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The Influence of Project Methods to Develop the Naturalist Intelligence of Children

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ABSTRACT

This research was motivated by the low interest of children to care for plants, the lack of concern for plants, the absence of the use of project methods in growing plants. This can be seen from the low awareness of children towards the environment, where children lack interest in maintaining and caring for plants due to the method that is often used by teachers is more of a question and answer method and assignment. So researchers use a different method from the method used usually in Harapan Bunda Kindergarten, which is using the project method which is a learning model that can help children know, and understand in reality. This study aims to determine the influence of project methods to develop children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency. The study used a quantitative approach with experimental methods, pre-experimental research design with the type of one-geoup pretest-posttest design. In this study, the population was the entire number of children in Tk Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency consisting of 20 people whose sample was 10 people. The treatment given is to use the project method media in developing naturalist intelligence in children. The results showed that the average pre-test result was 0.85. After carrying out the treatment, there was an improvement seen from the post-test results which averaged 11.90. To test the significance of t0 by comparing t0 with tt at the level of significance of 1%, namely tt = 3.30, it can be known that t0 is greater than tt 3.30>3.25. Thus, it means that there is a significant difference between pre-test and post-test in experiments. Thus, the project method affects the knowledge of children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency.

Keywords: *Child Naturalist, Intelligence, Project Method*

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INTRODUCTION

Early childhood is a child who is just born to the age of six. This age is a very decisive age in character formation (Waters et al., 2022) and children's personality (H. Sun et al., 2021). Early age is the age at which children experience very rapid growth and development (Li et al., 2022), early age is referred to as the golden age. Children at that age have great potential to optimize all aspects of growth and development. Early childhood education is education that has different characteristics from other education.

Law Number 20 of 2003 concerning national education article 1 point 14 early childhood education (Cao et al., 2021; Ramírez et al., 2021) is a coaching effort shown to children from birth to the age of six years which is carried out through providing educational stimuli to help growth (Guan et al., 2021) and physical and spiritual development (Purkarthofer, 2019) so that children have readiness to enter further education.

From the explanation above, it can be seen that early childhood education is the provision of guidance (Suri &; Chandra, 2021), guidance and stimulation to children aged birth to six years in helping the growth and development of children (Zin et al., 2021). Apart from providing stimulation in children's growth and development (Ting &; Baillargeon, 2021), there are efforts to optimize or develop intelligence in children (Brown &; Shay, 2021) which children certainly have since birth. However, as an educator, of course, it also provides assistance to develop intelligence (Sugiarti et al., 2022) owned by children.

Intelligence includes the ability toadapt to new environments (Molteni et al., 2021) or changes in the current environment, the ability to evaluate and judge, the ability to understand complex ideas, the ability to think productively (Clark et al., 2020), the ability to learn quickly (Luo et al., 2019) and learn from experience and even the ability to understand relationships (Torous et al., 2021). Intelligenceis one of the great gifts from God to humans and makes it one of the advantages of humans compared to other creatures (Mackes et al., 2020). With their intelligence, humans can constantly maintain and improve their increasingly complex quality of life, through the process of thinking and learning continuously (J. Sun et al., 2019).

From the explanation above, it can be seen that intelligence is the ability of humans to obtain certain information (Lieu et al., 2020) both from biological and psychological factors of a person (Paulus et al., 2019). Intelligence is divided into 9 types of intelligence, namely verbal-linguistic intelligence (Zaltz et al., 2020), logical-mathematical intelligence, visual-spatial intelligence, physical-kinesthetic intelligence, rhythmic-musical intelligence, intrapersonal intelligence (Amado-Alonso et al., 2019), interpersonal intelligence, naturalistic intelligence, existential-spiritual intelligence. In this case, the research will conduct research on the naturalist intelligence of children (Molakeng et al., 2021). Naturalistintelligence is the ability to categorize and create hierarchies on the state of organisms such as plants, animals, and nature. In addition, naturalistintelligence is the capacity to recognize and group certain features in the

surrounding physical environment such as animals, plants and weather conditions (Lin et al., 2019).

