

To Improve of The Children's Natural Intelligence with Nature Based Learning

by Chusnul Muali

Submission date: 23-Jul-2023 08:36PM (UTC-0700)

Submission ID: 2135809373

File name: To_Improve_of_The_Children_s.pdf (235.51K)

Word count: 4504

Character count: 25653



To Improve of The Children's Natural Intelligence with Nature Based Learning

Nori Nopita Sari^{1✉}, Chusnul Muali², Fathor Rozi³, Yulis Ernawati⁴,

Hofiyatul M⁴

¹Pendidikan Islam Anak Usia Dini, Institut Agama Islam Muhammad Azim Jambi, Indonesia¹

²Pendidikan Guru Madrasah Ibtidaiyah, Universitas Nurul Jadid Paiton, Indonesia²

³Pendidikan Agama Islam, Universitas Nurul Jadid Paiton, Indonesia³

⁴Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid Paiton, Indonesia⁴

DOI: [10.31004/obsesi.v6i5.2518](https://doi.org/10.31004/obsesi.v6i5.2518)

Abstract

This research aims to find out about improve of the children's natural intelligence with nature-based learning. This research was conducted at the Institute of Learning Group Mutiara Jati Kraksaan Probolinggo using qualitative research methods with case study type. The sample in the study was principal, teacher A and teacher B. The result of this research, then first learning design. Learning devices are arranged to fit the purpose of learning. Then the formation of the child's natural intelligence. Nature-based learning is carried out in accordance with the plan that has been prepared with nature arranged interesting activities outside the classroom. The last, factors that affect a child's natural intelligence. Among other factors from the school environment, family environment and community environment.

Keywords: *children's natural ingenuity; nature-based learning; early childhood*

Abstrak

Penelitian ini bertujuan untuk mengetahui tentang peningkatan kecerdasan natural anak melalui pembelajaran berbasis alam. Penelitian ini dilakukan pada lembaga Kelompok Belajar Mutiara Jati Kraksaan Probolinggo dengan menggunakan metode penelitian kualitatif dengan jenis studi kasus. Sampel dalam penelitian ini adalah kepala sekolah, guru A dan guru B. Adapun hasil penelitian secara umum yang peneliti temui dapat peneliti uraikan yang pertama, desain pembelajaran. Perangkat pembelajaran disusun agar sesuai dengan tujuan pembelajaran. Kedua, pembentukan kecerdasan natural anak. Pembelajaran berbasis alam dilaksanakan sesuai dengan rencana yang telah disusun dengan mamadukan dengan alam yang disusun kegiatan menarik diluar kelas. Ketiga, faktor yang mempengaruhi kecerdasan natural anak. Diantara lain faktor dari lingkungan sekolah, lingkungan keluarga dan lingkungan masyarakat.

Kata Kunci: *kecerdasan natural anak, pembelajaran berbasis alam; anak usia dini*

Copyright (c) 2022 Nori Nopita Sari, et al.

✉ Corresponding author :

Email Address : novitaadelquraisy@gmail.com (IAI Muhammad Azim Jambi, Indonesia)

Received 9 January 2022, Accepted 30 April 2022, Published 10 June 2022

Introduction

Early childhood education is a process of fostering the growth and development of children from birth to six years as a whole that covers the physical and nonphysical aspects by providing stimulation for physical, spiritual (moral and spiritual) development, motor, mind, emotional, and social appropriate so that children grow and develop optimally (Iltiqiyah, 2020). Early childhood education is very important to be implemented as a basis for the formation of the human personality as a whole, namely for the formation of character, noble ethics, intelligent, cheerful, skilled, and fear god almighty (Hefniy et al., 2022). A child's development in the first years is very important and will determine future quality (Takagi et al., 2020). Children are different individuals, unique, and have their own characteristics according to the stages of their age (Amaliyah et al., 2022; Mundiri & Hamimah, 2022). Therefore, early childhood development efforts should be done through play (Macia-Gual & Domingo-Penafiel, 2020).

Every child is born intelligent and it is their right to develop their intelligence to an optimal level (Luen, 2021). However, children's intelligence is different from each other. Intelligence is the perfection of human reason (Nachiappan et al., 2018). Intelligent means the perfect development of one's human mind to think, understand, sharp mind and perfect the growth of his body. Here are the best of children's intelligence, first, the ability to solve a problem. Second, the ability to create problems to solve. Third, the ability to create something or offer a valuable service in a community culture. Therefore, based on the opinion above, the child's intelligence must be optimized, especially naturalist intelligence (Modise, 2019).

Naturalist intelligence is the intelligence to love the beauty of nature through the introduction of flora and fauna contained in the surrounding environment and also observe natural phenomena and concern for the surrounding environment (Rymanowicz et al., 2020). At its core is the human ability to recognize plants, animals and other parts of the universe (Beattie, 2015). By utilizing natural material media applied through nature-based learning, it is expected that children are able to develop creativity and imagination in developing naturalist intelligence owned by children (Rahmatunnisa & Halimah, 2018).

This research is based on preliminary research submitted by Novie Azizah (2021) He said that, with naturalist intelligence, children can recognize, distinguish, express and category what is encountered in nature and the environment. Maryanti et al. (2019) Naturalist intelligence plays a huge role in the modern century. Children's knowledge of nature, animals, plants can lead children to a profession that is in accordance with the intelligence they have in the future (Umiarso & Hidayati, 2022).

The implementation of PAUD that has many obstacles is the integrated PAUD Posyandu. As in the educational institution of The Pearl Jati Kraksaan Probolinggo Learning Group. The educators who teach are PKK cadres. The mastery of educators in the Learning Group mutiara Jati Kraksaan Probolinggo towards children is very low. Many educators are already patterned with conventional learning because they often see basic education learning that develops first in the community. Education in the classroom with tables and study chairs becomes one of the learning models commonly applied in playgroups. In fact, the learning process can be done anywhere including outdoors or the outdoors. The learning process like this prevents children from exploring their abilities to the maximum.

Early childhood education requires a fun learning in accordance with the way children learn (Rozi et al., 2022). Learning to teach in conventional schools makes it difficult for early childhood to capture the lessons delivered by educators. The surrounding environment can be used as an alternative to teaching and learning activities. This learning is expected to establish harmony between learning materials and the environment. Nature has a lot of knowledge. Nature is a real educator. Nature is one of the learning media and can be used as a place to do the teaching and learning process. Therefore it is natural that many PAUDs take nature as a source of learning inspiration. Children are introduced to nature early on, invited to go down to the rice fields, catch fish, to walk the way to the forest. They are taught life skills

8
in the open. Playing in nature, especially in critical periods of childhood, becomes a very important time to develop creativity, problem solving, intellectual and emotional development.

Related to nature-based learning, many researchers who study about it include, Wulansari & Sugito (2016). According to him, the nature-based learning model can accommodate all aspects of a child's development. This model also commodifies a child's learning experience, knowledge, skills, behavior, and learning process through play. The surrounding environment can be used as an alternative to teaching and learning activities (Adhimiy, 2019; Astriani, 2019). This nature-based learning model is expected to establish harmony between learning materials and the environment (Fajri et al., 2022).

