



Phenomenology Study: Developing Intrapersonal Intelligence Through Multicultural Values In Early Childhood At Yos Sudarso Kindergarten In Purwakarta Regency

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Abstract. This study aims to determine and understand the role and function of multicultural education in developing intrapersonal intelligence in early childhood and to share insights with the public about how to instill multicultural education early on in children. This research will be carried out for 6 months from April to October 2019. The place of the research is located at Yos Sudarso kindergarten in Purwakarta Regency. This research uses a qualitative method with a phenomenological research design. Phenomenology research in the sense of research is focused on one phenomenon that is chosen and wants to be understood in-depth, namely how the role and function of multicultural education in developing intrapersonal intelligence in early childhood in Yos Sudarso kindergarten. The data analysis technique in this study uses data reduction, which actually encodes and classifies data according to the research indicators. The results of this study are the role and function of multicultural education in developing intrapersonal intelligence in early childhood in Yos Sudarso kindergarten. This can be seen from the behavior of children who have consistently shown multicultural behavior in teaching and learning activities in the classroom.

Keyword: Multicultural Values, Intrapersonal Intelligence, Early Childhood

INTRODUCTION ~ Indonesia is a country that has cultural diversity. Cultural diversity makes Indonesia one of the multicultural countries in the world where it is rich in culture, race, ethnicity, language, and religion. Tilaar (2004) explains that multiculturalism is the wisdom to see cultural diversity as a fundamental reality in life.

Multicultural is self-effort to understand a difference in life that is closely related to cultural diversity, language, customs, social systems, differences in gender, ethnicity, race, politics, religion, and equality of opportunity in education. Multicultural also means how a person can respect and respect human rights.

The essence of multiculturalism is not just a point of view in cultural diversity alone, but multiculturalism is a form of awareness

possessed by someone who believes inequality in a society where every individual has the right to be respected in society.

One's awareness to believe in differences must be instilled early in children, one of which is by providing multicultural education. The role of schools is very influential in instilling multicultural education in children. Schools are expected to be a place of formation of moral and noble character in children so that in the future they will grow and develop into individuals who can appreciate all kinds of differences in their lives. In line with Suparlan (2004) that the inculcation of multicultural education in children from an early age is expected to shape future humans who have a strong and intelligent character in accordance with the 1945 Constitution.



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Children are the future of the nation, children are the forerunners of the nation's successors. A large and developed nation is a nation that is prosperous and develops in education because education is also a right that should be obtained by children. In the UN declaration, children's rights include the right to get nutrition and health care and the right to study to become valuable citizens.

Every child is born with different abilities, talents, and interests. To provide opportunities for acquisition so that children can develop as optimally as possible according to their abilities, talents, and interests, the differences must be noted above, because these differences in characteristics are factors that also influence children's learning outcomes.

So the purpose of this study includes: (1) to know and understand the role and function of multicultural education in developing intrapersonal intelligence in early childhood and (2) to share insights with the public about how to instill multicultural education early on in children.

The cultivation of multicultural values is given through example, habituation, and repetition in everyday life. A safe and comfortable atmosphere and environment need to be created in the process of planting multicultural values. Implanting multicultural values in children is not just hoping for obedience, but must be recognized and believed by children so that they feel that these values are indeed

true and beneficial for themselves and their environment.

METHOD

This research uses a qualitative method with a phenomenological research design. Phenomenology research in the sense of research is focused on one phenomenon that is chosen and wants to be understood in depth, ignoring other phenomena. One such phenomenon can be a school leader or educational leader, a group of students, a program, a process, a policy application, or a concept.

This study uses qualitative methods, Bogdan and Taylor define qualitative methods as research procedures that produce descriptive data in the form of written or oral words from people and observable behavior directed at the background and the individual as a whole (holistic) (Moleong, 1995).

The sampling technique used in the phenomenological research method is purposive sampling. This technique is done by taking samples based on concepts that are proven to be directly related to the phenomenon to be studied. The purpose of purposive sampling is to take a sample in accordance with phenomena that indicate categories, properties, and characteristics so that later it will answer the research problem.

In this research, data processing is done by grouping based on indicators that have been made in an observation guide.



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Observation is a technique or way to collect data by observing observations of ongoing activities. In this study, observations were made on the surrounding environment, the learning process, and the process of interaction that occurs in general in the implementation of the roles and functions of multicultural education in developing intrapersonal intelligence in early childhood in Yos Sudarso kindergarten.

