

The Influence of the Tressure Hunt Game on Interpersornal Intelligence in Children Aged 5-6 Years at Sakinah Islamic Kindergarden

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Individuals who have interpersonal intelligence can also be said to be individuals who have social intelligence. Interpersonal intelligence shows a person's ability to be sensitive to other people's feelings. The aim of the study is to investigate whether there is an effect of the treasure hunt game on interpersonal intelligence in children aged 5-6 years at Sakinah Islamic Kindergarten. This is a quantitative experimental study. In this study, the researchers apply a true-experimental research design with a One Group Pretest-Posttest Design type. The One Group Pretest-Posttest Design is a research design that has a pre-test before being given treatment and a post-test after being given treatment. The population of the study consists of 16 children. The sampling technique of the study is the total sampling technique (saturated sample). The data analysis techniques of the study are Normality Test and Hypothesis Test. Based on the results of the study and presentations that have been carried out, it is found that there have been improvements in interpersonal intelligence in children, it can be stated that the treasure hunt game has an effect on children's interpersonal intelligence in Class B1 at Sakinah Islamic Kindergarten. This is because the significance value is less than 0.05 ($0.02 < 0.05$), so it can be concluded that the treasure hunt game has a positive effect on children's interpersonal intelligence at Sakinah Islamic Kindergarten.</i>
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INTRODUCTION

Education is very important aspect and indirectly makes a significant contribution to life. Once you have received an education, you will be able to use your knowledge, attitudes and skills when needed, including in the field of early childhood education. As stated by Sujiono (Nurdiani 2020), early childhood education is an effort to stimulate, guide, facilitate and provide learning activities that acquire skills and abilities in children. According to Siti Aisha (Raihana 2018), early childhood has unique characteristics in terms of physical, psychological, social, moral, and others. From this explanation we can see that education from an early age is very important because it serves as the first stage of education. This is an opportunity for young children to explore various potentials.

Early childhood is known as the golden age. The importance of this stage lies in the fact that children go through a sensitive period of stimulation. During this sensitive period, children

also experience readiness in terms of physical and psychological development. Therefore, children at this stage undergo reciprocal interactions and are able to accomplish all developmental tasks, which are reflected and manifested in their daily behavior. (Alucyana, Raihana and Utami 2020)

According to Astuti (Astuti 2023), the golden age stage is the most appropriate time to nurture every aspect possessed by children. Intelligence can't be defined as the intellectual ability measured through various intelligence tests. However, intelligence also shapes a learner's abilities in areas such as the arts, spatial awareness, sports, communication, and love for the environment. One type of intelligence that should be stimulated for a child's development is interpersonal intelligence. This intelligence summarises the ability to communicate, understand, and cooperate with others.

Interpersonal intelligence is crucial for a child's social life, Children with good social skills are able to build more effective social relationships with those around them. Interpersonal intelligence plays several important roles in life because individuals must be intelligent in interacting with others, as humans are social being who constantly engage with one another. Today, only few people pay attention to children's interpersonal intelligence, and both parents and educators tend to consider a child to be successful only if he or she excel academically. Many parents believe that their child's cognitive abilities are the most important because they do not understand interpersonal intelligence. As for educators, there are still many educators who only teach children to read, write and count (Risa 2022)

Robinson & Diamon (Pahrul 2019) stated that interpersonal intelligence is crucial for young children because when a child has good interpersonal intelligence, they can easily adapt to new environments. Children with strong interpersonal skills can adjust to different surroundings, such as school, home, etc., form social relationships with friends easily, and participate in academic activities in class. Yaumi & Ibrahim (Astuti 2023) also mentioned that people with high interpersonal intelligence possess negotiation skills and abilities because they understand the importance of empathy, sympathy, understanding, assertiveness, and expressing needs and desires.

According to Aristoteles (Risa 2022), humans are social beings and naturally tend to belong to groups, making it necessary to develop good ways of socializing and forming friendships through interaction. Similarly, as young children grow up, they need opportunities to socialize and interact with others. Armstrong argues that interpersonal intelligence involves thinking through communication and interaction with others.

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2013 outlines six aspects of early childhood development: (1) religious and moral values, (2) physical movement, (3) cognition, (4) physical education, (5) language, (6) socio-emotional, and (6) art. In addition to these six aspects of development that need to be nurtured from an early age, there are other factors that can stimulate children's intelligence. According to Gardner (Syarifah, 2019), there are eight types of intelligence, one of them is interpersonal intelligence.

According to Nirmala (Nirmala 2021) the negative impact of low interpersonal intelligence can lead to social conflicts. Children with low interpersonal intelligence also tend to be reserved, which can affect their ability to adapt to their environment. Additionally, they struggle to solve problems effectively. Their skills in speaking and listening are weak, and societies pay less attention to issues around them, especially social issues. This doesn't only happen in early childhood within school environments; because if it happens, it can disrupt the learning process and affect their academic outcomes as well. Therefore, it is essential to develop children's interpersonal intelligence to prevent unwanted outcomes.

