



# Implementation of Edutainment-Based Learning Centers to Improve Children's Interpersonal Intelligence

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## Abstract

Intelligence does not only lie in cognitive, but interpersonal is a form of multiple intelligences. This research is based on learning centers in several kindergarten in Bengkulu whose implementation is still very varied. This research was conducted on children at Kindergarten IT Auladuna Bengkulu by applying edutainment-based learning centers. This school was chosen because the implementation of the learning center was in accordance with the guidelines approved by the Ministry of Education and Culture. The research design used was a one group pretest-posttest design. Data were taken by pretest and posttest in the experimental class and the control class. The results showed that the application of edutainment-based learning centers had a significant N-Gain effectiveness. The result is an average of 78.99% which is high when compared to the control class learning (mean 23.03%) carried out in that school. So it can be concluded that the application of edutainment-based learning centers has been effective in improving children's interpersonal intelligence.

**Keywords:** *implementation of learning; learning center; edutainment; interpersonal intelligence*

## Abstrak

Kecerdasan tidak hanya terletak pada kognitif saja, namun interpersonal merupakan salah satu bentuk dari kecerdasan jamak. Penelitian ini dilandasi oleh pembelajaran sentra di beberapa PAUD di Bengkulu yang pelaksanaannya masih sangat bervariasi karena perbedaan persepsi tiap guru. Penelitian ini dilakukan terhadap anak di PAUD IT Auladuna Bengkulu dengan menerapkan pembelajaran sentra berbasis edutainment. Sekolah ini dipilih karena pelaksanaan pembelajaran sentra telah sesuai dengan pedoman yang disahkan Kemendikbud. Desain penelitian yang digunakan adalah *one group pretest-posttest design*. Instrumen penelitian telah divalidasi oleh ahli asesmen. Data diambil dengan pretest dan posttest pada kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa penerapan pembelajaran sentra berbasis edutainment memiliki efektifitas N-Gain yang signifikan. Hasilnya adalah rata-rata 78.99 % yang tinggi jika dibandingkan dengan pembelajaran kelas kontrol (rata-rata 23,03 %) dilaksanakan di sekolah tersebut. Sehingga dapat disimpulkan bahwa penerapan pembelajaran sentra berbasis edutainment telah efektif dalam meningkatkan kecerdasan interpersonal anak.

**Kata Kunci:** *implementation pembelajaran; pembelajaran sentra; edutainment; kecerdasan interpersonal.*

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## Pendahuluan

Early childhood education is the foundation that determines someone's success in adulthood. Goleman (2001) suggest that in early childhood, children's intelligence can develop up to 80 percent while 20 percent develops outside that period, so that this period is known as the golden period, which is the period when the child's brain is developing and developing. very rapid growth, and appropriate to get a variety of stimulation, so that the potential for intelligence can develop optimally.

Stimulation that can be given can be in the form of education or nutritional intake that meets the needs of early childhood (Ariati et al., 2018). In another sense that these two elements must be met properly for the child's intelligence in his future. Multiple Intelligences (Multiple Intelligences) proposed by Gardner & Hatch and enrich its implementation in learning by Al-Qatawneh et al. (2021); Díaz-Posada et al. (2017); González-Treviño et al. (2020); Ha & Seo, (2013) have made many people aware of how every child actually has the opportunity to become great people in their field. Through a series of learning and games that are of interest to children, they will develop well. The theory of Multiple Intelligences has an impact on education through a curriculum that seeks to harness the strengths of individual children (Sadeghi & Farzizadeh, 2012), and more and more educators are paying attention to the environment in which children's intelligence is developed. As a result, many countries around the world have tried to apply Multiple Intelligence theory according to their unique social and educational contexts and have created their own contextualized versions of practice. For example, in the United States, Project Spectrum, designed to assess and identify each child's different areas of strength as an alternative approach to assessment and curriculum development, was initiated and implemented at Tufts University (Sternberg, 2015). Educators in South Korea have created Project Spectrum Korea (Ha & Seo, 2013) in an effort to develop their own version of Project Spectrum. MI theory applied and implemented in different cultural and social contexts can provide new insights into the enrichment and improvement of curricula and teaching methods, which can benefit early childhood teachers and practitioners around the world.