This research is a study that seeks to combine the learning model used by teachers, namely nature-based learning and the concept of naturalist intelligence of children who are part of the discipline of psychology, so that this is the uniqueness of two different concepts and used as one to create children who have an increase in intelligence.

This research is important to do in order to make it easier to improve children's natural intelligence through nature-based learning, from the description that has been described by the researchers above, the researchers have an interest in conducting a comprehensive study on increasing children's natural intelligence where the learning is carried out in the surrounding environment that can be used as an alternative for teaching and learning activities by children. The focus of this research aims to determine the extent to which the increase in children's natural intelligence is carried out through nature-based learning.

Methodology

4
The method used in this study is qualitatively descriptive with case study type. This research aims to find out about improving children's natural intelligence through nature-based learning. This research was conducted at the Institute of Learning Group Mutiara Jati Kraksaan Probolinggo. Researchers chose the study because based on the results of initial observations of the study, the institution conducted learning not only in the classroom but also based on nature.

The sample in this study was principal, teacher A and teacher B. The determination of the sample was by means of purposive sampling. To get an idea of the improvement of children's natural intelligence through nature-based learning, researchers use in-depth interviews and then researchers also conduct observations and documentation. The analysis of the data is carried out circularly, which starts from the overall display data from the results of interviews, observations and documentation obtained while in the field. Then the researcher conducts data reduction, which is sorting and selecting data that has been collected in accordance with the theme that has been determined, so that a data will be systematically arranged in accordance with the focus of the research. From the findings of the interim study, then ended with the withdrawal of research conclusions, as a study finding.

Results and Discussion

The learning process carried out based on nature can improve a child's natural intelligence.

Design of Learning

Headmaster of Mutiara Jati Kraksaan Probolinggo Learning Group said that, in making teacher learning design requires learning devices to fit the learning objectives. One of the learning devices used in the Mutiara Jati Kraksaan Probolinggo Learning Group is RPPH or daily learning implementation plan.

Guidelines for the preparation of learn in the Learning Group mutiara Jati Kraksaan Probolinggo include; First, it refers to basic competencies (KD) that contain the attitude of knowledge and skills to realize the achievement of standard levels of child development

achievement (STTPA) that contain ¹ religious and moral, motor, cognitive, language, social emotional and artistic values (Lok & Hamzah, 2021). Second, it contains material that corresponds to KD and is associated with the theme. Third, choose activities in harmony with the content or learning material. Fourth, develop child-centered play activities (Putri et al., 2019). Fifth, use thematic learning. Sixth, develop a scientific way of thinking. Seventh, based on local culture and utilizing the environmental environment, as a medium of children's play (Asio et al., 2021). From the above refers to the concept conveyed by the government and is based on the local culture of student disdies (Howlett & Waemusa, 2019; Zamroni et al., 2022).

Children's Natural Intelligence Formation

The implementation of learning in the Pearl Jati Kraksaan Probolinggo Learning Group based on nature is carried out and carried out in accordance with the plan that has been prepared. In line with what was conveyed by the headmaster of the Mutiara Jati Kraksaan Probolinggo Learning Group said that learning in the Mutiara Jati Kraksaan Probolinggo Learning Group was carried out with interesting methods and combined with nature will increase the intelligence of children with natural intelligence, so that the learning program will be more interesting and remind children the importance of maintaining our nature.

The formation and cultivation of a child's natural intelligence will often remind the child of the importance of maintaining and caring for the environment (Ozkan & Umdu Topsakal, 2019; Mustajab & Maulidiya, 2022). With nature-based learning models and methods equipped with learning facilities and infrastructure will greatly affect the success of learning because it cannot be denied that children are very fond of playing in the free so that they can make children feel comfortable to learn while playing (Louis-Jean & Cenat, 2020).

Opinion M as a teacher of class A Learning Group Mutiara Jati Kraksaan Probolinggo said that the world of children is a world of play so that the formation of natural intelligence of children is tucked into the learning program. The formation of natural intelligence of children can be ²⁴ed through the process of learning to teach children that is done outside the classroom, if ²⁴ the teaching and learning process in the classroom can make learning ineffective and smooth teaching because in fact children prefer to play. The outdoors has the potential to shape and develop a child's natural intelligence by blending directly with the child's nature.

Another opinion from W as a teacher of class B of The Mutiara Jati Kraksaan Probolinggo Learning Group said learning can be done in the classroom and outside the classroom. Learning done in the classroom continuously will make you bored with learning that just like that. In addition, learning outside the classroom will also avoid children doing something bad such as crossing tables and chairs, making noise in the classroom, and so on. With the teaching and learning process outside the classroom, children can learn while playing but remain focused on ongoing learning materials.

B as the head of the Mutiara Jati Kraksaan Learning Group School said in shaping the child's natural intelligence must be programmed in the learning plan. Some excellent programs in shaping children's natural intelligence are carried out with several activities, namely:

²⁶ *First*, the teaching and learning process. A learning activity carried out outdoors to stimulate ²⁶ the activeness and curiosity of students towards the environment. *Second*, gardening. Project-based gardening learning activities that become one of the learning methods in processing various components to create something that has a positive impact on the environment. This activity aims so that students can feel how to garden themselves, plant to harvest, this is done in order to form the naturalist intelligence of students. *Third*, the Extracurricular Science Club. Science club is a scientific activity in the form of experiments related to science or the environment so that students can explore the phenomena of science that they do. *Fourth*, the science of the Qur'anic camp. Qur'anic camp science activities are the

culmination of science club activities, this activity is a camp filled with various experiments and various games, a adventure that aims to introduce various types and kinds of wild plants in the forest, and is able to make children group various types of plants and admire the beauty of the Qur'an. *Fifth*, the camp of Hizbul Wathan. This activity is an activity that is carried out once a year with a place that is quite far from the school such as tahura, berlangian village, aranio, and many other campsites. This activity is believed to be able to give its own impression for participants who follow it in nature conservation efforts. This can shape the naturalist intelligence of students. *Sixth*, the camp is cheerful. His activities were encampments attended by participants from the hezbollah wathan camp. The activities are almost the same as scouting activities usually but from this program students are more focused on environmental love activities. *Seventh*, Outbond Akbar. Outbond akbar is an annual activity that is a learning of all sciences carried out in the open in the form of effective games that combine intelligence, physical and mental aimed to develop confidence, creativity of students and can form the naturalist intelligence of students. This outbond activity is carried out in the school environment because there is a field that is wide enough to hold outbound activities. This activity takes the form of games that can develop student creativity and are able to develop students' knowledge of nature. *Eighth*, outing class. The activities are carried out by each class depending on teaching materials and classroom guardians, activities in the form of tourist studies visiting places related to teaching materials such as museums, zoos, plantations, protected forests, and many places to visit in this outing class activity. This activity is carried out 4-6 times a year depending on the theme of learning and the time. This activity is believed to be able to form the naturalist intelligence of students.

