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INTERNATIONAL SEMINAR

"OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

Editors:
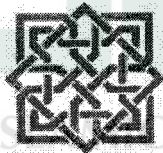
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"OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

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DAFTAR ISI

KATA PENGANTAR

Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli. Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema *"Summit Meeting on Education The End of The Year 2013"* dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week* 2015 yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan kalijaga)., M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melaui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber balajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai setrategi pembelajaran secara baik, guru dapat berbagi peran dengan setrategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperanan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan *"Summit Meeting on Education The End of The Year 2013"*. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013
Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.

ALTERNATIVE OF LEARNING MODEL
WITH SOCIAL LEARNING BANDURA

Written by:
Indrya Mulyaningsih
IAIN Syekh Nurjati Cirebon

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ABSTRACT

One of the critical success factors of learning is teaching accuracy in selecting appropriate learning model for learners. Bandura's Social Learning Bandura or modeling can be an alternative model of learning it. This model asks teachers to be able to be an example or model. In addition, teachers must be able to motivate learners to learn.

Keywords: *model, learning, Bandura, social learning*

INTRODUCTION

The government gives a very high attention to education. It can be found by continuing the renovation of the curriculum. Under existing regulations, the curriculum in Indonesia continues to change every five years. As for the latest or current curriculum is Kurikulum 2013 or 'Kurtilas'.

In education there is a learning process. Learning is an activity of not knowing to knowing, from not been able to be able to. Learning activity itself is divided into two, namely the formal and non-formal learning. Learning means formally organized with a clear curriculum while learning non-formal means of unstructured learning. As one example of a formal learning is learning in school while learning is informal learning at home.

Success in learning is determined by many factors. Not only factor students or learners, but also the factor of teachers or teaching and learning models are used. Good learning model is appropriate to the learning style of the learner (DePotter and Mike, 2013: 12-16). Multiple intelligences by Howard Gardner initiated very helpful teacher learning model in determining the appropriate learning style learners.

All this has been known for a variety of approaches to learning. One approach that is being developed is Contextual Teaching and Learning (CTL). Asmani (2013: 53) defines CTL as 'an educational process that aims to assist students in understanding the meaning of existing teaching materials, by linking lessons in the context of their daily lives in the context of personal, social, and cultural'. Ward (2013: 49) states that CTL contains seven principles, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and assessment.

Albert Bandura specifically examines modeling or better known as Social Learning Bandura (SLB). This paper will implement the SLB as an alternative learning model.

The Meaning of Learning Model

Mulyatiningsih (2010: 1) stated that the learning model is "a term used to describe the organization of the learning process from beginning to end". The model serves as a guide for teachers to plan and implement learning. Therefore, learning methods to load the approach, methods, and techniques of learning.

Supriadie and Darmawan (2012: 9) states that "learning is a two-dimensional conception of teaching and learning". The principle should be oriented learners learn. According to Feuerstein approach (in Bellanca, 2011: 6) success in learning can be achieved through (a) changing the students to learn more efficiently and (b) teaching to explore the potential of the learner.

Suryaman (2004: 66; Akbar, 2013: 49-50) suggests learning model as a conceptual framework that describes the steps. The measures systematically to manage learning. This is done in order to achieve the targets or learning goals. In addition, the learning model can also be used as a guide teachers in designing and implementing effective learning.

On learning there is a target or goal to be achieved. This achievement can be done by way of learning or learning models. Models of learning or the learning model must be adapted to the conditions of the learners. Joyce, Marsha, and Emily (2011: 1) states that the key to achieving the goal of learning is to use effective learning model oriented intelligence. Therefore, the learning model chosen should be able to train learners to become more reliable.

In addition described above, the learning model assigns must also consider the factor of teachers. Jacobsen, Paul, and Donald (2009: 3-4) suggests that the Interstate New Teacher Assessment and Support Consortium (INTASC) standards require that ten teachers should possess. The standard requires that teachers:

(1) understand the core concepts, research tools, and structures of the disciplines taught;

(2) understand how students learn and develop;

(3) understand how students have different approaches to learning;

(4) understand and use a variety of instructional strategies;

(5) use its understanding of the motivations of individuals and groups;

(6) uses his knowledge of the technique of verbal, nonverbal techniques, and techniques of effective media;

(7) to plan instruction based on knowledge of the subject matter;

(8) understand and use the strategies of formal and informal assessment;

(9) is a reflective practitioner;

(10) developed a relationship with co-workers, parents, and representatives of parents.

Feez and Helen (2002: 2) argues that the learning model leads to operational procedures in order to achieve the learning objectives as set out in the syllabus. Therefore, the learning model should adapt to the conditions and goals of learners. Because the learning model is operational, then there are steps that must be followed. These step was interrelated.

