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Increasing kinesthetic intelligence through outbound kapla toys

Fu'ad Arif Noor[1]✉, Indah Indriani[2], Dina Khairiah[3]
[1]Bina Insan Mulia Islamic Education College (STPI), Yogyakarta
[2]RA Nurul Huda Sidokumpul Guntur Demak
[3]Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary, Indonesia
✉fuad.arif.noor@gmail.com

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Abstract

Background: Outbound Kapla Toys is an outdoor play activity that can develop children's gross motor skills by crawling, jumping, hopping and throwing according to the correct color. The kinesthetic intelligence of children at RA Nurul Huda Sidokumpul Guntur Demak has not developed optimally, this is evident from the fact that most children have difficulty in doing these basic movements. This activity stimulates their imagination and creativity, because there are no limits to what they can create.
Aim: To determine the implementation of kinesthetic learning and its improvement at RA Nurul Huda Sidokumpul Guntur Demak through Outbound Kapla Toys. The novelty of this study compared to previous studies lies in a more holistic and multidimensional approach to developing children's skills, compared to previous studies that focused more on one aspect such as motor skills or creativity.
Method: The subjects of this classroom action research (CAR) were children aged 5-6 years at RA Nurul Huda Sidokumpul Guntur Demak. The data collection instruments used observation, interviews and documentation.
Results: Outbound Kapla can be used to build various shapes and designs, which support the development of children's fine motor skills and creativity. In the implementation of kinesthetic learning, it increases and develops very well.
Conclusion: Kinesthetic Intelligence through Kapla Outbound Toys increases and is able to display basic movements that are easy for children to do so that it is effective to use.

INTRODUCTION

Outbound kapla game have various elements that can help children develop problem-solving skills, to require teamwork (Astawa dan I. Nyoman Temon., 2021; Wathoni dan Kharisul., 2013; Supriatini et al., 2019). Children must work together to complete tasks, which encourages them to think critically and find solutions together (Akhmadi et al., 2023; Cynthia et al., 2023). For example, in games that involve solving puzzles or physical challenges, children learn to discuss strategies and find the best way to achieve goals. In outbound situations, children are often faced with choices that they must make. They learn to evaluate the available options and choose the most effective course of action. This process trains them to think analytically and make the right decisions in situations that may be unexpected. (Berk, L. E.: 2013, Ginsburg, K. R.: 2007, Frost, J. L., Wortham, S. C., & Reifel, S.: 2012, Pica, R.: 2011).

Childhood is the basis for human growth and development, therefore, during this period children must be given the freedom to play and do activities (Mansur. & Syafi'ie, 2011). Apart from getting an education, children also have the freedom to play. What this means is that playing is part of a child's world. Apart from being fun, playing is also a way to learn, so children can learn while playing (Wahyuni et al., 2020; Matulessy et al., 2022; Mustikowati et al., 2016; Rosarian et al., 2020). A child's world is a world of play, from the moment they wake up until they go back to sleep, what is on a child's mind is play. So it is natural that play is one of the basic principles in early childhood education. Through playing children will learn various things, including children will learn to know the environment around them, learn to master several life skills such as language skills, socializing and others (Afni Safarina et al., 2022).

Play activities are so important in children's lives, so play activities must become a process so that children gain life experience (Putro et al., 2016; Rahman, 2020; Wahyuni et al., 2020; Kurnia dan Rita, 2012; Mirawati et al., 2017; Zohar, 2007). Parents or teachers must facilitate play activities in order to maximize children's development and growth. Through play activities, children's creativity will grow and develop well. Piaget, an education expert, argued that play is a very important activity in a child's learning process, through play children will be encouraged to experiment and grow well in their lives (Afni Safarina et al., 2022).

From these observations it can be seen that kinesthetic intelligence in children is still low, this is because the methods used by teachers are less varied and creative so they tend to be boring and cannot attract children's interest in developing kinesthetic intelligence, so it can hinder children's motor development, therefore gross motor skills Children need to be developed with various activities that stimulate children to be directly involved in learning, especially by playing or games which are still rarely used at RA Nurul Huda Sidokumpul. To improve children's gross motor skills, classroom research needs to be carried out by implementing the game that was used in this research, Outbound Kapla Toys.

The choice of Outbound Kapla Toys is to make games more fun for children. Games must be able to provide successful experiences for children if we want children to always be involved in subsequent games. The aim of Outbound Kapla Toys is to train eye, hand and foot coordination by crawling, jumping, jumping and throwing circles according to the color.(Gardner, H.: 1983, Pica, R.: 2011, Berk, L. E.: 2013, Frost, J. L., Wortham, S. C., & Reifel, S.: 2012)

Based on the background of the research problem above, the author will research increasing children's kinesthetic intelligence by taking one way to develop children's locomotor movements through Outbound Kapla Toys. With these conditions, the author intends to research the problem in order to find out the appropriate method to use to improve kinesthetic intelligence.