H. E. Gardner (1993) suggests that: (1) essentially every human being has ten different spectrums of intelligence and uses them in very individual ways, (2) everyone can develop all intelligences to an adequate level, (3) each intelligence cooperates with one another in a complex manner, because within each intelligence there are several ways to grow one of its aspects.

H. Gardner & Hatch stated in Abdi et al. (2013) have the belief that all humans do not only have one intelligence in themselves but a set of intelligences, so teachers need to optimize all potential intelligences that exist from early childhood. Teachers must implement multiple intelligences from an early age, because they can help track children's talents and potential in the future to continue to higher education. If this can be developed in a sustainable manner, then in the next education it will be possible for children to find a way of life that is in accordance with their potential. Gardner further states that when a child shows a unique way of thinking and learning, it should not be directed to only one intelligence or one situation, such as sending them to classes that focus more on language or mathematical logic.

The theory of multiple intelligences proposes the main transformation in learning in educational institutions that teachers must be trained to present learning and play activities by varying strategies and methods using music, cooperative learning, art activities, applying individual and group rules of play, using multimedia, and always doing inner work. reflection (Sadeghi & Farzizadeh, 2012). The implementation of the multiple intelligence theory carried out in Jordan has not been able to measure how much influence it has on other independent variables (Al-Qatawneh et al., 2021). In addition, research on multiple intelligence in Mexico has not been able to find and explore the relationship between multiple intelligence and other skills (González-Treviño et al., 2020). This is evident from the results of the analysis conducted

by (Díaz-Posada et al., 2017) that MI was only developed as a product of learning activities, not as an influencing variable or an independent variable.

Based on the description above, it is clear that the theory of multiple intelligences has significant implications for early childhood education, especially in stimulating children's potential according to the interests, learning styles (modalities) of each child. Every child will certainly have the opportunity to learn in a way that is in harmony with their unique thinking, according to their developmental level. The implication of multiple intelligences in education is the existence of various appropriate and fun learning models.

The application of the theory of multiple intelligences has many challenges, one of which shows that the level of achievement of child development is still weak (process quality) based on national education standards (Provincial Accreditation Board 2016). This is one indicator that the learning process in stimulating children's development is still lacking, and in general the learning carried out by teachers focuses on reading, writing and arithmetic or in Indonesia acronymed as *calistung* (Mahardika, 2021; Sugiono & Kuntjojo, 2016). Even *calistung* is the main goal in several kindergarten institutions, because it is a requirement for school entry. Base. This is contrary to Ministerial Regulation 137 of 2014 Article 1 paragraph 13 which explains, that: "Learning is a process of interaction between students, between students and educators by involving parents and learning resources in an atmosphere of learning and playing in kindergarten units or institutions". Other indicators as learning carried out in kindergarten institutions still show active teachers than children (teacher centre), the method used is more dominantly expository, learning emphasizes reading, writing and arithmetic (*calistung*) skills, so that learning is monotonous and boring.

This is very contrary to the characteristics of early childhood learning. If these conditions are not immediately handled seriously, it will lead to a reluctance of children to go to school, which in the end the intelligence and potential of the child does not develop optimally, thus creating a less qualified next generation (Harahap, 2016; Idoiaga Mondragon et al., 2021; Yeasmin et al., 2020). There are several efforts that can be made by teachers, namely teachers must be able to carry out appropriate and varied learning in early childhood learning, to develop all the intelligences possessed by children. The learning model must be in accordance with the characteristics and principles of early childhood learning that emphasizes fun playing activities, one of the appropriate approaches used by kindergarten teachers. Learning while playing can overcome the problem of children's reluctance to learn during the school period in kindergarten (Fitri, 2017; Idoiaga Mondragon et al., 2021; Samuelsson & Carlsson, 2008; Sudarsana, 2018; White, 2013; Yeasmin et al., 2020)

Various kinds of learning models that can be applied to early childhood learning, one of which is the Center Learning Model or often referred to as the Beyond Center and Circle Time (BCCT) Model, which is a learning model carried out in play centers and circles. In line with the opinion of Fajri et al., (2022; Iswantiningtyas & Wulansari (2019) the center learning model focuses on children who in the learning process are centered in the play center and when the child is in a circle.

