
MINI BASKET TO STIMULATE MULTIPLE INTELLIGENCE IN EARLY CHILDHOOD

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Abstract

Mini basket provide children with all the skills they have to have rich experience and quality so they can play with enthusiasm (FIBA, 2005). The purpose this article to identify the intelligence of early childhood through mini basket game which is useful in daily life situation. This article was a literature study to identify the intelligence that emerged from mini basket. We can identify based on rules mini basket based on FIBA (2005) and theory about multiple intelligence based on Howard Gardner (1993). The results of this study indicate that rules in mini basket games can bring up eight intelligences as revealed by Gardner (1993), that is interpersonal, intrapersonal, kinesthetic, linguistic, mathematical, musical, naturalist, and spatial intelligence. This intelligence is important to be mastered by children from an early age because this is useful for their life tomorrow.

Keywords: mini basket, games, intelligence, early childhood.

INTRODUCTION

Stimulation is one of aspects child development will have impact when done with physical activity, actually when we do physical activity not only physically trained but also the brain (Eric, 2007). Outgrowth motor development of children in the range of 3-6 years, especially on the large muscles they will get good exercise from running and jumping activities. The child will be able to run, throw, catch the ball, then run and jump 28 to 36 inches (Lightfoot, Cole, & Cole, 2013). The movements will be doing through mini-basketball games. The game of basketball is a game played by 2 teams each team consisting of 5 players. The goal of each team is to score a number into the basket and try to prevent the opposing team from scoring (Bisbal & Roldan, 2010). In the 2010 basketball rule furthermore it is stated that basketball is played (1) using the ball (male size of ball 7, while female ball size 6), (2) full field, and (3) ring height 10 feet. The rules in basketball games above, commonly used for adults are different from mini-basketball games that prioritize the excitement and experience of physical activity (Bryson et al., 2009). Currently mini basket are often done still less desirable even just as a medium of spectacle. Basketball in Indonesia is only played by children who are 13 years old and above. The situation has affected the lack of players or basketball athletes, or basketball clubs that exist today in the county or city. So the basketball game so less populist. Very different from soccer and badminton who became people's sport.

This situation is very unfortunate, it could also happen because of the lack of socialization since the

beginning. Suppose basketball games began to be introduced to elementary school children, especially early childhood. Early introduction of basketball games will provide a good start-up experience for motor activities for children. A good early experience in early childhood will give a deep impression in the child's memory. Therefore it is not impossible to introduce the game of basketball in early childhood of course with the atmosphere and the main goal is different from the game basketball done with the rules of the real. Therefore, more commonly known as mini basket.

If the rules of basketball games above, played by early childhood would be difficult to play. Therefore, modified basketball game rules are (1) ball size, (2) field size, (3) number of players, and (4) height of basketball hoop. The basketball game modifications described above are known as mini basketball rules ("Mini-basketball rules 2005," 2005).

The goal this games to provide a lot of experience and high quality on a beginner basketball player (Official Mini-Basket Rules Version 1.0 2015). A positive experience will help the child in the face of passion in the sport world. The attention to the mini basketball game lies in the quality of experience, the age of child's feasibility and the skills possessed by the child. Mini basketball games are played by early childhood with a range of 5-6 years old. Ideally for children aged less than 9 years is a 3 to 3 basketball game (Official Mini-Basket Rules Version 1.0 2015). For this game, the field size used is half of the full field size.

Winning of each team is not a fundamental one (the World Association of Basket Ball Coaches)

but each player in the team must learn to be a good player, pay attention to the rules of the game, refereeing rules, and opposing teams and try to do a good game. Therefore, the trainer should teach the children to (1) play with his friends, (2) be active in the game and not waste time by looking and listening to the trainer, and (3) learning new things. This is in accordance with the standard of child development achievement as stated in Regulation of Education Minister 2014 No. 137 that the child can perform physical games with the rules, cooperate with others, perform physical games with the rules, perform body movement in a coordinated way to train flexibility, balance and agility. Physical play by using rules can make a skilled child use his right hand and left hand. Thus, mini basketball games will hone aspects of cognitive, affective, and psychomotor development in early childhood and bring about multiple intelligences. The purpose of writing this article is to describe the stimulation that can be given to multiple intelligences in early childhood through mini basketball games.

