

## The Role of Youtube in Optimizing The Cognitive Development of Early Children Group B on Theme Of Vehicles in RA Salafiyah Cibenda, Pangandaran District

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### ABSTRACT

Early childhood is the age when a child is experiencing significant cognitive development. Providing the right stimulus in the form of role use YouTube is one effort to optimize children's cognitive development. The purpose of this research is to know and understand the role YouTube in optimizing the cognitive development of Group B early childhood on the theme of vehicles at RA Salafiyah Cibenda Pangandaran Regency. The research method used is a qualitative-descriptive approach. The subjects in this study were students, teachers and parents from Group B at RA Salafiyah. Data collection techniques were carried out through observation, interviews and documentation. The results of the study show that the role YouTube can optimize children's cognitive development. This can be seen from the developments that occur in the aspects of attention, concentration, imagination, curiosity, memory, and language, in early childhood regarding the role of using YouTube group B on the theme of Vehicles in RA Salafiyah Cibenda Pangandaran Regency.

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### INTRODUCTION

Early age is the age where a child is experiencing cognitive development. This is because cognitive potential is formed during the first four years of life. When you reach this age, there will be many parts of the brain, namely the cortex which forms an excess number of synapses as an early implication of child development interacting with the surrounding environment (Kiftiyah, 2017: 199). This stage is called *golden age* because children's motor and physical growth and development rapidly, both morally, emotionally, language and intellectually (morals). Based on the results of research by Keith Osborn at the University of Georgia, Burton L. White at the Harvard Preschool Project, and Benjamin S. Bloom University of Chicago, it is stated that about 50% of human intelligence capacity occurs when the child is born to 4 years old, 80% occurs when the child is 4 to 8 years, and reaches a culmination point of 100% when children are 8 to 18 years old (Suryana, 2024:4). Therefore, the stages of development are used optimally so that children develop optimally.

Providing stimulation is one that can be done based on the Ministry of Health of the Republic of Indonesia. Stimulation is stimulation (sight, speech, hearing, touch) that comes from the child's environment. Children who receive targeted stimulation will develop faster than children who receive less or even no stimulation (Kanja, 2006:4). Interpret stimulation as a process of stimulation of the brain that occurs consciously through the five senses specifically or variously from the environment that has or occurs naturally to stimulate all motor and sensory systems. In order for optimal child growth and development, nutrition must be fulfilled and also enough affection. In addition, proper stimulation is also needed.

The stimulation given will be effective if it pays attention to the needs of the child according to the stage of development, especially if it is given in a critical or so-called period *golden period*. Actually, stimulation can be given easily and simply. This can be seen with the development of technology that is increasingly sophisticated, diverse and also efficient. One of these technological advances is the emergence of video-based social media, namely *YouTube*. *YouTube* is gaining popularity in all circles including children. Children who interact with videos indirectly will be stimulated by complex stimuli in the form of audio and visuals.

Previous studies have shown that the role of audio-visual media has proven to have a real impact on children's development. Other findings also state that audio-visual media has an impact on language skills in children (Mathilde, 2012). In Indonesia, audio-visual media is also used, especially in the field of education as a means of optimizing student learning. Previous research on early childhood also showed differences in terms of kinesthetic intelligence in children who were given audio-visual stimulation and those who were not given stimulation (Zakaria, 2024: 8).

In this case, video media also influences the level of interpersonal intelligence in students (Hanisah, 2024:89). Kurniawati also stated that there is a positive correlation when using audio visual media stimulation on color material for kindergarten students in Sidoarjo. Based on these studies the influence of use *YouTube* which has a positive impact on children as a means to help optimize which can be accessed easily not only accessing videos, but *YouTube* also facilitates users to upload videos for free.

The existence of various video content, for all people, this makes researchers want to know how it affects the intelligence of children using video from *YouTube* to optimize the cognitive development of learners.

