

IMPLEMENTATION OF FARMING ACTIVITIES TO GROW CHILDREN'S NATURAL INTELLIGENCE

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ABSTRACT

One of the characteristics of elementary school students is that they like to play and get dirty. These characteristics can be taken into consideration to choose the right method of learning activities. This study aims to determine the relationship between farming activities and the naturalist intelligence of elementary school students. Naturalist intelligence is one of the 9 types of intelligence according to Gardner. The data collection method in this study was carried out by means of field observations and literature searches. As a result, farming activities are very suitable for elementary school children who basically like to play and get dirty. These activities will certainly make children more enthusiastic, active, and interactive. This makes learning more well-received by children when interspersed with direct practice such as farming. In addition, farming skills in children are able to stimulate cognitive aspects of children, especially about the types of plants about the parts of plants, get to know what things plants need to live, for example water, soil, sunlight, and so on. Knowledge of flora and how to plant and care for it will be able to shape children into individuals who are full of compassion for other living things. Thus, the application of farming is good in increasing children's naturalist intelligence.

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A. Introduction

Elementary school children are individuals who are experiencing a growth process in their learning for life. Every child has their own characteristics, it is undeniable that elementary school students. According to Piaget (256: 67) at this stage children develop the ability to reason logically and understand concepts, see relationships, and solve problems, but only insofar as they involve familiar objects and situations. Improvements in the ability to think logically. Meanwhile, according to Suyadi (2009) the meaning of characteristics is that elementary school children are children who like to play games with their peers in the surrounding environment. From the opinions of the two experts, it can be concluded that elementary school children have the characteristics of high logical thinking, see things very simply and like to play together outside the home. At this time the child experiences a lot of development in his abilities such as what intelligence he has and what kind of talent he has mastered. Related to this, there are various kinds of intelligence possessed by elementary school children.

Mujtahidin (256: 93) says that intelligence is the ability to perceive new situations and the ability to learn from one's past experiences. Intelligence is a potential possessed by a person which can be activated through the learning process of interaction with family, teachers, friends and developing cultural values. Intelligence contains 2 main aspects, namely the ability to learn from experience and adapt to the environment. Intelligence will be owned by all children. According to Garder in his book *Learning and Learning Theory* states that there are nine multiple intelligences identified by Gardner 1993 (Mujtahidin, 2014), namely linguistic intelligence (related to linguistic matters), mathematical intelligence (related to arithmetic patterns), musical intelligence, visual-spatial, kinesthetic, interpersonal, intrapersonal, naturalist and existential. Multiple Intelligence is not only a concept of intelligence that exists in an individual, but also a powerful learning strategy to make students emerge as champions in this type of intelligence..

It is also stated in the 2013 curriculum learning where the practice of learning in children is one of the things that must be done and applied by educators in carrying out learning. That way the child becomes active in the activities provided by the teacher. The practice of learning in elementary school children can shape their naturalist intelligence. As for naturalist intelligence, according to Gardner (1993), naturalist intelligence shows a person's ability to be sensitive to the natural

environment, for example, happy to be in an open natural environment such as beaches, mountains, etc. students with this intelligence tend to like to observe the surrounding environment. Children aged 7-11 years are much interested in the natural environment that is still beautiful, such as plants and animals. One of the most examples that a teacher can do when he wants to improve the naturalist intelligence of his students is by farming.

Concern for the environment and the ability to grow crops will build children's concern for the environment. This concern is needed to face the environmental crisis in the future. It is the ability in naturalist intelligence that fits the needs of students in loving the environment. Therefore the author is compelled to conduct a study of literature with the title "IMPLEMENTATION OF FARMING ACTIVITIES TO GROW CHILDREN'S NATURAL INTELLIGENCE"

B. Method

According to Sugiono, 2017 & Susetyo, 2010 suggests that the research method is basically a scientific way to obtain data with specific purposes and uses. The method used in this research is a qualitative descriptive method and a literature study research method. According to Nasution (2003: 18) qualitative research is also known as naturalistic research. It is called naturalistic because the field situation is natural or reasonable as it is without being manipulated. In (Putrihapsari & Fauziah, 2020) Nazir (2014) means that literature study is research that is carried out by examining various literature studies needed in a study. This research was conducted at the Banyuajuh 2 Elementary School. The data collection techniques were in the form of direct observation to schools and interviews.

In this case the researcher will conduct an in-depth discussion of the effect of implementing farming activities in increasing the naturalist intelligence of elementary school children so as to get the desired results. These results are then expected to be able to answer problems which will later be used as a consideration whether there is an influence of implementation in farming activities to increase the naturalist intelligence of elementary school children.