From the explanation above, it can be seen that naturalist intelligence (Ding et al., 2018) is an ability that every individual has about natural beauty and is recognized through the presence of plants and animals and can observe natural or environmental phenomena (Abdar et al., 2021). This is in accordance with research conducted by Yozi Dwikayani which proves that children's naturalist intelligence (Brumberg et al., 2021) increases with gardening activities (Carrington et al., 2019). Meanwhile, the same thing was also done by Balgies in his research which concluded that the project method can improve children's naturalist intelligence (Ancochea et al., 2021). With the above proves that children's naturalist intelligence can increase with the existence of learning activities and methods (Gupta et al., 2020), such as gardening activities and project methods. Someone who has naturalist intelligence certainly has observable characteristics, and is a reference in developing naturalist intelligence in children (Julvez et al., 2021).

Cenvy of naturalist intelligence (Levin-Schwartz et al., 2021), namely: 1) talk a lot about animals, plants or natural conditions, 2) like to travel to nature, zoos, or in meseum, 3) have sensitivity to nature (such as rain, storms, lightning, mountains, soil, and the like), 4) like to water flowers or keep plants and animals, 5) like to see animal cages, birds, or aquariums, 6) enjoys learning about ecology, nature, animals, and plants, 7) talks a lot about animal rights, and how planet earth works, 8) enjoys doing nature-based lesson projects (observing birds, butterflies or other insects, plants and raising animals), 9) likes to bring to school small animals, flowers, leaves, and then share experiences with teachers and other friends, 10) work well on topics involving animal living systems, the workings of nature, and even humans.

So, from the explanation above, it can be seen that the characteristics of children's naturalist intelligence are where children talk a lot (Maimaiti et al., 2022) and like and can maintain children who like to do lesson projects about flora, fauna, natural phenomena and the environment (Tsubouchi et al., 2019). From the characteristics of naturalist intelligence, it is clear that developing naturalist intelligence can be done through nature-based lesson projects (Riglin et al., 2021). Theproject method is one way of providing learning experiences by confronting children with everyday problems that must be solved in groups. Meanwhile (Chandravanshi et al., 2021), the project method according to Sujiono Dalam is one of the dynamic and flexible learning models that really helps children understand various knowledge logically, concretely and actively (Annapragada et al., 2021).

So from the explanation above, it can be seen that learning using the project method certainly provides benefits and goals for early childhood, able to provide direct and real experience to children (Wang et al., 2021). It can be done through various games and activities that can be used in developing children's naturalist intelligence (Bauminger-Zviely &; Shefer, 2021).

Based on the results of observations made by the author on August 8, 2019 at TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, the author observed that there is still low interest in children caring for plants and children's lack of concern with plants, and there are still children who do not know the names of ornamental plants, there are still children who cannot show parts of ornamental plants, There are still children who cannot group the parts of ornamental plants. Then the author also asked Ibu Dewi as a class teacher at TK Harapan Bunda Pagaruyung, the author asked what methods are often used in learning at TK Harapan Bunda Pagaruyung? Ibu Dewi replied that in learning at TK Harapan Bunda, teachers more often use learning with the method of question and answer and assignment, and also children are rarely invited to observe and do farming.

From the above phenomenon, it can be seen that children's low awareness of the environment (Wei et al., 2021), where children lack interest in maintaining and caring for plants (Bux et al., 2022) is due to the method that teachers often use is more of a question and answer method and assignment (Cohen et al., 2021) . So the author will use a different method from the method used usually in Harapan Bunda Kindergarten, namely using the project method which is a learning model that can help children know, and understand in real terms (Yuan et al., 2020).

RESEARCH METHODOLOGY

The type of research used for this research is quantitative research. According to Sugiyono, quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. The method used in this study is an experimental method. The experimental method is as a research method used to look for the effect of certain treatments on others under controlled conditions. So based on the explanation above, it can be seen that quantitative research experimental methods are research based on existing populations or samples with the influence or treatment of existing research conditions.

The experimental research design that will be carried out is pre-experimental with the type of one-geoup pretest-posttest design. It is said to be pre-experimental with the type of one-geoup pretest-posttest design because this design is used to test hypotheses about the no influence of project methods to develop early childhood naturalist intelligence in Tk Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency.