Factors That Affect a Child's Natural Intelligence

First, mutiara Jati Kraksaan Probolinggo Learning Group, the school environment will lead students in it to become a person with good naturalist intelligence (Porfilio et al., 2020). Opinion from B as the principal of The Mutiara Jati Kraksaan Probolinggo Learning Group said that, the school environment plays a role in shaping children's intelligence. Principals, teachers, and school committees must provide examples to all students in order to create a conducive environment in an effort to establish the naturalist intelligence of students. According to M as a teacher of class A, The Pearl Jati Kraksaan Probolinggo Learning Group said that, school is a place to form children's intelligence. The school environment is a forum for the formation of children's naturalist intelligence, interaction that runs well on the part of teachers with students can have an impact on the quality of good students as well. This shows that the role, encouragement, and motivation of the teacher can influence the behavior of students in their achievement.

Second, Family environment, family or parent is the first education for children, the interaction of children from birth begins from the family environment. The headmaster of the Mutiara Jati Kraksaan Probolinggo Learning Group said that, the family as the initial container of children's education. The role of parents in shaping naturalist intelligence is very important as from an early age it has been taught about caring for plants, keeping pets, and allowing children to play in the environment but with parental supervision (Torkar et al., 2021). M as a teacher of class A Of Mutiara Jati Kraksaan Probolinggo Learning Group said that the role of the family in shaping the natural intelligence of children from childhood will familiarize the child to become an adult. This will become a habit of children so that naturalist intelligence is formed from an early age and will later be developed when children enter the school environment.

Third, Community environment, support from the community environment, the efforts of schools and parents in shaping the naturalist intelligence of students will be perfect (Durisic & Bunijevac, 2017). According to the teacher of class B, the Learning Group mutiara Jati Kraksaan Probolinggo said that all aspects of support must cooperate with each other in shaping the intelligence of children whose learning is based on nature. That is because the

community environment is an environment where an individual plunges and applies his habits when at home and in school. The cooperation of all parties will make efforts to build naturalist intelligence can run well and perfectly (Wang, 2021).

Conclusion

Mutiara Jati Kraksaan Probolinggo Learning Group Institute in general has carried out learning that mamdukan nature-based learning with the following results make learning design. Learning devices are arranged to fit the purpose of learning. Then the formation of the child's natural intelligence. Nature-based learning is carried out in accordance with the plan that has been prepared with nature arranged interesting activities outside the classroom. Then the factors that affect the natural intelligence of the child. Among other factors from the school environment, family environment and community environment. The limitations of researchers in conducting this research are realized there are still shortcomings but researchers try their best in doing this study. So that further research on improving children's natural intelligence through nature-based learning can complement previous research.

Acknowledgment

The researcher would like to thank all those who have contributed to this research, including the rector, vice-chancellor, dean, head of the study program, principal, and teachers. The author also does not forget to thank the manager of the Obsession journal for publishing this research paper.

References

- Adhimiy, S. (2019). *Learning Innovation in Pesantren: The Strategy of Stifin Method for Enhancing Children's Intelligence Potential*. TARBIYA: Journal of Education in Muslim Society, 6(2), 233-250. <https://doi.org/10.15408/tjems.v6i2.9247>
- Amaliyah, A., Rahman, F., & Maryam, S. (2022). *Enhancement School Competitiveness Through A Literacy Culture Based on Local Wisdom*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 2325-2333. <https://doi.org/10.31004/obsesi.v6i3.2094>
- Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). *Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal*. Studies in Humanities and Education, 2(1), 56-69. <https://doi.org/10.48185/she.v2i1.224>
- Astriani, S. A. (2019). *Pendekatan Webbed Learning Pada Pembelajaran Tematik Terhadap Peserta Didik Inklusif Di Madrasah*. Journal AL-MUDARRIS, 2(1), 79. <https://doi.org/10.32478/al-mudarris.v2i1.220>
- Beattie, A. (2015). *A Young Child's Perspectives on Outdoor Play: A Case Study from Vancouver, British Columbia*. International Journal of Early Childhood Environmental Education, 3(1), 38-53.
- Durisic, M., & Bunijevac, M. (2017). *Parental Involvement as a Important Factor for Successful Education*. Center for Educational Policy Studies Journal, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>
- Fajri, M., Fitriyah, R. I., & Risqiyah, A. (2022). *Adaptation of BCCT Learning Model in Developing Religious Aspects of Children*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3439-3448. <https://doi.org/10.31004/obsesi.v6i4.2073>
- Hefniy, Dinihari, A. N., Aini, N., & Tunnaja, A. (2022). *Management of Parenting Activities in Forming Character of Early Childhood*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 3169-3179. <https://doi.org/10.31004/obsesi.v6i4.2065>
- Howlett, G., & Waemusa, Z. (2019). *21 st century learning skills and autonomy: Students' perceptions of mobile devices in the Thai EFL context*. Teaching English with Technology, 19(1), 72-85.