Implementation in learning centers must be in accordance with the stages of child development. This is in line with the opinion of Mulyasa (2020), that learning centers require perfect preparation with more complete playing facilities so that in practice children are required to be active and creative in activities in the centers, meaning that children are actively conducting experiments and research on their own so that children learn from the experience gained. Based on the assessment carried out on children at Kindergarten IT Auladuna, it was found that the children's interpersonal intelligence was still not developed optimal. This can be seen from the indications that some children still picky to play with, do not have many friends, poor communication, and cannot work together with their friends in activities that require teamwork.

## Methodology

This research uses quantitative research methods. This is because to measure the application of learning centers, the results can be seen from the measurement of children's interpersonal intelligence. The interpersonal intelligence is in the form of a quantified score from several predetermined indicators. The number of respondents was 15 children in class B. The assessment was carried out using an observation sheet. The observers who observed were a number of two center teachers. The research flow can be seen in the flow chart in Figure 1.

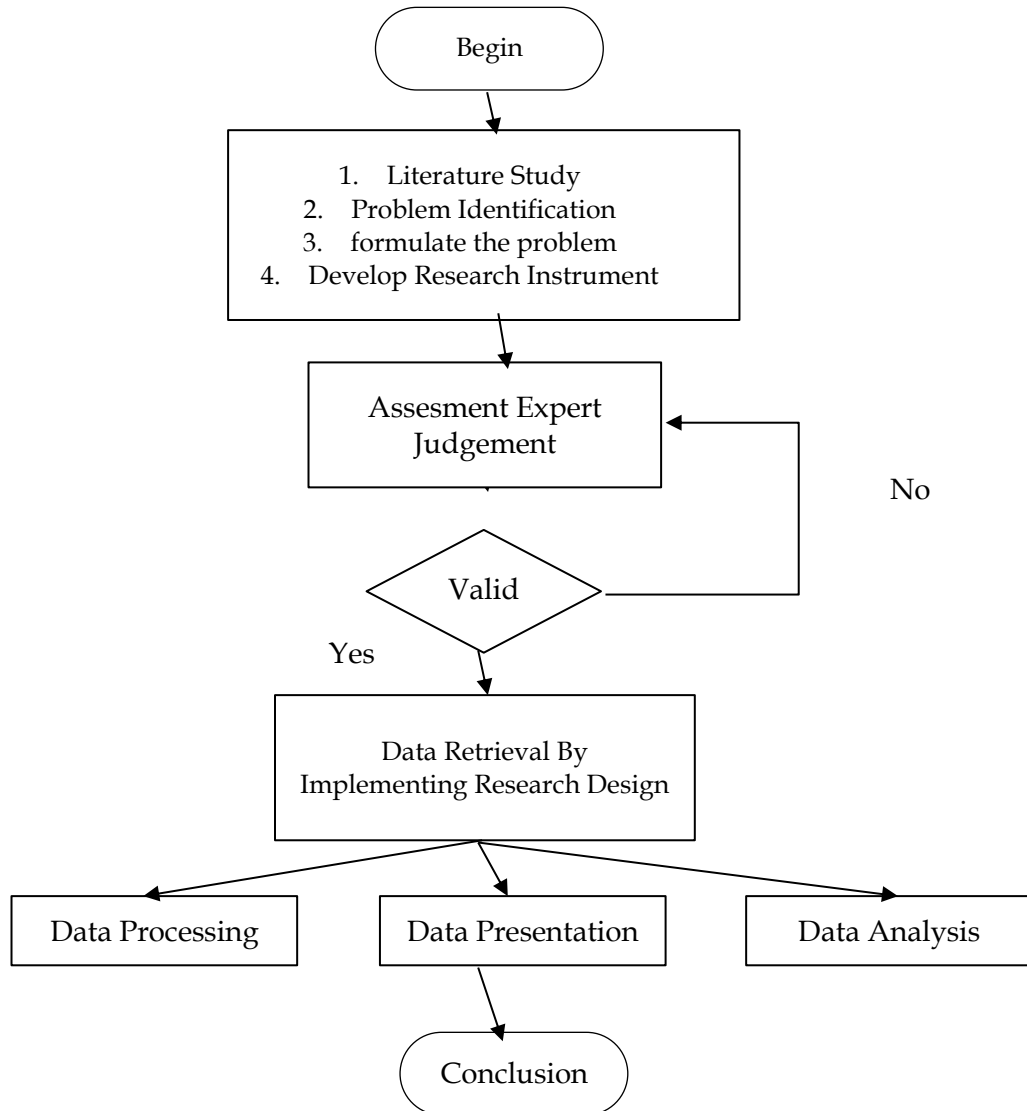


Figure 1. Research Flow Chart

The research design used is a one group pretest-posttest design. The research instrument in the form of an observation sheet has been validated by an assessment expert. The score obtained from the validation results from 3 experts resulted in a score of 89.87%. The score is in the very good category. The picture that describes the research design can be seen in Figure 2 (Sugiyono, 2015).

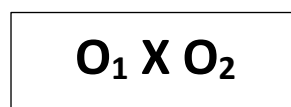


Figure 2. Research Design one group pretest-posttest

Legend = X : Treatment is in the form of model implementation  
 O<sub>1</sub> : Pretest Implementation of Sentra Model Based Edutainment  
 O<sub>2</sub> : Postest Implementation of Sentra Model Based *Edutainment*

Indicators showing that students have good interpersonal intelligence can be seen in table 1.

**Table 1. Indicator of Interpersonal Intelligence**

Kind of intelligence	Research Aspect	Indicator
Interpersonal	1. Ability to interact with others	<ol style="list-style-type: none"> <li>1. Willing to listen to other people's opinions</li> <li>2. Dare to ask other people (either teachers or friends)</li> <li>3. Actively participate in group activities</li> <li>4. Able to resolve conflicts with friends</li> <li>5. Have a conversation with peers</li> </ol>