Mini Basketball Games

In Official Mini-Basket Rules Version 1.0 2015, mini basketball is a game played by boys and girls aged 11 years or younger ("Mini-basketball rules 2005," 2005). Mini basketball games played by children aged less than 9 years are usually mini basket 3 on 3. This game is played by two teams consisting of 4 or 6 players. The goal is every team put the ball into the basket to get a score. Mini basket 3 against 3 is played on half the field, and there is one basket.

Children aged 5-7 years the sensory perception of children is generally still not good. The basic displacement patterns of mini basketball games such as jumping, changing direction, and running need to be developed. The ball used is basketball with size 3 or 5 and ring size is 6 'or 8'. Since mini-basketball games are aimed at early childhood, it certainly does not replicate the real basketball game but makes mini basketball a fun game. The purpose of mini basketball game that is developing skills owned by the child. For that, the game can also be done by providing music that facilitates the learning process. Because the goal is not the triumph of each team, it does a fun game and develops new skills. This is in line with the goal of success in early childhood is to successfully master a new skill that has not been previously owned. As stated in Official Mini-Basket Rules Version 1.0 2015, that mini basketball game is to develop the skills of running, jumping, changing direction, throwing the ball, catching the ball, and so on.



Official Mini-Basket Rules Version 1.0 2015

Game rules

1. Point 1 if the shooting made into the basket from within the three point circle or from a free throw shot.
2. Point 2 if the shooting is entered into the basket from outside the three-point circle.
3. The game takes 1 period with 10 minutes.
4. The team will be declared victorious if they get the highest points when the game is over or the team that scores 21 will be declared win and the match will be declared over.
5. The game starts from the throw in area and then dipassing to the player in the field (outside the three point area), to carry out the attack. The deadline for attack is 12 seconds.
6. The rebound ball, if the mastery by the attack team, then the ball can be inserted directly into the basket, if the mastery by the team survive, then the ball will be removed first from the three point area, whether dribble or passing.
7. The position of the ball throw in caused by a violation or error, then performed at the scene.
8. In the event of a ball ball then the ball in the mastery of the team survives.
9. Substitution of the player is done when the ball is dead.
10. Time out 30 seconds
11. Team foul in team is 7
12. Personal foul is 4
13. Foul done on players who do shooting in three point penalty area 1 free shoots.
14. Foul performed on players who do shooting outside the three point penalty area 1 free shots.

Multiple Intelligence

The first theory of multiple intelligences or multiple intelligences was discovered by Howard Gardner, according to which everyone had a different type of intelligence in the degree and variety (John, 2007). Differences in levels and variations

of intelligence make people will have a trend of style or how to process the information it receives. Intelligence is closely related to our brains, and the brain itself is self-evolving and evolves in its own way (Eric, 2007). People will be easier and more fun to process information according to the way or tendency of intelligence so that they will be easier to do their job. The plural intelligence according to Gardner is the intelligence of language, the intelligence of mathematical logic, intelligences in the consciousness of space, the intelligence of motion, musical intelligence, intrapersonal intelligence, interpersonal intelligence and natural intelligence. Still according to Gardner everybody mostly has more than one intelligence that one intelligence that support the other intelligence.

Armstrong (2009) explained that the eight intelligence is

1. Linguistic intelligence, the ability to formulate the mind clearly and able to use its ability to express the mind, understand communication, speaking, reading and writing. This includes the ability to comprehend the language widely and use language to convince others to do something.
2. Logical-mathematical intelligences, ability to use numbers, calculations, work patterns and logical thinking. This intelligence also has a sensitivity to the process used to perform mathematical logical activities.
3. Spatial intelligence, the ability to see in detail so that it can draw properly. This intelligence is also able to understand the world in proper awareness of space.
4. Kinesthetic intelligence, ability to use limbs for all the necessities of life. This intelligence also includes specific physical skills that require coordination, balance, agility and speed.
5. Musical intelligence, ability to save the tone or rhythm of music in memory. In this intelligence including sensitivity to rhythm, tone, melody.
6. Intrapersonal intelligence, ability to recognize and understand yourself. This intelligence includes awareness of heart, motivation, self-confidence, discipline and self-esteem.
7. Interpersonal intelligence or interpersonal intelligence, the ability of a person to connect with the people around him. Can also include sensitivity to facial expressions, voice, gestures and effectively respond to the cue.
8. Natural intelligence, the ability to recognize the environment and treat it appropriately.