RESULT AND DISCUSSION

In this chapter, researchers present research results that reveal whether the project's methods can affect children's naturalist intelligence. The samples that the researchers took were children in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, totaling 20 children, and for sampling carried out in a random way, in this sampling only 10 children were sampled, in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency there were 2 teachers with 1

civil servant and one honorary teacher. This school is located on Jalan Raya Gudam, Tanjung Emas District, Tanah Datar Regency, with a strategic place because it is not too close to the highway. This school was established in 2010 with the patron or person in charge of Wali Nagari Pagaruyung, Head Supervisor of Jorong Gudam, Chairman H. Syafri, Treasurer Merianis. S.Pd, Secretary Irwan Dt. Rajo Lelo, principal Atri Dewi, A.Ma, Educator, Atri Dewi, A.Ma.

Based on the processing of the results of the initial instrument using observation techniques, a real problem of children's naturalist intelligence was found that there are still children who are not able to show the types of plants, plant parts, how to plant and care for plants, this can happen because in this school teachers rarely do activities by farming, teachers only introduce the types of plants, plant parts, by telling stories and questions and answers and this activity is rare Carried out at school by doing activities directly practiced by the child to plant plants. Related to the problem of naturalist intelligence of children that researchers found at the school, the researcher will present research results that reveal about the method used, namely the project method. To start the research activity, based on the instrument grid first, students are used as samples for research to see the development of children's naturalist intelligence with the project method, before that the researcher has not provided the project method but still uses the previous method commonly used by teachers in schools, namely the media used by teachers in schools with picture media, LKA, explanations by telling stories, and Q&A. After the results have been seen, the group was given several treatments, namely using project methods to develop children's naturalist intelligence. The results of grid processing are as follows:

Pretest Data Results, Experimental Research is a study that aims to see the influence of one variable on other variables. This research is related to the application of the project method to develop children's naturalist intelligence with a sample of 10 children randomly selected from the total number of children, namely 20 people. Related to the problem of children's naturalist intelligence, the author presents research results that reveal the influence of project methods to develop children's naturalist intelligence.

After the researcher determines the subject of the study, the next step is to plan a project method that will help children develop children's naturalist intelligence in Tk Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency. The treatment was held four times, namely January 3, 4, 6, 7, 2020. The material provided is adjusted to the needs of children obtained from the pretest results. From the pretest results, it can be seen that the child still cannot be in naturalist intelligence. In this naturalist intelligence there are still many children who do not know the parts of plants, how to grow plants well, types of plants and plant parts. Therefore it is needed.

Planning, As a researcher before conducting research in the field first requires a design of what will be carried out in the field, so that the implementation of the first treatment runs smoothly and achieves results in accordance with what is desired. In this first treatment, researchers carried out activities with project methods in order to

develop children's naturalist intelligence. In this activity, researchers prepare a Daily Learning Implementation Plan (RPPH) to support the activities carried out. In this first treatment, the activities that will be carried out will be on January 3, 2020 at TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency at 08.30-10.00, where here researchers will collaborate with class teachers, while researchers will be direct observers in activities to develop children's naturalist intelligence with project methods. As a researcher before conducting research in the field, of course, to plan in advance what will be carried out in the field so that the implementation of the first treatment runs smoothly to achieve results in accordance with what is expected. The forms of activities to be carried out are:

In the implementation of this first treatment, researchers directly made observations with the project method. In this first treatment, the activities given were first, the Master explained the types and parts of ornamental plants. Prepare tools and materials for planting ornamental plants and exemplify how to grow ornamental plants (flowers). Carry out activities to plant ornamental plants (flowers). Kids coloring pictures of flower gardening. Prepare facilities that support activities such as: places of implementation of activities and assessment sheets. The teacher divides the child into 3 groups.

After the researcher formulated the first treatment plan, the researcher carried out the first activity on January 3, 2020, which took place at TK Harapan BundaPagaruyung, Tanjung Emas District, Tanah Datar Regency, some students at the school were randomly selected. In this first treatment, the material that will be taught is to explain and introduce the types of plants (ornamental plants). The following implementation that will be carried out in this first treatment is the teacher asks children to pay attention to the types and parts of plants (ornamental plants), exemplifies how to plant ornamental plants, Carry out activities to plant ornamental plants (flowers), Children color flower gardening pictures, Carry out activities to plant ornamental plants (flowers), Preparing facilities that support activities such as: places of implementation of activities and assessment sheets, teachers divide children into 3 groups.