C. Result and Discussion

Intelligence (intelligence) is a general mental ability to learn and apply knowledge in manipulating the environment, as well as the ability to think

abstractly. According to psychology and education experts, there are nine intelligences, one of which is naturalist intelligence. According to the psychologist and education expert who created the nine intelligences, namely Howard Gardner, said that naturalist intelligence is the skill of recognizing the surrounding environment, recognizing the presence of species. Naturalist intelligence is the ability to love the environment and fellow living things. Another definition of naturalist intelligence is loving the beauty of nature which can be stimulated through observing the environment, farming, caring for animals, and observing natural phenomena. Make it easy for children to like activities in the open, have a great curiosity and master the characteristics of the natural surroundings.

Children who have high naturalist intelligence tend to like the outdoors, they have great curiosity about the ins and outs of animals and plants. Children who have the characteristics of naturalist intelligence, namely their love for nature, animals, for example, will dare to approach, hold, stroke, and even have a nurturing instinct. This can also be seen in a number of students at Banyuajuh 2 Elementary School. It is known from the results of observations which state that most of the children seem very fond of and comfortable with activities outside the classroom. Most of the children looked so enthusiastic when participating in activities such as observing animals and plants, planting plants, and others. This means that most of the students at Banyuajuh 2 Elementary School who were selected as research subjects have naturalist intelligence. The way to increase naturalist intelligence is by farming, raising favorite animals, viewing programs on flora and fauna, and refraining from damaging the environment, such as crossing the table, stepping on the grass, picking growing flowers. Activities that can be done directly with children are farming activities.

According to AT. Mosher argues that agriculture or activities such as farming is a form of a production process that is already typical which is based on the process of growth of animals and plants. Meanwhile, according to Sri Setyati, planting something in agriculture is an effort to achieve maximum results by processing plant and environmental factors. So it can be concluded that farming is the activity of planting plants that are carried out with the intention of obtaining results from what is planted. Farming activities have many benefits for children. The benefits that children can get include growing a child's love for nature by getting to know plants and animals around the house, making them move more

actively, learning to understand the growth process, children can also know the process of planting and caring for good plants.

Farming activities are activities in which children blend with nature, outdoor lessons can reduce children's boredom and boredom, learning outside the classroom is a good stimulus for the development of naturalist intelligence. Farming activities are more fun where children can get to know the nature around them and can explore the environment so that children care more about the environment around them. farming activities are more interesting, safe, and easily understood by children. Because with this activity children are invited directly to meet natural materials, including soil, seeds, plant seeds, fertilizers, water. Children are invited to plant by going directly into nature, children really like learning outside the classroom or the environment. This can be seen from the results of observations which show that children look so enthusiastic and active during the process of farming activities.

Farming activities are very suitable for elementary school children, who basically still like playing in the dirt. So it will be very suitable if you do learning while playing. These activities will certainly make children more enthusiastic, active, and interactive. If doing activities that children like, of course they will not be bored and bored, learning will be more well received by children if interspersed with direct practice such as farming. Their state of being in a good emotional state will make them more enthusiastic in learning and of course make the teaching and learning process smoother and the knowledge that the child gains will be remembered.

In addition, farming skills in children are able to stimulate cognitive aspects of children, especially about the types of plants about the parts of plants, get to know what objects plants need to live, for example water, soil, sunlight, and so on. Knowledge of flora and how to plant and care for it will be able to shape children into individuals who are full of compassion for other living things. Thus, the application of farming has an effect on increasing children's naturalist intelligence. This is in accordance with the results of research conducted by Yasbiati, Giyartini, & Lutfiana (2017) that children's naturalist intelligence has increased after implementing learning with farming activities because this activity is able to attract children's attention to love plants more, know the parts of plants and care for them. plant.

D. Conclusion

This research was conducted by direct observation and taking literature references from several previous studies and books. Based on the results of observations and literature studies that have been carried out, it can be concluded that farming activities can increase the naturalist intelligence of elementary school children. Farming activities will certainly make children more enthusiastic, active and interactive. If doing activities that children like, of course they will not be bored and bored, learning will be more well received by children if interspersed with direct practice such as farming. In addition, farming skills in children are able to stimulate children's cognitive aspects, especially about the types of plants about the parts of plants, get to know what objects plants need to live, for example water, soil, sunlight, and so on. Knowledge of flora and how to plant and care for it will be able to shape children into individuals who are full of compassion for other living things. Thus, the application of farming has an effect on increasing children's naturalist intelligence. The advice given by researchers to elementary school teachers and readers of this journal is that teachers must be able to provide learning that is creative, varied, interesting, and fun for children, and nature-based, and can also bring children closer to nature so that children's naturalist intelligence can develop optimally. , the results of this study can be used as a reference about increasing naturalist intelligence.

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