# ABSTRAK

**SEPTI ANNISA BINTARI SIREGAR. Kecerdasan Visual Spasial Anak Usia 4-5 Tahun Dintinjau Dari Penggunaan Jenis Puzzle Geometri Di TK Semesta Mandiri Islamic School. Skripsi. Medan : Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.**

Penelitian ini bertujuan untuk mengetahui kecerdasan visual spasial anak usia 4-5 tahun sesudah dan sebelum diberikan perlakuan di TK Semesta Mandiri Islamic School. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain time series. Subjek penelitian berjumlah 15 anak usia 4-5 tahun dengan menggunakan total sampling yaitu seluruh populasi dijadikan sample. Pengumpulan data dilakukan melalui observasi menggunakan instrumen yang terdiri atas 10 indikator kecerdasan visual spasial. Pengukuran pretest dan posttest dilakukan sebanyak tiga kali.hasil skor penelitian menunjukkan rata-rata pretest sebesar 20,01 dan rata-rata postest sebesar 25,72, sehingga terjadi peningkatan rata-rata sebesar 5,60 poin. Uji normalitas shapiro-wilk menunjukkan data normal dengan nilai signifikansi pretest 0,201 dan postest 0,326. Hasil uji paired sample t-test menunjukkan terdapat perbedaan yang siginifikan antara skor pretest dan postest (t= -9,46; p = 0,001). Hasil menunjukkan bahwa kegiatan menggunakan puzzle geometri dapat menjadi salah satu pengalaman belajar yang mendukung perkembangan kecerdasan visual spasial anak.

**Kata Kunci: Kecerdasan Visual Spasial; Puzzle Geometri; Anak Usia Dini**

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# ABSTRACT

**SEPTI ANNISA BINTARI SIREGAR. Visual-Spasial Intelligence of Children Age 4-5 Year In Relation to the Use Different Types Geometric Puzzle at Semesta Mandiri Islamic School Kindergaten. Skripsi. Medan. Faculty of Education. State University of Medan. 2026**

This study aimed to assess the visual-spatial intelligence of children aged 4–5 years before and after an intervention at Semesta Mandiri Islamic School Kindergarten. A quantitative approach was employed using a quasi-experimental method and a time-series design. The study involved 15 children aged 4–5 years, selected via total sampling (where the entire population served as the sample). Data were collected through observation using an instrument comprising 10 indicators of visual-spatial intelligence. Pre-test and post-test measurements were conducted three times. The results showed an average pre-test score of 20.01 and an average post-test score of 25.72, representing an average increase of 5.60 points. The Shapiro-Wilk normality test indicated that the data were normally distributed, with significance values of 0.201 for the pre-test and 0.326 for the post-test. The paired-sample t-test revealed a significant difference between the pre-test and post-test scores ($t = -9.46$; $p = 0.001$). The findings suggest that activities involving geometric puzzles can serve as a learning experience that supports the development of children's visual-spatial intelligence.

**Keywords: Visual-Spatial Intelligence; Geometric Puzzles; Early Childhood**