intelligence can be developed through various methods according to the abilities of children and their respective institutions. As an educator, of course, you have to create and prepare new methods or new ideas to develop them so that children are more interested and improve faster.

Early childhood learning methods should be fun activities and are designed according to learning objectives, as we know each child has different aspects of intelligence, but each child has one of the most prominent intelligence compared to other intelligence. The learning methods used are various. Among them are the storytelling method, the fairy tale method, the conversing method, the tasking method, the drama method, the field trip method, the hand puppet method, the outbound method of the

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project method, and the experimental method. One of the learning methods that is considered appropriate to improve children's naturalistic intelligence is the outbound method.

The development of the child's naturalistic intelligence according to Bronson as quoted by Destinyoatun states that: "5-year-olds have become familiar with science, they are more enthusiastic about learning in nature and protecting the environment. They can distinguish living objects and inanimate objects. They can sort objects by certain features, and group objects by color, size, and shape. Not only that, but they have also been able to classify the leaves based on their size. After the age of 5, children generally recognize the prominent features of the same type, and can identify food based on several characteristics such as color, shape, and taste" (Hoerr, 2010).

The Naturalist Intelligence was the eight intelligence identified by Howard Gardner. He thought of it as a way to describe those who sort, categorize, and draw on the natural environment. In the distant past, the Naturalist Intelligence helped people to survive; they knew what plants they could eat when to sow seeds, and how to use natural cures (Hadley & Mendez, 2021). Based on the above problems, the teacher needs to create a new method to increase children's interest in learning. Therefore, educators apply outbound methods or games outside the classroom in learning. Activities outside the classroom or in an open place will make children fresher so that what educators convey is easily accepted. Children can practice directly in natural activities that can help improve the child's naturalist.

Outbound games are direct games in the outdoors so that they can channel their creativity to explore how much naturalistic intelligence they have. Even without realizing it, the child will be more sensitive to the environment. Based on the theory above, researchers found several things that are different from grand tours in the field. It can be seen that the suboptimal development of naturalistic intelligence finds several different things with a grand tour in the field. It can be seen that the suboptimal development of naturalist intelligence of children aged 5-6 years in Raudhatul Athfal Muslimat NU XVII Keser, Tunjungan, Blora. The outbound method has not been used for a long time and has not focused on one point, so there are still children who are not interested in learning in nature, still do not maintain cleanliness, there are children who still have difficulty understanding the types of plants, and children have not been able to fully classify objects based on their characteristics.

A wide variety of methods is used by RA Muslimat NU XVII Keser to improve the development of the child's naturalistic intelligence. This outbound game is an activity outside the classroom so that children are sensitive to maintaining nature and the cleanliness of the surrounding environment. With this method, RA Muslimat NU XVII Keser is more creative, independent, sensitive to the surrounding environment, loves nature and his natural intelligence can be explored and developed. The research seems by the first researcher (Putri Melinda, 2020) the implementation of farming activities in increasing naturalist intelligence in children aged 5-6 years group b in tk dharma bakti Kota Bengkulu (Gunawan, 2007). In addition, the second researcher (Dina Amalia, 2021)

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developed the naturalistic intelligence of early childhood through the application of the project method in paud ananda Riski, Aceh Besar Regency (Hudakk., 2022). And the third research (Choirunnisa, 2015) efforts to improve the intelligence of naturalists through traditional market games in the A1 group of TKIT Al-Muhajirin Sawangan Magelang (Yuyun Indah Sari, 2020).

## **RESEARCH METHODOLOGY**

This research uses qualitative methods (Biggerstaff, 2008; Creswell, 2014; Creswell & Creswell, 2018). Qualitative methods are methods that focus on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon. Qualitative research that pays attention to humanism or the human individual and human behavior is the answer to the realization that all the consequences of human actions are affected by the internal aspects of the individual. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationships or interactions between these elements, to understand an event, behavior, or that uses a case study approach, which tries to focus research attention on a single problem and solution in child development. This type of research is classroom action research.

The method used in this study is descriptive qualitative so the data obtained and collected are to be analyzed by description (Abowitz, 2010). The purpose of the descriptive method is to describe the data factually, systematically, and accurately regarding the facts and the relationship between the phenomena under investigation (Harvey dkk., 2021).

## **RESULT AND DISCUSSION**

### **Institution**

The following is a description of RA Muslimat NU XVII Keser, Kec. Tunjungan, Kab. Blora briefly from the results of interviews, case studies, observations, and documentation related to outbound methods to improve children's naturalistic intelligence.

#### **History of the Institution**

RA Muslimat NU XVII is a private institution under the auspices of the NU Muslimat Foundation. Keser Village is an area that is a bit far from the urban area with the people's economy at that time still the majority relying on farm income so that to send children who are still early is quite troublesome for parents to go to the city so that many children should be of school age but not schooled, Seeing this condition, nu Muslimat keser branch children took the initiative to establish schools for early childhood in the hope that even though they were in the village of the children of this nation still be able to gain knowledge. With the capital of using the village land, a school was established for early use children who were named RA Muslimat NU XVII, precisely in 1997. With the cooperation of all parties and the community who are enthusiastic about welcoming the establishment of early childhood schools and Alhamdulillah until now RA Muslimat NU

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XVII continues to run and is in demand by the community. Location RA Muslimat NU XVII Desa Keser RT 002/RW 003 Tunjungan Subdistrict, Blora Regency.