Children at RA age are children who are in the process of development, both physical, intellectual, social, emotional and language development. Child development is progressive, systematic and continuous. Children's development at an early age is holistic, they can develop optimally if they are physically healthy, have adequate nutrition, and are educated well and correctly. Children develop from various aspects, namely physical development, both gross and fine motor skills, cognitive aspects, social and emotional aspects. This is in accordance with the National Education System Law no. 20 of 2003 article 1 Paragraph 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help

physical and spiritual growth and development so that children are ready to enter school. further education (*UU No. 14 Tahun 2005 Tentang Guru Dan Dosen*, n.d.).

Physical development in early childhood focuses on informal and free movement exercises so that children can master the basic movements needed for further personal growth and development. Movement and physical motor training for children must be done with a feeling of joy and comfort. This feeling can be carried out in everyday life by playing while learning (Fitriani & Adawiyah, 2018).

At the stage of RA child development, the function of play has a huge influence on the child's development. By playing, children carry out certain experiments and explore, while testing their abilities. Through play, children gain a variety of enjoyable experiences, while intensifying their learning efforts and carrying out developmental tasks. All his experiences through playing activities will provide a strong basis for the achievement of various skills that are very necessary for solving life's difficulties in the future (Fitriani & Adawiyah, 2018).

The potential intelligence that exists in RA children has great benefits for their growth and development towards the environment in solving the various problems they face. Regarding intelligence, Garder in Musfiroh states that intelligence is the ability to think that humans have to solve problems and create things in real life. Furthermore, according to Gardner, intelligence can be defined as an ability that has three main components, namely: 1). Ability to solve problems that occur in everyday real life, 2). Ability to generate new problems to be solved, 3). The ability to create something or offer services that will generate respect in one's culture (Musfiroh, 2014). Apart from that, according to Sujiono, intelligence is an expression of a person's way of thinking which can be used as a modality in learning (Ulfa et al., 2019).

One potential that needs to be developed in children is kinesthetic intelligence. According to Arrofa, Kinesthetic Intelligence is the ability to use the full potential of the body to express ideas and feelings. Having the ability to use hands to produce or transform things/objects, including special skills such as coordination, balance, strength, flexibility and speed (Acesta et al., 2020). Meanwhile, according to Gardner in Grafura, kinesthetic intelligence is the ability to use the body skillfully to express ideas or thoughts and feelings, being able to work well in handling and manipulating objects (Wijayanti;, 2011).

Based on the definition above, it can be concluded that kinesthetic intelligence is the ability to use the whole body to express ideas and feelings well in handling or creating something. Kinesthetic intelligence is closely related to motor skills. Indicators of kinesthetic intelligence according to Yus are: 1) Moving according to instructions, 2) Throwing the ball in the specified direction, 3) Catching and throwing the ball quickly, 4) Jumping a distance of 1 meter, 5) Hopping 40 cm high , 6) Jumping to reach objects upwards or forwards, Kicking the ball in the specified direction, 7) Making signs using fingers, 8) Running with balance and being able to stop suddenly (Yus, 2023).

Based on the explanation above, it can be assumed that kinesthetic intelligence is very important and is needed by children to live their daily lives related to physical activity. If a child's kinesthetic intelligence is not fully developed, the child will experience difficulty in carrying out daily activities (Mustanirah et al., 2021; Saihu dan Made., 2021: Chatib, 2012).

One play activity that can be used to train children's kinesthetics is through outbound activities. Outbound can stimulate children's physical and psychological aspects with various fun activities. Outbound is a form of training and learning for the general public in the form of informal learning or a process of acquiring knowledge or whatever you want to teach using a method of facilities and infrastructure which is of course different from the formal learning atmosphere.

The outbound learning model is open nature. Outbound is a means of increasing knowledge gained from a series of adventure experiences so that it can stimulate a person's enthusiasm and activity. Outbound is a modern game that utilizes nature. Participants who take part in outbound are not only faced with intellectual challenges, but also physical and mental challenges. And this will continue to train into an experience that equips him to face real competition in the social life of society (Sari, 2016). Based on the results of the author's initial observations of 20 children in class B2 at Raudhatul Athfal Nurul Huda, he found children who still had low kinesthetic intelligence. It can be seen from the existence of several indicators that children still cannot do perfectly according to their age, such as crawling, jumping, hopping and throwing according to color.Acesta

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METHODS

This research is classroom a action research (Classroom Action Research. By using the Kemmis and Taggart spiral model of classroom action research, a spiral is formed and one cycle to the next. The Kemmis and Taggart model combines the acting and observing components in one unit because both are inseparable actions, occurring at the same time Kemmis uses a spiral self-reflection system which each cycle includes four components, namely planning, acting, observing and reflecting (Subakti & Dkk, 2021).