It should be noted that the most fundamental thing when discussing early childhood cannot be separated from the role of parents. In this study, the figures of teachers and parents have a significant role in helping to optimize the effectiveness of stimulation *YouTube*. Besides that *YouTube* only used to develop a child's thoughts, ideas, and creativity, not the only stimulation given. In research stated use *gadget* for early childhood requires the vital role of dialogical assistance by parents. So it is undeniable that social media that is global without boundaries makes parental assistance the main key in the successful use of stimulation *YouTube* This. So from here it can be formulated that the main benefit of this research is to provide knowledge for the community, especially teachers and parents, regarding the positive effects of the development of social media,

in this case is *YouTube* as a means of optimizing early childhood cognitive development. In addition, this research also provides the correct pattern for teachers and parents in providing video stimulation for children.

## **RESEARCH METHODS**

The research method used is a qualitative-descriptive approach by describing a symptom, event, event that is happening right now where this research photographs the events and incidents that are happening to be the focus of attention to then be described as they are. The main targets of this study were students, teachers, and parents from Group B at RA Salafiyah. Data collection techniques were carried out through observation, interviews and documentation. Data mining focused on how the Role of Youtube in Optimizing the Cognitive Development of Group B Early Childhood on the Vehicle Theme at RA Salafiyah Cibenda Pangandaran Regency. Data analysis was carried out through data reduction, *display* data, and drawing conclusions. The implementation of this research was carried out for five months from April to August 2022, which is located in RA Salafiyah Cibenda, Pangandaran Regency.

## **RESULTS AND DISCUSSION**

### **A. Early Childhood Learning Process Using *YouTube***

The aspect of cognitive development is one aspect of child development which can be defined as a developmental process in understanding, processing information, solving problems and knowing something. This cognitive development can be supported by providing various kinds of stimulation, one of which is by using *YouTube*.

Based on the results of observations, interviews and documentation obtained data regarding the learning process of early childhood using *YouTube* in optimizing the cognitive development of group B early childhood on the theme Vehicles at RA Salafiyah Cibenda. Pangandaran Regency. The learning process contains the steps of the learning process carried out by the teacher as follows:

#### **1. Preliminary Activities**

In the preliminary activity, the teacher opened the lesson by greeting and greeting the students. Then, the teacher explores students' knowledge about the material to be studied, namely about "Land Vehicles". By motivating students, students become enthusiastic about participating in learning activities. Next, the teacher conveys the learning objectives.

#### **2. Core activities**

In this core activity, the teacher explains the meaning of land vehicles along with examples. The teacher gives a learning video *YouTube* which is in accordance with the theme of the lesson entitled "Learn the Names of Land Transportation Equipment and Get to Know the Types of Vehicles".



**Figure 1. *YouTube* Vehicle Content**

In this situation, the children were very enthusiastic when participating in video learning *YouTube* the. The teacher also optimizes interaction between students by forming groups and discussing the names of the land vehicles that have been shown before. When learning to use *YouTube* takes place, children are more active in asking questions and have high curiosity. In this case, the teacher also becomes a facilitator for children in understanding the material.



**Figure 2. KBM with *YouTube***

The learning process by using *YouTube* makes it easier for the teacher to explain the material, besides that students can understand directly the original form of the object they are studying, namely land vehicles.

### 3. Closing Activities

In this closing activity, the teacher concludes the material that has been discussed, then distributes student worksheets after they have been collected, and the teacher closes the meeting by greeting. Based on observations in the learning process, the teacher shows a video introducing the names of land vehicles such as cars, trucks, motorcycles, bicycles, rickshaws, bajaj and trains to stimulate children's cognitive development. In videos *YouTube* it also displays when the vehicle was used in real life. By providing a direct description of the learning process, this can stimulate children's cognitive development properly. The following is a brief description of the implementation of learning in schools.

