

---

## LITERATURE STUDY: IMPROVING CHILDREN'S NATURALIST INTELLIGENCE THROUGH FIELD TRIP METHODS

Nadia Ayu Martasari<sup>1\*</sup>, Alya Insan Nabilah<sup>2</sup>, Conny Dian Sumadi<sup>3</sup>

<sup>1,2,3</sup> Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo  
Madura, East Java, Indonesia

correspondence e-mail: [nadiaayumartasari@gmail.com](mailto:nadiaayumartasari@gmail.com), [alyainsannabilah@gmail.com](mailto:alyainsannabilah@gmail.com),  
[connydiansumadi@gmail.com](mailto:connydiansumadi@gmail.com)

---

### ABSTRACT

*According to Gardner, one type of intelligence is naturalist intelligence. Someone with this intelligence has the potential to care about the environment. Therefore, this intelligence is very important to be developed. One method which in previous studies has been proven to be able to develop naturalist intelligence is the field trip method. This study aims to find out how the environmentally friendly field trip method can increase naturalistic intelligence in children. This research belongs to the literature study research. Sources of data in this study come from journals, books, or scientific works that are still related to naturalistic intelligence and learning methods of eco-friendly field trips. The data that has been collected is then analyzed using descriptive methods from the sources that have been collected. The results of this study state that the environmentally friendly field trip method can be used to increase naturalistic intelligence in children by doing this activity, children will be more familiar with the environment and will foster care for the environment. The role of teachers in schools and parents is also very influential in increasing naturalistic intelligence in children*

---

---

### ARTICLE INFO

#### Article History:

Received 30 May 2022

Revised 2 Jun 2022

Accepted 4 Jun 2022

Available online 6 Jun 2022

---

#### Keyword :

Keywords 1: Multiple  
Intelligences

Keywords 2: Naturalist  
Intelligence

Keywords 3: Field Trip  
Method

---

## **A. Introduction**

Education is very important for Indonesian citizens, curriculum selection will be very influential for future learning. The education curriculum in Indonesia is always changing according to the needs and developments of the times. Currently, education in Indonesia uses the 2013 curriculum. In this curriculum, students are required to be active in learning. However, in practice, of course there are shortcomings such as the lack of use of varied learning methods to support teachers to carry out meaningful learning for children and make children's learning achievements increase (Sumantri & Diana, 2011).

Every child certainly has characteristics and intelligence in him, it's just a matter of how to turn on the intelligence he has. Intelligence is the perfection of the development of reason which is the individual's ability to solve the problems at hand, in this case the ability in question uses the ability to think in solving a problem (Saripudin, 2017). The intelligence possessed by a person is certainly very beneficial for himself and for his life, because the higher the intelligence a person has, the more appreciated by society.

According to Gardner, the intelligence possessed by a person of intelligence or multiple intelligences includes linguistic intelligence, mathematical logic intelligence, kinesthetic intelligence, visual-spatial intelligence, intrapersonal intelligence, interpersonal intelligence, musical intelligence, naturalist intelligence, and existential intelligence, of the nine intelligences must be owned by every person. humans (Mansjur, 2014). One of the intelligences possessed by a person is naturalistic intelligence. A person can be said to have a high naturalist intelligence, if they show proficiency in recognizing and classifying species of flora and fauna based on their environment (Yasbiati et al., 2017). Another opinion from (Wulan, 2021), that in everyday life someone who has naturalist intelligence often likes outdoor activities including gardening, caring for animals, liking plants, and having more attention on the environment. A child with naturalistic intelligence has the potential to become someone who cares about nature and the environment (Ardiana, 2022). Therefore, children with this intelligence must be supported so that their intelligence can develop optimally. However, nowadays children's concern for the environment is often not honed well by educators. This causes a person's concern for the surrounding environment is still lacking, so this intelligence is not developed and only buried in the individual.

This can also be seen in schools, according to (Sumantri & Diana, 2011) teachers are still lacking in playing a role in developing children's naturalistic intelligence towards the surrounding environment, for example getting children to store used goods such as plant wrappers and so on, lack of land or a place to place them. children can grow crops, as well as the lack of learning methods that can improve children's naturalistic intelligence.

