

# Art Activity and Personal Intelligence: Its Influence to Children Adaptation Skill (Experiments at Hidayatullah Islamic School)

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**Diana, M. Pd**

Lecturer, Early Childhood Teacher Education Departement Semarang State University, Central Java - Indonesia  
diana\_paud99@yahoo.co.id

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**Abstract** - Art, one of the elements of human culture has been evolving over a long time. It is a product of working which involving skills, creative, sense, thought and heart sensibility to produce a piece of work, beauty, and harmony. The aim of this research was to find art activities for children with personal intelligence. In term of my hypothesis, children have ability to adapt and confidence to show their feelings, also demonstrate cooperated work with others. Singing and drawing were used as treatments to present how it all works to show any influence for children in the classroom. These activities were chosen in order to capture the condition as singing and drawing were rarely used by teachers in managing children in the first time they came into the classroom. Researcher discovered that drawing was one of the activities teachers used only in a spare time, otherwise as a stimuli to adjust children in the new place. This condition also happened in singing activity, teachers tend to introduce national anthem and let students only to memorise the songs. Using T-test for analysing the data, researcher found out that  $F_{sum} = 3,604$  and  $F_{table} = 2,861$ . It meant that there was a significant interaction between singing and drawing activity with personal intelligence to children adaptation skill.

**Keyword** : Art Activity, Personal Intelligence, Adaptation Skill

## INTRODUCTION

Early Childhood Education is the early foundation in the growth and development of children. Early childhood education has been started since the child in the womb from 0 to 8 years of age. The age of 0 to 8 years old is known as "the golden age" according to the National Association for the Education of Young Children (NAEYC).

Internationally, the age limit of an early childhood is from 0 to 8 years. Meanwhile, the Law on National Education System in Indonesia No.20 of 2003 states that early childhood includes children from 0 to 6 years old. However, this study uses the age range of 0-8 years, which includes early childhood age 0 year until entering elementary school (grade 1,2, and 3) or known by the early grades of elementary school.

The Education Law of 2003 20 Chapter V Article 13 states that primary education is organized to develop attitudes and abilities as well as provide knowledge and basic skills required to live in the community and to prepare students to be eligible to participate in secondary education [1]. The

atmosphere is active, creative, and fun when the children enter elementary school. The transition from the world of children's preschool to school is very important. The days of preschool children are often filled up with singing, clapping, playing, and performing a variety of learning activities which are great fun and the children always miss these activities.

Children will certainly think that the atmosphere of their first day in primary school will be the same as the atmosphere of their pre school. The first to the third month is a period of adaptation to a child with his new world. A warm welcome by educators and a variety of activities may attract children to survive and put them at ease to go to school.

However, the real condition is different from what is imagined by a child who will enter primary school. In the early weeks of the school children is usually served with series of activities that have been scheduled in the timetable about what they will learn each day. The seating arrangement makes the children distant to their teacher. The atmosphere is not warm and inconvenient to them. In addition, the schools also have a lot of rules to apply at the beginning of

admission, without considering the children's strain to face a new situation. Moreover, the introduction between teachers and children are too formal, welcoming songs are no longer sung to start the class.

Thus, children are inevitably required to have the ability to adapt very quickly so that they can continuously follow the subjects and activities. Joy and excitement atmosphere is no longer found. Educators of early elementary school in this regard are less equipped with the ability to manage a fun class at the beginning of the child's school entry. They already implement formal atmosphere and try to keep a distance with their students.

The beginning of the children's adaptation period, activities are directed to achieve specific goals in each subject area. Thus, interaction between children and teachers, as well as between their peers are limited. They have difficulties to express their desire and difficulties. In addition, some of the children lose confidence due to the fact that the atmosphere created is always formal and only promote cognitive abilities. Affective and psychomotor abilities are no longer taken into account by the teachers.

The above situation creates a new problem due to the fact that not all children have a personal intelligence. Having a good intra and inter personal intelligence will help them face a new situation. Thus, children with good personal intelligence will adapt fast in a new situation, however children with low personal intelligence will have problems dealing with a new situation. In fact there are some children experience a setback in social development due to the unstable emotional and personal intelligence.

