

CHAPTER IV

CONCLUSION

After analyzing the situation, I find that there are problems that occur in the lack of motivation of 4-7 years old children at KSD. First, the problem is related to their parents who force their children to study at KSD. Second, the lessons are not given in an interesting way. Third, the children want to play. I also suggest three potential solutions including the potential positive and negative effects. The First potential solution is the parents give motivation to their children by encouraging them in a gentle way. Second, the teacher must know each child's multiple intelligences. Third, the teacher should design lesson plans that are creative and interesting, including the use of games.

The solution I choose for this problem is the teacher must know each child's multiple intelligences and the teacher should design lesson plans that are creative and interesting lesson, including games. The teacher can give games that are related to the children's multiple intelligences, like jigsaw puzzles, playing with animal toys, playing scrabble, matching colors. It could help them to handle the children who lack motivation and make it easier for them to understand the lesson. The children have

different multiple intelligences. Therefore, the teacher can find activities according to different multiple intelligences, so that the children can understand the lesson.

On the other hand, the children will be bored to study when the lesson is not interesting or the teacher teaches in an uninteresting way. To make the lessons interesting the teacher must create interesting activities, including games. The interesting activities can be chosen by the teacher according to the children's multiple intelligences. For example, when the teacher gives a dictation to the children who have musical intelligence, the teacher can use rhythm or melody to make the children interested and remember the lesson. This will make the children more active to study according to their multiple intelligences. During my apprenticeship, I found that the children who have bodily-kinesthetic intelligence did not remember the lessons when the teacher asked questions to the children, and the children could not answer the question. Then the teacher told the children to be active and do something that was related to the question, this helped the child to remember what the teacher meant.

By knowing the multiple intelligences of each child and using interesting activities, including games, it makes it easier for the teacher to help the children who lack motivation when they study at KUMON Setra Duta.