Evaluation, In the closing activity, researchers evaluate the activities carried out by looking at how much the first treatment is given. This evaluation serves to measure and assess the influence on the actions taken. The evaluation that researchers give is tests, observations and documentation. In this first treatment, researchers will give tests by forming children into several groups then asking children to do plant activities (flowers) and color flower gardening pictures.

The results of this evaluation will later be used as a foundation in the description of the first treatment at a later stage. Based on the picture of this first treatment, it can be seen that there are still some children who have not developed and have not seen how to do activities to plant flower plants and color gardening pictures properly. There are some people from the child who are still lazy to do planting and coloring activities. So that the next treatment is carried out. In this first treatment, there were 9 children with

the category of Undeveloped, children with the category of Starting to Develop and for the category of Developing as Expected, Developing Very Good did not exist.

Planning, As a researcher before conducting research in the field first requires a design of what will be carried out in the field, so that the implementation of the second treatment can also run smoothly and achieve results in accordance with what is desired. In this second treatment, researchers carry out activities with project methods in order to develop children's naturalist intelligence. In this activity, researchers prepare a Daily Learning Implementation Plan (RPPH) to support the activities carried out.

In this second treatment, the activities that will be carried out are on January 4, 2020 at TK Harapan BundaPagaruyung, Tanjung Emas District, Tanah Datar Regency at 08.30-10.00. Before the activity is carried out, researchers first prepare all facilities that can support the activities to be carried out. The form of activities to be carried out is, in the implementation of this second treatment, researchers directly make observations with the project method. In this second treatment, the activities given were first, the teacher explained the parts of ornamental plants. Preparing tools and materials for usab abur activities, Carrying out usab abur activities, Connecting flower parts (stems, leaves, roots), Preparing facilities that support activities such as: places of implementation of activities and assessment sheets , Teachers divide children into 3 groups.

After the researcher formulated the treatment plan for the two activities, the researcher carried out the second activity on January 4, 2020 which took place at TK Harapan BundaPagaruyung, Tanjung Emas District, Tanah Datar Regency, some students at the school were randomly selected. In this second treatment, the material that will be taught is that children can do usab abur activities and connect plant parts, show parts of ornamental plants. The following implementation will be carried out in this second treatment are:

The teacher asks the child to pay attention to the types and parts of plants (ornamental plants), the teacher prepares tools and materials for usab abur activities and connects plant parts, Children do usab abur activities, Children are asked to do activities to connect plant parts, Prepare facilities that support activities such as: place of implementation of activities and assessment sheets , The teacher divides the child into 3 groups.

Evaluation, In the closing activity the researcher evaluates the activities carried out by looking at how much the second treatment is given. This evaluation serves to measure and assess the influence on the actions taken. The evaluation that researchers give is tests, observations and documentation. In this second treatment, researchers carried out abur usab activities and connected plant parts.

The results of this evaluation will later be used as a foundation in the second treatment picture at a later stage. Based on the picture of this second treatment, it can be seen that there are still some children who have not developed and have not seen how to do usab aburdan activities connecting plant parts and there are also some people from these children who are still lazy to do usab abur activities and connecting plant parts. So

that the next treatment is carried out. In this second treatment, there are 5 children with the category of undeveloped, 5 children with the category of Starting to Develop and for the category of Developing as Expected, Developing Very Well.

Planning, In this third treatment, the activities that will be carried out are on January 6, 2020 at TK Harapan BundaPagaruyung, Tanjung Emas District, Tanah Datar Regency at 08.30-10.00. Before the activity is carried out, researchers first prepare all facilities that can support the activities to be carried out. The forms of activities to be carried out are:

In the implementation of this third treatment, researchers directly make observations with the project method. In this third treatment, the activities given were first, the teacher explained how to plant ornamental plants. Prepare tools and materials for flower editing and pasting activities. Prepare facilities that support activities such as: places of implementation of activities and assessment sheets. Carry out flower editing and pasting activities. Carry out activities to group pictures of ornamental plants. Divide children into 3 groups.

After the researcher formulated a treatment plan for three activities, the researcher carried out the third activity on January 6, 2020 which took place at TK Harapan BundaPagaruyung, Tanjung Emas District, Tanah Datar Regency, some students at the school were randomly selected. In this third treatment, the material that will be taught is that children can do activities on how to plant ornamental plants. The following implementation will be carried out in this three treatment are:

The teacher asks the child to pay attention to how to plant ornamental plants, the teacher prepares tools and materials for editing and pasting flowers and grouping pictures of ornamental plants, Preparing facilities that support activities such as: place of implementation of activities and assessment sheets, Children do editing and pasting flower activities. , Children do group pictures of ornamental plants, Divide children into 3 groups.