The researcher chose the Kemmis and McTaggart model because the components of action and observation must be carried out simultaneously so that the researcher does not lose momentum when it comes to seeing the extent of the child's development. In this research the steps that will be taken are:1) Planning (Planning) At this stage, what the researcher does is plan all things related to the research that will be carried out. Where planning includes all action steps starting from preparing a daily learning implementation plan (RPPH) which has been agreed upon by the principal and class teacher with the theme being taught, providing media and props for learning, teaching outbound movement of kapla toys, as well as providing observation instruments in the form of assessment sheets child. 2) Implementation of Actions and Observations This stage is the implementation of actions as well as observation of the actions carried out. This action is to overcome problems in Kapla Toys

outbound activities. Researchers carry out learning using outbound kapla toys. The teacher or research collaborator as the implementer of the action, acts according to the learning that has been learned arranged. Observation is an activity to monitor the implementation of actions carried out by teachers and collaborators as implementers of actions. This observation activity is not separate from the implementation of the action because the observation is carried out while the action is being carried out. This observation uses observation guidelines. The observation guide contains a list of statements that need to be observed regarding the implementation of my Kapla Toys Outbound activities to obtain detailed data regarding the implementation of actions and to improve the next cycle. 3) Reflection This stage is the stage of processing the data obtained when observing the data obtained. The collected data is analyzed and discussed, then evaluated regarding things that still need to be improved. This reflection process plays a very important role in finding PTK success. If the results achieved have not reached the success criteria, the next cycle will be carried out. a) Research Setting The location of this research was carried out at RA Nurul Huda Sidokumpul Guntur Demak. Roudhotul Athfal (RA) Nurul Huda Ds. Sidokumpul, District. Guntur, Kab. Demak is part of the Formal Religious Education institution founded by the Nahdhotul Ulama community of Sidokumpul Village and managed by the Nurul Huda Islamic Education Foundation which is located at Jl. Sandansari No.44 Sidokumpul Village, Guntur District, Demak Regency, Central Java Province. Roudhotul Athfal (RA) Nurul Huda was founded on July 2 1986 with statistical number 101233210035 and has private status. Time This research was conducted in the Even semester, namely February-March 2023, lasts for 2 months. b) Research Subjects The subjects in this research were people who were under research observation, namely Early Childhood Group B2 aged 5-6 years at Raudhatul Athfal Nurul Huda. There were 20 children as recipients of the action, consisting of 8 girls and 11 boys. Researchers act as observers or people who observe children's activities.c) General Research Procedures This research is classroom action research conducted to develop children's kinesthetic intelligence through outbound activities. The process of implementing the action was carried out in stages until the research was successful. This research consists of two sets of components which can be said to be two cycles. These two activities must be carried out at the same time, as an action takes place, observations must also be carried out. In implementing this research model, the researcher collaborated with Teacher Raudhatul Athfal. The research procedure was carried out through four stages, namely the stages of preparing action plans, implementing actions, observing and reflecting. d) Data Collection Techniques and Instruments Data collection techniques are carried out in various settings, various sources and various methods. If you look at the settings, data can be collected in natural settings, in laboratories using experimental methods at home with various respondents, at seminars, discussions, on the road and so on. Others (Sugiyono, 2012). The observation technique is a data collection technique carried out by observing and recording directly the object or field of research on social phenomena. Observation techniques are used to search for and explore data and information from data sources in the form of recorded images, events, objects, locations or places at RA Nurul Huda Sidokumpul Guntur Demak. Apart from that, researchers also use simple statistics to help express data as an effort to obtain complete data and information with the following table: (Pembinaan et al., 2018).

Table 1. Conditions for Giving Grades to Children

Simbol Bintang	Score/ Value	Category	Criteria

☆	1	Not yet developed (BB)	If the child tries, it is not appropriate or the child does not want to try
☆☆	2	Starting to Develop (MB)	If the child can, with help, imitate friends
☆☆☆	3	Develop Accordingly Hope (BSH)	If the child can with the help of the prefix
☆☆☆☆	4	Developing Very Well (BSB)	If the child can do it without helpPeneliti juga membuat tabulasi Skor

Outbound Kapla Toys observations with the following design: 1) The percentage of achievement is obtained from calculating the percentage of increase in movement mastery for each child. 2) The percentage of success is obtained from the standard percentage of learning completeness set by the school, namely the standard of success for each child's learning outcomes is 75%. 3) Achievement Status is obtained from a comparison between the achievement percentage score < (less than) the success percentage, so the achievement status is "B" meaning not yet achieved. And if the achievement percentage is > (more than or equal to) the success percentage then the achievement status, namely "S", has been achieved. 4). Research in each cycle will be successful if the child has reached the predetermined percentage (Pembinaan et al., 2018).

The interview technique is an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic (Sugiyono, 2012). The data collection technique involves conducting interviews with parties who are considered knowledgeable about the research topic, both experiences, opinions and attitudes, to obtain data directly, correctly and precisely. This interview was submitted to obtain in-depth, complete and relevant data and information. Documents are the written words of informants or sources. Wakarmamu explained that the documentation method is a method of collecting data that produces important notes related to the problem being studied so that complete, valid data will be obtained and not based on estimates. This method is used to collect data already available in document records obtained through observation and interviews (Wakarmamu & Si, n.d.). Documentation is a record of past events. Documents can be in the form of writing, images, or monumental works by someone (Sugiyono, 2012). Here researchers collect documentary data in the form of photos of children's activities, school profiles, and school organizational structure. e) Data Analysis Techniques According to Sugiono, data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials so that they can be easily understood, and these findings can be informed to other people. Data analysis in this research was carried out during ongoing data collection and after data collection was completed within a certain period.