Based on the observation result at Sakinah Islamic Kindergarden, there's still problems related to interpersonal intelligence on children. Some of them are: inability to take responsibility for themselves and lack of willingness to help others, only play with certain group, and the inability for child to collaborate between friends their age which results zero interaction or lack of cooperation between one child and another as whole.

From these issues, it is evident that the children's interpersonal intelligence has not developed well, and the learning process remains largely academic. Therefore, to improve a child's interpersonal intelligence, play-based methods are needed so that children can enhance their interpersonal skills while engaging in play.

Since the world of children revolves around play, they tend to remember small events more easily while they were playing. Therefore, playtime is the most appropriate time to encourage children to learn, as playing itself is part of learning. Learning and playing give children the opportunity to manipulate, repeat, discover, utilize, practice, and acquire countless concepts and insights (Muazzomi 2017). The researcher hopes to enhance children's interpersonal intelligence through the treasure hunt game.

Bellanca (Putri 2020) stated that the treasure hunt game is a method aimed at finding objects that represent learning concepts. The types of intelligence used in playing treasure hunt include linguistic, visual-spatial, and interpersonal intelligence. Therefore, this method can be used to develop children's interpersonal intelligence. Veronika (Veronika 2018) also mentioned that the treasure hunt game is a game where participants search for an object or item hidden by following a series of clues provided. This treasure hunt game can develop various skills and developmental aspects, as physical activities involved, whether directly or indirectly, will enhance cognitive development, which in turn has an impact on intelligence.

Based on the research by Putri et al. (Putri, Sumardi and Mulyadi 2020), the treasure hunt game can influence the interpersonal intelligence of children aged 5 to 6 years. Similarly, a study conducted by Kholifah (2019) found that the treasure hunt game affects the interpersonal intelligence of early childhood students at RA Al-Amanah Bandar Lampung. Additionally, research results from Astuti (Astuti 2023) indicate that the impact of treasure hunt on the interpersonal intelligence of 5–6-year-olds at Islamic Mumtaz Kindergarden falls within the medium to low impact range.

Therefore, young children, in general, are very active and enjoy playing, making this game a great way to enhance their learning activities. Learning can be achieved through play, and attitudes of cooperation, sportsmanship, and mutual respect can be improved. According to Kohen (2012), treasure hunt games are an approach that combines activities both indoors and outdoors. In this game, children are asked to find clues and hints to reach the treasure.

METHOD

The research uses quantitative research type using experimental methods. The research design is a one-group pretest-posttest design, which assesses the effect of treatment by comparing posttest scores with pretest scores.

This research is conducted at Sakinah Islamic Kindergarden, spanning from October 2023 to May 2024. It targets children aged 5–6 year who have issues with interpersonal intelligence at Sakinah Islamic Kindergarden.

The population for this study consists of all students in class B1 at Sakinah Islamic Kindergarden, totaling 16 students from Sakinah Islamic Kindergarden Pekanbaru. This research utilizes total sampling technique (saturated sampling), where the entire population is used as the sample with the characteristic of being children aged 5-6 years attending Sakinah Islamic Kindergarden. The sample for this study is drawn from the B1 class students at Sakinah Islamic Kindergarden in Pekanbaru, comprising 16 individuals.

RESULTS AND DISCUSSION

The pretest and posttest data are the results obtained during the research with children at Sakinah Islamic Kindergarden. In class B1, the treasure hunt game was used to enhance the interpersonal intelligence of young children. To determine the results of this test, the first step was to conduct a normality test, which can be seen in the following table:

a. Normality Test

The normality test was conducted to determine whether the data are normally distributed or not. The researcher used the Liliefors test for statistical analysis with the help of SPSS v27, selecting the menu: Analysis – Descriptive Statistic – Explore in SPSS Statistic v27.

(Significance level $\alpha = 0.05$). The results of the normality test are presented in the table below:

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
PRETEST	,246	16	,010
POSTTEST	,136	16	,200

Based on the table of normality test results above, it can be seen that the significance value of the pre-test is greater than 0.10 (> 0.05), and the significance value of the post-test normality test is greater than 0.200 (> 0.05). Therefore, the variances are normally distributed.

b. Hypothesis Testing

Hypothesis Testing aims to verify whether a formulated hypothesis is true. The hypothesis developed in this research is that there is an influence of the treasure hunt game on the interpersonal intelligence of children aged 5 to 6 years at Sakinah Islamic Kindergarten in group B1. Before testing the hypothesis, the researcher aims to compare the average scores of the pretest and posttest using paired samples statistics, as follows:

	Mean	N	Std Deviation	Std Error Mean
<i>Pretest</i>	8.1250	16	5.23927	1.30982
<i>Posttest</i>	12.1250	16	4.42531	1.10633

From the table above, it can be observed that there is a difference in the results of the pretest and posttest scores. The average score for the pretest is 8.1250, while the average score for the posttest is 12.1250, indicating an improvement of 4.0000. It can be concluded that there is a significant effect before and after the treatment.