Evaluation, In the closing activity, the researcher evaluates the activities carried out by looking at how much treatment the three are given. This evaluation serves to measure and assess the influence on the actions taken. The evaluation that researchers give is tests, observations and documentation. Researchers will provide activities to edit and paste flowers and group pictures of flower plants.

The results of this evaluation will later be used as a basis for the description of treatment three at a later stage. Based on the description of this triple treatment, it can be seen that there are still some children who have not developed and have not seen how to do flower editing and pasting activities and group flower plant pictures properly, and there are also some people from these children who are still lazy to edit and paste flowers and group flower plant pictures. So the next three treatments are carried out. In this third treatment, there is 1 child with the undeveloped category, 6 children with the Start Developing category and for the Developing According to Expectations category there are already 3 children, and for the Very Good Development category there is no one.

Planning, In this fourth treatment, the activities that will be carried out are on January 7, 2020 at TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency at 08.30-10.00. Before the activity is carried out, researchers first prepare all facilities that can support the activities to be carried out. The forms of activities to be carried out are:

In the implementation of this fourth treatment, researchers directly make observations with the project method. In this fourth treatment, the activities given were first, the teacher explained how to care for ornamental plants. Prepare tools and materials for activities for flower puzzles and activities on how to water ornamental plants (flowers) in time. Carry out flower puzzle activities and water ornamental plants (flowers). Prepare facilities that support activities such as: place of implementation of activities and assessment sheets, Carry out flower watering activities on time, Divide children into 3 groups.

Implementation, After the researcher formulated the treatment plan for the four activities, then the researcher carried out the activity on January 7, 2020 which took place at TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, some students at the school were randomly selected. In this fourth treatment, the material that will be taught is that children know how to make flower puzzles and water ornamental plants (flowers) on time. The following implementation will be carried out in this fourth treatment are:

The teacher asks the child to pay attention to the procedures for caring for ornamental plants (flowers), the teacher prepares tools and materials for flower puzzle activities and watering ornamental plants (flowers) on time, Prepares facilities that support activities such as: place of implementation of activities and assessment sheets, Children do flower puzzle activities in groups, Children are asked to do activities on how to water ornamental plants in groups, dividing children into 3 groups.

Evaluation, In the closing activity the researcher evaluates the activities carried out by looking at how much treatment is given. This evaluation serves to measure and assess the influence on the actions taken. The evaluation that researchers give is tests, observations and documentation. Researchers will make observations by forming children into several groups then asking children to do flower puzzle activities and watering ornamental plants (flowers) at the right time.

The results of this evaluation will later be used as a foundation in the fourth treatment picture at a later stage. Based on the description of this fourth treatment, it can be seen that there are still some children who have not developed and have not seen how to do flower puzzle activities and watering ornamental plants (flowers) at the right time and there are also some people from these children who are still lazy to do flower puzzle activities and watering ornamental plants (flowers) at the time

So that the next treatment is carried out. In this fourth treatment, there are no more children in the Undeveloped category, 4 children in the Starting to Develop category, in the Developing as Expected category there are 5 children, and for the Very Good Development category there is already 1 child.

Posttest Data Description, After all activities are carried out, children are evaluated with the same evaluation method as the treatment given, namely by forming children into several groups then asking children to do flower puzzel activities and watering ornamental plants (flowers) on time. The data was used as a comparison after being given flower puzzel activities and watering ornamental plants (flowers) on time, the project method experiment compared the average developing naturalist intelligence of children before and after being given experimental activities with the project method with statistical analysis, the main data used to see the improvement in learning outcomes were pretest and posstest result data.

Data Analysis, After the pre-test and post-test results are obtained, the next step is to analyze the pre-test and post-test result data. You do this by conducting a descriptive statistical test to see if the project method can develop children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency.

Data Analysis Requirements Test, Analysis of children's learning outcomes data aims to draw conclusions about the data that has been obtained from learning outcomes tests. To draw conclusions about the data obtained from the learning outcomes test, a statistical analysis was carried out. Before conducting a hypothesis test, a normality test and a homogeneity test are first carried out.