Miles and Hubarman announced that activities in qualitative data analysis were carried out interactively and continued continuously until completion so that the data was saturated. Activities in data analysis, namely: data reduction, data presentation, conclusions. The following explains the process that will be carried out in data analysis: 1) Initial/ Pre-Cycle Observations, researchers make observations first before conducting research. Observations were carried out from the initial activity to the final activity. Researchers concluded that the

activities carried out at Raudhatul Athfal Nurul Huda did not pay enough attention to activities that increase children's kinesthetic intelligence. The activities carried out by teachers are less varied so that children get bored and feel lazy to participate in the activity process. 2) Data Reduction, data reduction is a sensitive thinking process that requires intelligence and breadth with a high depth of insight. For researchers who are new to data reduction, they can discuss it with friends or other people who are considered experts. Through this discussion, the researcher's insight will develop. So that it can reduce data that has significant findings and theory development. 3) Data Presentation, after the data has been reduced, the next step is data presentation. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case, Miles and Huberman stated that the most frequently used method for presenting data in qualitative research is narrative text. By presenting data, it will be easier to understand what happened, plan further work based on what has been understood. 4) Conclusion/Verification, the third step in analyzing classroom action research data according to Miles and Huberman is drawing conclusions and verifying. The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. Supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions put forward are credible conclusions.

RESULTS AND DISCUSSION

A. Result

Playing with Kapla toys, which consist of stackable wooden blocks, has various significant benefits, especially in children's development in increasing creativity, developing fine motor skills, improving problem-solving abilities, encouraging cooperation and socialization, strengthening the understanding of mathematical and physical concepts, improving concentration and focus, providing fun and educational activities. With these various benefits, playing Kapla is not only fun but also educational, making it a good choice for children's toys. (Osmond, 2024).

Implementation of Kinesthetic Learning at RA Nurul Huda Sidokumpul Guntur Demak

Kinesthetic learning activities for children in group B2 RA Nurul Huda Sidokumpul Guntur Demak before the action took place had not yet developed optimally. From the results of observations on aspects of gross motor skills of children in group B2 RA Nurul Huda Sidokumpul Guntur Demak. This is because learning that improves children's kinesthetic intelligence is not yet optimal. In general, the learning carried out by teachers has stimulated aspects of children's gross motor development, but it is felt that it is still lacking. Teachers do not make learning fun, the learning atmosphere does not apply the essence of play and the use of media is less varied. Based on the results of pre-action on February 17 2023, there were 16 children were categorized as not yet developing (BB) and 4 children were categorized as starting to develop (MB). The percentage is 32%.

Therefore, it is necessary to carry out research actions to improve children's kinesthetic intelligence. The action chosen by the researcher was to use the Kapla Toys Outbound activities to improve and increase children's kinesthetic intelligence. This is evident from the results of initial observations made by researchers, but after implementing Outbound Kapla Toys in learning that develops children's gross motor skills, there was an increase in kinesthetic intelligence in children in the B2 group RA Nurul Huda Sidokumpul Guntur Demak.

The research took place in two cycles. Cycle I consists of 3 meetings and cycle II consists of 3 meetings. In this writing, the researcher only presents the research results of

cycle I, meeting III and cycle II, meeting III, because the results of the third meeting of cycle I and the meeting of cycle II were more developed. Researchers use the Kemmis and Mc model. Taggart which includes four Steps, namely planning, implementing actions, observing and reflecting: Pre-action activities are carried out to obtain initial data on children before conducting classroom action research. The teacher as the implementer of the learning and in collaboration with the researcher carried out pre-action on Friday 17 February 2023. The data collection techniques used in this pre-action research were jumping on a tire, jumping and jumping with a suda manda and crawling through a tunnel made of chairs. Based on the results of pre-action observations, there are still many children who are not able to carry out basic movements of kapla toys such as crawling, jumping, throwing and so on. Obtaining initial data during pre-cycle observations. towards increasing kinesthetic intelligence through outbound kapla toys at RA Nurul Huda Sidokumpul, namely on February 17 2023. Based on the table above, it can be explained that the pre-action results show that a total of 18 children are categorized as not yet developing (BB) and 2 children are categorized as starting to develop (MB).