The learning method itself is a series of systematic actions taken by the teacher in providing material to children (Sumantri & Diana, 2011). That is, in the process of transferring knowledge to students, a teacher can use certain learning methods. A learning method has the main goal to help develop children's abilities so that they are able to understand the material clearly and make it easier for children to achieve the best possible learning outcomes. Through choosing the right learning method, of course, it will be able to increase naturalist intelligence in children (Sumitra & Panjaitan, 2019). Learning methods that can be used by teachers to increase students' sense of concern for the environment and develop students' naturalistic intelligence, one of which is through the learning method of doing environmentally friendly field trips. Through this learning method, it is hoped that the knowledge received by the child can be understood and understood by the child so that the naturalistic intelligence in the child can increase optimally. The purpose of this article is to discuss more deeply about how the environmentally friendly field trip learning method can improve students' naturalistic intelligence, so this article is expected to be a reference for teachers in the future.

## **B. Method**

In this study using descriptive methods and content analysis techniques, where the data in this study will describe events, events or symptoms that have occurred. With this method, we can collect the data needed for this research. This type of research is a literature study, namely research without going through direct research in the field. The research was conducted by analyzing related reference sources such as journals, books, proceedings, and other sources related to the topic (Arikunto, 2013). Sources of data that will be analyzed are sources of data that discuss naturalistic intelligence and learning methods of environmentally friendly field trips, information contained in various previous sources, then from the existing information processed to become a new research.

### **C. Result and Discussion**

Naturalist intelligence is usually related to the elements that exist in nature. Naturalist intelligence according to Armstrong is defined as the intelligence to love the beauty of nature through identification of flora and fauna in their environment and also observing phenomena and their concern for the surrounding environment (Anjelina et al., 2016). Naturalist intelligence has a great function in today's era. This is because someday it will be necessary for a child to take care of the environment around him, related to nature, animals, plants in order to maintain the sustainability of those around him with long-term goals (Ismail, 2018). In order to improve naturalist intelligence in children, it is necessary to have supportive activities such as by monitoring in detail the living creatures around (plants, animals, and others). Often naturalist intelligence in children is less than optimal because teaching and learning activities implemented by teachers are carried out in the classroom using pictures of animals and plants, so that children get bored quickly and cannot explore the beauty and things that exist in nature. The importance of increasing naturalist intelligence in children causes teachers to have to prepare more carefully regarding the methods and learning media that will be used in the teaching and learning process.

The field trip learning method as an effort to improve naturalist intelligence in children is one of the methods used in learning activities by looking directly and in detail at the surrounding environment such as animals, plants, and nature (Dartini, 2017). Naturalist activities owned by children can be increased through play activities while learning as applied to the field trip method. Several studies related to the field trip method and naturalist intelligence are described as follows:

1. A previous study by Agus Sumitra and Meida Panjaitan in 2019 entitled "Improving Early Childhood Naturalist Intelligence Through Field Trips Method" suggests that there is a significant effect on children if teachers apply field trip learning methods to improve naturalist intelligence. Creativity in children can increase through observed objects (plants, animals), can expand their knowledge, add insight, and can explore their environment through this field trip method (Sumitra & Panjaitan, 2019).
2. Previous research by Nida'ul Khasanah in 2020 entitled "Development of Early Childhood Naturalist Intelligence in Raudhatul Athfal Al-Hidayah Jambi City Through Field Trips Method". In this classroom action research, there was an increase in the naturalist intelligence of children at Raudhatul Athfal

---

Al Hidayah gradually in three cycles due to the field trip method. In the first stage the child's naturalist intelligence increased by 13.69%, then in the second stage it rose again by 20.84%, and in the third stage it increased by 15.47. Based on the results of this study, it can be proven that the field trip method can increase students' interest in developing their naturalist intelligence (Nida'ul Hasanah, 2021)