By using learning videos *YouTube* entitled "Learn the Names of Land Transportation Equipment to Get to Know the Types of Vehicles" so the process of providing a stimulus to children to get to know the names of land vehicles becomes easier and more interesting. So that it

becomes easier for children to understand and grasp quickly about the material provided by the teacher. In learning vehicle themes using media *YouTube* children are very enthusiastic and responsive. This is in line with research conducted by Kristiawan, and Rizki, Mujiyono, Setia and Kusuma; Khoiriyati and Saripah mentioned that giving stimulation *YouTube* in early childhood can increase attention and concentration, curiosity, memory, imagination, creativity, and language in early childhood (Kristiawan, 2021).

Use of learning videos *YouTube* can also attract children's attention more than when they get an explanation from the teacher from their book (Khojriyati, 2018). The video can also be played repeatedly if the children don't understand. Hence the videos *YouTube* in this case overcoming children's boredom towards lessons, interest in learning and children's motivation in learning increases (Mujiono, 2019).

The children also feel happy with the video display because they don't just imagine but also see clearly what the teacher explains about the video display. Usually children are faster in terms of imitating and seeing compared to hearing. The imagination of children is well developed by the videos they see on *YouTube* the. Based on the results of interviews with parents, Mrs. Nia also stated that "Learning uses media *YouTube* understand more quickly, move the imagination so that creativity grows in children. The teacher conducts question and answer activities with children to evaluate understanding. This serves to hone aspects of children's language as well as cognitive aspects so that children's curiosity and knowledge increases. This happens because the children in Ra Salafiyah Group B are at pre-operational cognitive abilities in the intuitive thought sub-stage.

## **B. Role *YouTube* in Optimizing Early Childhood Cognitive Development**

Children's cognitive development is seen when the child's mind develops and functions properly. In developing a mindset, children need stimulus and knowledge to optimize their development and developmental functions. In this case *YouTube* is one stimulus to optimize children's cognitive development. Based on the results of observations and interviews, early childhood at this stage really likes learning and can show elements such as color, shape, number of vehicle wheels, music or caricatures which can increase children's interest. In the observation process it can be seen that the teacher uses learning videos from *YouTube* so that children do not feel bored.

Providing stimulation in the form of videos *YouTube* in early childhood can optimize the cognitive development of the child. This is because the indirect interaction between children and videos stimulates complex stimuli in the form of audio and visuals, namely:

### **1. Attention and Concentration.**

Based on the results of the analysis, it can be stated that the child's attention and concentration improve through the provision of a video stimulus from *YouTube*. This can be seen in the observations in class where the children were very enthusiastic when they saw the video

entitled "Learning the Names of Land Transportation Equipment and Getting to Know the Types of Vehicles", all attention was focused on the video. This is because children like new, interesting, colorful things, and show the original shape and form of the vehicle. With a sense of interest in the videos played by the teacher, children show their concentration on the material provided. This can be stated from the attitude of children who focus on what they see.

## 2. Imagination

From presenting videos about various vehicles, children can imagine according to what they see in the video. They have an imagination about the shape of the vehicle, how the vehicle runs, they also imagine when driving or riding the vehicle. This shows that the cognitive world of early childhood is creative, free and full of imagination (Jahja, 2011:24). This is according to what they saw in the video.

## 3. Curiosity

Based on the results of the analysis, the children in Ra Salafiyah have a great curiosity. This is a natural and good thing for early childhood. This is because at this stage the child has to explore a lot, especially the surrounding environment in order to train the child's cognitive development. Likewise in usage *YouTube* about the various land vehicles. From this lesson, children explore their curiosity about the types of land vehicles presented, such as rickshaws, bicycles, motorcycles and cars, trains. They ask about how the vehicle is run, whether the vehicle needs fuel, whether the vehicle must travel on a certain road. These various kinds of questions are a great curiosity which results in the new knowledge they get. This is in line with Raeni, Sumitra, and Lestari stating that the use of *YouTube* show early childhood interest in learning.

## 4. Memory

Based on the provision of a stimulus in the form of a video Learning the Names of Land Transportation Equipment to Know Types of Vehicles, children train their memory. This can be observed from the child's ability to retell what he saw, answer questions given by the teacher, get to know the various types of land vehicles.