	2. Cooperating	<ol style="list-style-type: none"> <li>1. Carry out group tasks that are their responsibility</li> <li>2. Show enthusiasm in group work</li> <li>3. Not choosing inner friends</li> <li>4. work/play</li> <li>5. Obey group rules</li> <li>6. Want to share play tools with friends</li> </ol>

This research was conducted in 2022 at the beginning of the even semester of the 2021/2022 academic year. Learning is carried out in January 2022 to April 2022. Located at Kindergarten IT Auladuna, Bengkulu City. As supporting data, data collection that supports the argument is carried out in several Kindergarten in Bengkulu city. The implementation of edutainment-based learning has a syntax consisting of 5 stages, namely: (1) Arrangement of Play Tools (2) Playing dexterity, (3) Introducing the Type of Play, (4) Exploring the Type of Play, (5) Communicating Playing Experience.

The application of this edutainment-based learning center is carried out by the center teacher with a daily lesson plan or in Indonesia acronymed as RPPH compiled by researchers and reviewed by learning experts. Before carrying out the learning process, the researcher and the teacher at the center made a common perception of the learning model developed, through explanations, questions and answers, demonstrations, discussions, to understand precisely the procedures for the edutainment-based center learning model to be carried out. During the limited trial activities carried out, the researcher made observations, noted important things the teacher did with regard to things that had been carried out correctly, and the shortcomings, weaknesses, errors or deviations made by the teacher regarding the model used, in addition the researcher also observe and record the reactions and activities carried out by children related to interpersonal intelligences (through instruments that have been prepared). The results of these observations were then analyzed descriptively using a qualitative approach.

The data in this study were collected using the instrument of the child's activity observation sheet. The activities of the children observed were interaction activities between children and other children. In accordance with the indicators of interpersonal intelligence that have been set, quantitative data will be made of children's activity scores. The quantitative data is strengthened by other instruments in the form of interview guidelines, and documentation of children's learning outcomes that have been documented by teachers and by researchers.

The quantified score is then converted into a value with the formula 1):

$$Nilai = \frac{Skor}{Skor Maksimum} \times 100 \quad 1)$$

The value obtained is a reference in determining the success of whether this learning center can be a cause-and-effect relationship or have a significant effect or not happen at all.