Therefore, teachers need to provide children with activities that improve their personal intelligence. In doing so, children's inter or intra personal intelligence will be optimally developed in order to have a good adaptability when they enter primary school, especially early class or first class.

Two stimulations of these activity are expected to have a change in children who have a high personal intelligence (intra and inter) and grow the other students who have low personal intelligence and develop their adaptability when they enter primary school especially in the first grade (class 1).

### **Formulation of the Problem**

Based on the problem identification and restrictions described above, the problem in this study can be formulated as follows: Are there any adaptability differences of primary school children in

the early entry between children who have high and low personal intelligence with drawing and singing stimulation activities?.

### **An Overview of Adaptability**

Adaptability is an ability possessed by an individual to be able to defend himself or herself, so that he or she can be accepted by the environment. The term adaptability is originated from ecology which discusses about life and environment.

Soeryani[2] said that adaptation is a structure or behavior that increases the function of specific organs, causing organisms to work better at surviving and reproducing. It is due to a combination of random changes on a small scale continuous nature of the organism, followed by natural selection of the most suitable variant in the environment. This process can lead to the addition of new traits or loss of ancestral traits. The basic assumption of adaptations develop from understanding the evolutionary nature of man always strives constantly to fit in with the surrounding natural environment both biologically/genetically and culturally. The process of adaptation in evolution involves genetic selection and variants of culture that is regarded as the best way to solve environmental problems. Adaptation is also a dynamic process because both the organism and the environment are not constant / fixed. Meanwhile, Roy Ellen[3] divided adaptation stages into 4 types namely (1) the phylogenetic stage working through individual genetic adaptation by natural selection, (2) physical modification of phenotype/physical characteristics, (3) learning process, and (4) cultural modification. According to Ellen [3], cultural modification is supreme or the top for homo sapiens in which cultural adaptation and transmission of information is stated as a dominant specific character. Humans are born with the capacity to learn a set of social and cultural norms that are not limited. Thus, she further stated that the focus of attention of adaptation should concentrate on learning, and cultural modifications.

Based on the description that has been discussed above it can be concluded that adaptation is a form of individual adjustment to the environment both biologically and culturally, therefore individuals are required to always learn in order to be accepted and received by his/her new environment. Adaptation has some characteristics that are able to a) welcome new environment, b) be well accepted by his new environment, c) learn to cope with his environment, d) interact well with his new environment.

## **An Overview of Art Activity Stimulation**

### **The Definition of Children's Art Activity Stimulation**

Stimulation comes from the outside environment of children. There are various kinds of stimulations such as stimulation of verbal, visual, auditory, tactile and many more to optimize the development of the child.

The definition of art activities for children is different from the one in adults. Victor Lowenfeld[4] defines the art for children as follows:

*” Art for child is something quite different. For a child, art is primarily a means of expression. No two children are alike, and, in fact, a child is not static, but is constantly growing and changing, with increasing perception, understanding, and interpretation of environment. A child is a dynamic being; art becomes a language of thought, so that art expression changes as the child grows.”*

Meanwhile, according to Leo Tolstoy [5], art is a kind of "promiscuity" between man and other human beings. There are acts of giving and receiving acts. Art is an expression of the feeling of the artist conveyed to others so that other people can feel what she feels. According to Susanne K. Langer [6] the work of art is a form of expression created for us through the sense of perception and imagery, and what is expressed is a human feeling. Susanne also added that this expression principle applies to all categories of art, like the art of music, literary arts, visual arts, theater arts, dance and art films.

For children, especially for the early grades of elementary school children (grade 1), drawing activities seem to be the most preferred by children since these activities can be done anywhere, anytime, and relatively low cost. Children draw or paint what they feel (feeling happy, sad, excited) or in accordance with their current imagination.

Art activities can make children smarter. Through the activities of singing, children can recognize the various concepts: the hills, rivers, sky and mountains. Children's visual-spatial ability develops. The child can imagine natural objects that will be sung, this will increase the child's imagination reference.

