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ANALYSIS OF LEARNING WITH THE PROBLEM BASED LEARNING MODEL IN HONESTING STUDENTS' KINESTHETIC INTELLIGENCE

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ABSTRACT

One type of child intelligence is kinesthetic intelligence. Kinesthetic intelligence is a person's ability to control his movements or manage his body well. The teacher as an educator, has a role to be able to develop children's intelligence through their learning system, including this kinesthetic intelligence. The purpose of this research is to see the applicability of the problem-based learning model in training students' kinesthetic intelligence. The data collection method used is a literature study. The type of data used in this study is secondary data, namely data derived from relevant articles. The data obtained will be compiled, analyzed, and concluded so that conclusions can be drawn regarding the literature study. The application of this problem based learning learning model can lead to increased learning outcomes. This is based on the percentage increase in students who get the Completed interpretation. Because completeness is a benchmark in improving learning outcomes.

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A. Introduction

Humans are God's creatures that are created most perfect than other God's creatures, because humans are created with intelligence. Not to mention human intelligence, which has a variety of abilities, so special attention is needed to be able to find out what intelligence is in a person, by developing all potential intelligence is one way that can be used. According to Hanafi (2019) says that the most important principle in developing children's intelligence starts from simple things to more complicated things or from something concrete to something that is more abstract. Children will learn well if according to their physical needs, feel comfortable and safe in the surrounding environment. Children will be enthusiastic about learning with the concept of play that is directed and in accordance with their expectations. The game starts from building an understanding of something, searching the environment, finding concepts, the final stage is that children can create a product in the form of work from their understanding. Interest and persistence can motivate children to learn in various circumstances. In addition, the development of children's learning styles must of course be considered as different individuals.

According to Suhaimi (2017) suggests that kinesthetic intelligence is a person's ability to control his movements or manage his body well. Kinesthetic intelligence is related to the ability to move the whole body to express ideas and feelings and to be skilled at using their hands to create or change something. In general, children have high curiosity, it is not uncommon for them to show it with gestures. Kinesthetic abilities are not owned by all children, but the majority of children have kinesthetic abilities. So that teachers can take advantage of children's movement patterns in educating and directing children's talents. In terms of empowering kinesthetic abilities in children, the teacher develops himself. This is motivated by the standard of human intelligence as seen from its high IQ. But Gardner, a psychologist and educational expert at Harvard University, made research that successful people not only have high IQs, but to be successful and great is being able to explore and use the natural intelligence they were born with in learning activities. Thus, teachers and parents can also create a child-friendly learning atmosphere.

One model that can be used for kinesthetic intelligence is the project based learning model. According to Maya (2016) says that the project based learning model is a model that focuses on the main concepts and principles of a discipline,

which involves students in problem solving, provides opportunities for students to work independently, builds their own learning, and ultimately students can produce product of student work. This learning model can foster a disciplined student learning attitude and can make students more active and creative in learning. So that in the development of kinesthetic intelligence can create works as the final result.

According to Gardner, intelligence can develop depending on the context of habits that have the ability to be able to solve problems and be able to create products, because intelligence develops dynamically and is not fixed. Based on the description above, it is necessary to carry out an analysis that focuses on using the Project Based Learning learning model to improve kinesthetics in children. In increasing the model used is appropriate and can have a positive impact on the child concerned and for the surrounding environment. Thus, the topic to be discussed is "Learning Analysis with a project-based learning model in increasing the intelligence of Class 6 UPTD SDN Banyuajuh 6".

B. Method

The method used in this research is the method of literature study or literature study. Zed in Rahayu (2018: 152) states that the literature study method is a research method whose activities are related to methods of collecting library data, reading and taking notes, and processing research materials. A literature study is carried out by collecting several relevant references from previous research and then drawing conclusions (Mardalis, 1999). In this study, researchers reviewed several journals to find out the analysis of project-based learning to improve the kinesthetic intelligence of grade 6 students at SDN Banyuajuh 06. The data collection method used was literature study. The type of data used in this study is secondary data, namely data derived from relevant articles. The data obtained will be compiled, analyzed, and concluded so that conclusions can be drawn regarding the literature study.

C. Result and Discussion

In learning, learning outcomes are one of the most important things to measure the success of learning. In this literature study, the assessment of learning outcomes is based on science subject matter with electrical circuit material at SDN Banyuaju 6. The application of this problem-based learning model can lead

to increased learning outcomes. This is based on the percentage increase in students who get the Completed interpretation. Because completeness is a benchmark in improving learning outcomes. The aspects assessed are cooperation, activeness and discipline. These aspects are based on the problems obtained.

Problems based on observations of students' critical power can be increased through the application of this model. Where in the implementation of learning students are required to group themselves based on their cognitive results. Personal formation in students is influenced by media stimuli in the phet platform so that it attracts the creativity of students in groups. This is in line with the results of learning and theoretical studies. Where based on the theory developed by Barrow, Min Liu (2005) in Aris Shoimin (2014: 130) explains "the characteristics of Problem Based Learning, namely: a. Learning is student-centered The learning process in PBL focuses more on students as learning people. Therefore, PBL is also supported by constructivism theory where students are encouraged to be able to develop their own knowledge.

