Developing Interactive Multimedia for Multiple Intelligence-Based Learning For B Group Children at PAUD Terpadu Al-Furqan Kaliwates Jember

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ABSTRACT
This development research was carried out at the Al Furqan Integrated PAUD, Kaliwates Jember District, Jember Regency in the 2019/2020 school year. The purpose of this study was to describe the process and results of developing interactive multimedia media in multiple intelligence-based learning for group B children. The data collection techniques used were validation, observation, and questionnaires. This research is included in the type of development research proposed by Bor and Gall, because this type of research is used to develop and validate products in the fields of education and learning. The research stages consisted of the problem identification stage, the data collection stage, the product design stage, the product design validation stage, the product design revision stage, the product trial stage, the product revision stage, and the usage trial stage. The interactive multimedia development test consists of validity tests, practicality tests, and effectiveness tests. The results of the development of interactive multimedia learning media are categorized as valid based on the assessments given by expert validators and practitioner validators. Learning is categorized as effective as seen from the activities of children who show above average values, positive teacher responses when teaching using interactive multimedia media and children are more enthusiastic in learning activities. Learning is categorized as practical as seen from the teacher's activity which shows the percentage is above average, namely 92% with good interpretation.

INTRODUCTION
The term early childhood in Indonesia refers to children from birth up to six years of age. Early childhood, in the age range 0-6 years, experience a golden period or what is called the golden age, during the golden age children experience very rapid
growth and development and are fundamental to their next life. At this age the process of growth and development of various aspects is experiencing a rapid period in the development of human life (Berk in Sujiono, 2013: 6). Every child is born intelligent, not only intelligent IQ (Intelligence Quotient) but also other intelligences and each child has a different and diverse intelligence, even identical twins do not have exactly the same intelligence profile because even though the genetic material is identical, individuals have a different experience. Multiple intelligence (MI) is a variety of skills and talents that each person possesses to solve various problems or problems. In Multiple Intelligence, there are nine types that require appropriate stimulation to develop, namely: (1) linguistic intelligence; (2) mathematical logic; (3) visual spatial; (4) musical; (5) kinesthetic; (6) interpersonal; (7) intrapersonal; (8) naturalist; and (9) spiritual. Learning media associated with early childhood education is anything that can be used as material (software) and tools (hardware) for play that can develop the various potentials of children. In this study, the media used to develop multiple intelligence in children is interactive multimedia learning media.

Learning planning is one of the abilities that teachers must have because it becomes a reference in carrying out effective learning activities so that goals are achieved. In planning there are components that are interconnected and interdependent with one another. The components of learning planning include: (1) objectives are predictions of learning outcomes or abilities that children must achieve; (2) the material is the material that will be used in learning so that the objectives are achieved; (3) teaching and learning activities are a reference in learning activities carried out by children in order to achieve goals; (4) learning media and learning resources are components that support the learning objectives of the learning process; (5) evaluation is a tool to measure the level of achievement of goals (Masitoh et al., 2014: 4.5). One that has a big influence in developing potential in children is found in the components of learning planning, namely learning media.

In early childhood, learning media or tools are needed to play in order to develop the various potentials of children, according to what is seen and experienced in everyday life in the surrounding environment. However, the reality that occurred in the field when observations were made at the Integrated PAUD Al Furqan institution, it was found that the implementation of learning in schools used the center learning model. In all play activities, the center is directed to achieve targets that are tailored to the abilities or interests of the children, with the center teachers who are more focused on developing the centers which are their responsibility. So that the teacher in identifying and extracting intelligence in children is still very little to be used as the main foundation in starting the learning design, strategies, approaches, and evaluation system used. Lack of selection and manufacture or use of instructional media that can fulfill and facilitate the development of growth and development of multiple intelligence in children. So that it makes children less active in the learning process, less attention to the learning process, and a lack of interest in developing potentials or multiple intelligences in children.

Multimedia learning is a media that uses computer tools, able to involve various senses and organs during the learning process, such as ears (audio), eyes (visual) and hands (kinetic) with this involvement allowing information or messages to be easily understood (Arsyad in Munadi, 2012: 148). Based on the description of the problem and consideration of the solution efforts above, it is necessary to develop interactive multimedia as a learning media based on multiple intelligences (Multiple Intelligence)
which is interesting and can facilitate the learning process of children with the concept of learning while playing, so that the development of multiple intelligence in children is more optimal and meaningful. This is the background for the research entitled "Development of Interactive Multimedia in Multiple Intelligence-Based Learning in Group B Children in Integrated PAUD Al Furqan Kaliwates Jember 2019/2020".