3. Based on previous research conducted by Azizah Destarani and Ruly Nadian Sari in 2021 entitled "The Field Trip Method in Perfecting Naturalist Intelligence in PAUD SPS AN-NABAT Class A" suggests that the teaching and learning process using the field trip method starts from the stage or opening, core stage and closing stage. At this opening stage, the child provides an introduction or initial opinion regarding the planned activities to be carried out in the core activities. The core activity contains teaching and learning activities using the field trip method which is carried out by children and can discuss the topic of learning that is being carried out. While the closing has the aim of revealing or reviewing activities that have been carried out previously which will discuss learning themes and naturalist intelligence. The field trip learning method starts with visiting different places than before, with the aim of exploring new insights and forming new thoughts or opinions in children as a form of support for increasing aspects of naturalist intelligence, for example visiting tourist attractions, zoos, amusement parks, beaches, , and other natural tourist attractions that are still beautiful and supported by other learning media such as pictures, posters, magnifying glasses, and others. This field trip method can improve naturalist intelligence in children by creating different learning conditions or conditions from before, because children can recognize directly the objects to be seen, observed, and observed. Children can directly explore new insights, can imagine widely related to naturalist intelligence such as animals, plants, inanimate objects, and others based on what they get from their environment. (Destarani & Sari, 2020)
4. Based on previous research conducted by Selfa Maryanti in 2019 entitled "Improving Children's Naturalist Intelligence Through Outing Class Learning Methods in Group B of Kindergarten Aisyiyah X Bengkulu City" said that the eco-friendly field trip learning method means using the environment as an object to be studied. used in learning. Like the method of outing class or

studying outside the room. Learning that is done outside the classroom or in the immediate environment can significantly affect children's intelligence, because they learn more from experience. Using this method can increase awareness of appreciating those around or the work of others, increase children's knowledge of nature, plants, and animals, increase awareness of society and the environment, and can increase children's understanding and love for their environment. By inviting children to observe directly the object of learning, it is proven that it can provide a more memorable experience for children so that the naturalist intelligence of children also increases (Maryanti et al., 2019)

5. Based on previous research conducted by Muhammad Didin Nashruddin in 2013 entitled "Application of Field Trip Methods to Improve Description Writing Skills in Elementary School Children" suggests that by using the field trip method, learning descriptive essay writing skills in elementary school children is proven to increase significantly. significant. The problems that exist in the implementation of this field trip method can be used as a reference or reference to improve the next learning method that will be carried out so that it can be better. Based on previous research conducted by Via Widia, Dian Indihadi, and Rustono in 2016 entitled "The Influence of Field Trip Methods on Children's Learning Outcomes about the Economy of the Surrounding Community" suggests that using the field trip learning method is proven to improve children's learning outcomes with the difference between before and after the application of this method. Children can also remember the knowledge being taught longer because the learning is done based on direct experience (Nashruddin & Damayanti, 2016)
6. Based on previous research conducted by Euis Dartin in 2017 entitled "Using Field Trips to Improve Children's Learning Outcomes on Natural Appearance Materials in Regency/City Environments" said that this field trip method made the children we teach happy because they can explore new things in their environment to increase the knowledge they have not gained when learning in class. Based on previous research conducted by Nurhayati in 2020 entitled "The Application of Field Trips Method in Stimulating Early Childhood Storytelling in the Permata Hati Playgroup (KB)" suggests that by applying the field trip method in learning which consists of a plan of activities to be carried out starting from preparation and determining the place to be used

for learning to use the field trip method, providing information or licensing letters for the implementation of activities to the parties concerned, preparing tools and materials to be used, providing information about regulations to be obeyed, and dividing groups of children with their companions (Dartini, 2017)

7. Previous research by Yeni Juniarti entitled "Increasing Naturalist Intelligence Through the Field Trip Method" in 2015. In this study, researchers proved that the field trip method carried out by visiting various educational tourist attractions can increase children's naturalist intelligence. This method is able to provide different learning experiences such as students being able to see the flora and fauna in the surrounding environment, explore the environment, and others. In this classroom action research, the increase in naturalist intelligence through the field trip method in the first stage increased by 18.4% and in the second stage by 23.06% (Juniarti, 2015)

#### **D. Conclusion**

Based on the results of literature studies and previous research, it can be concluded that the use of insightful field trip methods can increase naturalistic intelligence in children. This is because with this method, children will learn about the phenomena that have occurred in the nature around them and they will also know the events that result if the environment is damaged or not properly maintained. Of course this will increase children's awareness of the environment and will increase children's naturalistic intelligence because children will be interested in various types of plants, and will raise their enthusiasm for protecting the environment.