Normal Distributed Data, Researchers in this study used normal distributed data. The normality test is used to find out the data from each variable is normally distributed or not. The formula used is Kolmogorov Smirnov's formula. To find out whether the frequency distribution of each variable is normal or not can be seen from the value of Asymp.Sig if Asymp.Sig (2 tailed) < 0.05 then the data is not normally distributed, otherwise if the value of Asymp.Sig (2 tailed) > 0.05 then it can be distributed normally.

Based on interval data there is a comparison between pretest and posttest seen in the table below where the influence of project methods to develop children's naturalist intelligence.

Hypothesis Testing, To see whether or not the significant influence of the project method in developing children's naturalist intelligence can be done by statistical analysis of difference tests (t-tests). In order to answer the problem formulation, the hypothesis test is carried out using the "t" test.

Discussion, Based on research that has been done, shows that the alternative hypothesis (Ha) is accepted. The alternative hypothesis (Ha) is accepted because t0 is greater than tt. It can be seen from the results obtained 0.85 with high category results with a significance level of 1% comparing the magnitude of "t" obtained by researchers (t0 = 7.08) and the magnitude of "t" listed on tt which is 3.25 (7.08>3.25). This means that the project's method can develop a child's naturalist intelligence at a significance level of 1%. The results between the pretest and post-test showed that the naturalist intelligence score of children in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, increased after treatment using the project method. This can be seen from the results of the post-test that the researchers did, namely the post-test value with an average of 20.00, and compared the magnitude of the "t" that the

researcher obtained (t0 = 7.08) and the magnitude of the "t" listed on tt, which is 3.25 (7.08>3.25). This means that the project's method can develop a child's naturalist intelligence at a significance level of 1%. The improvements that occurred proved that the project method can develop the child's naturalist intelligence. Thus, it can be concluded that the project method can improve the naturalist intelligence of children in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, for the 2019/2020 school year. This is in accordance with the results of Nadia Balqies' research in 2018 at the State Islamic University (UIN) Syarif Hidayatullah Jakarta entitled Increasing Naturalist Intelligence through Project B Method at Al-Mutaqqin Rempoa Kindergarten in 2018-2019.

As for naturalist intelligence, according to Wiyani, expertise in recognizing and classifying various species of flora and fauna from an individual environment (Bratsberg et al., 2020). It also includes sensitivity to other natural phenomena, and in the case of growing up in an urban environment (Ammer et al., 2021), the ability to distinguish inanimate objects such as cars, shoes and CD covers.1

So, based on the above description it is concluded that the hypothesis is nil) The assertion that the use of the project's methods had no effect on developing the child's naturalist intelligence was rejected. Meanwhile, alternative hypotheses) The assertion that the use of the project's method has no effect on developing the child's naturalist intelligence is accepted.

This means that the project method is effective in developing children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency at a significant 1%. During the first to fourth treatment, several children were able to carry out activities well in the process of planting plants with the use of the project method. It can be concluded that the influence of the project method to develop naturalist intelligence proposed by Yaumi & Ibrahim, namely children with naturalist intelligence like to do nature-based projects (Valovičová et al., 2020). With this project method has a strong potential to improve naturalist intelligence due to learning through real and direct activities or experiences. Thus, children can observe, explore and analyze how the process of learning activities that provide results in children's knowledge about nature that can increase children's naturalist intelligence will increase optimally. Therefore, with the use of this project method, it is an appropriate method to use to develop the child's naturalist intelligence.

CONCLUSION

Based on the results of research and analysis that has been carried out on the project method to develop children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency, it can be concluded that, the project method can develop children's naturalist intelligence, a value of 0.85 with a high category, while inferentially there is a significant increase in children's naturalist intelligence. This can be seen by comparing the magnitude of "t" obtained by researchers (t0 = 7.08) and the magnitude of "t" listed at tt, which is 3.25 (7.08>3.25).

This means that the project method can develop children's naturalist intelligence at a significance level of 1%, then it can be analyzed that t0 is greater than tt (t0>tt), so that H0 is rejected and Ha is accepted, this means that the project method has an effect on developing children's naturalist intelligence in TK Harapan Bunda Pagaruyung, Tanjung Emas District, Tanah Datar Regency. So, it can be concluded that the project method can develop the naturalist's intelligence and this method can be used in the learning process.

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