



Implementation Of The Atik Model In Developing Kinesthetic Intelligence By Mimicking Pattern Movements At Tkq Nurul Huda



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Abstrak

Multiple Intelligences, atau sering disebut kecerdasan majemuk menekankan pada kemampuan memecahkan masalah dan menciptakan karya seni, salah satu kecerdasan majemuk adalah kecerdasan kinestetik. Kecerdasan kinestetik adalah kemampuan menggunakan seluruh anggota tubuh dengan menggunakan gerakan tubuh untuk mengungkapkan pikiran dan perasaan. Namun seperti yang kita ketahui bahwa kemampuan anak berbeda-beda, dan tidak semua anak memiliki kecerdasan kinestetik yang sama baiknya seperti yang kita temui di TKQ Nurul Huda. Penelitian ini bertujuan untuk mengetahui pentingnya mengembangkan kecerdasan kinestetik melalui kegiatan meniru gerakan sesuai konsep pola dengan Model ATIK yaitu Amati, Tiru dan Kerjakan untuk anak usia dini. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK), teknik pengumpulan datanya melalui observasi siswa dan dokumentasi. Penelitian ini membuktikan Implementasi Model ATIK dalam kegiatan meniru gerakan sesuai pola gambar terlihat pada data hasil penelitian ditemukan anak yang Berkembang Sesuai Harapan (BSH) 68,25% dan Berkembang Sangat Baik (BSB) 31,25% Jadi dapat disimpulkan Implementasi Model ATIK dapat mengembangkan kecerdasan kinestetik pada anak di taman kanak-kanak dengan baik dan kegiatan ini dapat meningkatkan imajinasi.

Multiple Intelligences, often referred to as multiple intelligences, emphasize the ability to solve problems and create works of art. One of these intelligences is kinesthetic intelligence. Kinesthetic intelligence refers to the ability to use all parts of the body through movement to express thoughts and feelings. However, children's abilities vary, and not all children possess strong kinesthetic intelligence, as observed at TKQ Nurul Huda. This research aims to determine the importance of developing kinesthetic intelligence through imitating movements based on pattern concepts using the ATIK model, which focuses on image patterns. The research method used is Classroom Action Research (CAR), with data collection techniques involving student observation and documentation. The results show that the implementation of the ATIK model in imitating movements according to picture patterns revealed that 68.25% of children developed as expected (BSH), while 31.25% developed very well (BSB). Therefore, it can be concluded that the implementation of

	the ATIK model effectively develops kinesthetic intelligence in kindergarten children and enhances their imagination.
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INTRODUCTION

The essence of early childhood education is an effort to develop children's potential so that they can grow optimally. Early Childhood Education (ECE) is the process of providing stimulation to help children develop their potential to its fullest. This period is known as the golden age, where the brain's nerve cells are undergoing rapid development (Watini, 2019). The reason why early childhood is called the Golden Age is that during this time, a child's brain performance develops up to 80% and will continue to grow, reaching 100% by the age of 18. This development influences all aspects of a child's growth (Karimah & Watini, 2023). Therefore, it is essential for educators to create an effective learning process that makes children's learning meaningful, so that the results of their education can be practically applied in their daily lives (Watini, 2019), allowing all aspects of their development to progress according to their age stage.

Early childhood education forms the foundation for developing all aspects of a child's growth, including religious and moral values, social-emotional independence, language, cognitive, physical motor skills, and the arts. According to Law No. 20 of 2003, early childhood refers to children aged 0-6 years, who are in their golden age, during which their brain development is highly rapid and thus requires proper stimulation. Planned and well-executed stimulation can nurture children's enthusiasm and curiosity about their surroundings. In addition to family and school, the environment can also serve as a learning resource, providing knowledge through their experiences of feeling, seeing, touching, smelling, and hearing everything around them, often through their observations (Watini, 2023). The curiosity and enthusiasm displayed by young children indicate that each child has different levels of intelligence. Creating a good learning process is essential for educators to ensure that children's learning becomes meaningful so that what they learn can be practically applied in their everyday lives (Watini, 2019). This can be achieved by providing appropriate stimuli and selecting the right teaching methods or models, helping to enhance children's intelligence across all aspects of their development.

The term "Learning Model" is derived from two words: Model and Learning, each of which carries distinct meanings. A model is an object or concept used to represent something real and is conventionally shaped into a more comprehensive form. Meanwhile, learning refers to the conscious effort by a teacher to teach their students (by guiding their interactions with other learning resources) in order to achieve the desired goals (Hijriati, 2017).

