

# INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY  
SUNAN KALIJAGA  
YOGYAKARTA





**PROCEEDING  
INTERNATIONAL SEMINAR**

**“OPTIMIZING OF MULTIPLE INTELLIGENCES  
TO EXAGGERATE HUMAN POTENTIAL TOWARDS  
VIRTUOUS CHARACTER”**

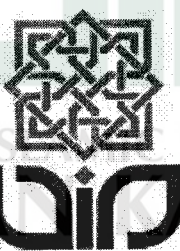
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**STATE ISLAMIC UNIVERSITY  
SUNAN KALIJAGA  
YOGYAKARTA**

**Teacher Education “Madrasah Ibtidaiyah”  
Faculty Islamic Education and Teacher Training  
Islamic State University Sunan Kalijaga  
Yogyakarta  
December, 19<sup>th</sup> 2013**



STATE ISLAMIC UNIVERSITY  
**SUNAN KALIJAGA**  
YOGYAKARTA

# **PROCEEDING INTERNATIONAL SEMINAR**

ON THE 1<sup>st</sup> SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

**“OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE  
HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER”**

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## KATA PENGANTAR

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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. Melalui 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 belajar 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 strategi pembelajaran secara baik, guru dapat berbagi peran dengan strategi. 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 berperan untuk meraih 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.

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Yogyakarta, 19 Desember 2013

Ketua Panitia

**Dr. Aninditya Sri Nugraheni, M.Pd.**



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## **STIMULATION OF MULTIPLE INTELLIGENCES IN ELEMENTARY EARLY CHILDHOOD EFFORTS HOLISTIC OPTIMIZATION OF POTENTIAL CHILD THROUGH SIMPLE ACTIVITIES AT HOME PARENTS TOGETHER**

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### **ABSTRACT**

Early stimulation is stimulus efforts made by parents to the newborn, even better since the 6-month fetus in the womb is done every day to stimulate the sensory systems (vision, hearing, touching, smelling, and tasting). Early stimulation also include coarse and fine motion stimulates the feet, hands and fingers, invites communicate, as well as stimulate the pleasant feeling and thoughts of infants and toddlers. Stimuli were conducted from birth, continuous, varied, with the atmosphere of playing and loving will stimulate various aspects of multiple intelligence child holistically for all elements of the child's intelligence section optimally stimulated, so that eventually the child will develop the potential for concurrent and balanced. The process gives these stimuli must be made by the parent or surrogate parent (every one at home or baby sitter) at any time when there is the opportunity to interact with children. It should be noted that when a child should not impose its will want to play alone, look at the condition of children's mood, and based on the genuine affection. There are some simple activities as a form of early stimulation can parents do to their children to optimize children's multiple intelligences. This simple activity should consider the appropriateness of the age stages in accordance with the task of child development. First, stimulate verbal language intelligence by taken the children chatted about various things that met or natural interest children read the story over and over again, induce him to talk and tell stories, sing children's songs. Second, stimulate logical mathematical intelligence by train children to classify objects, composing, arranging, counting toys, play figures, checkers, abacus, chess, cards, puzzles, monopoly, and computer games. Third, develop visual spatial intelligence parent can invites children to observe the images, photos, assemble and disassemble lego, cutting, folding, drawing, and play houses. Fourth, train intelligence gestures child by asking her to stand on one leg, squatting, bending, walking on one line, running, jumping, throwing, catching, gymnastics, dance, sports and activities together. Fifth, stimulate children's musical intelligence by listening to music vary according to their interests, took singing, playing musical instruments, the rhythm and the tone is simple. Sixth, stimulate interpersonal emotional intelligence by train children to play with the older kids and younger, sharing cake, toy lending, working together on something, the game control himself from anger, recognize a wide variety of ethnic groups, cultures, and religions through book or television program. Seventh, stimulate intrapersonal emotional intelligence by train children to tell their parents feelings and invite children to tell their feelings, desires, ideals, experiences, imagination, asking tells a story by playing a simple role. Eighth, stimulate children to invite naturalist by planted seeds to grow plants from seed, nurture the plants in pots, raise animals,



gardening, traveled on forests, mountains, rivers, beaches, and watching the sky.