In distinguishing my own phenomenological design and methodology from that of other qualitative models that guide human science research, of the various qualitative inquiries I will briefly outline five that stand out for me; Ethnography, Grounded research Theory, Hermeneutics, Duquesne University's Phenomenology, and Heuristics. I will also list commonalities of theories of human science inquiry that guide qualitative research (Moustakas, 1994 : p. 2).

This study aims to determine and understand the role and function of multicultural education in developing intrapersonal intelligence in early childhood and to share insights with the public about how to instill multicultural education early on in children.

Husserl said that we can arrive at pure and genuine symptoms if we use a procedure called reduction or *einklamierung* (keeping in parentheses). What is meant by storing in parentheses is not to include things that

are not essential in the process of observation that we do (Abidin, 2007) .

The qualitative data analysis technique uses a narrative-qualitative analysis. Qualitative data analysis consists of three activities that occur simultaneously, namely data reduction, display/presentation of data, and withdrawal of verification conclusions.

In detail, the analysis and processing of data in this study can be explained as follows:

1. Data Reduction

In analyzing the data, the first thing to do is to reduce the data by making a summary of the issues examined, detailed and systematic and discarding data that is not needed to facilitate the processing of data that is really important. This data reduction activity starts from the coding and tabulation editing process, including activities that summarize the results of a complete data collection and selecting into certain concept units, categories or themes.

2. Data Display

At this stage, there is an attempt to present the data and see the whole data or certain parts of the research. Everything is designed to integrate information that is arranged in an integrated form and easily seen or utilized so that it can master the data and can be interpreted up to decision making. This can take the form of sketches, synopsis, matrices, networks, or charts. At this stage, the data validity is



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also checked. Checking the validity of the data is done through a triangulation process.

3. Conclusions and Verification

The final activity of data analysis and processing is drawing conclusions and verifying data. The conclusion is interpreted as giving meaning to the data that has been collected in the form of a brief statement, easily understood by referring to the aspects studied. The verification activities are carried out by studying the data that has been reduced and the data presented or carried out by asking competent parties for consideration. Conclusions are temporary and verification needs to be carried out continuously until a final conclusion is obtained.

RESEARCH SUBJECT

The research subjects of the study are 15 children of class B in kindergarten Yos Sudarso Purwakarta.

RESULTS

Data retrieval is carried out for 6 months. this can be seen from the results of observation for 4 days each month. In order to easily find out the planting of the role and function of multicultural education in developing intrapersonal intelligence in early childhood in Yos Sudarso kindergarten, researchers made guidelines on the results of observations. From observations, researchers provide conclusions about the achievement of an indicator using qualitative information.

The results of this study are that each child is in the stage of developing his multicultural values. The function and role of multicultural education in developing children's intrapersonal intelligence have been seen in the learning process in the classroom conducted by the teacher.

The atmosphere of teaching and learning activities in the classroom looks rich in positive multicultural values. Each time before starting learning activities children are accustomed to praying first. In addition to praying before starting the learning activities, the teachers also accustom children to pray before doing daily activities such as praying before and after eating. This habit is strengthened by giving examples of teachers who lead a prayer. The teacher will start the learning activity by reading the prayer first which is led by the child every day.

When learning activities begin and the teacher is explaining something related to learning, it seems that the children are able to listen and understand the instructions of the teacher.

From the observations it appears that children have embedded multicultural values, this is evident from their behavior when talking about the origin of their families and their pride being younger Indonesian.

The children were seen to indicate where their family came from. They reveal one by one about their ethnicity, language used, religion, and family favorite food.



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Children want to know each other's stories from their friends about what foods their mothers often cook each day. They tell each other the special dishes that their mother cooks. they are very proud of the food their mother makes.

In the learning environment, the teacher always reminds us that our country is a unitary state of the Republic of Indonesia. Children are reminded to love their motherland.

The love of homeland is expressed when they tell us how proud they are to speak Indonesian and how proud they are to use the mother language of their home which they also use when speaking in class.

In learning children have been accustomed to mingling not to distinguish gender. Awareness of multicultural values can be seen in the behavior of children, that is, children already have a respectful attitude towards the teacher and their peers. This is seen when children want to listen to the teacher giving instructions and teaching in the classroom.

Early childhood multicultural learning programs must provide children with hands-on experiences so that children can expand their behavioral knowledge. Teachers need to provide a variety of media and materials so that children can learn to grasp the basic concepts to develop their ability to realize themselves and be aware of their immediate environment.

Instead of just showing respect to the teacher, children show behavior to respect their friends when learning and when playing time. Seen they do not choose friends when they learn and play, they are willing to mingle and group.

Their awareness of themselves as multicultural human beings can be seen in their daily lives at school. They are willing to help their friends in learning activities to provide assistance such as giving enthusiasm that their friends can do their work according to the teacher's instructions.