Ismawati (2009: 97-98) suggests a few things to consider in choosing a model of teacher learning, which should:

(1) variable, (2) attract and stimulate students to learn, (3) promoting student mentally and physically in the study, can be either training, practice, or the questions, (4) learning activities leading toward the goal of teaching students, (5) develop student creativity, (6) increase levels of CBSA in learning, and (7) helping students' understanding of the teaching material

.In addition to selecting, teachers can also prepare or plan their own learning model. The things that need to be considered by Wahyu and Abdul (2012: 14), include: analytical ability, capability development, and measurement capabilities. Analytical capabilities in the form of an analysis of the conditions of learning. These conditions include: "(1) the ability to analyze competencies and characteristics of the learning material, (2) the ability to analyze problems and learning resources are available, and (3) the ability to analyze the characteristics of learners."

Development capabilities related to selecting, setting, and develop the most optimal learning strategies to achieve the desired results. Measurement capabilities include:

(1) basic skills in selecting, establishing, and developing the most appropriate measurement tools to measure mastery of competencies, and (2) knowledge of the classification of learning outcomes need to be measured, the indicators of each classification, and criteria for success rate (Wahyu and Abdul, 2012: 15).

Henard and Deborah (2012: 7) states "Quality teaching is the use of pedagogical techniques to produce learning outcomes for students". That is, the quality of learning is determined by a technique that leads to the steps in learning. The quality of learning itself includes several things, such as 1) the design and appropriate curriculum materials, 2) the diversity of teaching methods, 3) the use of feedback, and 4) an effective learning outcome assessment. Having regard to the fourth aspect, a college education is expected to be qualified.

Hughes and Hughes (2012: 465-466) mentions four learning principles, namely: 1) learning activities should be conducted in a manner that fosters a natural impetus to learn, 2) learning should be delivered as a whole and not separately by putting parts simple or easy; 3) customized learning model and the pace of learning is based on the mental qualities of each learner, as well as 4) the learner will apply the knowledge gained in a social environment. Therefore, teachers should also have tasks done in groups.

Based on the above it can be concluded that the learning model is a guideline that includes approaches, methods, and techniques learned in accordance with the needs of learners to achieve the learning objectives.

Social Learning Bandura

Bandura's Social Learning Theory, later known as Bandura modeling is actually a blend of cognitive factor by a factor of habit. In learning, there are six ways to do, namely 1) the trial-and-error experience, learning through trial and error, 2) perception of the object, learning is done by giving an opinion or estimate of an object, 3) observations of another's response to the object, can also be learned by studying other people's opinions or responses, 4) modeling, learning can also be done by creating or specify a model or example, 5) exhortation, learning can also be based on a variety of advice obtained, either directly or indirectly and 6) the instruction about the object, can also be learned through the various commands that are deliberately given by objects or things to be learned (Bandura, 1971: 5-7).

Bandura himself stated that there are four important things in learning by modeling, the attention (attention), retention (memory), the motor reproduction (production), and motivation (motivation). Attention related to the learner's interest in the material being studied. Retention associated with the learner's ability to store a variety of information or materials on learning. This storage can be in short-term memory and long term. The production is a form of imitation of the material or information learned. In other words, learners produce something of learning that has been done. Motivation is more on the strength of the learner wishes to perform impersonation. This theory can be described as follows.

Bandura (in Hill, 2010: 194-201) suggests that the strengthening of one's own experience can be done through imitation. Imitation is done not only on results, but also the process. As for the imitation stage, include (a) inhibition, (b) disinhibition, and (c) elicitation. Phase inhibition is observed activity of others. It is observed how the person does not make a response to a condition. How others who do not respond to the state will be practiced or followed by a learner. Example when there is someone who is upset. Learners will observe the reactions of people who are around people who are angry. The focus is aimed at the reactions of people who are not provoked by anger.

Disinhibition is the opposite phase of inhibition, in the form of observation to others. The focus on the way the others did not respond to a condition. If at some stage someone will come to inhibition did not, in fact at this stage of disinhibition someone would do that. Thus, this stage to learn or observe how a person does not react to a condition, but it will be done. Example when there is someone who is upset. Learners will observe the reactions of people around him. This time, learners will actually do the opposite of the studied reaction, which provoked the situation.

Elicitation phase means raises or taking a stance against the state. Although little resemblance between elicitation with disinhibition, but basically they are different. Disinhibition over the response is activated, and only require a specific trigger to run the desire or response. Elicitation is precisely the positive response to run activities. For example, a person begins to respond and some others also want to do the same thing although previously been told not to respond. Thus, elicitation refers to the response that would surely done while disinhibition refers to a response that is not necessarily going to be done.

Imitation is conducted leading to the observation. Hill (2010: 199-201) states that the core modeling Bandura is learning through observation or observation. Observers will "see what is done by the model, consider what the consequences for the model, given what they have learned, making a variety of conclusions, and at that time (or later) include it in behavior".