Next, the researcher wants to test the hypothesis using a paired samples t-test. According to Widiyanto (2013), the paired sample t-test is a method used to assess the effectiveness of a treatment, characterized by the difference between the average scores before and after the treatment is applied. The results of the t-test are as follows:

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-4.0000	4.13118	1.03280	-6.20135	-1.79865	-3.873	15	.002

Based on the data above, the paired t-test using SPSS 27 resulted in a significance value of 0.02 (< 0.05), leading to the conclusion that there is a significant difference in interpersonal intelligence among individuals before and after the treatment. The treasure hunt game has an effect on enhancing the interpersonal intelligence of children aged 5 to 6 years.

The researcher conducted the first test to determine the initial state of children's interpersonal intelligence by recording the level of communication development between children by checking the checklist in the evaluation column, which totalled 18 items. Before the treasure hunt game was implemented in class B1, the children had low interpersonal intelligence.

Before playing with the treasure hunt method, the pre-test results of children B1 at Sakinah Islamic Kindergarten showed that only 3 children met all the indicators of personal intelligence, while the other 13 children did not reach the personal intelligence indicators. After

playing the treasure hunt game, the post-test results showed that nine children experienced an increase in interpersonal intelligence. While 4 children have not fulfilled all indicators of individual intelligence.

Based on the table of normality test results above, it can be seen that the significance value of the previous test is $0.10 > 0.05$ and the significant value of the post-hoc normality test is $0.200 > 0.05$, it can be said that the variance is normally distributed and hypothesis testing in the table above obtained a significant value of $0.02 < 0.05$, it can be concluded that there is a significant difference in interpersonal intelligence. When doing the test before and after. The treasure hunt game has the effect of increasing the interpersonal intelligence of children aged 5-6 years.

This statement is also in line with the research of Putri et al. (Putri, Sumardi and Mulyadi 2020) suggests that treasure hunt games can affect the interpersonal intelligence of children aged 5 to 6 years. The learning process carried out by applying the treasure hunt game method can be an alternative learning activity that stimulates and improves children's interpersonal intelligence. The results of another study conducted by Astuti (Astuti 2023) also show that the treasure hunt game has an influence on the interpersonal intelligence of children aged 5 to 6 years but is classified as a modest effect or small influence.

The results in this study also found an increase in children's interpersonal intelligence, namely children who have individuals who are able to establish good friendships with their friends and have a responsible attitude, as stated by Anderson (Yarni 2015) that interpersonal intelligence is intelligence that includes the ability to recognise and distinguish the feelings, beliefs and desires of others. people. Individuals with interpersonal intelligence can also be said to be individuals with social intelligence because they have the ability to establish friendships with friends, also have the ability to lead, manage, and regulate disputes between friends, gain sympathy from other friends, and so on.

The development of children's interpersonal intelligence in this study is also influenced by treasure hunt games, according to Putri (2020) The learning process carried out by applying the treasure hunt game method can be an alternative learning activity that stimulates and improves children's interpersonal intelligence. Indeed, treasure hunt games emphasise cooperation between group members and interaction between friends and teachers. Through the treasure hunt game, unconsciously there will be interaction between group members and mutual trust will arise and foster a cooperative attitude because each student contributes to playing the treasure hunt game to explore and solve problems together.

Don Wong Kim (Namiroh 2019) also argues that when applying the Treasure Hunt game method there will be small group and large group discussions. Therefore, in the discussion process there will be brainstorming, conveying ideas and exchanging information as well as the communication process between students in the discussion.

That's why, this game can increase student learning activities because basically early childhood is very active and likes to play. Through play, learning can be achieved and the attitude of cooperation, sportsmanship and mutual respect can be improved. As stated by Cohen (Cohen-Vacs and Cohen. 2012), the Treasure Hunt game is an approach that combines indoor and outdoor activities. In this game, children are challenged to identify clues to reach the treasure.

CONCLUSION

Based on research conducted on Sakinah Islamic Kindergarten children, it can be concluded that the results of research and exposure carried out have led to an increase in interpersonal intelligence in children. This treasure hunt game research affects the interpersonal intelligence of children in class B1 at Sakinah Islamic Kindergarten. This is because sig, $< \text{less than } 0.05$ ($0.02 < 0.05$) in hypothesis testing, so it can be concluded that the treasure hunt game has a positive effect on early childhood interpersonal intelligence at Sakinah Islamic Kindergarten.

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