Armstrong (2009) explain there are a few things to keep in mind in the theory of plural intelligence that is

1. Everyone has eight kinds of intelligence not just one intelligence that fits. All types of intelligence in each person function uniquely and have different levels.
2. It is advisable to develop eight intelligences to the maximum possible extent by providing encouragement, stimulation, enrichment and appropriate means.
3. In each person intelligence will be interconnected between one intelligence with another intelligence.
4. Signs of any intelligence do not appear in the same form.

METHODOLOGY

The study of literature is the activity of collecting a number of related literature, magazines related to the problem and purpose of the study. This technique aims to reveal the various theories relevant to the problems being faced as a reference material in the discussion of research results. In this article, researchers identify the multiple intelligences that appear in mini basketball games. The results of the literature identification, the results will be presented in the discussion.

DISCUSSION

Mini basketball game is suitable for use as stimulation of plural intelligence is qualified when viewed from the terms of a game with the rules that is (1) develop all aspects of development (2) game does not distinguish gender (3) according to age (4) space safe and comfortable (5) game equipment should be safe (6) there are parents involved (Djoko & Anies, 2017). **The first condition**, of a game with the rules of mini basketball games should be able to develop all aspects of child development. Mini basketball games when viewed from the Standards of Child Development Achievement Level (STPPA) at the age of 5-6 years in the Ministerial Decree No 137 of 2014 almost the entire scope of child development can be developed in this mini basketball game. Compliance is as follows: on the scope of physical motor development of children aged 5-6 years in STPPA written that the child is expected to be able to perform body movements in a coordinated manner to train flexibility, balance, and agility in addition to the children are also able to perform physical games with rules. Mini basketball games are perfect for children aged 5-6 years because of those who like physical activity that requires energy such as running, jumping, climbing and throwing. And began to

develop dexterity and eye and hand coordination (K. & Lynn, 2010). The scope of cognitive development of age children 5-6 years is expected to be able to use the number symbol to calculate. The rules of play in a mini-basketball game about the value that can result from different places when he is able to enter the ball, indirectly the child will try to be able to enter the ball with the highest value. Then when the ball comes in the score will increase where the child's cognitive development aspect will be developed. As for the scope of language development of children is expected to be able to understand the language that is by understanding several commands simultaneously, understand the rules in a game. A mini basketball game whose game is led by a referee and accompanied by a coach demands the child to be able to understand the rules of the game and understand the direction of his coach. The scope of emotional social development is expected to show children the ability to adjust to the situation, obey the rules, play with peers and in mini basketball game that thing is there all.

The second condition, the game does not distinguish the gender. In accordance with the rules of the mini basketball game issued by FIBA which states there is no gender distinction in all rules of the game even because in mini basketball games are more of a game than in the competition boys and girls can play in a team ("Mini-basketball rules 2005", 2005). **The third condition**, corresponds to age, mini basketball games have proven to be in accordance with STPPA as described in the first condition. **The fourth and fifth conditions**, of space and equipment are safe and comfortable, the requirement of the spacecraft has been fulfilled with the adjustment of both the size of the ball, the field and the basketball ring adjusted according to the age of the player. **The sixth condition**, a parent involved is that the final terms of the terms of the game with the rules can also be met in mini-basketball games due to the involvement of referees and coaches from older people.