Data analysis carried out in this research is to use; (1) t-test analysis technique with a significance level of 5% to calculate the difference in the average score of test results and questionnaires before and after the experiment, (2) processing interpersonal intelligence assessment data based on observation sheets observed by the teacher, (3) Analysis with descriptive statistics and qualitative to see the increase in interpersonal intelligence. (4). To measure the effectiveness of the use of edutainment-based learning centers, the N\_Gain score data test was carried out.

The stages in the N-Gain score are: a) Determining the score difference between the posttest and pretest scores, b) There is a significant difference between the average pretest and posttest scores through the paired sample t-test or independent sample t-test, c) Calculating the value of N Gain score, with the formula 2)

$$N - Gain = \frac{Skor\ Post\ test - Skor\ Pre\ test}{Skor\ Ideal - Skor\ Pretest} \quad 2)$$

(Hake, R.R. 1999).

*\*legend: Ideal score is the maximum (highest) score that can be obtained*

d) interpreting the N-Gain score test: referring to the N-Gain value in the form of percent (%) and the descriptive output table, a table of the results of the N-Gain score test calculation is made. The category of interpretation of the effectiveness of the N-Gain table using percentages is in Table 2.

**Table 2. Presentation Value of Experiment and Control N-Gain Score**

Percentage (%)	Interpretation
< 40	Not Effective
40 - 55	Less Effective
56 - 75	Enough Effective
>76	Effective

Source : Heke, R.R. (1999)

## Results and Discussion

This edutainment-based learning center is carried out three times in one week. The initial step taken by researchers at the first meeting was to analyze the Core Competencies and Basic Competencies of kindergarten learning. After the analysis is done, the next step is to transform the results of the analysis into a learning syntax that is integrated with edutainment-based learning centers.

The game step begins with; 1) Arrangement stage for play equipment, at this stage the teacher organizes the playing environment by preparing equipment and game tools "put water in the basket". After being arranged, there is interaction between the teacher and the children regarding the game. After the main arrangement stage is complete, proceed to stage 2), namely Playing Agility. Next, the teacher invites the children to start playing dexterity activities, the teacher explains about the dexterity game "Moving water into the basket". Arrangement of games that have been completed next is the core activity of this edutainment activity, namely moving water into a basket that has been prepared. It is hoped that this activity will result in cooperation between children in moving water as quickly and effectively as possible. The game is carried out in three rounds, and group one becomes the group that completes the game in a faster time than group 3 and group 2. After the game is over, the teacher and children calm down first, by drinking and the teacher invites the child to go to the toilet, before continuing the lesson. next.

Then enter the third stage, which is to introduce the type of play. The teacher and the children sat in a circle and sang in a circle so that the children calmed down after finishing playing agility. Then the teacher asked the child again about the name of the type of game that had been played. So it can be seen that children start discussing with their peers about names that are suitable or in accordance with the activities that have been played earlier, then raise their hands up and try to answer the teacher's questions.

The fourth stage is exploring the playing experience, the teacher divides into 3 groups, the children pay attention to the teacher's explanation of the steps for distilling water using simple tools, after that the child and teacher discuss each step, for those who do not understand. If there is nothing else to do, then each group is invited to work on distillation of water according to the materials and tools that have been prepared, by applying cooperation and helping each other. Each group of children is monitored by the teacher to provide guidance and assistance when needed, at the same time the teacher provides an assessment of the process until all groups complete it. Furthermore, each group is given the opportunity to present their work to other groups, so that there is mutual correction, under the leadership of the teacher.

The last step or step 5) is communicating the playing experience, the teacher gives an assessment to each group and continues by giving opportunities for all children to retell their experiences during group work, and the impressions obtained. The child gets a positive response from the teacher to apply it in his life as a follow-up to the knowledge he has acquired. After that, the children and the teacher sang a song about "clean water" accompanied by simple musical instruments while walking around the classroom, bringing up happy expressions.

The syntax of this edutainment-based learning center consists of 5 steps that are carried out continuously according to the theme that takes place in the RPPH that has been set by kindergarten. The theme is integrated with this edutainment-based learning center. This study is carried out until the end of April 2022.