## References

- Anjelina, Yuline, & Halida. (2016). Peningkatan Kecerdasan Naturalis melalui Metode Demonstrasi pada Pembelajaran Sains pada Anak Usia 5-6 Tahun [Universitas Tanjungpura]. In *Neliti.Com*. <https://www.neliti.com/publications/215197/peningkatan-kecerdasan-naturalis-melalui-metode-demonstrasi-pada-pembelajaran-sa>
- Ardiana, R. (2022). Pembelajaran Berbasis Kecerdasan Majemuk dalam Pendidikan Anak Usia Dini. *MURHUM: Jurnal Pendidikan Anak Usia Dini*, 3(1), 1–12.
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek* (Revisi 201). Rineka Cipta.
- Dartini, E. (2017). Penggunaan Metode Karyawisata Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Kenampakan Alam Di Lingkungan Kabupaten/Kota. *Dwija Cendekia: Jurnal Riset Pedagogik*, 1(1), 43–49. <https://doi.org/10.20961/jdc.v1i1.13058>
- Destarani, A., & Sari, R. N. (2020). Metode Karyawisata Dalam Meningkatkan Kecerdasan Naturalis Di Paud Sps an-Nabat Kelas a. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah AL-IBDA'*, 1(1), 32–40. <https://doi.org/10.54892/jpgmi.v1i1.127>
- Ismail, A. (2018). Anak Usia Dini Di Kabupaten Luwu Timur Provinsi Sulawesi Selatan. *Jurnal Evaluasi Pendidikan*, 9(1), 16–29.
- Juniarti, Y. (2015). Peningkatan Kecerdasan Naturalis Melalui Metode Kunjungan Lapangan (Field Trip). *Jurnal Pendidikan Usia Dini*, 9(2), 267–284.
- Mansjur, G. A. (2014). Efektivitas Metode Pembelajaran Field Trip terhadap Peningkatan Kecerdasan Naturalis Anak di Taman Kanak-Kanak Pertiwi Dampang Kabupaten Bantaeng. In *Paper Knowledge . Toward a Media History of Documents*.
- 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>
- Nashruddin, M. D., & Damayanti, M. I. (2016). Penerapan Metode Karya Wisata untuk Meningkatkan Keterampilan Menulis Deskripsi pada Siswa Sekolah Dasar. *Jpgsd*, 01(02), 1–8.
- Saripudin, A. (2017). Strategi Pengembangan Kecerdasan Naturalis pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 3(1), 1–18.
- Sumantri, M. S., & Diana, D. (2011). Pengaruh Metode Pembelajaran Dan Pengetahuan Berwawasan Lingkungan Terhadap Kecerdasan Naturalis Anak Usia Dini 5-6 Tahun. *Jurnal Ilmiah VISI P2TK PAUD NI*, 6(1), 42–53. <https://doi.org/10.21009/jiv.0601.5>
- Sumitra, A., & Panjaitan, M. (2019). Meningkatkan Kecerdasan Naturalis Anak Usia Dini melalui Metode Karyawisata. *Paud Lectura: Jurnal Pendidikan Anak Usia Dini*, 3(2), 1–9. <http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/68>
- Wulan, D. S. A. (2021). Peningkatan Kecerdasan Natturalis Melalui Media Realia di TK Al Hidayah Kabupaten Langkat. *Jurnal Usia Dini*, 7(1), 1–12.
- Yasbiati, Giyartini, R., & Lutfiana, A. (2017). Upaya Meningkatkan Kecerdasan Naturalis Melalui Kegiatan Bercocok tanam di Bambim Al-Abror Kecamatan Mangkubumi Kota Tasikmalaya. *Jurnal PAUD Agapedia*, 1(2), 203–213.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).