As stated by Gardner regarding variations in human intelligence, basically everyone is born with these intelligences, but everyone has their own strengths and weaknesses. As stated by Brauldi (1996, in http://eric.ed.gov/) Everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. Everyone has the potential to improve and develop intelligence in various ways, including kinesthetic intelligence. Kinesthetic intelligence at elementary school age can be developed by learning Natural Sciences (IPA). One of the focuses of learning science is to make electrical circuits that facilitate students to move. In using PBL, grade 6 students are expected to be able to make electrical circuits so that students' kinesthetic intelligence can be honed. This is important because students can express themselves and be creative through self-created electrical circuits, provide facilities for students to move around in the classroom, provide new experiences for students in learning, and improve students' kinesthetic intelligence. The general objective of this research is to find out the application of project based learning in student learning to improve kinesthetic intelligence.

The problem-based learning model is carried out by providing stimulation in the form of problems regarding electrical circuits which are then solved by students

which are expected to increase students' skills in achieving learning material. Here are five strategies for using the problem-based learning model (PBL):

1. Problems as a study.
2. Problems as an exploration of understanding.
3. Problems as an example.
4. Problems as an integral part of the process.
5. Problems as a stimulus for authentic activity

The PBL approach refers to the following:

1. Curriculum: PBL is unlike a traditional curriculum in that it requires a target strategy in which the project is at the center.
2. Responsibility: PBL emphasizes the responsibility and responsibility of students to themselves and their groups.
3. Realism: student activities are focused on authentic work and produce a professional attitude.
4. Active-learning: growing issues that lead to questions and finding answers.
5. Feedback
6. General Skills
7. Driving Questions: PBL is focused on questions or problems.
8. Constructive Investigations: as a focal point, the project must be adapted to the knowledge of the students.
9. Autonomy: the project makes student activity very important.
10. Empirical Facts on the Success of the Approach in the Process and Learning Outcomes

Through PBL meaningful learning will occur. Students who learn to solve a problem then they will apply the knowledge they have or try to find out. The following is the syntax of the Problem Based Learning Model:

1. Student orientation to the problem.

Explain learning objectives, explain the logistics needed, and motivate students to be actively involved in solving the selected problem.

2. Organizing students.

Help students define and organize learning tasks related to these problems.

3. Guiding individual and group investigations.

Encourage students to collect appropriate information, carry out experiments to get explanations and problem solving.

4. Develop and present the work.

Assist students in planning and preparing appropriate works such as reports, models and sharing assignments with friends.

5. Analyze and evaluate the problem solving process.

Evaluate the learning outcomes of the material that has been studied / ask the group to present the results of the work

Assessment of learning with PBL is done by authentic assessment. Assessment in the PBL approach is carried out by means of self-assessment and peer-assessment. With these abilities or skills, students are expected to adapt easily.

Student activities during the learning process and student learning outcomes during the application of problem based learning in learning electrical circuit material can generally run smoothly even though there are several obstacles including the following: 1) At the beginning of learning it is a bit busy looking for the group, some even disagree with its members due to lack of familiarity, 2) Student activity in innovating, presenting and asking questions is still low, 3) Some students are less thorough in answering questions so that many mistakes occur, and 4) The teacher invites students to present their discussion results but many of them are embarrassed and are afraid that this may be due to their habit of previous passive activities in learning. These obstacles can be overcome, namely: (1) students have begun to accept and become familiar with their group members, (2) provide guidance and motivation carried out by the teacher so that they are able to increase student activity in learning, this is obtained from increasing the percentage of each learning meetings, (3) the teacher gives an extension of time so that students are more thorough in answering practice questions, and (4) the teacher gives rewards to students so that students are no longer embarrassed or afraid of making presentations.

D. Conclusion

In this literature study the assessment of learning outcomes is based on natural science subject matter with electrical circuit material at SDN Banyuajuh 6. The application of this problem-based learning model can lead to increased learning outcomes. This is based on the percentage increase in students who get the Completed interpretation. Because completeness is a benchmark in improving learning outcomes. Problems based on observations of students' critical power can be increased through the application of this model. The general objective of this

research is to find out the application of project based learning in learning for students at SDN Banyuajuh 6 to improve kinesthetic intelligence. The problem-based learning model is carried out by providing stimulation in the form of problems regarding electrical circuits which are then solved by students which are expected to increase students' skills in achieving learning material. Approaches to Process and Learning Outcomes. Through PBL meaningful learning will occur. Students who learn to solve a problem then they will apply the knowledge they have or try to find out. Assessment of learning with PBL is done by authentic assessment. Assessment in the PBL approach is carried out by means of self-assessment and peer-assessment

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