- Iltiqoyah, L. (2020). *Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(2), 1368-1381. <https://doi.org/10.31004/obsesi.v5i2.781>
- Lok, W. F., & Hamzah, M. (2021). *Student experience of using mobile devices for learning chemistry*. International Journal of Evaluation and Research in Education, 10(3), 893-900. <https://doi.org/10.11591/ijere.v10i3.21420>
- Louis-Jean, J., & Cenat, K. (2020). *Beyond the Face-to-Face Learning: A Contextual Analysis*. Pedagogical Research, 5(4), 1-4. <https://doi.org/10.29333/pr/8466>
- Luen, L. C. (2021). *Puppetry Activities in Early Childhood Programmes*. Southeast Asia Early Childhood, 10, 89-96.
- Macia-Gual, A., & Domingo-Penafiel, L. (2020). *Demands in Early Childhood Education: Montessori Pedagogy, Prepared Environment, and Teacher Training*. International Journal of Research in Education and Science, 7(1), 144-1162. <https://doi.org/10.46328/ijres.1272>
- Maryanti, S., Kurniah, N., & Yulidesni, Y. (2019). *Meningkatkan Kecerdasan Naturalis Anak Melalui Metode Pembelajaran Outing Class Pada Kelompok B Tk Asyiyah X Kota Bengkulu*. Jurnal Ilmiah POTENSIA, 4(1), 22-31. <https://doi.org/10.33369/jip.4.1.22-31>
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). *The 'Sekolah Sak Ngajine' Program; The Habit of loving the Qur'an from an Early Age based on Tilawati*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(3), 1667-1776. <https://doi.org/10.31004/obsesi.v6i3.1837>
- Modise, M. R. (2019). *Supporting Culturally Diverse Early Childhood Centres in South African Townships*. Bulgarian Comparative Education Society, 17, 196-202.
- Mundiri, A., & Hamimah, S. (2022). *Early Childhood Behavior Management Strategy based on Fun Learning Environment*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 2583-2595. <https://doi.org/10.31004/obsesi.v6i4.2063>
- Nachiappan, S., Ahmad Damahuri, A., Ganaprakasam, C., & Suffian, S. (2018). *Application of Higher Order Thinking Skills (HOTS) in teaching and learning through communication component and spiritual, attitudes and values component in preschool*. Southeast Asia Early Childhood Journal, 7, 24-32. <https://doi.org/10.37134/saecj.vol7.3.2018>
- Novie Azizah, E. (2021). *Peningkatan Kecerdasan Naturalis Melalui Kolase Bahan Alam pada Anak Kelompok A TK Kemala Bhayangkari 54 Ngawi*. JCE (Journal of Childhood Education), 5(1), 11-24. <https://doi.org/10.30736/jce.v5i1.491>
- Ozkan, G., & Umdu Topsakal, U. (2019). *Students' Views on the Ethnobotany-Based Nature Education Program and Their Attitudes towards the Plant*. International Journal of Progressive Education, 15(5), 219-229. <https://doi.org/10.29329/ijpe.2019.212.9>
- Porfilio, B. J., Shannon-baker, P., & Porfilio, B. J. (2020). *Parents Want Their Voices to " Matter ": Perspectives on School Urban School District*. The Journal of Educational Foundations, 33(1-4), 77-94.
- Putri, S. K., Hasratuddin, H., & Syahputra, E. (2019). *Development of Learning Devices Based on Realistic Mathematics Education to Improve Students' Spatial Ability and Motivation*. International Electronic Journal of Mathematics Education, 14(2), 243-252. <https://doi.org/10.29333/iejme/5729>
- Rahmatunnisa, S., & Halimah, S. (2018). *Upaya Meningkatkan Kecerdasan Naturalis Anak Usia 4 - 5 Tahun Melalui Bermain Pasir*. Ya Bunayya: Jurnal Pendidikan Anak Usia Dini, 2(1), 67-82. <https://doi.org/10.30870/jpppaud.v5i2.4702>
- Rozi, F., Widat, F., Saleha, L., Zainiyah, A., & Aisyah, S. N. (2022). *The "Aku Bisa" Program; Efforts to Train Early Childhood Independence*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3218-3231. <https://doi.org/10.31004/obsesi.v6i4.2067>
- Rymanowicz, K., Hetherington, C., & Larm, B. (2020). *Planting the Seeds for Nature-Based Learning: Impacts of a Farm- and Nature-Based Early Childhood Education Program*. International Journal of Early Childhood Environmental Education, 8(1), 44-63.

- Sholeha, W., & Anggraini, Y. (2022). *Intercultural Communication : Strategy to Improve School Competitiveness Based on Public Demand*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 438-447. <https://doi.org/10.31004/obsesi.v6i4.2123>
- Takagi, Y., Batten, P., & Rattenborg, K. (2020). *a Collaborative Exchange To Improve Early Childhood Education Outcomes*. Problems of Education in the 21st Century, 78(6A), 1126-1136. <https://doi.org/10.33225/pec/20.78.1126>
- Torkar, G., Debevec, V., Johnson, B., & Manoli, C. C. (2021). *Assessing children's environmental worldviews and concerns*. Center for Educational Policy Studies Journal, 11(1), 49-65. <https://doi.org/10.26529/cepsj.793>
- Umiarso, & Hidayati, N. (2022). *Improving Children's Cognitive Intelligence Through Literacy Management*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 1588-1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Wang, F. (2021). *Global Development of Children with Intellectual Disability: Intrinsic Factors versus Extrinsic Interventions*. Science Insights Education Frontiers, 8(2), 1023-1028. <https://doi.org/10.15354/sief.21.co005>
- Wulansari, B. Y., & Sugito, S. (2016). *Pengembangan model pembelajaran berbasis alam untuk meningkatkan kualitas proses belajar anak usia dini*. Jurnal Pendidikan Dan Pemberdayaan Masyarakat, 3(1), 16. <https://doi.org/10.21831/jppm.v3i1.7919>

To Improve of The Children's Natural Intelligence with Nature Based Learning

ORIGINALITY REPORT

13%

SIMILARITY INDEX

10%

INTERNET SOURCES

7%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

- 1 Muarofakh Muarofakh. "Introduction to Islamic Characters through Children's Karawitan at KB Among Putro Jangkang Sleman", Jurnal Studi Gender dan Anak, 2023
Publication 2%
- 2 Submitted to Universitas Lancang Kuning
Student Paper 1%
- 3 download.atlantis-press.com
Internet Source 1%
- 4 www.scilit.net
Internet Source 1%
- 5 ejournal.ihdn.ac.id
Internet Source 1%
- 6 suprayitnoadi.blogspot.com
Internet Source 1%
- 7 Zulfa Nailli Munna, Arwendis Wijayanti, Octavian Dwi Tanto. "Peran Pola Komunikasi Orang Tua terhadap Perkembangan Emosi Anak Usia 4-5 di Masa New Normal", Jurnal 1%

Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021

Publication

8	core.ac.uk Internet Source	1 %
9	Muhammad Munif, Hasan Baharun, Zamroni Zamroni, Adilatul Himmah Fiqiyadatil Ummah. "Student-Centeredness by Knowledge Sharing: An Effective Learning in Madrasah", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
10	Warti'ah Warti'ah. "The Implementation of Madrasa Culture in Building Students' Character", Nazhruna: Jurnal Pendidikan Islam, 2020 Publication	<1 %
11	e-journal.staima-alhikam.ac.id Internet Source	<1 %
12	pdfs.semanticscholar.org Internet Source	<1 %
13	www.jptam.org Internet Source	<1 %
14	Linda Dwiyanti, Rosa Imani Khan, Epritha Kurniawati. "Development of Smart Adventure Games to Improve the Readiness of the Initial Ability of Reading, and Writing on	<1 %

Early Childhood", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2018

Publication

15

link.springer.com

Internet Source

<1 %

16

a-research.upi.edu

Internet Source

<1 %

17

Clara Shinta Wijayanti, Waharjani Waharjani, Wantini Wantini. "Teacher's Strategy to Overcome the Learning Plateau in Early Childhood Learning", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2023

Publication

<1 %

18

Duriani Duriani, Bahaking Rama, Hadi Pajarianto, Puspa Sari. "Thematic Learning in Kindergarten Based on Al-Islam Kemuhadiyah and Local Wisdom", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021

Publication

<1 %

19

jurnalfti.unmer.ac.id

Internet Source

<1 %

20

jurnalhunafa.org

Internet Source

<1 %

21

ouci.dntb.gov.ua

Internet Source

<1 %

22 www.coursehero.com Internet Source <1 %

23 www.scribd.com Internet Source <1 %

24 Imam Mujahid. "Collaboration-Based Learning in the Era of the 4.0 Industrial Revolution", AL-ISHLAH: Jurnal Pendidikan, 2022
Publication <1 %

25 Febriyanti Utami. "Pengaruh Metode Pembelajaran Outing Class terhadap Kecerdasan Naturalis Anak Usia 5-6 Tahun", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2020
Publication <1 %

26 journal.iainnumetrolampung.ac.id Internet Source <1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