Vision, mission and purpose RA Muslimat NU XVII Keser

Everyone

Realizing Indonesian children who are healthy, smart, cheerful, and have good character

Mission

1. Realizing that children get adequate and halal nutrition to have a strong body physically and high stamina
2. Exploring and developing the potential that each child has by their characteristics
3. Inculcate the values of faith and piety in Allah SWT
4. Providing an example by the teachings of Islam ahlu sunnah wal jama'ah
5. Creating a system that is conducive to the development and growth of children in the school family environment and their social environment

Objectives of RA

General Purpose

In general, the purpose of Raudhatul Athfal's education is to help students develop the spiritual, intellectual, emotional, kinesthetic, and social intelligence potential of learners in their golden age of growth in an educational and enjoyable play environment.

Special Purpose

Specifically, the educational objectives of Raudhatul Athfal Muslimat NU XVII include:

Improving the function of the school as a place to play while learning and learning while playing fun for preschool age

Provide efforts to stimulate, guide, nurture, and provide learning activities that will produce the abilities and skills of students.

Develop the various potentials of preschool students both psychic and physical.

Producing students who are qualified and ready to enter the world of elementary school.

### **Metode Outbound**

Outbound activities are very important to cultivate independence, courage, confidence, responsibility, and empathy and can spur students to be more creative in overcoming learning problems in the classroom. In addition, students can adapt to the environment and the surrounding nature and know the importance of life skills to gain experience living in the surrounding natural environment and ultimately have an appreciation of the natural environment (Hitron dkk., 2019; Ismail, 2011; Schut dkk., 2020; Zheng, 2018).

The use of the outbound method in RA B Muslimat NU XVII Keser applied since 2019, this method is carried out during the second week of the first month of learning until the initial semester or usually in December so that children are more concerned about the environment and the surrounding nature. Intelligence is very important to develop because

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it concerns flora, fauna, cleanliness itself, and even the surrounding environment, but this naturalistic intelligence is rarely developed at home or in other environments.

With this outbound method, it is easier for the child to do and follow. This outbound game is not only carried out outside the school or tourist attractions but is carried out on the school page as well. Usually, children are divided into 5 groups, one group consists of 5 children. It is easier for children to absorb the knowledge gained because they immediately practice openly. We usually apply this outbound game once a week according to the lesson plan we made. Play activities are the world of the child, so they will be easy to do and apply. Using the outbound method is actually easier to apply because it does not have to be done in a luxurious recreational place or outdoor, only done on the school page can attract the attention and interest of children. But this outbound game takes quite a long time and extra energy. Other institutions have not widely used this method, because they are constrained by energy, time, and funds.

Some outbound activities such as early childhood include farming, art, demonstrations, and games with inanimate objects and living objects. Activities that can be done in early childhood are in the form of activities to care for plants. The results showed an increase in love behavior in the environment and surroundings so that the naturalistic children were more developed (Gultom dkk., 2022; Hendra dkk., 2022; Lane dkk., 2021).

Outbound is one of the activities carried out outdoors, so with this activity, students can explore plants, and animals, and understand the importance of paying attention to the nature around them. This method of outbound activities is expected to increase the naturalist intelligence of students so that children will grow up to be individuals who care for and love nature (Mavilidi dkk., 2022; F. Susanto dkk., 2022; Yul Fanani dkk., 2022; Zakaria dkk., 2022).

Factors affecting the formation of naturalist intelligence student of RA Muslimat NU KESER

Factors affecting the formation of the naturalist intelligence of students:

The role of the school environment

The school environment will lead the students in it to become a person with good naturalist intelligence. The principal, teachers, and school committee must set an example of tauladan to all students in order to create a conducive environment to form the naturalist intelligence of students. The school environment is a forum for the formation of children's naturalist intelligence, good interactions on the part of teachers and students can have an impact on the quality of good students as well. This shows that the role, motivation, and motivation of the teacher can influence student behavior in their achievements.

The role of the family environment

Family or parents are the first education for children, the interaction of children from birth starts in the family environment. The role of parents in shaping naturalist intelligence is very important, such as from an early age, they have been taught about caring for plants, raising pets, and allowing children to play in the environment but with parental supervision. This will become a habit of the child so that his naturalist intelligence is

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formed from an early age and will later be developed when the child enters the school environment.

The role of the community environment

Without the support of the community, the efforts of schools and parents in shaping the naturalist intelligence of students will be less than perfect. This is because the community environment is an environment where an individual jumps in and applies his habits when at home and school. The cooperation of all parties will make efforts to form naturalist intelligence that can run well and perfectly.

## **CONCLUSION**

Based on the results of research that researchers have conducted on improving the development of children's naturalistic intelligence at RA Muslimat NU XVII Keser, Tunjungan, Blora, it can be concluded that the application of outbound activities to improve naturalistic intelligence is carried out properly. Not all institutions use outbound methods to improve naturalistic intelligence due to constraints on place, time, and cost. So researchers use outbound methods to improve children's naturalistic intelligence as new ideas or new learning models. With the application of this method, the development of children's naturalistic intelligence is improved and easy to understand.

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