## 5. Language

Based on the provision of the video "Learn the Names of Land Transportation Equipment, Get to Know the Types of Vehicles", the children began to know a lot of new vocabulary and also imitated them. This is because basically, children are clever imitators. Children are also able to remember the names of the vehicles in the video in a style appropriate to their age. Therefore, based on the results of the analysis, it is concluded that the use of learning media is in the form of videos *YouTube* improve cognitive in the aspects of attention and concentration, imagination, curiosity, memory, and language which is in line with previous studies. Providing stimulation in the form of videos *YouTube* in learning the theme of Vehicles, especially land vehicles, have an effective impact on children's cognitive development. This is also in line with the results of an interview conducted with Mrs. Titin who stated that by learning to use the media *YouTube* the child becomes "faster to understand what is seen." This is in line with the research conducted by

Rahmawati, Fauziah, & Syarfida. Nisaa, Noor and Rohmalina who stated that the use of media *YouTube* in learning to make children's cognitive develop better.

Usage *YouTube* directly affect the child's learning process. Through *YouTube* facilitate the process of elaborating the material. In addition, students are more interested if in the learning process there is an interactive video that is easily understood by students.

This research shows an important role *YouTube* in the learning process that is able to increase interest in learning, learning motivation, learning interaction, and able to improve student learning outcomes. This can be seen from the results of observations on the learning process, teacher interviews, and parent interviews.

Previous research stated that in the modern learning process it is important to involve elements of technology in the learning process that is carried out, in addition to facilitating the teacher's delivery process it can also be a form of learning innovation in the classroom.

Based on the results of observations, interviews, and documentation of the author, the early childhood learning process uses *YouTube* group B on the theme Vehicles at RA Salafiyah Cibenda Pangandaran Regency can optimize children's cognitive development well.

Facts that arise based on the teacher's explanation and the author's observations, children can connect the causes that appear directly after watching *YouTube* vehicle theme. "Children can relate causation with what is directly visible, namely when children see clearly with the help of media *YouTube* In this way, it is easier for children to understand what the teacher explains, such as when they want to travel long distances to facilitate access for hours by car, train or even motorbike. Children are able to associate what has been watched on *YouTube* about the vehicle with what they experience or feel".

The child's reasoning after seeing the types of vehicles inside *YouTube* growing fast. Children can explain the vehicle after watching *YouTube* vehicle theme. "Children are able to explain as I show in *YouTube* The vehicle themes are buses, motorbikes, cars and trains. Children can explain from start, shape, color, vehicle wheels and where the speed of the vehicle is.

Besides watching from *YouTube*, the teacher makes a comparison between the internal vehicles *YouTube* with real vehicles in vehicle theme learning. "Comparison between vehicles in *YouTube* and real vehicles compared to the teacher. The teacher adjusts the types of vehicles in the video with the vehicles around them. Existing vehicles such as motorbikes, bicycles. So, children are invited to see first-hand what motorcycles are like and what bicycles are like.

The comparison above, serves to hone children's cognitive. So that children can draw conclusions about vehicles, after watching *YouTube*. Logical-mathematical knowledge for children means that children construct relationships about objects with the same unequal category, more and less, which group, how much and how much. The way to find out about the nature of objects that are the same or different is by comparison. 64 "Children can conclude after the teacher gives an explanation regarding the theme of the vehicle being watched in *YouTube*, because in the closing activity the teacher conducts questions and answers about the learning that is watched about the vehicle. The child is more confident when speaking to retell in his own

language about what the child has seen and is able to say after knowing what he has seen, as if the child had used it.

