INTISARI

Rumusan masalah penelitian ini adalah apakah metode doodling dapat meningkatkan kecerdasan interpersonal pada anak usia dini yang cenderung bermain gadget Kecerdasan Interpersonal adalah kemampuan untuk memahami dan berinteraksi dengan baik dengan orang lain. Kemampuan ini melibatkan kemampuan ini penggunaan kemampuan verbal dan nonverbal, kemampuan kerjasama, menagemen konflik. Doodling dimanipulasi dengan meminta subjek dengan cara mencoret sesuai dengan keinginan mereka, mereka bisa membentuk coretan tersebut menjadi sebuah gambar rumah, orang, pohon, tumbuhan dan lain-lainnya.

Tujuan penelitian ini adalah untuk mengetahui metode doodling dapat meningkatkan kecerdasan interpersonal pada anak usia dini yang cenderung bermain gadget. Jenis penelitian ini adalah penelitian quasi eksperimen dengan one group pre test-post test dengan menggunakan lembar pengamatan untuk mengatahui kecerdasan interpersonal anak melalui corat-coret (Doodling). Subjek penelitian ini adalah 15 anak dari kelompok Tk B yang berumur 5-6 tahun yang memiliki kriteria kecenderungan bermain gadget. Hasil penelitian menunjukkan bahwa terdapat peningkatan kecerdasan interpersonal anak usia dini yang cenderung bermain gadget melalui kegiatan corat-coret (doodling) dengan nilai kolerasi p= 0.000 < 0.05 dan t =10.095 > 1,753 artinya terdapat perbedaan kecerdasan interpersonal anak usia dini yang usia dini yang cenderung bermain gadget sebelum dan sesudah diberikan kegiatan corat-coret (doodling).

Kata kunci : kecerdasan interpersonal, doodling, anak usia dini

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ABSTRACT

Everyone using gadgets with technology that modern such as television , mobile phone , laptop , computer tablet , smart phone , and others. Gadgets this can be found anywhere, good in adults and children. Children now it has been active in which many consumer products electronic and gadgets that will make the children as a target their markets. Moeslichatoen (2004) revealed that through the activities of children played can develop intelligence interpersonal melaui creativity. There are activities that may develop interpersonal kids through creativity of them are painting (paint), printing activities (print), drawing activities (drawing), activities coollage (sticking), and activities unified (forming) when dikakukan gregarious.

As for formulation the problem is whether method doodling can increase intelligence interpersonal in early childhood that tends to play gadgets intelligence interpersonal is the ability to understand and interact with of the secret. This capability involving this capability the use of verbal skill and nonverbal, the ability cooperation, menagemen conflict. Doodling manipulated by asking the subject by means of crossing out in accordance with what they wanted , they can form a scrawl will be made as a picture house , people , trees , herbs and doing stuff.

The purpose of this research is to find a method of doodling can increase intelligence interpersonal in early childhood that tends to play gadgets. The kind of research this is research quasi his experiments with one group pret tst-post test by using sheets of observation to know intelligence interpersonal a son through students (doodling). The subject of study this is 15 children of a group kindergarten b from 5-6 years possesses the criteria a tendency play gadgets. The research results show that there has been increasing intelligence interpersonal early childhood that tends to play gadgets through the activities of students (doodling) to the value of kolerasi p = 0.000 & lt; 0.05 and t = 10.095 & gt; 1,753 it means there is a difference intelligence interpersonal early childhood whose age early that tends to play gadgets before and after given activities students (doodling).

Password: intelligence interpersonal , doodling , early childhood

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