Most children with underdeveloped criteria have difficulty moving their bodies, legs and stairs when crawling. When jumping and jumping, children still make mistakes whether they are resting on one foot or two feet when starting and ending. When children throw, they still have difficulty entering the circle according to color. The reinforcement taught by children is that the teacher must provide examples of movements on how to crawl, jump, jump and throw correctly. Therefore, based on the results of observations before the action, it can be concluded that the child's kinesthetic intelligence has not been achieved. The observation activity before this action was used as a reference for researchers to take further action to improve the kinesthetic intelligence of children in group B2 RA Nurul Huda Sidokumpul Guntur Demak

Table 2. Recapitulation results of observations of children's Kinesthetic Intelligence

Aspects of Assessment	Results	Criteria
Crawl	30%	Undeveloped (BB)
Jump on one leg	30%	Undeveloped (BB)
Jump two feet	28,75%	Undeveloped (BB)
Throw	31,25%	Undeveloped (BB)
Average %	30%	Undeveloped (BB)

Based on the table above, we summarize the results of observations on kinesthetic intelligence the child before the action using an observation sheet shows that the child's movements are not in accordance with the indicators of success. This situation became the basis for researchers to take action to improve the kinesthetic intelligence of group B children through the Kapla Toys Outbound activity.

B. Discussion

This outbound kapla is done to improve teamwork, communication, and interpersonal skills, while traditional games can provide cultural and educational values.(Berk, L. E.: 2013, Ginsburg, K. R.: 2007, Frost, J. L., Wortham, S. C., & Reifel, S.: 2012, Pica, R.: 2011). The combination of both can create an interesting and educational experience. From the results of

classroom action research consisting of two cycles, the following results were obtained: a) Cycle I consists of four stages, namely planning, implementation, observation and reflection. This cycle was held four times, namely on 24, 27 February and 1 March 2023. 1) Planning (Planning) At this stage the researcher prepares several requirements that are needed when carrying out learning activities. The implementation of actions in Cycle I was carried out over 3 meetings, namely: the first meeting was held on Friday 24 February 2023, the second meeting was Monday 27 February 2023, third meeting March 1 2023. At the planning stage, researchers and teachers plan and determine the subject matter for each learning cycle meeting contained in the learning implementation plan. The things that are prepared are as follows: (a) Daily learning implementation plan (RPPH), (b) Prepare research instruments in the form of teacher activity observation sheets and observation sheets of children's kinesthetic abilities through the Kapla Toys game. The indicators that are assessed are body movement activities such as crawling, jumping, jumping and throwing (c) Preparing the classroom, so that each child can look in one direction when the teacher explains the learning material, (c) Preparing a camera to document group children's play activities. B2 RA Nurul Huda Sidokumpul Guntur Demak. 2) The implementation phase (action) was carried out on March 7 2023. Researchers collaborated with Mrs. Munawaroh, S.Pd.I. The actions taken aim to improve kinesthetic intelligence by using outbound Kapla Toys. Learning activities are divided into three stages, namely introduction (initial activities), core activities, and final activities (closing activities). These stages are in accordance with the RPP (attached). The activities carried out at this stage are as follows: Initial Activities, learning activities in the introductory stage begin with the teacher saying hello, praying before studying, greeting, taking attendance, and immediately asking about news and providing motivation, discussing the theme (connecting the theme to be studied with the previous theme), and doing a warm-up, namely gymnastics. b) Core Activities, the core activity begins with a discussion about various vehicles, singing vehicle songs, clapping the car, introducing the activities and rules used when playing such as the teacher giving an explanation to the children about the activities that will be carried out, the teacher divides them into 2 groups. The teacher explains how to play kapla toys well and Correct The teacher gives examples of the correct position of the hands and feet. The teacher guides and gives examples to children to carry out crawling, jumping, hopping and throwing circles according to color. c) Final Activities, the final learning activity is to discuss children's feelings during play activities, and the teacher provides reinforcement of the knowledge gained by children, informing them of activities for tomorrow. The next activity is singing the song "it's happy here, it's happy there" and reading a prayer before going home.

Researchers observed the development of children's kinesthetic abilities using the assessment aspects contained in the research instrument. At this meeting the children were still not able to do the movements of the kapla toys game, because the game uses a lot of variations of basic movements and requires a lot of energy. Observations on increasing children's kinesthetic intelligence through outbound kapla toys. Based on research that has been carried out, cycle 1 shows that 7 children received the criteria for starting to develop (MB), 12 children received the criteria for developing as expected (%BSH), and 1 child received the criteria for developing very well (BSB). Children who are in the beginning to develop category can crawl but are not perfect, their knees and stairs are not yet supported, but are like swimming. Children are able to jump and jump, but they are still not perfect. Children are able to pick up colors according to command but are not yet able to throw according to color.

Children who have good abilities are able to crawl correctly, jumping in a starting position with their body made to sit with their hips straight. Then, position your feet like you are standing on tiptoes by making the tip of your foot a support. The pushing position must be done by placing both hands straight towards the back. Then, rotate the hand from behind until it is parallel to the head to provide more thrust. Then float and must be done with the same body position appropriate. The child is able to jump correctly, namely with straight legs and arms hanging in front of the body. Squat body position with legs wide enough and chest upright. The body soars into the air with arms open upwards then lands with the front legs and knees bent. Next, the child is able to throw correctly according to the color.

This shows that the kinesthetic intelligence of RA Nurul Huda Sidokumpul Guntur Demak's children through outbound kapla toys in cycle 1 has increased, but has not yet reached the indicators of success, therefore continued with cycle II.