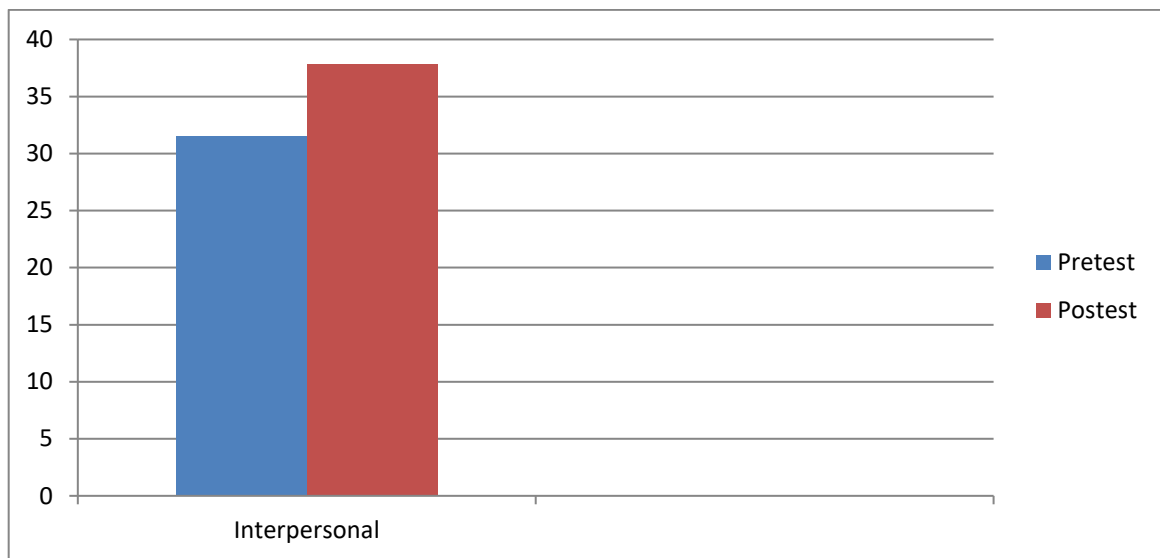
The implementation of this edutainment-based learning center for several meetings can run as it should. Data on learning outcomes were taken at three meetings in March 2022. In addition, this activity was in accordance with well-defined stages, the teacher was able to create a conducive learning atmosphere, children show expressions full of joy, especially when playing dexterity from start to finish, so this dexterity game is an important part in efforts to increase children's multiple intelligences. The results for three meetings can be seen in table 3.

**Table 3. Interpersonal Intelligence Test Results**

No	Activity	N	Average	Standard Deviation	Score $t_{count}$	df	$t_{table}$
1.	Inter 1	15	31.87	1.641718032	4,38	14	1,761
2.	Inter 2	15	34.00	1.309307341		14	1,761
3.	Inter 2	15	34.00	1.309307341	7,296	14	1,761
4.	Inter 3	15	37.20	1.014185106		14	1,761
5.	Inter 1	15	31.87	1.641718032	10,21	14	1,761
6.	Inter 3	15	37.20	1.014185106		14	1,761

Based on table 3 shows that the average value of test 2 is greater and significantly different from the test value 1 ( $34.00 > 31.87$ ; and  $t_{count} 4.38 > t_{table} 1.761$ ), the average value of test 3 is greater and significantly different from the value of trial 2 ( $37.20 > 34.00$ ; and the value of trial 3 is greater than trial 1 ( $37.20 > 31.87$ ). Based on these results, it can be concluded that the edutainment-based learning center model is hypothesized to be effective in improving interpersonal intelligence.

Interpersonal intelligence can be improved in various ways that have close relevance to cooperation between children. Joint activities between children that require good coordination, smooth communication, and mutual respect for each other will gradually improve interpersonal intelligence (Calero et al., 2015; Evasari et al., 2017; Suhanda, 2018). So that the statement is in line with the results of research and observations carried out by Calero et al. (2015); Evasari et al. (2017); Suhanda, (2018) and has been empirically proven. To strengthen the results of data collection, this model was tested in other kindergarten to strengthen the hypothesis arguments that have been made. The data obtained in the form of scores that have been previously transformed from indicators of interpersonal intelligence. The symptoms of interpersonal intelligence are transformed into quantitative data so that they can be processed and statistical tests can be made. So that the inferential statistics can be done. The test results can be seen in Figure 3.