Enthusiasm and joy can be seen from the expressions shown by the children. The child says what he knows after seeing the video *YouTube* the vehicle theme. With various kinds of children's words that on average he said. For example "I once rode a pedicab when I went to the market with my mother." Another said, "I went to the zoo with my family by car." And there are others who say "I have a bicycle at home, and I like to play with friends using bicycles." I and the children asked and answered questions about what they had watched through *YouTube* vehicle theme. Another thing that is confirmed from the child's point of view is that the child can say, for example, a two-wheeled motorbike, a rickshaw has three wheels, he is able to say it because after knowing what he saw.

See and hear impressions in the media *YouTube*, regarding the theme of vehicles, children become motivated and bring up more curiosity, thus bringing up the imagination of children to be passionate about learning. Children can distinguish in terms of shape, number of vehicle wheels and colors of the various vehicles that have been seen.

The teacher's way of providing vehicle themes through *YouTube* to early childhood, namely by providing an explanation when displaying vehicle impressions. The questions asked by the teacher, what vehicle did you see first? Have the children ever driven/ridden this vehicle?

Identifying themes is an important part of developing cognitive aspects. What is done in RA Salafiyah is the teacher together child identifies a car, the child observes a car which the child then identifies the car, then concludes the size and color of the car, the number of wheels, the color and shape of the car's wheels. Then, the child is asked to complete the name presented with the picture. Awant to color car drawing with colored pencils. Closing activities include the teacher inviting the children to sing together, asking and answering about what activities have been carried out today, the teacher asking the child's feelings today and the child expressing his feelings.

Problem solving skills will increase with age, and cognitive is good when using the right ways. 66 Teachers at RA Salafiyah explained the negative and positive impacts of using *YouTube* to children and parents. One of the things that must be understood and understood for early childhood development is information literacy skills which must have been developed early on, this can help children to have skills and abilities in identifying, finding, evaluating, compiling and effectively creating new knowledge, utilizing it as well as communicating it in a series of problem solving that is being faced. 67 Of the many positive impacts that can be drawn from *YouTube*, but there are also negative impacts *YouTube* for kids. The strategy that the teacher explains to the child is to use it *YouTube* according to function and needs as well as duration of use *YouTube* don't take too long, let alone watch for hours on end can cause eye pain, especially if it makes children lazy because of addiction. The strategy that the teacher did was to make a parenting class.

But we can't even ban it because *YouTube* also has a positive side for the development of children. The important thing is that we are wiser in managing their access so that it is more beneficial for them and us as educators. RA Salafiyah has used *YouTube* this for 4 years.



Use *YouTube* practiced in children aged 4 to 7 years. Use *YouTube* this is in accordance with the supervision and guidance of the teacher with the provision that the duration is not more than 2 hours of learning.

Teachers and parents agree to introduce *YouTube* in learning. This agreement is conditional on:

- a. Be with children while watching or playing educational games.
- b. If at school the teacher uses the media *YouTube* in learning, then at home parents cannot give *CellPhone* to children for any reason.
- c. Teachers and parents examine games and applications before giving them to children.
- d. Schedule more non-screen activities for your child. For example, playing or building creativity.
- e. It is. Turn off digital media during meals and at least 1 hour before bedtime.
- f. Set a good example.
- g. Don't leave the TV on and have to turn off your cellphone when you are with your child.

## CONCLUSION

Based on research that has been done by researchers, it can be concluded that the learning process of early childhood uses *YouTube* group B on the theme Vehicles at RA Salafiyah Cibenda Pangandaran Regency can optimize children's cognitive development well. This can be seen from:

- a. Attention and concentration that develop optimally, as evidenced by the attitude of children who focus on what they see.
- b. Imagination also develops, as evidenced by the students' imaginations about the vehicles they see inside *YouTube*.
- c. The development of children's curiosity can be seen from students asking various kinds of questions about the types of vehicles they see.
- d. The memory power of students who are experiencing optimal development can be observed from the child's ability to retell what he saw, answer questions given by the teacher, get to know various types of vehicles.
- e. It is. In the aspect of language, children are able to remember the names of the vehicles that are in it *YouTube* with a language style that is appropriate for his age.

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