METHODOLOGY

The type of research used is development research using the development model proposed by Borg and Gall which is adapted into 8 stages, namely: identifying problems, collecting data, designing products, validating product designs, revising product designs, testing small groups of products, revising products, and product trials in large groups (Sugiyono, 2015).

The research subjects were group B children in PAUD Terpadu Al Furqan Kaliwates, Jember. The data collection techniques used were validation, observation, and questionnaires. The research instruments were media validation sheets, student observation sheets, assessment sheets for children's learning activities, teacher activity observation sheets, and questionnaire sheets for teacher responses to learning. The analysis technique used is the validity data analysis technique of the media, the analysis of the practicality of using the media, and the analysis of the effectiveness of the media by using the percentage of achievement of the multiple intelligence indicators from the observation of children's learning activities.

RESULTS AND DISCUSSION

Based on the results of identifying problems, the observed schools already have excellent potential and infrastructure for developing children's plural intelligence, but this potential is such as a computer room that is underutilized properly to develop children's plural intelligence, the implementation of learning is carried out conventionally using center learning model, there is a center teacher who is more focused on developing the center which is their responsibility, so that teachers in identifying and extracting intelligence in children are still very few as the main foundation in starting learning designs, strategies, approaches, and evaluation systems that are used and often times the teacher delivers learning material only with image media printed on paper. Therefore, it is necessary to develop more creative and innovative interactive learning media. After knowing the problems at school, the next step is to collect various information and data that can be used as reference materials in designing certain products. The product is expected to be able to solve existing problems. At this stage, researchers collected data in the form of children's multiple intelligence attainment levels obtained from identifying developmental attainment level standards (STPPA) in accordance with the characteristics of children's multiple intelligence and the stages of children aged 5-6 years. Then the next stage is to collect various information and data that can be used as reference material in designing certain products. The product is expected to be able to solve existing problems. At this stage, researchers collected data in the form of children's multiple intelligence attainment levels obtained from identifying developmental attainment level standards (STPPA) in accordance with the characteristics of children's multiple intelligence and the stages of the child's age 5-6 years. Then the next stage is to collect various information and data that can be used as reference material in designing certain products. The product is expected to be able to solve existing problems. At this stage, researchers collected data
in the form of children's multiple intelligence attainment levels obtained from identifying developmental achievement level standards (STPPA) in accordance with the characteristics of children's multiple intelligence and the stages of children aged 5-6 years.

In this development research, the resulting product is in the form of interactive multimedia learning media. In the process of designing an interactive multimedia design, it is necessary to have a design sketch that is used to describe the making of media. The sketch is formed in a flowchart. Flowchart is a design to describe the functions used, this media development flowchart can be seen as follows.

![Interactive Multimedia flowchart]

At this stage the researcher has designed the contents of interactive multimedia media based on multiple intelligence as follows. Linguistic intelligence can be developed when children are asked by the teacher to recall or tell stories and ask and answer what they do and how they feel when playing or learning using interactive multimedia media. Mathematical logic intelligence is developed when children solve problems through a puzzle game with 9 pieces. Then it can be developed when the child counts the ant limbs in the picture or video. Visual spatial intelligence can be developed when the child is asked by the teacher to guess the color and count the limbs of the ants in the picture or video. Kinesthetic intelligence can be developed using computer tools such as a mouse. Through hand movements in holding the mouse and moving in singing ant songs with expressions. Musical intelligence can be developed by singing ant songs with movements and expressions according to the rhythm of the songs on the video display. Spiritual intelligence can be developed by praying before and after doing activities. And it is explained that the ant insects are Allah's creation. Interpersonal intelligence can be developed when children interact with their peers. Train children's abilities in communicating with their friends. Intrapersonal intelligence can be developed when children are aware of being responsible for their behavior for their own good and are aware of their responsibility in solving puzzle games. Children are also aware that after playing they can be responsible for tidying up toys that have been used. Naturalist intelligence can be developed when the child is asked to name the types of ant insects, where the ant insects live and the body parts of the ant insects.
Data analysis technique is a technique of processing data obtained from research and is used to answer questions about the product that has been developed whether it meets the criteria of validity, practicality, and effectiveness (Hobri, 2010). The validity test phase was carried out by analyzing the validity data obtained from the validation results of interactive multimedia learning media. Product design validation is carried out by experts whose studies are related to media in learning. The validity data analysis was obtained from the validation results of interactive multimedia learning media. Assessment is done by filling out the questionnaire instrument sheet validation of interactive multimedia learning media. In this development research, the validator consisted of two experts, namely PG PAUD FKIP University Jember lecturer Mrs. Luh Putu Indah Budyawati, S.Pd., M.Pd. who is an expert in the field of instructional media and Ms. Maimanah Bashir, ST, a computer lab teacher for the Integrated PAUD Al Furqan computer lab, Jember as the practitioner's validator. Each expert is asked to assess the product, so that it can be seen the weaknesses and strengths of the product being designed. Product design validation is done by giving a score for each point to be assessed. The rating scale from the smallest is 1 and the largest is 4. The results of the validation of interactive multimedia learning media are then analyzed and recapitulated in the following table.