To Improve of The Children's Natural Intelligence with Nature Based Learning

by Chusnul Muali

Submission date: 23-Jul-2023 08:36PM (UTC-0700)

Submission ID: 2135809373

File name: To_Improve_of_The_Children_s.pdf (235.51K)

Word count: 4504

Character count: 25653



To Improve of The Children's Natural Intelligence with Nature Based Learning

Nori Nopita Sari^{1✉}, Chusnul Muali², Fathor Rozi³, Yulis Ernawati⁴,
Shofiyatul M⁴

¹Pendidikan Islam Anak Usia Dini, Institut Agama Islam Muhammad Azim Jambi, Indonesia¹

²Pendidikan Guru Madrasah Ibtidaiyah, Universitas Nurul Jadid Paiton, Indonesia²

³Pendidikan Agama Islam, Universitas Nurul Jadid Paiton, Indonesia³

⁴Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid Paiton, Indonesia⁴

DOI: [10.31004/obsesi.v6i5.2518](https://doi.org/10.31004/obsesi.v6i5.2518)

Abstract

This research aims to find out about improve of the children's natural intelligence with nature-based learning. This research was conducted at the Institute of Learning Group Mutiara Jati Kraksaan Probolinggo using qualitative research methods with case study type. The sample in the study was principal, teacher A and teacher B. The result of this research, then first learning design. Learning devices are arranged to fit the purpose of learning. Then the formation of the child's natural intelligence. Nature-based learning is carried out in accordance with the plan that has been prepared with nature arranged interesting activities outside the classroom. The last, factors that affect a child's natural intelligence. Among other factors from the school environment, family environment and community environment.

Keywords: *children's natural ingenuity; nature-based learning; early childhood*

Abstrak

Penelitian ini bertujuan untuk mengetahui tentang peningkatan kecerdasan natural anak melalui pembelajaran berbasis alam. Penelitian ini dilakukan pada lembaga Kelompok Belajar Mutiara Jati Kraksaan Probolinggo dengan menggunakan metode penelitian kualitatif dengan jenis studi kasus. Sampel dalam penelitian ini adalah kepala sekolah, guru A dan guru B. Adapun hasil penelitian secara umum yang peneliti temui dapat peneliti uraikan yang pertama, desain pembelajaran. Perangkat pembelajaran disusun agar sesuai dengan tujuan pembelajaran. Kedua, pembentukan kecerdasan natural anak. Pembelajaran berbasis alam dilaksanakan sesuai dengan rencana yang telah disusun dengan mamadukan dengan alam yang disusun kegiatan menarik diluar kelas. Ketiga, faktor yang mempengaruhi kecerdasan natural anak. Diantara lain faktor dari lingkungan sekolah, lingkungan keluarga dan lingkungan masyarakat.

Kata Kunci: *kecerdasan natural anak, pembelajaran berbasis alam; anak usia dini*

Copyright (c) 2022 Nori Nopita Sari, et al.

✉ Corresponding author :

Email Address : novitaadelquraisy@gmail.com (IAI Muhammad Azim Jambi, Indonesia)

Received 9 January 2022, Accepted 30 April 2022, Published 10 June 2022

Introduction

Early childhood education is a process of fostering the growth and development of children from birth to six years as a whole that covers the physical and nonphysical aspects by providing stimulation for physical, spiritual (moral and spiritual) development, motor, mind, emotional, and social appropriate so that children grow and develop optimally (Iltiqiyah, 2020). Early childhood education is very important to be implemented as a basis for the formation of the human personality as a whole, namely for the formation of character, noble ethics, intelligent, cheerful, skilled, and fear god almighty (Hefniy et al., 2022). A child's development in the first years is very important and will determine future quality (Takagi et al., 2020). Children are different individuals, unique, and have their own characteristics according to the stages of their age (Amaliyah et al., 2022; Mundiri & Hamimah, 2022). Therefore, early childhood development efforts should be done through play (Macia-Gual & Domingo-Penafiel, 2020).

Every child is born intelligent and it is their right to develop their intelligence to an optimal level (Luen, 2021). However, children's intelligence is different from each other. Intelligence is the perfection of human reason (Nachiappan et al., 2018). Intelligent means the perfect development of one's human mind to think, understand, sharp mind and perfect the growth of his body. Here are the best of children's intelligence, first, the ability to solve a problem. Second, the ability to create problems to solve. Third, the ability to create something or offer a valuable service in a community culture. Therefore, based on the opinion above, the child's intelligence must be optimized, especially naturalist intelligence (Modise, 2019).

Naturalist intelligence is the intelligence to love the beauty of nature through the introduction of flora and fauna contained in the surrounding environment and also observe natural phenomena and concern for the surrounding environment (Rymanowicz et al., 2020). At its core is the human ability to recognize plants, animals and other parts of the universe (Beattie, 2015). By utilizing natural material media applied through nature-based learning, it is expected that children are able to develop creativity and imagination in developing naturalist intelligence owned by children (Rahmatunnisa & Halimah, 2018).

This research is based on preliminary research submitted by Novie Azizah (2021) He said that, with naturalist intelligence, children can recognize, distinguish, express and category what is encountered in nature and the environment. Maryanti et al. (2019) Naturalist intelligence plays a huge role in the modern century. Children's knowledge of nature, animals, plants can lead children to a profession that is in accordance with the intelligence they have in the future (Umiarso & Hidayati, 2022).

The implementation of PAUD that has many obstacles is the integrated PAUD Posyandu. As in the educational institution of The Pearl Jati Kraksaan Probolinggo Learning Group. The educators who teach are PKK cadres. The mastery of educators in the Learning Group mutiara Jati Kraksaan Probolinggo towards children is very low. Many educators are already patterned with conventional learning because they often see basic education learning that develops first in the community. Education in the classroom with tables and study chairs becomes one of the learning models commonly applied in playgroups. In fact, the learning process can be done anywhere including outdoors or the outdoors. The learning process like this prevents children from exploring their abilities to the maximum.

Early childhood education requires a fun learning in accordance with the way children learn (Rozi et al., 2022). Learning to teach in conventional schools makes it difficult for early childhood to capture the lessons delivered by educators. The surrounding environment can be used as an alternative to teaching and learning activities. This learning is expected to establish harmony between learning materials and the environment. Nature has a lot of knowledge. Nature is a real educator. Nature is one of the learning media and can be used as a place to do the teaching and learning process. Therefore it is natural that many PAUDs take nature as a source of learning inspiration. Children are introduced to nature early on, invited to go down to the rice fields, catch fish, to walk the way to the forest. They are taught life skills

8
in the open. Playing in nature, especially in critical periods of childhood, becomes a very important time to develop creativity, problem solving, intellectual and emotional development.

Related to nature-based learning, many researchers who study about it include, Wulansari & Sugito (2016). According to him, the nature-based learning model can accommodate all aspects of a child's development. This model also commodifies a child's learning experience, knowledge, skills, behavior, and learning process through play. The surrounding environment can be used as an alternative to teaching and learning activities (Adhimiy, 2019; Astriani, 2019). This nature-based learning model is expected to establish harmony between learning materials and the environment (Fajri et al., 2022).