Table 3. Recapitulation of Cycle I Results of Increasing Children's Kinesthetic Intelligence through Outbound Kapla Toys.

Aspects of assessing children's kinesthetic intelligence	Results	Criteria
Crawl	67,5%	Developing According to Expectations (BSH)
Jump on one leg	62,5%	Developing According to Expectations (BSH)
Jump two feet	46,25%	Undeveloped (BB)
Throw	43,75%	Undeveloped (BB)
Average %	55%	Undeveloped (BB)

Based on the description in the table above, the increase in kinesthetic intelligence through Outbound Kapla Toys for RA Nurul Huda Sidokumpul Guntur Demak children in the first cycle of action can be described as saying that the average score for crawling, jumping, jumping and throwing is 55%. Based on the scores achieved in the first cycle of action, it can be confirmed that the children's kinesthetic intelligence through outbound kapla toys in group B2 RA Nurul Huda Sidokumpul Guntur Demak has not reached the success criteria, thus it is necessary to continue the second cycle of action.

Reflection, in the reflection stage, researchers carry out reflection activities to evaluate and correct deficiencies in the previous cycle. The data obtained from the results of observation and implementation of cycle 1 can be used as a guide for reflection in the hope of providing better changes. If it turns out that the results from cycle 1 are not satisfactory then modifications need to be made to develop a new scenario taking into account the shortcomings in the first cycle. Based on the results of research in cycle 1, children's kinesthetic intelligence through toy boat outbound activities has increased. This can be determined by comparing the percentage acquisition of each child's movement skills in pre-action and cycle 1. The researcher carried out this reflection by evaluating learning activities to improve children's kinesthetic intelligence through outbound kapla toys which were implemented in cycle 1.

In the implementation of cycle 1, although there has been an increase in children's kinesthetic intelligence, it has not yet achieved the expected indicators of success so

improvements need to be made so that children's kinesthetic intelligence increases according to the target to be achieved. Some things that are lacking and need to be improved include: a) The children did not pay enough attention when the teacher was explaining the steps of the kaplatos movement so that many children asked questions and did not understand when implementing it. b) Girls are still less active when playing, teachers should pay more attention to children who are less active. c) Children are not able to wait their turn to play Kapla Toys.

The things above must be improved in a better direction in cycle II. To improve children's kinesthetic intelligence, it can be done by providing activities that are interesting to children. Based on the four things explained above, the following steps will be taken to correct deficiencies in cycle 1, namely: a) the teacher provides the understanding and steps for Outbound Kapla Toys by providing concrete examples. b) Pay more attention to children who are less active. c) The teacher reminds children to pay attention and focus on the outbound movements of kapla toys. d) it is hoped that teachers will be better able to manage children while waiting for their turn to play outbound kapla toys.

Cycle II, as with the implementation of learning in cycle I, cycle II is also carried out starting from planning, action, observation and reflection, starting from March 8, 9 and 17 2023. 1) Planning Stage, at this stage the researcher prepares several requirements that are needed when carrying out learning activities. At the planning stage, researchers and teachers plan and determine the subject matter of each learning cycle meeting contained in the learning implementation plan. The things that are prepared are as follows: (a) Daily learning implementation plan (RPPH), (b) Preparing research instruments in the form of teacher activity observation sheet and observation sheet for children's kinesthetic abilities through the Kapla Toys game. The indicators that are assessed are body movement activities such as crawling, jumping, jumping and throwing (c) Preparing the classroom, so that each child can look in one direction when the teacher explains the learning material, (c) Preparing a camera to document group children's play activities B2 RA Nurul Huda Sidokumpul Guntur Demak. 2) Implementation Stage, the implementation phase (action) was carried out in four meetings, the researcher collaborated with Mrs. Munawaroh, S.Pd.I. The actions taken aim to increase kinesthetic intelligence by using outbound Kapla Toys. Learning activities are divided into three stages, namely introduction (initial activities), core activities, and final activities (closing activities). These stages are in accordance with the RPP (attached). The activities carried out at this stage are as follows:

Initial Activities, learning activities in the introductory stage begin with the teacher saying hello, praying before studying, greeting, taking attendance, and immediately asking about news and providing motivation, discussing the theme (connecting the theme to be studied with the previous theme), and doing a warm-up, namely gymnastics.

Core Activities, the core activity begins with a discussion about various vehicles, singing vehicle songs, clapping the car, introducing the activities and rules used when playing such as the teacher giving an explanation to the children about the activities that will be carried out, the teacher divides them into 2 groups. The teacher explains how to play Outbound Kapla Toys properly and correctly. The teacher gives examples of the correct position of the hands and feet. The teacher guides and gives examples to children to do crawling, jumping, hopping and throwing circles according to color.

Final Activities, the final learning activity is to discuss children's feelings during play activities, and the teacher provides reinforcement of the knowledge that children have gained, informing them of activities for tomorrow. The next activity is singing the song "it's happy here, it's happy there" and reading a prayer before going home.