**Figure 3. Test Result of Interpersonal Score**

Based on the data presented in Figure 3, it can be seen that the results of the edutainment-based learning center model can improve children's interpersonal intelligence.

Effectiveness tests were also carried out to strengthen the arguments of this study. The research instrument in the form of an observation sheet was used with the help of three observers so that objectivity could be maintained and there were no biased results. Observations were made in the experimental class and the control class. The control class is a regular class used by other teachers, and this edutainment-based learning center is not applied. The results can be seen in table 3.

**Table 4. Edutainment-Based Center Learning Effectiveness Test Results in Experiment Class and Control Class**

No	Group	N	Average	Category interpretation N-Gain effectiveness
<b>Experimental Class</b>				
1	<i>Interpersonal Intelligence</i>	15	78.99 %	Efektive
<b>Control Class</b>				
1	<i>Interpersonal Intelligence</i>	15	23.03 %	Not Efektive

Table 3 shows that the effectiveness of the developed edutainment-based learning center was tested statistically by comparing the average score increase in the experimental group with the average score increase in the control group. The difference between the average



N-Gain score of the experimental group and the average gain score of the control group can be known through the t-test and N-Gain score to see the effectiveness of the model.

Based on the results of the calculation of the N-Gain score test for increasing children's interpersonal intelligence, it shows that the average N-Gain score for the experimental class is known to be 1 or 6% of children who get a gain score of 40-55%. Furthermore, there are 6 people or 40% of children who get a gain score of 56-76%. Finally, there are 8 or 53% of children who get an N-gain score > 76%. Meanwhile, the average N-Gain Score for the control class (central model) is 23,0300 or 23%, which is included in the ineffective category.

Furthermore, the results of the calculation of the N-Gain score test for increasing children's interpersonal intelligence show that the average N-Gain score for the experimental class is known to be 11 or 73% of children who get a gain score of <40. Finally, there are 4 people or 27% of children who get a score. N-Gain score 40-55%. Based on the results of these data, it can be concluded that the use of this edutainment-based learning center is effective for improving children's interpersonal intelligence.

Meanwhile, the average N-Gain Score for the control class is 51.10 or 51.1% which is included in the less effective category, it is known that 3 or 20% get a gain score of <40. Furthermore, 4 or 27% of children get a gain score of 40. -55%. There are 7 or 47% children get a gain score of 56-75%. Finally, 1 or 7% of children get a gain score of >76%. So it can be concluded that the use of edutainment-based learning centers is effective for improving interpersonal intelligence of early childhood.

## Discussion

Based on the research findings, it can be interpreted that edutainment-based learning centers are effective for improving interpersonal intelligence. This is because in its application it seeks input and starts from the results of a survey about the problems experienced by teachers in the field. After that, it is analyzed based on studies of various theories and relevant research results, besides that in its development it is refined with various inputs given by the kindergarten teachers involved, both in limited trials and wider trials, so that the implementation of center-based learning centers using 5 syntax, namely (1) Arrangement of Play Tools (2) Dexterity to Play, (3) Introducing Types of Play, (4) Exploring Types of Play, (5) Communicating Playing Experience.

The syntax of the edutainment-based learning center model was developed based on a study of several constructivist learning theories proposed by Jean Piaget, Lev Vigotsky, Ausubel, Bruner, Bloom, Krathwohl, which emphasized that children can learn through forming, discovering, creating, and developing their own knowledge based on experience. , so that learning is child-centered. Children carry out activities based on play tools that are intentionally provided by the teacher according to their development and needs. In the implementation of this study, children are given the opportunity to explore experiences from the various activities provided, equipped with supporting equipment, then children are given the opportunity to choose learning activities according to their interests and potential.

This learning prioritizes the importance of fun playing in stimulating children's potential, this is based on the triune brain theory which emphasizes that learning will be able to optimize children's potential, if an environment is created that stimulates children to gain knowledge based on valuable experiences they have experienced, relaxed and fun situations, and provide opportunities for children to process, connect new information with the knowledge that has been obtained. This is in line with the Brain Based Learning theory from Duman (2010) suggesting the components that need to be considered in learning, namely (1) Orchestrated immersion, a learning environment that is formed to include children in a learning experience; (2) Relaxed alertness, an effort made to eliminate fear when in a challenging environment. For example by playing music so that the child will feel more relaxed; (3) Activate processing, children combine and internalize information by actively processing it. Information is linked to previous learning. These stages are arranged before

learning begins by the teacher who prepares the child in the process of connecting new information with the knowledge that has been obtained so that the new information is more attached.