Nowadays, there are many different strategies and teaching methods designed to improve the quality of education. One method we can use is the "ATIK Model" learning method, where ATIK stands for Observe, Imitate, and Do. The ATIK Model is a drawing-based learning method developed from Experiential Learning Theory (ELT) and indirect learning models. ELT was developed by David Kolb and is a model of teaching and learning that activates learners to build knowledge and skills through direct experiences (Watini, 2020). The ATIK Model can help foster the development of children's intelligence as expected, allowing them to develop in accordance with their age stages.

Intelligence measurement expert Alfred Binet stated that intelligence consists of three components: (1) the ability to direct thought or action, (2) the ability to change the direction of thought or action, and (3) the ability to criticize one's own thoughts and actions, known as autocriticism. According to Binet, intelligence is functional, allowing an individual's level of development to be observed and assessed based on specific criteria. Whether a child is sufficiently intelligent or not can be determined by observing the way and ability of the child to perform actions and their ability to change the direction of actions when needed (Musfiroh & Hum, 2022).

One form of intelligence in children is kinesthetic intelligence. Children with kinesthetic intelligence possess better skills in using their hands and other body parts to solve problems, create things, and mimic various movements or patterns. People with kinesthetic intelligence tend to have a strong awareness of movement and physical gestures, and they communicate well through body language and other physical forms. They are also capable of performing tasks well after observing others. They can observe, imitate, and follow demonstrated movements effectively (Hidayati & Wayati, 2022).

Early childhood education institutions (PAUD) and teachers play a crucial role in stimulating children based on their developmental stages. Teachers are expected to provide creative, varied, and enjoyable instruction, enabling children to easily and effectively grasp the lessons (Setyowati & Watini, 2022). PAUD serves as a place for learning experiences or play activities that optimize brain development, support survival and growth, nurture children's potential from an early age, prepare them for life and adaptation to their environment, and enhance parents' and communities' awareness of the importance of early childhood education. This aligns with Fasli Jalal's book, *Reference for Early Childhood Education Learning Menus (Generic Learning Menus)*, which states: "The emergence of new theories about Multiple Intelligences reminds us that every child possesses multiple intelligences. These intelligence potentials will develop optimally when nurtured from an early age through appropriate and developmentally suitable educational services" (Sudijandoko, 2015).

In the effort to achieve kinesthetic intelligence, picture cards and a creative learning model known as the ATIK Model can be used. The ATIK Model is a drawing-based learning model developed from Experiential Learning Theory (ELT) and indirect learning models established by David Kolb (Jacop & Watini, 2022).

The ATIK Model comprises three components: (1) Observe, where children observe events around them using their senses; (2) Imitate, the ability to replicate behaviors

they see, hear, and have been demonstrated to them. This process can lead to a better understanding, as children who initially do not understand may gain comprehension after imitating the observed object; and (3) Do, the process of gaining experience, knowledge, and skills from an event (Watini, 2020). The ATIK Model design can be illustrated as follows:

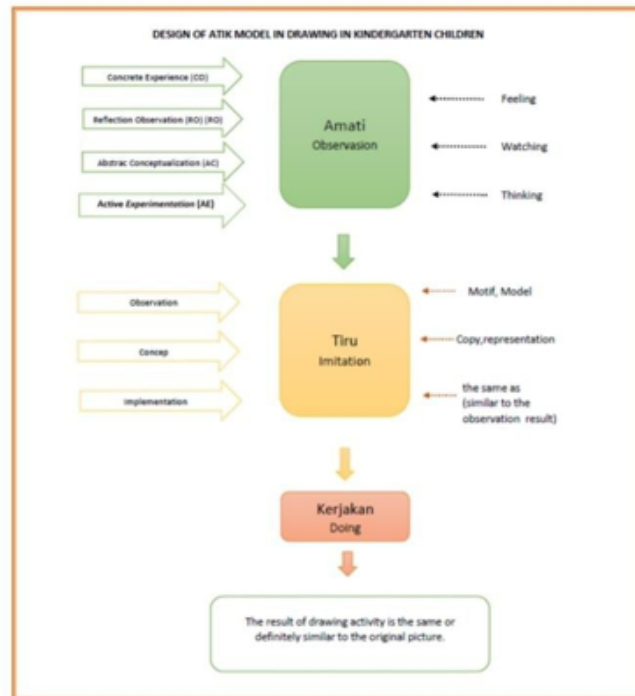


Figure 1. ATIK Model Design



Figure 2. ATIK Model Intellectual Property Rights (HKI) (Sri Watini, 2020)

Based on the explanation above, the researcher is interested in studying efforts to improve kinesthetic abilities through activities of imitating movements according to pattern images using the ATIK model, initiated by Dr. Sri Watini, a lecturer in creative and innovative learning models at Panca Sakti University, Bekasi. Therefore, the researcher is motivated to conduct a study titled *The Implementation of the ATIK Model in Developing Kinesthetic Abilities for Children Aged 4-5 Years at TKQ Nurul Huda*. By using the ATIK model as a medium, it is hoped that positive results will be achieved in enhancing kinesthetic abilities in early childhood, both generally and specifically at TKQ Nurul Huda.