Based on the above description, it can be stated that the activity of art is an activity to express oneself as a form of expression language "feeling" that exist

in a child, feelings of like and dislike, happy and unhappy, uncomfortable and inconvenient, happy or sad, beautiful or ugly. The main characteristics in art activities are a) the depth of a child's enthusiasm or desire, b) the depth of feelings experienced by children, c) sharing of the results of the expression of an idea or singing as a form of expression, d) the results of new concept of child's imagination.

### **An Overview of Personal Intelligence**

The discussion about intelligence has been raised by many experts, including Howard Gardner[7] who argued that intelligence as a potential biopsychology used as an information processor that was developed in accordance with the cultural environment to solve problems or create something (work) that are beneficial to the environment. This study limits the discussion on personal intelligence related to the stimulation of artistic activities in developing adaptability in the beginning of elementary school admission.

Gardner[7] discusses the interpersonal intelligence in conjunction with intrapersonal intelligence. Both of them were introduced as the Personal Intelligences. However, in his description, he separated them into interpersonal and intrapersonal intelligence. Gardner[7] described intrapersonal intelligence as the ability to understand matters relating to the feelings that exist in themselves, such as feeling happy or sad, what he can do, what he wants to do, how he reacts to certain things, things that need to be avoided, and the things which are approached. Moreover, Lazer[8] stated that intrapersonal intelligence is the ability of self introspection to open up opportunities to self-reflect so that one is aware of all aspects in him, such as feelings of self-knowledge, the process of thinking, self-reflection and a sense of desire owned, which is based on two things, namely the identification and ability to get to know the strengths and weaknesses of himself. Furthermore, Armstrong [9] suggests that intrapersonal intelligence is the ability to understand oneself and to act on that understanding. In short, the three opinions suggest that intrapersonal intelligence is related to understanding and adjustment to oneself. In other words intrapersonal intelligence involves the ability related to the human condition internally, such as self-reflection, thinking meta-cognition, ie linking existing information to the new information received in the mind and is aware of the spiritual reality.

Based on the above description it can be stated that intrapersonal intelligence is the ability to express oneself that can be described by some characteristics such as easy a) know who he is and what he can achieve in this world, b) contemplate to determine his needs and access the inner self, c) sensitive to the self value, and be aware of the feeling of himself, d) sensitive to the purpose of life, e) aware of the strengths and weaknesses.

Furthermore, Gardner[6] argued that interpersonal intelligence is the ability to see and understand the different moods, temperaments, motivations and desires of others and cooperate with them. While Lazer[8] explained that interpersonal intelligence is the ability that is used to communicate verbally and non-verbally as well as the ability to see the difference in mood, temperament, motivations and desires of others by themselves. Another opinion expressed by Armstrong[9] stated that interpersonal intelligence is the ability to perceive and distinguish the moods, intentions, motivations and feelings of others. In other words, interpersonal intelligence is the ability to see other people which include sensitivity to facial expressions, voice, gestures of others and to interact with other people.

Based on the above description it can be stated that interpersonal intelligence is the ability to relate to others that can be described by some characteristics such as a) to be able to interact with others, b) to make friends and have a lot of friends, c) to enjoy the atmosphere while in the midst of crowd, d) to read the intentions of others, e) to communicate, f) to mediate quarrels, g) and to be a leader in school or at home.

Based on both intrapersonal and interpersonal intelligence, this study takes them as a personal intelligence, they are related and can not be separated from one another. This study also divides a personal intelligence into two parts namely the high level of personal intelligence, where the child already has the capability of characteristics on both intrapersonal and interpersonal intelligence and a low personal intelligence in which children do not have the capabilities that exist on the above characteristics [10].

## **METHODS**

### **Time and Setting of the Research**

The study was conducted in Islam Hidayatullah Elementary School. The experiment was conducted in the first half in the academic year 2014/2015. The time of the research considers the the principle of

experiment i.e the treatment can be stopped if it is known there has been a change in behavior of the subjects of the experiment. Changes in behavior that is intended in this research is the ability of adaptation in the early elementary school entry (grade 1). Gay[11] argued that changes in behavior will occur if treatment is given within a certain time period. Thus, the experiments were carried out within a period of 3 months to know the adaptability of the children at the beginning of their school year. The experiments were carried out from July to October.