The implementation of this learning center optimizes children's potential, in line with Gardner's (2003) opinion that every child actually has the opportunity to become great people according to their potential, if optimally facilitated. This is supported by the results of research by Evasari et al. (2017); Ikasari (2020); Novia & Mahyuddin, (2020); Ulfa (2020) that children's interpersonal intelligence can be developed through central learning. In her research, Novia & Mahyuddin, (2020) found that in this learning system, children are stimulated to always actively play. The games that are played are not only games but are integrated with learning. Children in the game certainly have to interact with their peers to play. In the game there are games that sometimes require cooperation between children.

The effectiveness of this learning by statistical hypothesis testing can increase interpersonal intelligences, because in its implementation it pays attention to the principles of learning, namely: (1) Fun/enjoying, learning takes place in a safe, relaxed, comfortable, enjoyable atmosphere for children through play activities, (2) Children-centred learning, Children as actors of learning that combine education and entertainment, (3). Learning is relevant to the needs, development, and age of the child, so that meaningful learning can be realized in the child's life. (4) Learning is social (making cooperation among children), holistic and integrative. (5) Learning can accommodate the various intelligences possessed by children. (6) Learning takes place by involving mental and physical activity simultaneously. (7) Learning is centered on the material specified in the theme. (8) Learning is carried out with say, show, check. This is in line with the opinion of Sutarman & Asih (2016) that the principle of learning centers in kindergarten is to stimulate all aspects of children's intelligence, as well as Suyadi (2019), asserting that the principles of central learning include: 1) the whole learning process is based on theory and empirical, 2) each type of game must be aimed at developing all aspects of children's intelligence or multiple intelligences.

The social systems needed in implementing edutainment-based learning centers are as follows: 1) The teacher has the responsibility from the beginning of the game/activity to start the stages and guide children through activities at each stage. However, the choice of activities is determined by the child himself. The teacher through the questions asked in each activity tries to encourage honest, free expressions or expressions that describe the child's true feelings or thoughts. The teacher maintain quality and trust between himself and his children, accepts suggestions or respects the child's choice of activities as legitimate, and does not impose or judge, in this way everything that is done or expressed only reflects the child's feelings or attitudes. 2) Consists of several subjects, namely: Principals, Teachers, School Committees, Parents. Each subject has a different role and supports each other to help optimize the implementation of the edutainment-based learning center model in schools. And (3) the facilities needed in learning consist of various types of learning resources that have the criteria: a) safe, comfortable, calm and meet the health criteria for children, b) in accordance with the level of child development, c) utilizing the potential of existing resources in the area. children's living environment.

This learning model requires a social system to support edutainment-based learning centers, namely the teacher must have responsibility from the beginning of the game/activity to start the stages and guide children through activities at each stage. Furthermore, Principals, Teachers, and School Committees and parents have a very important role to help optimize the implementation of edutainment-based learning centers in schools, namely providing safe, comfortable, quiet learning facilities and meeting the criteria for good health for children, learning activities are adapted the level of development of the child, and parents can also take advantage of the environment where the child lives to optimize the learning process when the child is playing at home.

## Conclusion

The implementation of the edutainment-based learning center model can significantly increase intelligence both in interpersonal intelligence, early childhood at the Auladuna Kindergarten institution, Bengkulu City. In addition, the results of the N-Gain score also get results that have a significant effect. This can be seen from the difference in learning outcomes and statistical hypotheses have been tested. Effectiveness tests have also been carried out so as to produce high effectiveness in learning. The new finding in this research is the realization of the Edutainment-Based Center Learning Model, which includes 5 stages that are appropriate to use to increase the multiple intelligences of Early Childhood. The Edutainment-Based Center Learning Model (MPSBE) has contributed greatly to improving children's interpersonal intelligence.

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