DISCUSSION

In childhood, as early as the beginning of the child learning about everything, then at this stage the child should be given appropriate stimuli that are good for growth and development. Stimulus-stimulus consists of internal stimuli one of which is good nutrition and external stimuli one of which is education.

Early childhood education based on multicultural education seeks not only to develop cognitive aspects that are developed but also to develop other aspects that will later be able to become a provision for children in facing the future so that children can grow and develop positively, virtuous, nationalistic insight and more loving the country and who certainly love God.

Early childhood education is based on multicultural education as a center of education for multicultural early childhood



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wherein learning instills values of peace, respect for differences, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity and unity and empathy.

Meaningful of education as efforts to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in Public. Education participates in fostering personality in accordance with values in society and culture. Multicultural education is an educational model that carries an ideology that understands, respects, and respects human dignity wherever it is and wherever it comes (economically, socially, culturally, ethnically, linguistically, faithfully, or nationally).

Multicultural education has wide applications in education. Because education itself is generally understood as an endless process or lifelong process.

The multicultural society provides a diversity of race, ethnicity, ethnicity, or religion into its own characteristics, as Indonesian people are unique because of the diversity of ethnic groups, religions, nations, and races. Indonesia's multicultural society is a society based on Unity in Diversity.

Multicultural education is designed as a caring education cultural diversity and wants respect and appreciation man to the dignity and human dignity of wherever he comes and whatever cultured. A fairly simple form of taking the concept of education. multicultural in material, that is

by adding multicultural issues and concepts to existing material.

In learning at Yos Sudarso Kindergarten, they are taught in advance about who they are? , who their parents are? , what ethnic group they are from? , their family's special food? , and the daily language they use ?. This teaches children to realize their true identity so that children are intelligent in recognizing themselves.

Children are very proud of themselves as individuals and social beings. They describe themselves and describe their families. The teacher gives appreciation to them by being proud because they love themselves and their families. Like saying 'wow you're great, mom is proud of you because you have a loving and tolerant spirit'.

In the implementation of learning activities, each of the basic abilities taught is related to the applicable Theme for a certain time. This theme is then translated into more specific or more specific themes (Sub Themes). Sub Themes are selected and determined based on the agreement with the teacher's team by taking into account the child's environment, children's interests, and learning interests and adjusted to the availability of school learning facilities. The purpose of using themes is so that learning activities created can be more meaningful (meaning full), interesting and fun (fun & enjoy fully) and can enrich the learning experience.

various early childhood studies show that the child learns everything from the



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phenomena and objects that are found to enable him to develop and develop his child's potentials according to the characteristics and stages of the child's developmental maturity.

Explained by Hanum (2003) The importance of multicultural education is given to children from an early age in the hope that children are able to understand that within their environment and also in other environments there is cultural diversity. Cultural diversity affects the behavior, attitudes, human thought patterns so that humans have ways (usage), habits (folkways), rules (more) and even customs (customs) that are different from each other.

Multicultural education has the following principles (Al Arifin, 2012):

1. Multicultural education is a political movement that aims to guarantee social justice for all citizens regardless of their background.
2. Multicultural education contains two dimensions: learning (class) and institutional (school) and between the two cannot be separated, but instead must be addressed through comprehensive reform
3. Multicultural education emphasizes comprehensive education reforms that can be achieved only through critical analysis of power systems and privileges for comprehensive reform in education.
4. Based on this critical analysis, the goal of multicultural education is to provide every student with a guarantee of getting the

opportunity to achieve maximum performance in accordance with his abilities

5. Multicultural education is a good education for all students, regardless of their background.

Instilling self-value needs to start as early as possible starting from within the family, the educational environment, and the community environment. Parents and teachers play an important role in instilling self-value in children because parents and teachers are the closest environments to children. Instilling self-value that is applied to children must form an agreement between home and school. Thus the implanting of the values applied must be consistent and orderly so that they can become clear guidelines for children to behave.

Every child has the potential to understand the rules that develop at each stage of his life. Sensitivity to self and the environment is needed to help the child's personal and social adjustment.

Basically, intrapersonal intelligence is a basic need for the development of children's behavior considering this period is a very effective period for the formation of children's behavior.

Intrapersonal intelligence is intelligence about themselves. This intelligence is the ability to understand yourself and be responsible for one's own life. People with high intrapersonal intelligence tend to be thinkers that are reflected in what they do



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and continually make self-assessments. They are always in touch with their thoughts, ideas, and dreams and they also have the ability to direct their own emotions in such a way as to enrich and guide their own lives.