This research is a study that seeks to combine the learning model used by teachers, namely nature-based learning and the concept of naturalist intelligence of children who are part of the discipline of psychology, so that this is the uniqueness of two different concepts and used as one to create children who have an increase in intelligence.

This research is important to do in order to make it easier to improve children's natural intelligence through nature-based learning, from the description that has been described by the researchers above, the researchers have an interest in conducting a comprehensive study on increasing children's natural intelligence where the learning is carried out in the surrounding environment that can be used as an alternative for teaching and learning activities by children. The focus of this research aims to determine the extent to which the increase in children's natural intelligence is carried out through nature-based learning.

Methodology

4
The method used in this study is qualitatively descriptive with case study type. This research aims to find out about improving children's natural intelligence through nature-based learning. This research was conducted at the Institute of Learning Group Mutiara Jati Kraksaan Probolinggo. Researchers chose the study because based on the results of initial observations of the study, the institution conducted learning not only in the classroom but also based on nature.

The sample in this study was principal, teacher A and teacher B. The determination of the sample was by means of purposive sampling. To get an idea of the improvement of children's natural intelligence through nature-based learning, researchers use in-depth interviews and then researchers also conduct observations and documentation. The analysis of the data is carried out circularly, which starts from the overall display data from the results of interviews, observations and documentation obtained while in the field. Then the researcher conducts data reduction, which is sorting and selecting data that has been collected in accordance with the theme that has been determined, so that a data will be systematically arranged in accordance with the focus of the research. From the findings of the interim study, then ended with the withdrawal of research conclusions, as a study finding.

Results and Discussion

The learning process carried out based on nature can improve a child's natural intelligence.

Design of Learning

Headmaster of Mutiara Jati Kraksaan Probolinggo Learning Group said that, in making teacher learning design requires learning devices to fit the learning objectives. One of the learning devices used in the Mutiara Jati Kraksaan Probolinggo Learning Group is RPPH or daily learning implementation plan.

Guidelines for the preparation of learn in the Learning Group mutiara Jati Kraksaan Probolinggo include; First, it refers to basic competencies (KD) that contain the attitude of knowledge and skills to realize the achievement of standard levels of child development

achievement (STTPA) that contain ¹ religious and moral, motor, cognitive, language, social emotional and artistic values (Lok & Hamzah, 2021). Second, it contains material that corresponds to KD and is associated with the theme. Third, choose activities in harmony with the content or learning material. Fourth, develop child-centered play activities (Putri et al., 2019). Fifth, use thematic learning. Sixth, develop a scientific way of thinking. Seventh, based on local culture and utilizing the environmental environment, as a medium of children's play (Asio et al., 2021). From the above refers to the concept conveyed by the government and is based on the local culture of student disdies (Howlett & Waemusa, 2019; Zamroni et al., 2022).

Children's Natural Intelligence Formation

The implementation of learning in the Pearl Jati Kraksaan Probolinggo Learning Group based on nature is carried out and carried out in accordance with the plan that has been prepared. In line with what was conveyed by the headmaster of the Mutiara Jati Kraksaan Probolinggo Learning Group said that learning in the Mutiara Jati Kraksaan Probolinggo Learning Group was carried out with interesting methods and combined with nature will increase the intelligence of children with natural intelligence, so that the learning program will be more interesting and remind children the importance of maintaining our nature.

The formation and cultivation of a child's natural intelligence will often remind the child of the importance of maintaining and caring for the environment (Ozkan & Umdu Topsakal, 2019; Mustajab & Maulidiya, 2022). With nature-based learning models and methods equipped with learning facilities and infrastructure will greatly affect the success of learning because it cannot be denied that children are very fond of playing in the free so that they can make children feel comfortable to learn while playing (Louis-Jean & Cenat, 2020).

Opinion M as a teacher of class A Learning Group Mutiara Jati Kraksaan Probolinggo said that the world of children is a world of play so that the formation of natural intelligence of children is tucked into the learning program. The formation of natural intelligence of children can be ²⁴ formed through the process of learning to teach children that is done outside the classroom, if ²⁴ the teaching and learning process in the classroom can make learning ineffective and smooth teaching because in fact children prefer to play. The outdoors has the potential to shape and develop a child's natural intelligence by blending directly with the child's nature.

Another opinion from W as a teacher of class B of The Mutiara Jati Kraksaan Probolinggo Learning Group said learning can be done in the classroom and outside the classroom. Learning done in the classroom continuously will make you bored with learning that just like that. In addition, learning outside the classroom will also avoid children doing something bad such as crossing tables and chairs, making noise in the classroom, and so on. With the teaching and learning process outside the classroom, children can learn while playing but remain focused on ongoing learning materials.

B as the head of the Mutiara Jati Kraksaan Learning Group School said in shaping the child's natural intelligence must be programmed in the learning plan. Some excellent programs in shaping children's natural intelligence are carried out with several activities, namely:

²⁶ *First*, the teaching and learning process. A learning activity carried out outdoors to stimulate ²⁶ the activeness and curiosity of students towards the environment. *Second*, gardening. Project-based gardening learning activities that become one of the learning methods in processing various components to create something that has a positive impact on the environment. This activity aims so that students can feel how to garden themselves, plant to harvest, this is done in order to form the naturalist intelligence of students. *Third*, the Extracurricular Science Club. Science club is a scientific activity in the form of experiments related to science or the environment so that students can explore the phenomena of science that they do. *Fourth*, the science of the Qur'anic camp. Qur'anic camp science activities are the

culmination of science club activities, this activity is a camp filled with various experiments and various games, a adventure that aims to introduce various types and kinds of wild plants in the forest, and is able to make children group various types of plants and admire the beauty of the Qur'an. *Fifth*, the camp of Hizbul Wathan. This activity is an activity that is carried out once a year with a place that is quite far from the school such as tahura, berlangian village, aranio, and many other campsites. This activity is believed to be able to give its own impression for participants who follow it in nature conservation efforts. This can shape the naturalist intelligence of students. *Sixth*, the camp is cheerful. His activities were encampments attended by participants from the hezbollah wathan camp. The activities are almost the same as scouting activities usually but from this program students are more focused on environmental love activities. *Seventh*, Outbond Akbar. Outbond akbar is an annual activity that is a learning of all sciences carried out in the open in the form of effective games that combine intelligence, physical and mental aimed to develop confidence, creativity of students and can form the naturalist intelligence of students. This outbond activity is carried out in the school environment because there is a field that is wide enough to hold outbound activities. This activity takes the form of games that can develop student creativity and are able to develop students' knowledge of nature. *Eighth*, outing class. The activities are carried out by each class depending on teaching materials and classroom guardians, activities in the form of tourist studies visiting places related to teaching materials such as museums, zoos, plantations, protected forests, and many places to visit in this outing class activity. This activity is carried out 4-6 times a year depending on the theme of learning and the time. This activity is believed to be able to form the naturalist intelligence of students.

