

# INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY  
SUNAN KALIJAGA  
YOGYAKARTA





**PROCEEDING  
INTERNATIONAL SEMINAR**

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

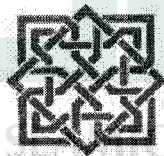
**Editors:**

**Saedah Siraj**

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**Jainatul Halida Jaidin**

**Fitri Yuliawati**



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**



# **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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YOGYAKARTA

## 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. Melaui kegiatan *international Summi Meeting* 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 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.**



STATE ISLAMIC UNIVERSITY  
SUNAN KALIJAGA  
YOGYAKARTA

## PROFESSIONAL TEACHER ROLE DEVELOPING INTELLIGENCE IN CHILDREN IN SCHOOL COMPOUND

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=====

### ABSTRACT

The demands of teacher professionalism coupled with financial support in the form of allowance for teachers, would have an impact on the outlook and pattern learning more dynamic, progressive, and humanist. Teacher professional it should not only required to have three abilities, namely cognitive ability, psychomotor ability, and affective abilities alone, but also need to do a professional teacher in the classroom effectively. While learning in the classroom effectively will be done well if the teacher has a positive outlook towards their students. That on every student has a unique personality, the potential for diverse, and outstanding ability, so teachers should strive to build each child's potential in students to develop naturally and maximum. By understanding and attention to intelligence possessed students, the teacher will see and treat their students equitably and humanely. Because the students acknowledge that each has its own uniqueness and distinctiveness, teachers become more thoughtful force in the process of interacting and communicating in a learning process in the classroom.

**Keywords:** *teachers, professionals, multiple intelligences, students*

### INTRODUCTION

The role of the teacher in the school not only as teachers deliver the subject matter in the classroom alone, but rather on aspects of educating and guiding, directing students to become better human beings, and deliver them to the glorious future.

But unfortunately, there are teachers in schools in general have not been fully aware of the great tanggungjawab behind his role as an educator. So what happens teacher only acts as a transmitter of information and transfer of knowledge, and supported by assessment systems that measure the success of students with few figures in nominal terms, while other aspects, tends to be less attention.

The phenomenon of teachers who measure and assess their students only from one aspect, the actual cognitive abilities have ignored the other students. Even worse when the teacher has had the notion that the intelligence of the students only viewed from the aspect of intelligence alone, and considers foolish children who lack the cognitive ability in the field.

Along with the demands of teacher professionalism coupled with financial support in the form of allowance for teachers, would have an impact on the outlook and pattern learning more dynamic, progressive, and humanist.



Professional teachers are not only required to have three abilities, namely cognitive ability, psychomotor ability, and affective abilities alone, but also need to do a professional teacher in the classroom effectively.<sup>1</sup>

Effective learning in the classroom will be done well if the teacher has a positive outlook towards their students. That on every student has a unique personality, the potential for diverse, and outstanding ability, so teachers should strive to build each child's potential in students to develop naturally and maximum.

## Understanding the Role of Teachers in Schools

In Big Indonesian Dictionary, the term teachers are people who work, livelihood or profession of teaching.<sup>2</sup>

Meanwhile, according to A. Malik Fajar, a teacher is a person who took on the task of teaching, educating and guiding. If all three are not inherent in the nature of a teacher, then he can not be regarded as a teacher.<sup>3</sup>

According to Henry Adam, as quoted by A. Malik Fajar, that "the teacher had a lasting impact, he never knew, where the influence stops".<sup>4</sup>

According to Moh. Uzer Usman, a teacher is a job title or profession that requires specialized skills as a teacher. This work can be done by people who do not have the expertise to perform activities or work as a teacher. To be a teacher is required under certain conditions, especially as professional teachers who must master the intricacies of true education and learning with a variety of other science that needs to be nurtured and developed through specific training period or pre-service education.<sup>5</sup>

Meanwhile, according to Indonesian Law Number 14 of 2005, Chapter I, Article 1, paragraph, first mentioned, that is the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, elementary education, and secondary education.<sup>6</sup>

The role of teachers in schools is a vital role which can not be ignored. How teachers interact and communicate with students into a process that is crucial in the learning success of the students. This is because the main community, an area in the school teacher's job is to provide exemplary, experience and knowledge to them.

In this case, the teacher must be creative, professional and fun, by positioning itself as a parent, loving to the students. It could also be as a friend, a place to complain and express their feelings for the students. She also acts as a facilitator, who is always ready to provide convenience, and serve students according to their interests, abilities and talents, teachers can contribute ideas to parents to be aware of the problems faced by children and advise solutions, foster self-confidence, brave and responsible, familiarize the students to interact with others appropriately, develop a reasonable

1 Suyanto dan Asep DJihad, *Bagaimana Menjadi Calon Guru & Guru Profesional*, (Yogyakarta: Multi Pressindo, 2011), hal. 8

2 Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, Edisi III, (Jakarta: Balai Pustaka, 2001).

3 A. Malik Fajar, *Visi Pembaruan Pendidikan Islam*, (Jakarta: Lembaga Pengembangan Pendidikan dan Penyusunan Naskah Indonesia [LP3NI], 1998).

4 *Ibid.*

5 Moh. Uzer Usman, *Menjadi Guru Profesional*, Cet. IX, (Bandung: Remaja Rosdakarya, 1998).

6 Undang-undang Republik Indonesia Nomer 14 tahun 2005, Tentang Guru dan Dosen.



process of socialization among the students, others, and the environment, develop creativity, and be servants of all those who need help.

Social role of teachers in the school have a very important role, especially in the effectiveness and efficiency of individual learning in school is dependent upon the role of the teacher.