Table 1. Results of the Validation of Interactive Multimedia Learning Media

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspects</th>
<th>V1</th>
<th>V2</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Educative aspect</td>
<td>4.25</td>
<td>4.5</td>
<td>4.8</td>
</tr>
<tr>
<td>2.</td>
<td>In terms of engineering</td>
<td>4.5</td>
<td>4</td>
<td>4.25</td>
</tr>
<tr>
<td>3.</td>
<td>In terms of aesthetics</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Average 4.68

The result of the overall average validation score was 4.68. Based on the validity criteria, the interactive multimedia learning media used in the study have met the validity requirements.

The effectiveness test phase is viewed from several things, namely analyzing the results of observations of children's activities during learning, and the achievement of multiple intelligence indicators. Observations are made in order to measure the level of student mastery in achieving the learning objectives that have been determined according to the basic competencies that the child must achieve. The effectiveness of the product can be assessed from the data obtained during learning activities using media interactive multimedia. The results of observations on the use of interactive multimedia media are as follows.

Table 2. Results of Observation of Children's Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Number of children</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Undeveloped</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Start Developing</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
The results of trials using interactive multimedia media in multiple intelligence-based learning in large groups were carried out with a sample of 15 children in group B, there were 19 children with a percentage of 92% who scored in the very well developed category (BSB). Based on the students' level of mastery, the average score interpretation obtained by the group B children was very high in percentage $\geq 90\%$.

The following is a table of the acquisition of the class average score for each indicator of multiple intelligence achievement.

Table 3. Achievement of Children's Multiple Intelligence Indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Average Score Class</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Linguistic intelligence</td>
<td>3.6</td>
<td>90%</td>
</tr>
<tr>
<td>2.</td>
<td>Mathematical logical intelligence</td>
<td>3.6</td>
<td>90%</td>
</tr>
<tr>
<td>3.</td>
<td>Spatial visual intelligence</td>
<td>3.9</td>
<td>97%</td>
</tr>
<tr>
<td>4.</td>
<td>Kinesthetic intelligence</td>
<td>3.9</td>
<td>97%</td>
</tr>
<tr>
<td>5.</td>
<td>Musical intelligence</td>
<td>3.9</td>
<td>97%</td>
</tr>
<tr>
<td>6.</td>
<td>Spiritual intelligence</td>
<td>3.5</td>
<td>88%</td>
</tr>
<tr>
<td>7.</td>
<td>Interpersonal intelligence</td>
<td>3.8</td>
<td>95%</td>
</tr>
<tr>
<td>8.</td>
<td>Intrapersonal intelligence</td>
<td>3.7</td>
<td>93%</td>
</tr>
<tr>
<td>9.</td>
<td>Naturalist intelligence</td>
<td>3.4</td>
<td>85%</td>
</tr>
</tbody>
</table>

The total average indicator

| The total average indicator | 3.7 | 92% |

The average for each intelligence reaches a percentage above 90%.

The practicality test phase is carried out by analyzing the results of the observations teacher activities when teaching, and also teacher responses after using interactive multimedia media. Observation of teacher activities is assessed based on the activity indicators that the teacher carries out during learning. The following is a table of observations of teacher activities in learning.

Table 4. Results of Observation of Teacher Activities
The score obtained for each indicator of teacher teaching activities is 3.7 with a percentage of 95%. It can be said that the teaching activities of teachers in group B reach very good criteria.