Implementation of Bandura Learning

Here are the implications of Bandura's theory according to Hill (2010: 195-207). First, there is a desire to learn learner materials submitted by the teacher. The desire to learn does not come automatically, but because there is a trigger factor. Trigger factors can come from anywhere, one teacher. Therefore, teachers must be able to motivate learners that wish to learn the material.

Second, the study did not produce any practical effect. That is, the material being studied today there is a new possibility will be unused or used in the future. Therefore, the learners must keep a fine material that has been obtained so that if at any time it takes can be found and used immediately.

Third, the learner has received a variety of information through their lessons. Observations should not simply allowed to settle or stored, but must be replicated or imitated. Therefore, the learner should be able to produce something like or based on what they have learned.

Fourth, learners and teachers must have a motivation in learning. Learners should have the motivation to imitate or emulate. Teachers must have the motivation to emulate or at least provide reinforcing factors that learners imitate. Therefore, both teachers and learners are expected to have a great motivation on learning itself.

Here are the implications of a cognitive approach to learning According to Makka (TT: 2). First, learning should focus on ways of thinking or mental processes of children. That is, learning not only results-oriented. Therefore, teachers must understand the processes used and controlled so that children arrive at the results. Teachers must be Able to develop learning experiences that Correspond to the stages of cognitive function.

Second, the role of student learning should be put in their own initiative and are actively involved in learning activities. In class, Piaget emphasizes that teaching knowledge so (ready to made knowledge) encouraged children determine their own knowledge through spontaneous interaction with the environment.

Third, learning should understand that there are individual differences in terms of development progress. This is consistent with Piaget's assumption that all students grow and pass through the same developmental sequence, but the growth was taking place at different speeds. Activities should be more focused on individual activities carried out within the group and not the classical activities. Moreover, learning should prioritize the role of students to interact with each other.

It also delivered DePorter and Mike (2013: 14) that "suggestion can certainly affect the outcome of a situation and learning". Therefore, learning should provide positive suggestions with students seated comfortably and increase the participation of individuals.

According Sarbiran, Putu, and Priyanto (TT: 1) learning is designed with a focus on the learner to exercise, if the ratio, though the flavor, and spiritual cultivation. Learning should be conducted in an interactive, inspiring, fun, challenging, and motivating to learners. Learners are given the opportunity to participate actively so that enough time for initiative, creativity, and independence. Of course all of it tailored to their talents, interests, and physical and psychological development of the learner.

Implications of Bandura's theory according Denler, Christopher, and Mary (2013 : 8-9) as follows. First, the learner must be guided and given the information related to the knowledge, skills, and habits of good behavior or to be possessed. In this case the teacher should be an example. Teachers should involve all stakeholders in the learning. Second, teachers should help learners to achieve the learning outcomes expected. Teachers must be able to convince learners that what is learned today will be useful at a later date. Third, learning success will be achieved if the learners have confidence. In this case the teacher is obliged to ensure that learners already have enough knowledge. Fourth, teachers help learners to achieve the goal. Goal setting should be adjusted to the ability of learners. All this is done to avoid disappointment if goals are not achieved. A sense of disappointment will make lazy learners to learn more. Fifth, learning should be autonomous learners. In this case, the learner can measure the ability of them self, so also can determine the purpose and the goals. All that can be done with practice.

Implications of Bandura's theory according Cunia (2007) that learning should involve learners and teachers actively. Since this is more on self-learning, then teachers must ensure knowledge learners. Based on that knowledge, teachers can help learners determine the expectations and objectives. Teacher as a model should be able to be and give an example. Therefore, teachers should help learners to have self-confidence and achieve the goals that have been planned.

Based on the above, it can be concluded that the cognitive approach to learning by asking the teachers and learners to strengthen one another, good motivation, attention, retention, as well as producing. Therefore, the factor of teachers and learners is very important to note that during the learning takes place.

CONCLUSION

Based on the above it can be concluded that the SLB or Modeling Bandura can be an alternative as a learning model. In this learning model, teachers have an important role. Success or failure of learning highly dependent on the ability of teachers. Especially the ability to serve as a model or example. In addition, teachers must be able to be a motivator so eager learners.

DISCUSSION

Some things that need attention are as follows.

a. To Learner

Once the importance of the role of teacher, then the teacher should really have a reliable competence. Teachers must thoroughly understand the characteristics of learners. Teachers can be guided for example; role; models for learners.

b. To Policy Maker

Policy makers, especially related to learning should give attention to multiple intelligences. It would be better if the learner is placed in a class that has the same intelligence, or at least approached. This is to facilitate teachers in guiding. Moreover, in at least one class there are two teachers that learners receive guidance to the fullest.

c. To Parents

Learning success is not absolute in the hands of the school as the organizer. Parents also have contributed no less important. Therefore, parents should also understand the multiple intelligences. More specifically, parents should understand the dominant intelligence possessed by their children. This is an effort that learning in school can synergize with learning at home.

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