**Keywords:** *multiple intelligences, early stimulation, holistic optimization of potential child.*

## A. INTRODUCTION

Having a child for each parent is a boon. Children also become the foundation of future expectations of every parent. All parents want their children to grow and develop optimally and hope to achieve success in later adult life. It requires awareness of parents to always strive seriously to make sure their children live with the growth needs fulfilled all the appropriate stages of development tasks.

Besides takes awareness and effort from parents there is also a problem that's often overlooked the child can not grow and thrive on its own like the animals without help from their parents and their environment. Given the newborn human child is helpless creature (Siti Partini, 1995). In connection with this, then the parents and the family environment alone has the primary obligation and the first to help children grow and develop, not like in this era with the phenomenon of too many parents who entrust their children's growth through educational institutions and non- formal education formal.

In these days many parents assume that educate the children are the responsibility of educational institutions after children enter formal school. Though actually learn not to be limited narrowly to the school environment and guided by the teacher alone, because the world is in fact the largest study room since the child was born and they are the first teachers for their own parents.

Once the child is born until the age of three years is the golden period (the best potential) in life that should be used by parents to be stimulated so that the potential in the child develop optimally. In the book "*Increasing Your Child Early Multiple intelligences*", Sutan Surya (2007) explains that children under three years old has 100 billion brain cells in the disjoint condition. These nerve cells are connected to each other or forming myelination emotional structure and intelligence. Myelination formed will continue to reach 1000 trillion connections at the age of approximately three years, and will continue to evolve as we age. If the child is still under the age of six years and gained experience brain stimulation that builds the structure, the child can develop more optimal. If the formation of brain structure and function during development can take place and well maintained into adulthood, then the child will have a remarkable ability, because the connection of brain cells that occurs during the development of brain cell connections exceeded in adults.

The fact of the potential child's brain at an early age could also be from a variety of other scientific reference numbers a lot, both the results of research and studies from various experts. It was almost the same as the result of a decision in early childhood Drakkar Congress stating that the preschool period is a golden age for the growth and development of children. Thus, the first child of the family as the environment has the greatest opportunity to stimulate the child's potential in every aspect of ability, also the role of the parents are extremely vital to ensure the potential intelligence of children can develop holistic and optimal.

Each stimulation received during the preschool children will formed the intelligence circuit for further developments. By using materials and simple activities that can be found in my family and the surrounding environment, parents can stimulate the development of multiple intelligences of children optimally in accordance with its potential.



## B. DISCUSSION

The perspective of public in Indonesia are generally still think that the child's intelligence as measured by the IQ test that are what determines the success of life in the future. So many parents are trying to get her to have an IQ as high as possible. But the intelligence of a high IQ is not the only determinant of one's success. Many people are successful in life but have a high IQ is not enough. For example some entrepreneurs, actors, athletes, dancers, singers, musicians and a variety of other professions whose success is determined by factors other than IQ.

Intelligence is not only viewed as cognitive abilities, but also other related ability to solve problems in various fields of life. At the end of the 20th century emerged a theory that gives a new color in the form of intelligence. The theory states that intelligence is only viewed from the cognitive aspect is not much to contribute to the success of one's life, therefore it develops some form of intelligence that not only reveal the cognitive aspects, but also aspects of emotional, moral, social, and spiritual.

### 1. Multiple Intelligences

In 1983, Howard Gardner developed a theory known as multiple intelligence or multiple intelligences (Gardner, 2003; Armstrong, 2002). The theory states that every human being to develop the skills necessary to live. Gardner (2003) defines intelligence as the ability to solve problems that occur in real life and create a valuable product in the cultural environment and society. Roles performed in society will inevitably impact the person's ability to solve problems and create specific products. Gardner (2003) found there are eight forms of human intelligence. The eight forms of intelligence are: 1) linguistic, 2) logical-mathematical intelligence, 3) spatial intelligence, 4) bodily-kinesthetic intelligence, 5) musical intelligence, 6) interpersonal intelligence, 7) intrapersonal intelligence, and 8) naturalistic intelligence.

#### a. Linguistic Intelligence.

Linguistic intelligence is the ability to use words effectively, both orally and in writing. This intelligence includes the ability to manipulate the grammar or language structure, phonology or sounds of language, semantics or meaning of language, pragmatic dimensions or practical use of the language. The use of this language include the rhetoric (the use of language to influence others through a specific action), mnemonics/rote (the use of language to remember information), explanation (the use of language to inform), and metalanguage (a language for discussing the use of language itself). In everyday life linguistic intelligence is useful for speaking, listening, reading and writing.