Intrapersonal intelligence is the ability of individuals to see themselves. Individuals can find out and understand their own feelings, motives and life goals. This intrapersonal intelligence plays a role in the formation of individual self-concepts that will develop into the identity of the individual. Gardner (1993) states that intrapersonal intelligence is self-knowledge and able to act adaptively based on self-recognition. They also have the ability to understand themselves.

The self with intrapersonal intelligence will have a constant concept of self. Self-concept is an important part of life because a person's understanding of the concept of self will determine and direct behavior in a variety of situations.

A consistent and specific self-concept is a pattern of individual self-concept evaluation that looks into a broader perspective on the individual self so that he can get an individual self-image from various diverse and dynamic perspectives.

If a child has intrapersonal intelligence, he will become a unique and authentic child so that in the future, he will grow to be a person who is not swayed by external influences.

Individuals have the ability within themselves to understand themselves, determine the life, and appreciate problems. The manifestation of intrapersonal intelligence that can be seen from the behavior of individuals who are able to process their own feelings with the taste of others to enhance the ability to live the feelings of others as a manifestation of the growth and development of healthy and prosperous personalities.

In essence, a multicultural society is a society consisting of various tribes, each of which has a different cultural structure. A multicultural value approach according to Banks (1997):

1. The contributions approach, the main purpose of this contribution approach is to include material on the diversity of cultural groups and ethnic groups, so as to increase students' knowledge about the diversity of these groups.
2. Additive Approach, utilizing the unique content of multiculturalism as an enrichment of teaching materials, concepts about the life of mutual tolerance between human beings and respect and mutual respect with others, can broaden understanding and arouse students' sensitivity in observing the symptoms of cultural wealth that develops in their society.
3. The transformation approach encourages students to look at and revisit old concepts, issues, themes, and problems, then update understanding



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from ethnic perspectives and points of view.

4. The social action approach, this approach requires students to make decisions and take action related to concepts, issues, or problems learned in the theme. The main purpose of teaching in this approach is to teach them about decision-making skills.

Multicultural education is very useful for development solidarity between ethnic diversity, race, religion, culture, and differences in the other. Thus it provides encouragement for educational institutions nationally to want to instill attitudes to students to respect people, culture, religion, and other beliefs.

In order to develop intrapersonal intelligence the role of the teacher is very important in providing stimulation in the form of learning by means of (Suparno, 2004):

1. Open to experience (openness to experience) Students are open to experience being able to hear themselves, feel deeply, both emotionally and cognitively without feeling threatened.
2. Life becomes (Existential living). The tendency to live fully and as fully as possible in every existence. Here people become flexible, adaptable, tolerant, and spontaneous.
3. Organismic trusting (Organismic trusting) People make decisions based on their own organismic experience, doing what feels right as evidence of their

competence and beliefs to direct behavior.

4. Creativity (Creativity) Students with a good life are likely to bring up creative products and creative life.

Children who have intrapersonal intelligence will have self-awareness which enables individuals to work in the planning of behavior, which is reinforced by their ability of self-awareness, giving individuals the ability to survive the greater environment.

The success of investing in multicultural values in schools is very dependent on the presence or absence of awareness, understanding, concern, and commitment from all school members towards the implementation of education so that this can affect the intrapersonal intelligence of children of their self-awareness as human beings.

Children are aware of their identity as the Indonesian Nation who must love and tolerate others. Intrapersonal intelligence related to multicultural values has begun to develop in every child. They realize that they are individuals who must realize who they are and individuals who are able to interact with their immediate environment.

Developing intrapersonal intelligence through instilling multicultural values makes children love themselves as civilized human beings. Interpersonal intelligence does not mean the child is separated from the interaction of social behavior. children with intrapersonal intelligent can realize



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themselves as social creatures. the child understands who he or she is and makes himself aware of the self- concept.

Bank (1997) states that they need to be taught that they actually have their own interpretation of their identity.

In developing intrapersonal intelligence through multicultural value planting teaches children about one's views about the variety of life in the world, or cultural policies that emphasize acceptance of diversity, and various cultures that exist in people's lives regarding values, systems, culture, and habit.

The result of intrapersonal intelligence through multicultural values is that each individual feels valued and feels responsible responsibility to live with the community.

CONCLUSION

The development of intrapersonal intelligence through the planting of multicultural values in kindergarten Yos Sudarso Purwakarta is seen to be owned by every child. The cultivation of multicultural education is given actively by the teacher and the school community. The function and role of multicultural education in developing intrapersonal intelligence of children has been carried out with an active and positive role in the school environment.

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