### **Research Design**

The study was conducted by using a quasi-experimental method with 2 x 2 factorial design. There were three research variables, one dependent variable and two independent variables. The dependent variable is adaptability (Y) and the two independent variables were the stimulation of artistic activities as a variable eksperimen (A) and personal intelligence (B) as an attribute. Treatment variable of learning (A) is divided into two namely: (A1) the stimulation of artistic activities such as singing or song and (A2) stimulation of drawing art activities. The attribute variables of self-concept (B) is divided into two types namely good personal intelligence (B1) and poor personal intelligence (B2). Constellation variabel of research can be seen in a 2x2 factorial design.

### **Population and Sampling Techniques**

The study population was all private elementary school children grade 1 in Semarang academic year 2014/2015. The sample size was chosen based on Gay[11] definition ie every cell of the design uses a minimum of 15 people as the subject of research so that the 2x2 design uses a minimum sample of 60 people. There were 36 students per class at Islam Hidayatullah Elementary School. Each experimental class - singing and drawing art activity class - consisted of 36 students. So the total sample was 72 children.

### **Data Analysis**

Based on the design used in this study, the hypothesis testing was done using analysis of variance. Prior to the analysis test requirement analysis, namely normality test and homogeneity test. The data normality test was done by Liliefors test and homogeneity test data on the four groups of cells was done by Bartlett test.

**Statistical hypothesis**

Statistical hypothesis tested in this study are as follows:

There are differences in the adaptability of primary school children who have high and low personal intelligence with the stimulation of artistic activity - drawing and singing in the early entry of primary school.

**RESULTS AND DISCUSSION**

**Description of Research Results**

The collected data is tabulated to show a general overview of the spread or data distribution. The distribution of data related to personal intelligence of the children at the pre-test are illustrated as follows:

Table 1. Pre Test Data Description (N=36)

	Mean	Std. Deviation	Minimum	Maximum
Pre-Singing	65.42	7.016	46	78
Pre-Drawing	64.00	8.308	47	76

The above table shows pre test data results in he two experimental groups. In the singing group the minimum value is 46, the maximum value is 76, with an average of 65.42 and a standard deviation of 7.016. In the drawing group the minimum value is 47 and the maximum value is 76, with an average of 64.00 and a standard deviation of 8.308.

Table 2. Post Test Data Description (N=36)

	Mean	Std.Deviation	Minimum	Maximum
Post-Singing	109.97	6.125	96	119
Post-Drawing	85.78	4.975	78	99

The above table describes post test on the two experimental groups. In the singing group the minimum value is 96 and the maximum value is 119, with an average of 109.97 and a standard deviation of 6.125. Whereas in the drawing group the minimum value is 78 and the maximum value is 99, with an average of 85.78 and a standard deviation of 4, 975.

In short, the data description above shows that there is an increase in the adaptability of the child by using a singing activity with drawing activities. Results showed that children given group singing activities adaptability faster / higher than adaptability given group of children drawing.

**Testing Requirement Analysis**

Requirements analysis should be done in the form of testing requirement analysis test for normality and homogeneity test. Tests were given to groups of children who have the ability to adapt to the use of singing and drawing activities.

**Normality Test**

The normality test to the groups mentioned above is done by using SPSS version 16 which can be seen as follows:

Table 3. Normality Test using One-Sample Kolmogorov-Smirnov Test

		Post-Singing	Post-Drawing
Normal Parameters <sup>a,b</sup>	Mean	109.97	85.78
	Std. Deviation	6.125	4.975
Most Extreme Differences	Absolute	.141	.209
	Positive	.098	.209
	Negative	-.141	-.110
Kolmogorov-Smirnov Z		.844	1.251
	<b>Asymp. Sig. (2-tailed)</b>	<b>.474</b>	<b>.087</b>

a. Test distribution is Normal.

b. Calculated from data.

The data is normally distributed if the value of Asymp.Sig (p value) is > 0.01 (p value selected to 0.01 because the number of respondents is less than 100). Table One-sample Kolmogorov-Smirnov above shows the significant value of 0.474 and 0.087, which means that the two variables show normal distribution of data.