Factors That Affect a Child's Natural Intelligence

First, mutiara Jati Kraksaan Probolinggo Learning Group, the school environment will lead students in it to become a person with good naturalist intelligence (Porfilio et al., 2020). Opinion from B as the principal of The Mutiara Jati Kraksaan Probolinggo Learning Group said that, the school environment plays a role in shaping children's intelligence. Principals, teachers, and school committees must provide examples to all students in order to create a conducive environment in an effort to establish the naturalist intelligence of students. According to M as a teacher of class A, The Pearl Jati Kraksaan Probolinggo Learning Group said that, school is a place to form children's intelligence. The school environment is a forum for the formation of children's naturalist intelligence, interaction that runs well on the part of teachers with students can have an impact on the quality of good students as well. This shows that the role, encouragement, and motivation of the teacher can influence the behavior of students in their achievement.

Second, Family environment, family or parent is the first education for children, the interaction of children from birth begins from the family environment. The headmaster of the Mutiara Jati Kraksaan Probolinggo Learning Group said that, the family as the initial container of children's education. The role of parents in shaping naturalist intelligence is very important as from an early age it has been taught about caring for plants, keeping pets, and allowing children to play in the environment but with parental supervision (Torkar et al., 2021). M as a teacher of class A Of Mutiara Jati Kraksaan Probolinggo Learning Group said that the role of the family in shaping the natural intelligence of children from childhood will familiarize the child to become an adult. This will become a habit of children so that naturalist intelligence is formed from an early age and will later be developed when children enter the school environment.

Third, Community environment, support from the community environment, the efforts of schools and parents in shaping the naturalist intelligence of students will be perfect (Durisic & Bunijevac, 2017). According to the teacher of class B, the Learning Group mutiara Jati Kraksaan Probolinggo said that all aspects of support must cooperate with each other in shaping the intelligence of children whose learning is based on nature. That is because the

community environment is an environment where an individual plunges and applies his habits when at home and in school. The cooperation of all parties will make efforts to build naturalist intelligence can run well and perfectly (Wang, 2021).

Conclusion

Mutiara Jati Kraksaan Probolinggo Learning Group Institute in general has carried out learning that mamdukan nature-based learning with the following results make learning design. Learning devices are arranged to fit the purpose of learning. Then the formation of the child's natural intelligence. Nature-based learning is carried out in accordance with the plan that has been prepared with nature arranged interesting activities outside the classroom. Then the factors that affect the natural intelligence of the child. Among other factors from the school environment, family environment and community environment. The limitations of researchers in conducting this research are realized there are still shortcomings but researchers try their best in doing this study. So that further research on improving children's natural intelligence through nature-based learning can complement previous research.

Acknowledgment

The researcher would like to thank all those who have contributed to this research, including the rector, vice-chancellor, dean, head of the study program, principal, and teachers. The author also does not forget to thank the manager of the Obsession journal for publishing this research paper.

References

- Adhimiy, S. (2019). *Learning Innovation in Pesantren: The Strategy of Stifin Method for Enhancing Children's Intelligence Potential*. TARBIYA: Journal of Education in Muslim Society, 6(2), 233-250. <https://doi.org/10.15408/tjems.v6i2.9247>
- Amaliyah, A., Rahman, F., & Maryam, S. (2022). *Enhancement School Competitiveness Through A Literacy Culture Based on Local Wisdom*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 2325-2333. <https://doi.org/10.31004/obsesi.v6i3.2094>
- Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). *Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal*. Studies in Humanities and Education, 2(1), 56-69. <https://doi.org/10.48185/she.v2i1.224>
- Astriani, S. A. (2019). *Pendekatan Webbed Learning Pada Pembelajaran Tematik Terhadap Peserta Didik Inklusif Di Madrasah*. Journal AL-MUDARRIS, 2(1), 79. <https://doi.org/10.32478/al-mudarris.v2i1.220>
- Beattie, A. (2015). *A Young Child's Perspectives on Outdoor Play: A Case Study from Vancouver, British Columbia*. International Journal of Early Childhood Environmental Education, 3(1), 38-53.
- Durisic, M., & Bunijevac, M. (2017). *Parental Involvement as a Important Factor for Successful Education*. Center for Educational Policy Studies Journal, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>
- Fajri, M., Fitriyah, R. I., & Risqiyah, A. (2022). *Adaptation of BCCT Learning Model in Developing Religious Aspects of Children*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3439-3448. <https://doi.org/10.31004/obsesi.v6i4.2073>
- Hefniy, Dinihari, A. N., Aini, N., & Tunnaja, A. (2022). *Management of Parenting Activities in Forming Character of Early Childhood*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 3169-3179. <https://doi.org/10.31004/obsesi.v6i4.2065>
- Howlett, G., & Waemusa, Z. (2019). *21 st century learning skills and autonomy: Students' perceptions of mobile devices in the Thai EFL context*. Teaching English with Technology, 19(1), 72-85.