#### b. Logical-Mathematical Intelligence

This intelligence involves processing skills with good numbers and or using logic or reasoning skills correctly. This intelligence includes sensitivity to logical patterns and relationships, statements in the proposition (causal relationship), logical functions and other abstractions. The process used in the mathematical-logical intelligence include: classification, deduction, generalization, calculation, and hypothesis testing.

#### c. Spatial Intelligence

This intelligence is the ability to perceive the visual-spatial world accurately. This intelligence includes sensitivity to color, line, shape, space, and relationships between these elements. This intelligence includes the ability to imagine, to present ideas visually or spatially orient themselves appropriately in a spatial matrix.

d. Bodily-Kinesthetic Intelligence

This intelligence is the skill to use the whole body to express ideas and feelings, and skills using hands to create or change a form. This intelligence includes specific physical abilities, such as coordination, balance, skill, strength, flexibility, and speed as well as the ability to receive stimulation through the five senses.

e. Music Intelligence

This intelligence is the ability to handle musical forms, a way of perceiving, discriminate, transform, and express. This intelligence includes sensitivity to rhythm, pitch or melody patterns, and color tone or timbre of the song. Someone who has a high musical intelligence have good skills in singing, humming, whistling or voice-and small voice, playing a son, move their body to the rhythm or sing, and play musical instruments.

f. Interpersonal Intelligence

It is the ability to perceive and distinguish mood, the will, the motivation and feelings of others. This intelligence includes sensitivity to facial expressions, voice, and certain gestures. Individuals who have high ability in this intelligence can understand another person, often a leader among his friends, organize and communicate appropriately.

g. Intrapersonal Intelligence

An ability to understand themselves and act on that understanding. This intelligence includes the ability to understand the strengths and limitations of self, awareness of mood, desire, motivation, temperament, having a mind and self-disciplined ability, understand and self respect.

h. Natural Intelligence

An ability to recognize and categorize animals or plants in the neighborhood. This intelligence includes sensitivity to natural phenomena, such as weather, forms clouds and mountains.

## 2. Basic Stimulation for Multiple Intelligences

a. Necessity to develop Multiple Intelligences

There are three basic requirements for developing a child's multiple intelligences include: first the requirement for physical/biological (especially for the growth of the brain, sensory and motoric systems), both emotional needs/fulfillment affection (emotional intelligence affects, inter and intrapersonal), and the The third meeting the needs of early stimulation/base (stimulate other intelligences holistically).

Needs physical/biological especially since good nutrition in the womb and then born into children and adolescents who grow up is important for brain development, prevention and treatment of diseases that can affect the development of intelligence, and physical skills to perform daily activities. Emotional needs/fulfillment affection especially by protecting, creates a feeling of security and comfort, attention and respect for the child, do not put the punishment with anger but give more examples with great affection. Stimulation of basic needs include continuous stimulation with a variety of ways to stimulate all the sensory and motor systems.

These three basic needs should be given simultaneously since the fetus in the womb because it will affect each other. If the requirement is not fulfilled biophysical, undernutrition, often sick, it is not optimal brain development. When emotion and affection needs are not fulfilled then the inter and intrapersonal intelligence is also low. When stimulation in day-to-day interactions are less variable then the development of intelligence is also less variable. But when all three basic

needs are met by the parents, then the child will develop his or her potential in a holistic and optimal. So that in the future life, the child will have great success and in accordance with its capability of actualizing the potential that has been developed in infancy until he was an adult.

b. Basic forms of stimulation through simple activities at home

Stimulation should be done every time there is a chance to interact with infants/toddlers. For example when bathing, changing diapers, breastfeeding, food feeding, holding, took a walk, playing, watching TV, in the car, before bed. Stimulation for infants 0-3 months by the way: seek a sense of comfort, safety and fun, hugging, holding, baby eyes, inviting smile, speak, sounding the various sounds or music alternately, hang brightly colored and moving objects (circles or squares blackandwhite), reads objects, to overthrow the baby to right-left, stomach-backs, stimulated to achieve and hold toys. Age 3-6 months coupled with playing, look at the baby's face and caregivers in the mirror, stimulated to his stomach, back and forth on his back, and sat.