METHODS

The research was conducted at TKQ Nurul Huda, located at Kp. Lengo RT 004/RW 014, Kel. Tanjung Pura, Kec. Karawang Barat, Kab. Karawang. The study employed Classroom Action Research (CAR) methodology. "Classroom Action Research is a type of research that combines research procedures with substantive actions, which are actions taken within a specific disciplinary inquiry or an effort to understand improvements and changes." Classroom Action Research is a form of reflective inquiry conducted in partnership regarding specific social situations within the educational field to enhance the rationality and fairness of a) social or educational practice activities, b) understanding of these educational practices, and c) the situations that enable these practices to be implemented (Watini, 2019).

In this journal, the research utilizes Classroom Action Research (CAR) aimed at improving teacher professionalism in enhancing student learning outcomes or achievements through self-reflection activities by each teacher or educator involved (Palupi & Watini, 2022).

The intervention design in this study uses the Kemmis and McTaggart model. There are three stages in the Kemmis and McTaggart model (Suharsini, 2006, p. 97): a) Planning, b) Action and Observation, c) Reflection, and subsequent stages until reflection and further actions are completed.

In the initial stage, known as planning, a design for the action is created. During this phase, the researcher identifies focal points or events requiring special attention related to the focus of observation. The action stage involves activities such as posing questions to students to elicit various responses, critiques, and suggestions based on their understanding and interests (Watini, 2019).

In the observation stage, all forms of student responses, both verbal and non-verbal, are recorded and noted. The reflection stage contains contemplations and self-evaluation of the results achieved regarding the effectiveness of the actions or activities conducted (Watini, 2019).

Data obtained are described narratively for clarity and organization. The research subjects are children in Group A, consisting of 16 children, with 5 girls and 11 boys. This Classroom Action Research is planned to include two cycles, based on the lesson plans for Group A. Data collection techniques include observations of both teachers and students.

In these cycles, children are given exercises to assess their kinesthetic abilities through pattern imitation. Each cycle consists of planning, action, observation, evaluation, and reflection.

RESULT AND DISCUSSION

The Classroom Action Research conducted at TKQ Nurul Huda Karawang aimed to observe the development of children's kinesthetic intelligence through activities that involved imitating movements according to picture patterns using the ATIK Model (Observe, Imitate, Execute). The findings can be seen in the documentation and descriptions provided below:



Figure 3. In the first stage, children are given time to observe the picture patterns prepared by the teacher



Figure 4. In the second stage, children imitate the movements according to the picture patterns.



Figure 5. Next, the children perform the movements according to the picture patterns.

The activity of mimicking movements according to picture patterns was conducted through a lesson plan (RPPH), which included opening, core activities, and closing at the end of the lesson. The following is an overview of the observations from the activity of mimicking movements according to picture patterns:

1. The First Stage: The children at TKQ Nurul Huda observe the picture patterns. This observation stage is part of the process where they carefully examine or pay close attention to an object. During this activity, children also develop their cognitive aspects, learning about concepts such as shapes, models, symbols, and colors. (Nurhayati & Watini, 2023)
2. The Second Stage: Tiru (Imitate). In this stage, the children at TKQ Nurul Huda reflect on what they learned during the observation stage, processing this information through their sensory perception.
3. The Third Stage: Kerjakan (Execute). Here, children apply their reflective understanding from the observation and imitation phases. In this stage, the children at TKQ Nurul Huda express themselves through the movements.