- Iltiqoyah, L. (2020). *Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(2), 1368-1381. <https://doi.org/10.31004/obsesi.v5i2.781>
- Lok, W. F., & Hamzah, M. (2021). *Student experience of using mobile devices for learning chemistry*. International Journal of Evaluation and Research in Education, 10(3), 893-900. <https://doi.org/10.11591/ijere.v10i3.21420>
- Louis-Jean, J., & Cenat, K. (2020). *Beyond the Face-to-Face Learning: A Contextual Analysis*. Pedagogical Research, 5(4), 1-4. <https://doi.org/10.29333/pr/8466>
- Luen, L. C. (2021). *Puppetry Activities in Early Childhood Programmes*. Southeast Asia Early Childhood, 10, 89-96.
- Macia-Gual, A., & Domingo-Penafiel, L. (2020). *Demands in Early Childhood Education: Montessori Pedagogy, Prepared Environment, and Teacher Training*. International Journal of Research in Education and Science, 7(1), 144-1162. <https://doi.org/10.46328/ijres.1272>
- Maryanti, S., Kurniah, N., & Yulidesni, Y. (2019). *Meningkatkan Kecerdasan Naturalis Anak Melalui Metode Pembelajaran Outing Class Pada Kelompok B Tk Asyiyah X Kota Bengkulu*. Jurnal Ilmiah POTENSIA, 4(1), 22-31. <https://doi.org/10.33369/jip.4.1.22-31>
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). *The 'Sekolah Sak Ngajine' Program; The Habit of loving the Qur'an from an Early Age based on Tilawati*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(3), 1667-1776. <https://doi.org/10.31004/obsesi.v6i3.1837>
- Modise, M. R. (2019). *Supporting Culturally Diverse Early Childhood Centres in South African Townships*. Bulgarian Comparative Education Society, 17, 196-202.
- Mundiri, A., & Hamimah, S. (2022). *Early Childhood Behavior Management Strategy based on Fun Learning Environment*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 2583-2595. <https://doi.org/10.31004/obsesi.v6i4.2063>
- Nachiappan, S., Ahmad Damahuri, A., Ganaprakasam, C., & Suffian, S. (2018). *Application of Higher Order Thinking Skills (HOTS) in teaching and learning through communication component and spiritual, attitudes and values component in preschool*. Southeast Asia Early Childhood Journal, 7, 24-32. <https://doi.org/10.37134/saecj.vol7.3.2018>
- Novie Azizah, E. (2021). *Peningkatan Kecerdasan Naturalis Melalui Kolase Bahan Alam pada Anak Kelompok A TK Kemala Bhayangkari 54 Ngawi*. JCE (Journal of Childhood Education), 5(1), 11-24. <https://doi.org/10.30736/jce.v5i1.491>
- Ozkan, G., & Umdu Topsakal, U. (2019). *Students' Views on the Ethnobotany-Based Nature Education Program and Their Attitudes towards the Plant*. International Journal of Progressive Education, 15(5), 219-229. <https://doi.org/10.29329/ijpe.2019.212.9>
- Porfilio, B. J., Shannon-baker, P., & Porfilio, B. J. (2020). *Parents Want Their Voices to " Matter ": Perspectives on School Urban School District*. The Journal of Educational Foundations, 33(1-4), 77-94.
- Putri, S. K., Hasratuddin, H., & Syahputra, E. (2019). *Development of Learning Devices Based on Realistic Mathematics Education to Improve Students' Spatial Ability and Motivation*. International Electronic Journal of Mathematics Education, 14(2), 243-252. <https://doi.org/10.29333/iejme/5729>
- Rahmatunnisa, S., & Halimah, S. (2018). *Upaya Meningkatkan Kecerdasan Naturalis Anak Usia 4 - 5 Tahun Melalui Bermain Pasir*. Ya Bunayya: Jurnal Pendidikan Anak Usia Dini, 2(1), 67-82. <https://doi.org/10.30870/jpppaud.v5i2.4702>
- Rozi, F., Widat, F., Saleha, L., Zainiyah, A., & Aisyah, S. N. (2022). *The "Aku Bisa" Program; Efforts to Train Early Childhood Independence*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3218-3231. <https://doi.org/10.31004/obsesi.v6i4.2067>
- Rymanowicz, K., Hetherington, C., & Larm, B. (2020). *Planting the Seeds for Nature-Based Learning: Impacts of a Farm- and Nature-Based Early Childhood Education Program*. International Journal of Early Childhood Environmental Education, 8(1), 44-63.

- Sholeha, W., & Anggraini, Y. (2022). *Intercultural Communication : Strategy to Improve School Competitiveness Based on Public Demand*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 438-447. <https://doi.org/10.31004/obsesi.v6i4.2123>
- Takagi, Y., Batten, P., & Rattenborg, K. (2020). *a Collaborative Exchange To Improve Early Childhood Education Outcomes*. Problems of Education in the 21st Century, 78(6A), 1126-1136. <https://doi.org/10.33225/pec/20.78.1126>
- Torkar, G., Debevec, V., Johnson, B., & Manoli, C. C. (2021). *Assessing children's environmental worldviews and concerns*. Center for Educational Policy Studies Journal, 11(1), 49-65. <https://doi.org/10.26529/cepsj.793>
- Umiarso, & Hidayati, N. (2022). *Improving Children's Cognitive Intelligence Through Literacy Management*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 1588-1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Wang, F. (2021). *Global Development of Children with Intellectual Disability: Intrinsic Factors versus Extrinsic Interventions*. Science Insights Education Frontiers, 8(2), 1023-1028. <https://doi.org/10.15354/sief.21.co005>
- Wulansari, B. Y., & Sugito, S. (2016). *Pengembangan model pembelajaran berbasis alam untuk meningkatkan kualitas proses belajar anak usia dini*. Jurnal Pendidikan Dan Pemberdayaan Masyarakat, 3(1), 16. <https://doi.org/10.21831/jppm.v3i1.7919>

To Improve of The Children's Natural Intelligence with Nature Based Learning

ORIGINALITY REPORT

13%

SIMILARITY INDEX

10%

INTERNET SOURCES

7%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

- 1 Muarofakh Muarofakh. "Introduction to Islamic Characters through Children's Karawitan at KB Among Putro Jangkang Sleman", Jurnal Studi Gender dan Anak, 2023
Publication 2%
- 2 Submitted to Universitas Lancang Kuning
Student Paper 1%
- 3 download.atlantis-press.com
Internet Source 1%
- 4 www.scilit.net
Internet Source 1%
- 5 ejournal.ihdn.ac.id
Internet Source 1%
- 6 suprayitnoadi.blogspot.com
Internet Source 1%
- 7 Zulfa Nailli Munna, Arwendis Wijayanti, Octavian Dwi Tanto. "Peran Pola Komunikasi Orang Tua terhadap Perkembangan Emosi Anak Usia 4-5 di Masa New Normal", Jurnal 1%

Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021

Publication

8	core.ac.uk Internet Source	1 %
9	Muhammad Munif, Hasan Baharun, Zamroni Zamroni, Adilatul Himmah Fiqiyadatil Ummah. "Student-Centeredness by Knowledge Sharing: An Effective Learning in Madrasah", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
10	Warti'ah Wartia'h. "The Implementation of Madrasa Culture in Building Students' Character", Nazhruna: Jurnal Pendidikan Islam, 2020 Publication	<1 %
11	e-journal.staima-alhikam.ac.id Internet Source	<1 %
12	pdfs.semanticscholar.org Internet Source	<1 %
13	www.jptam.org Internet Source	<1 %
14	Linda Dwiyanti, Rosa Imani Khan, Epritha Kurniawati. "Development of Smart Adventure Games to Improve the Readiness of the Initial Ability of Reading, and Writing on	<1 %

Early Childhood", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2018

Publication

15

link.springer.com

Internet Source

<1 %

16

a-research.upi.edu

Internet Source

<1 %

17

Clara Shinta Wijayanti, Waharjani Waharjani, Wantini Wantini. "Teacher's Strategy to Overcome the Learning Plateau in Early Childhood Learning", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2023

Publication

<1 %

18

Duriani Duriani, Bahaking Rama, Hadi Pajarianto, Puspa Sari. "Thematic Learning in Kindergarten Based on Al-Islam Kemuhadiyah and Local Wisdom", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2021

Publication

<1 %

19

jurnalfti.unmer.ac.id

Internet Source

<1 %

20

jurnalhunafa.org

Internet Source

<1 %

21

ouci.dntb.gov.ua

Internet Source

<1 %

22 www.coursehero.com <1 %
Internet Source

23 www.scribd.com <1 %
Internet Source

24 Imam Mujahid. "Collaboration-Based Learning in the Era of the 4.0 Industrial Revolution", AL-ISHLAH: Jurnal Pendidikan, 2022 <1 %
Publication

25 Febriyanti Utami. "Pengaruh Metode Pembelajaran Outing Class terhadap Kecerdasan Naturalis Anak Usia 5-6 Tahun", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2020 <1 %
Publication

26 journal.iaimnumetrolampung.ac.id <1 %
Internet Source

Exclude quotes Off

Exclude matches Off

Exclude bibliography On