Based on the results of the above test for normality using SPSS version 16, it can be concluded that the data in this study are normally distributed.

**Homogeneity Test**

The normality test to the groups mentioned above is done by using SPSS version 16 which can be seen as follows:

Table 4. Test of Homogeneity of Variances

Post-Singing			
Levene Statistic	df1	df2	<b>Sig.</b>
1.698	5	20	<b>.181</b>
Post-Drawing			
Levene Statistic	df1	df2	<b>Sig.</b>
3.201	8	19	<b>.018</b>

Variant Data is homogeneous if the Sig. (p value) is  $> 0.01$ . Levene Statistic table above shows a significant value (p value) of 0.181 and 0.018. Thus it can be said that the data is homogeneously variant.

Based on the results of the homogeneity test it can be concluded that the data in this study homogeneous.

Table 5. Tests of Between-Subjects Effects

Source	Dependent Variable	F	Sig.
Corrected Model	Post-Singing	3.574	<b>.004</b>
	Post- Adaptation	2.741	<b>.018</b>
Intercept	Post-Singing	13759.827	.000
	Post- Adaptation	473.798	.000
Post Drawing	Post-Singing	3.604	<b>.005</b>
	Post- Adaptation	2.861	.016
PostAdaptation	Post-Singing	.	.
	Post- Adaptation	.	.
Post Drawing * Adaptaion	Post Post-Singing	.	.
	Post- Adaptation	.	.

The table of Test of Between Subjects Effectsshow that the Sig. Is 0,004. So the first hypothesis Ho is rejected, or it can be said that there is a difference in the average score of the group given singing stimulation with the group given drawing stimulation on children attending early primary school. The table also shows that the Sig. Is 0,018. So on the second hypothesis Ho is rejected, or it can be described that there are differences in the adaptability of the group given singing stimulation with personal intelligence of the group given drawing stimulation on attending early primary school.

The result shows that singing activities provide more opportunities for children to be able to direct the expression and being observed by his friends. Stimulation of singing activities focuses on the active role of children in expressing a song directly. By using this stimulation children adapt their capability faster and more effective, so that they can easily adapt and get to know the environment well, both with friends and teachers in the class.

Art activities can make children smarter. Through singing and drawing activities children can recognize the various concepts: the hills, rivers, sky and mountains. Children's visual-spatial ability is sharpened. The child can imagine the natural objects that will be sung, this will increase the child's imagination reference.

Children adaptability are also influenced by personal intelligence, according to Gardner[7] personal intelligence is the ability to understand matters relating to the feelings that exist in themselves, such as feeling happy or sad, what he can do, what he wants to do, how he reacts to certain things, things which need to be avoided, and the things which are approached.

The results describes that the effect of stimulation of artistic activities is the Sig. 0.005  $< 0.05$ . Thus, it can be concluded that there is no effect between singing stimulation and drawing stimulation with adaptability to children attending early primary school which is based on personal intelligence of children both in treatment groups. The effect of singing stimulation of children's personal intelligence is by 52.5 percent, while the influence of drawing stimulation on personal intelligence is 42.7 percent.

## CONCLUSION

The score of the ability of adaptation to the groups of children given singing and drawing activities stimulation is different. Children who have a good personal intelligence given singing activities show increasing results. Children with poor personal intelligence given drawing activities show a good adaptation. There is an interaction between children who have good personal intelligence and children who have poor personal intelligence through singing and drawing on the children's adaptability. The effect of singing stimulation on children's personal intelligence is 52.5%, while the influence of drawing stimulation on personal intelligence of children is 42.7 percent.

## RECOMMENDATION

Teachers should provide stimulating activities that are attractive to children in transition time when enterin the formal institutions, so the adaptability of the child can be quickly developed. Teachers create a classroom atmosphere that is not much different when they are still in the non-formal institutions, so that changes in the child's learning system will not change drastically and children can enjoy the pleasant atmosphere the classroom.

The school may provide an opportunity for teachers to be able to carry out explorative activities, interesting learning and fun for children in the early entrance of the school year. Design support learning

classes for children which are more interactive with teachers and friends.

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