Observation Stage (Observation), at this stage, observations are made during learning by observing the results of the actions taken by children in improving kinesthetic intelligence through the Outbound Kapla Toys activities which include four indicators, namely crawling, jumping, jumping and throwing. The implementation of cycle II went smoothly according to plan, especially during the Kapla Toys Outbound activities, the children seemed more interested in the easier teacher method in cycle II, apart from that the children were also more enthusiastic in carrying out step by step in the Kapla Toys Outbound activities.

Based on the research results above, the results of cycle II showed that a total of 20 children received the criteria for very good development (BSB). Children with very good abilities are able to crawl correctly, jumping in a starting position with their body made to sit with their hips straight. Then, position your feet like you are standing on tiptoes by making the tip of your foot a support. The pushing position must be done by placing both hands straight towards the back. Then, rotate the hand from behind until it is parallel to the head to provide more thrust. Then float and must be done with the right body position.

The child is able to jump correctly, namely with straight legs and arms hanging in front of the body. Squat body position with legs wide enough and chest upright. The body soars into the air with arms open upwards then lands with the front legs and knees bent. Next, the child is able to throw the color correctly. This shows that children's kinesthetic intelligence through outbound kapla toys in class B2 RA Nurul Huda Sidokumpul Guntur Demak in cycle II has improved well, therefore cycle II was stopped because it had met the success indicator target of 75%.

Table 4. Recapitulation of the results of cycle II of children's Kinesthetic Intelligence through Outbound Kapla Toys

Aspects of assessing children's kinesthetic intelligence	Results	Criteria
Crawl	93,75%	Developing According to Expectations (BSH)
Jump on one leg	92,5%	Developing According to Expectations (BSH)
Jump two feet	88,75%	Developing According to Expectations (BSH)
Throw	85%	Developing According to Expectations (BSH)
Average %	90%	Developing According to Expectations (BSH)

Based on the picture above, the results of the research at the end of the second cycle of action show that the kinesthetic intelligence of children through Outbound Kapla Toys grouped B2 RA Nurul Huda Sidokumpul Guntur Demak has reached the success indicators determined by researchers, namely 75% of the number of children in the very well developed category, therefore Cycle II was stopped, because they had met the success target in cycle II, the children were very enthusiastic about participating in the Kapla Toys Outbound activities lively. Without direction from teachers and researchers, the children were very enthusiastic about carrying out this activity, therefore the researchers stopped cycle II because they had

reached the success indicators from the research results. So it can be seen that there is an increase in children's kinesthetic intelligence from before the actions taken in cycle 1 and in cycle II to see a clearer picture of the increase in the results of children's kinesthetic intelligence results in the aspects of jumping, jumping and throwing can be seen in the following graph.

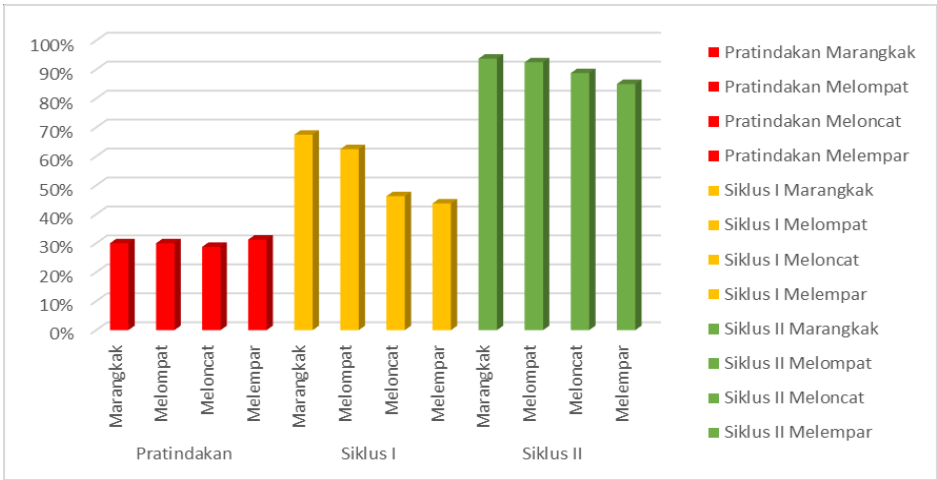

Figure 1. Comparative Results from Pre-Action, Cycle I and Cycle II

In pre-action, the aspect crawled from 30% then increased in cycle I to 67.50% and cycle II increased to 93.75%. In pre-action, the aspect jumped from 30% then increased in cycle I to 62.50% and in cycle II to 92.50%. In pre-action, the jumping aspect increased from 28.75% in cycle I to 46.25% and in cycle II to 88.75%. In pre-action throwing, it increased from 31.25% in cycle I to 43.75% and in cycle II to 85%. Based on the data above, it can be said that there is an increase in kinesthetics intelligence through Outbound Kapla Toys in the children of RA Nurul Huda Sidokumpul Guntur Demak

Reflection, based on data obtained from observations at each meeting, the kinesthetics' intelligence of group B2 children at RA Nurul Huda Sidokumpul Guntur Demak has increased. This reflection activity is carried out by researchers and class teachers by working together on each learning activity. Researchers and teachers worked together to discuss the learning activities that had been carried out in cycle II. After the discussion, the researchers compared the data obtained in the implementation of cycle I and cycle II.