Based on the observations and actions taken, the kinesthetic abilities of children in mimicking picture patterns at TKQ Nurul Huda, Karawang, are categorized into the following groups: Not Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

Table 1. Ability to Mimic Movements According to Picture Patterns at TKQ Nurul Huda (Cycle I)

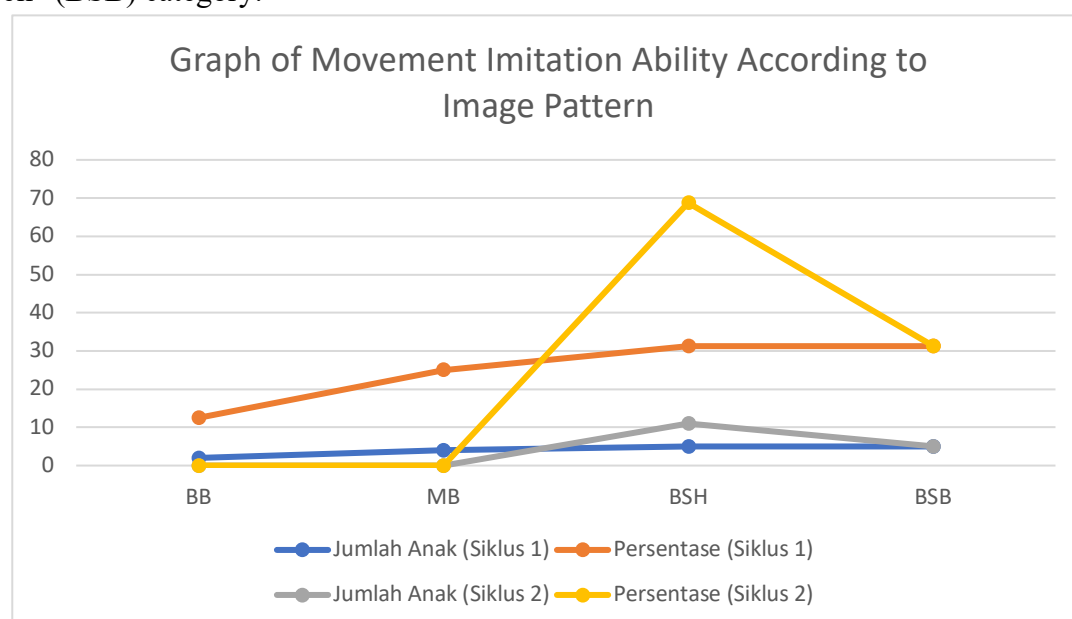
	Number of Children	Persentase
BB		12,5%
MB	4	25%
BSH	5	31,25%
BSB	5	31,25%

Observations from 16 children show that 2 children fall into the "Not Developed" (BB) category, 4 children fall into the "Starting to Develop" (MB) category, 5 children fall into the "Developing as Expected" (BSH) category, and 5 children fall into the "Developing Very Well" (BSB) category. The stages of the research carried out by the researcher, based on the diagram above, are planning, action, observation, and reflection. The observation was conducted on November 2, 2023.

Table: Ability to Imitate Movements According to Picture Patterns (Cycle II)

	Number of Children	Persentase
BB		0%
MB	0	0%
BSH	11	68,75%
BSB	5	31,25%

After reviewing the results of the children's actions, we proceeded to Cycle II. The observation results show that 0% of the children were in the "Not Developed" (BB) category, 0% were in the "Starting to Develop" (MB) category, 68.75% were in the "Developing as Expected" (BSH) category, and 31.25% were in the "Developing Very Well" (BSB) category.



Based on the observation graph above, it can be concluded that imitating movements according to image patterns using the ATIK model positively influences the kinesthetic intelligence of children at TKQ Nurul Huda in Karawang. This activity also enhances cognitive development and stimulates children's imagination. Moreover, the pattern imitation activities provided by the teacher also boost children's self-confidence. Children feel confident because they successfully replicate several patterns, which motivates them to attempt the next patterns. Self-confidence is an attitude that reflects an understanding of one's abilities (Kastanja & Watini, 2022).

CONCLUSIONS

Based on the research on developing kinesthetic intelligence in children through imitating movements according to image patterns with the ATIK model conducted at TKQ Nurul Huda in Karawang, it can be concluded that the kinesthetic abilities of 16 children improved from Cycle I to Cycle II. In Cycle I, the data showed that 12.5% of the children

were in the Not Developed (BB) category, 25% in the Starting to Develop (MB) category, 31.25% in the Developing as Expected (BSH) category, and 31.25% in the Developing Very Well (BSB) category. In Cycle II, the data indicated 0% in the BB category, 0% in the MB category, 68.75% in the BSH category, and 31.25% in the BSB category. This study demonstrates that implementing the “ATIK Model” for imitating movements according to image patterns effectively develops kinesthetic intelligence in kindergarten children. It is essential for stimulating intellectual movement abilities, training bodily movements, and expressing oneself through movement as well as enhancing imaginative skills.

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