Mini basketball games as a technique or strategy in providing stimulation of multiple intelligence children who are considered very effective because it is able to develop almost all aspects of development with their mutual learning tendencies between the intelligence of one intelligence with another intelligence. Mini basketball games is one form of support that can be provided by adults in facilitating and stimulating multiple child intelligence (Listyowati, 2017). Kinesthetic intelligence is the main intelligence that is stimulated by mini basketball games because in a mini basketball game the body or the child's body is trained not only its strength but also trained agility,

agility. Coordination between hands, feet and eyes while performing dribble balls while moving can be simultaneously stimulated and dribble movements, how to pass the ball, how to insert the ball into the ring according to the rules that exist in the mini basketball game. However, kinesthetic intelligence is supported by stimulation of other intelligences, among others, interpersonal intelligence.

This mini-basketball game will not work if no teammates are playing against another team. Intelligent interpersonal intelligence when a friend passes the ball to give to a friend who has a better position to be able to insert the ball into the opponent ring. The accuracy of the friend who will receive the ball feedback in translating the body language of his friend that he will be given the ball by another friend is a stimulation of interpersonal intelligence. How they can receive ball operands properly is a form of mutual trust and understanding of the wishes of others. Adjustment of players with applicable rules is also a condition of children who are learning to be able to adjust himself either emotion or hope and ambition. Good coordination between friends in a team will make the team able to play well and in accordance with the direction of the coach.

The direction of the trainer can be understood by each team member as a form of linguistic intelligence. Players can listen, understand and then carry out directions and orders that sometimes more often than one instruction from the trainer is a form of strategy in providing stimulation of linguistic intelligence. Evidence of proper understanding of the direction and instruction of the trainer is that there is a good way to play according to direction and rules. A good operand, a game that does not get sanctioned, scoring points by putting the ball into the opposing ring is not only a proof of player's understanding of direction and rules but also a form of intrapersonal intelligence of the child.

Intrapersonal child intelligence that can be stimulated by mini basketball games is when children play should be confident and know their own capacity. If they are not ready or dare to put the ball into the ring opponent then the child enough to dribble and pass the ball to a friend who is considered more capable. But if they already feel capable then they will try with confidence to enter basketball into the ring opponent. When the basketball into the ring opponent so that children can donate the numbers on his team then the sense of satisfaction is in their hearts and it will create a sense of self-esteem is higher. This will trigger the child to try again to enter the basketball as often as possible into the opponent ring. However, if the child fails to enter the ball into the opponent ring and fails to donate the numbers

to his team then the disappointment will envelop their feelings. They are required to be able to control themselves, mastering his emotions against the failures that he made. The conflict resolution of the problem of failure must be immediately made by re-energetically trying again, as well as the responses of the team members and coaches that strengthen their hearts will make their confidence reappear. When successfully managed to enter basketball into the ring opposite from different areas will also produce different numbers.

When the number is successfully generated that child's mathematical logic intelligence is stimulated. Children will learn to quickly calculate the acquisition of numbers for their team. Then compare the earnings figures collected by their team with the figures from the opposing team. The child will learn the symbol of which numbers are more valuable. The initial arithmetic concept was stimulated quickly and pleasantly.

CONCLUSION

Mini basketball games can cultivate plural intelligence in early childhood, namely (1) linguistic intelligence, children are able to understand the language that is by understanding several commands simultaneously, understanding the rules in a game, (2) kinesthetic intelligence, the child is able to coordinate the hands, feet and eyes while doing dribble balls while moving can be simultaneously stimulated and dribble movements, how to pass the ball, how to put the ball into the ring according to the rules, (3) interpersonal intelligence, when the friend pass the ball to be given to a friend who has more positions good to be able to put the ball into the ring opponent. receive ball feedback in translating the body language of his friend. (4) spatial intelligence, the child is able to see the room to see the circumstances around before passing the ball to another friend; (5) intelligence of mathematical logic, children learn to calculate the acquisition of numbers for his team. Then compare the earnings figures collected by their team with the figures from the opposing team. The child will learn the symbol of which numbers are more valuable, (6) intrapersonal intelligence, the child has awareness of heart, motivation, self-confidence, discipline and self-esteem. So, through mini basketball games can make a child a whole person who can compete in the future.

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