In infants aged 6-9 months coupled with calling his name, invited shaking hands, clapping, read fairy tales, stimulate sitting, standing holding trained. Age 9-12 months coupled with the repeated mention of "mama-papa", brother, inserting toys into a container, drinking glass, roll the ball, trained to stand, walk by holding onto. Age 12-18 months coupled with doodling exercises using colored pencils, arrange cubes, blocks, pieces of simple images (puzzle) insert and remove small objects from the container, playing with dolls, spoons, plates, cups, teapots, broom, duster. Practice walking without holding, walking backward, climb stairs, kick a ball, take off pants, understand and carry out simple commands (where the ball, hold it, enter it, grab it), to name or indicate objects.

Age 18-24 months plus by asking, mentioning and showing the parts of the body (where the eye?, Nose?, Ears?, Mouth?, etc), asked to name a picture or animals and objects around the house, talking about daily activities (eating, drinking, bathing, playing, asking, etc), training drawing lines, washing hands, wearing trousers and shirt, playing throw ball, jumping. Age 2-3 years plus recognize and mention color, using adjectives (big-small, hot-cold, high-low, much-bit, etc), the names of friends, counting objects, wear clothes, brushing teeth, playing cards, dolls, cook dishes, drawing lines, circles, practice standing on one leg, toilet training.

After 3 years of age in addition to developing the abilities previous age, stimulation also directed to school readiness include: holding a pencil properly, write, recognize letters and numbers, simple math, understand simple commands (toilet training), and independence (left at school), share with friends, etc. Stimulation can be done at home (by caregivers and family) but can also be in preschool, kindergarten, or the like.

c. Atmosphere At Early Stimulation

Stimulation is done every opportunity to interact with the baby-toddler, every day, continuous, varied, adjusted for age developmental ability, performed by the family (especially the mother or surrogate mother). Stimulation should be done in an atmosphere of fun and excitement between caregiver and baby/toddler. Do not give stimulation to the rush, overbearing nanny, do not pay attention to the interest or desire of baby/toddler, or infant- toddler being sleepy, tired or wants to play something else. Caregivers are often angry, bored, annoyed, then it gives caregivers unwittingly negative emotional stimuli. Because in principle all speech, attitude and actions are a caregiver stimulation recorded, remembered and will be imitated or even baby-toddler strike fear.



#### d. Pattern of Good Parenting

Therefore, the interaction between caregiver and infant or toddler should be done in a democratic parenting (authoritative). That caregiver must be sensitive to infant cues, it means attention to interest, wishes or views of the child, not overbearing nanny, full of compassion, and excitement, creating a sense of security and comfort, give examples without force, pushing the courage to try to be creative, rewarding or credit for the success or good behavior, giving a correction is not a threat or punishment if the child can not do something or when making mistakes.

### C. CONCLUSION

If we want children to have the development of multiple intelligences optimal stimulation should be performed since the baby every day on all sensory systems (vision, hearing, touching, smelling, tasting), with invited talk, play to stimulate feelings and thoughts, stimulates the coarse motion and smooth on the neck, body, legs, hands and fingers. How do stimulation should be tailored to the age and stage of growth and development of children. Stimulation is done every time there is a chance to interact with the infant/toddler through a variety of simple daily activities, such as bathing, changing diapers, breastfeeding, food feeding, holding, took a walk, playing, watching TV, in the car, before bed, or whenever and wherever when you can interact with your toddler.

Early stimulation should be performed in a pleasant atmosphere, the authoritative parenting (democratic). This means that a parent or caregiver must be sensitive to infant cues, attention to interests, wishes or views of the child, not overbearing nanny, full of compassion, and excitement, creating a sense of security and comfort, to give an example without forcing, pushing the courage to try to be creative, give a reward or praise for the success or good behavior, giving a correction is not a threat or punishment if the child can not do something or when making mistakes.

Encourage children to be interested observe and question about things in their environment, given the freedom and encouragement to develop fantasy, reflect, think, try and realize ideas. Give praise to the results that have been achieved despite the slightest. Do not stop the curiosity of children, many do not threaten or punish, give a chance to try, as long as it does not harm himself or others.

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