Teacher response data are obtained from the teacher by filling out a questionnaire after the learning process is complete. The response questionnaire contains the teacher's responses after using interactive multimedia learning media in multiple intelligence-based learning. The following table summarizes the results of teacher responses to learning.

Table 5. Questionnaire for Teacher Responses to Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of Learning Implementation</th>
<th>Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily Learning Implementation Plan (RPPH)</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Suitability of learning material</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Interactive multimedia can develop multiple intelligence</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Learning Activities</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

The average percentage of teacher responses obtained is 100%. Based on the teacher response rate criteria, the interpretation of the average score obtained is very good.

The validity test is carried out to validate the learning media whether it is in accordance with the criteria. The validity test was carried out by two experts, namely PG PAUD lecturers and computer lab teachers. Researchers used a scale of 1 to 5 to assess the validity of interactive multimedia learning media instruments. The smaller the numerical score obtained, the lower the value of the validation on the aspect being assessed. Vice versa, the greater the number obtained and closer to the number 5, the greater the value obtained from the validation on the assessment aspect of interactive multimedia media. Based on this assessment, interactive multimedia learning media still needs a little improvement in accordance with the validator's suggestions and input so that it can be used in learning. After the repair is done.

The practicality test was carried out to test the ease and number of benefits obtained from the use of interactive multimedia learning media. This practicality test was observed when the media was tested in large groups. Things that are observed when conducting large group tests are teacher activities when teaching and also teacher responses after using interactive multimedia learning media. Observation of teacher
activities is assessed based on the activity indicators carried out by the teacher during the learning process. The highest score obtained for each indicator is 4 and the lowest score is 1. In addition to observing teacher activity, teacher response questionnaires also need to be filled in based on the activity indicators that the teacher has carried out during learning. The highest score obtained for each indicator is 5, and the lowest score is 1. The teacher is asked to respond after completing learning activities using interactive multimedia learning media. The effectiveness test was carried out to measure the level of student mastery, whether learning using interactive multimedia learning media could develop multiple intelligence in group B children. This effectiveness test was observed when the media was tried out in a large group. The things that are observed when carrying out the effectiveness test are the activities of children during learning and the results of the achievement of multiple intelligence indicators.

Children's activities when learning are assessed based on indicators of multiple intelligence to be achieved. The highest score achieved on each indicator is 4, and the lowest score is 1. The teacher is asked to respond after completing learning activities using interactive multimedia learning media. The effectiveness test was carried out to measure the level of student mastery, whether learning using interactive multimedia learning media could develop multiple intelligence in group B children. This effectiveness test was observed when the media was tried out in a large group. The things that are observed when carrying out the effectiveness test are the activities of children during learning and the results of the achievement of multiple intelligence indicators.

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Interactive multimedia is a medium that is shown for teachers and students as a means of supporting the learning process. This interactive multimedia is a computer-based learning media that contains images, narration, music, animation, audio visual, key functions and games. This interactive multimedia was developed as a medium for multiple intelligence-based learning for group B children at PAUD Terpadu Al Furqan, Jember. The use of interactive multimedia learning media that can develop multiple intelligence, before using this learning media in the learning process, the teacher will be given directions first. It aims to make it easier for teachers to explain to children and easier to teach how to play interactive multimedia learning media. Indicators of learning activities relate to the implementation of learning activities in accordance with the Daily Learning Implementation Plan (RPPH) that was previously made. The existence of RPPH makes it easier for teachers to carry out learning.

CONCLUSION

Based on the process and results of the development of interactive multimedia learning media that have been carried out, it can be concluded as follows. The process of developing interactive multimedia learning media in group B based learning in PAUD Terpadu Al Furqan Kaliwates, Jember uses the research and development method from Borg and Gall, namely there are ten stages, the stage of identifying problems, the stage of data collection, the stage product design, product design validation stage, product design revision stage, product trial stage, product revision stage, usage trial stage, product revision stage, and mass production stage.

The results of the development of interactive multimedia learning media are categorized as valid based on the assessments given by expert validators and validators from practitioners with an average score of 4.2. Learning is categorized as effective as seen from the activities of children who show a value above the average, which is more than 90 and the achievement of learning achievement indicators that get 3.7 results with high interpretation. Learning media is categorized as practical as seen from the teacher's activity which shows the percentage above the average, namely 92% with good interpretation and also from the teacher's response questionnaire to learning that gets a percentage of 100%. The teacher's response when teaching using interactive multimedia learning media shows positive results, and children are more enthusiastic in learning activities.

REFERENCES