In cycle II, Kapla Toys' outbound activities ran smoothly. The children were very enthusiastic and enthusiastic when doing step by step in the Outbound Kapla Toys activities. At the beginning of the second cycle of action, the children seemed more interested in Outbound Kapla Toys. In general, Kapla Toys Outbound activities can encourage children's learning. With Kapla Toys Outbound activities, children's kinaesthetic intelligence can be improved.

Future contributions related to outbound Kapla Toys can be seen from several aspects that can improve children's playing and learning experiences. Some important points to consider, Integrating Kapla Toys in outbound programs can provide a more interactive learning experience. Activities such as building large structures outdoors can encourage children to work together, communicate, and solve problems creatively. By prioritizing the concept of science, technology, engineering, and mathematics (STEM), Kapla Toys can be

used to teach basic principles of physics and architecture. For example, children can learn about the balance and strength of structures as they build with Kapla blocks.

This outbound can involve art and creativity can expand the use of Kapla Toys. Children can be invited to create art installations or collaborative projects that not only hone fine motor skills but also express their creativity. Activities can be designed to improve children's social skills. Through group play, children learn to collaborate, share ideas, and respect the opinions of others. Being able to develop new variations of Kapla Toys that are more interesting or multifunctional can increase their appeal. For example, adding interactive elements or technology that can be integrated with physical play. (Berk, L. E.: 2013, Ginsburg, K. R.: 2007, Frost, J. L., Wortham, S. C., & Reifel, S.: 2012, Pica, R.: 2011).

This game provides children with education about sustainability and the importance of the environment through the use of environmentally friendly materials in the production of Kapla Toys can be an added value. Outbound activities can include projects that focus on environmental preservation. By considering these aspects, Kapla Toys can continue to contribute to supporting children's development through fun and educational play experiences

CONCLUSIONS

Kapla outbound activities often involve challenges that can help children overcome fear and increase their self-confidence. When children successfully complete a challenge, they feel proud and more confident. These outbound games are usually done in groups, which require children to work together and communicate with their friends. This helps them learn the importance of cooperation and solidarity. Through interaction with peers and instructors, children can develop important social skills. These activities help them learn to socialize and communicate effectively.

Based on the results of research regarding the application of Outbound Kapla Toys to improve the kinesthetic intelligence abilities of RA Nurul Huda Sidokumpul children Guntur Demak, the author concludes as Implementation of kinesthetic learning for children in group B2 at RA Nurul Huda Sidokumpul Guntur Demak is the first research, namely the implementation of kinesthetic learning for children, namely by jumping on tires and crawling under chairs that have been arranged by the teacher. In this learning condition, it shows that 18 children are categorized as not yet developing (BB) and two children are categorized as starting to develop (MB).

Recapitulation of observation data before the action is still low, children are not familiar with the kapla toys game. From the observation data before the action is carried out, it is known that children's kinesthetic intelligence still needs to be improved by building various structures and designs, which are not only fun but also educational through this game. Here are some of the benefits of playing Kapla, including: Children use fine hand skills to place and balance blocks. This activity trains hand-eye coordination, and strengthens small muscles in their hands and fingers, which are important for everyday skills such as writing and drawing, giving children the freedom to imagine and create their own designs. Without the limitations of a predetermined game scenario, children can become creators, designing buildings or shapes according to their imagination. Furthermore, this game can improve problem-solving skills, when children try to build more complex structures, they learn to solve problems and think critically. This helps them understand the concept of balance and structure. In social interactions, children play with Kapla can also be done in groups, which encourages children to collaborate and communicate with their friends. The wooden texture of the Kapla blocks

provides a different sensory experience for children. They can feel the difference in texture and weight, which also contributes to their sensory development.

The novelty of this outbound kapla compared to previous research lies in a more holistic and multidimensional approach in developing children's skills, compared to previous research which focused more on just one aspect such as motor skills or creativity. The implementation of children's kinesthetic learning at RA Nurul Huda Sidokumpul Guntur Demak during pre-action with the criteria of not yet developing, but after the implementation of the Kapla Outbound Toy, the results of the study showed an increase in children's kinesthetic abilities with an average achievement of children in cycle I with the category of starting to develop according to expectations, and in cycle II with the category of developing very well. This has achieved the criteria for research success, with the hope that educators can apply this game to their institutions so that children are challenged to be more creative and trained to be more flexible in their kinesthetics.

AUTHOR CONTRIBUTION STATEMENT

TI conceptualized the study, designed the methodology, and was responsible for the overall project administration. TI also led the data curation process, conducted the statistical analysis, and drafted the original manuscript. TI reviewed and edited the final manuscript before submission.

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