Abin Syamsudin (2003) argues that in terms of education broadly ideal teacher should be able to act as:

Conservator (maintainer) is a value system that is the source of the norm maturity.

- a. Innovators (developers) that the value system of science.
- b. Transmitter (successor) is the system value to students.
- c. Transformer (translator) is the value system through incarnation in the process of interaction with target students.
- d. Organizer (organizer), namely the creation of an educational process that can be justified, either formally (to those who raised and assigned him) and morally (to target students as well as the God who created it).

While limited in terms of education, citing Abidin Syamsudin thought Gagne and Bermiler, suggests the role of the teacher in the learning process of learners that includes:

- a. Teacher as planner (planner) to prepare what will be done in the learning process (pre-teching problem).
- b. Teachers as implementers (organizer) to be able to create a situation, lead, stimulate, mobilize and direct the teaching and learning activities in accordance with the plan, where it acts as a source (resource person).
- c. Teachers as assessors (evaluators) who must collect. Analyze, interpret and ultimately must give consideration (judgment) on the success rate of the learning process.
- d. Teachers as mentors (teacher counsel) where teachers are required to be able to identify learners who presumably deal with difficulties in learning, performing diagnosis, prognosis, and if there are still limits its authority, must help solve.<sup>7</sup>

Thus, the role of teachers in these schools; must understand the child's individual differences, the identification of the strengths and shortcomings of each of their students, grouping the students in the class into several groups according to the level of problems that need to be addressed, in collaboration with parents and other professionals to get the hash optimal learning, preparing materials, strategies and instructional media to suit the demanding needs of learners, teachers can develop learning model enrichment and/or acceleration in children who have a high learning speed in children who have a low learning speed, teachers can provide remedial services and or serving more time than others, teachers should not be enough to simply measure the academic aspect of that achieved by the child. Aspects of the field of non-academic ability is also worth noting, as well as provide feedback on the success already achieved their students.

### **Becoming a Professional Teacher**

The demands of being a teacher maybe everyone can run. But how to become a teacher and a professional who has expertise in educating certainly there needs to be a process of education, training, and experience are adequate.

According to CO Houle as quoted Suyanto and Asep Djihad, that the characteristics of so-called professional jobs include;<sup>8</sup>

7 Nasution, *Sosiologi Pendidikan*. Jakarta: PT Bumi Aksara, 2004)

8 Suyanto dan Asep Djihad, *Bagaimana Menjadi...*, hal. 6-7

1. Must have a strong knowledge base;
2. Should be based on individual competence;
3. Having a system of selection and certification;
4. There is cooperation and healthy competition among peers;
5. High professional awareness;
6. Have ethical principles (code of conduct);
7. Having a system of sanctions profession;
8. The existence of individual militancy;
9. Having a professional organization.

Professionalism of teachers is the teacher's ability to perform its main task as educators and teachers including the ability to plan, conduct, and carry out the evaluation of learning. In principle, every teacher should be supervised periodically in performing their duties. If the number of teachers enough, then the principal may request the help of his deputy or senior teacher to supervise. The success of the school principal as a supervisor, among others, can be demonstrated by a marked increase in the performance of teachers with awareness and skills responsibly carry out the task.

Law Teachers/Lecturers and PP. 19/2005 states the competence of teachers includes personal competence, pedagogical, professional, and social (Wicoyo, 2007; Direktorat Ketenagaan Dirjen Pendidikan Tinggi Depdiknas, 2006). These four types of teacher competencies and indicators along with essential sub-competencies described as follows:

#### 1. Competence Personality

Personal competence is a personal abilities that reflect the personality of a solid, stable, mature, wise and thoughtful, authoritative, becoming role models for students, and noble. In detail subkompetensi can be described as follows:

- a. Sub competencies steady and stable personality has an essential indicator: act according to the norm of law; act according to social norms, proud as a teacher, and have consistency in acting according to the norms.
- b. Sub competencies that adult personality has an essential indicator: displays independence in acting as an educator and has a work ethic as a teacher.
- c. Sub competencies personality wise and prudent to have an essential indicator: displays the actions that are based on the benefit of students, schools, and community and demonstrate openness in thinking and acting.
- d. Sub competencies authoritative personality has an essential indicator: behavior that has a positive effect on the behavior of learners and have respected.
- e. Sub noble character and competence can be a role model has the essential indicators: act in accordance with the norms of religious (faith and piety, honest, sincere, helpful), and have exemplary behavior of learners.

#### 2. Pedagogical competency

Pedagogical competencies include understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize different potentials. In detail, each sub-component are translated into essential indicators as follows:

- a. Sub competencies in-depth understanding of learners have the essential indicators: understanding learners by utilizing the principles of cognitive development; understand learners by utilizing the principles of the personality, and identify supplies-taught learners.

- b. Designing learning, including understanding the foundation of education for the sake of learning. Sub competencies has essential indicators: understanding the educational foundation, apply theory and learning; determine instructional strategies based on the characteristics of learners, the competency and teaching materials, as well as draft the strategy selected based learning.
  - c. Sub competencies implementing learning has essential indicators: arranging background (setting) learning, and implementing learning conducive.
  - d. Sub competence to design and implement instructional evaluation has essential indicators: designing and implementing evaluation (assessment) process and learning outcomes on an ongoing basis with a variety of methods, analyzing the results of the evaluation process and learning outcomes to determine the level of mastery learning (mastery learning), and utilize the assessment of learning for the improvement of the quality of learning programs in general.
  - e. Sub competencies develop learners to actualize all its potential, has an essential indicator: facilitating learners to develop a range of academic potential, and facilitate learners to develop a range of non-academic potential.
3. Professional Competence

Professional competence is the mastery of learning materials is broad and deep, which includes mastery of subject matter in the school curriculum and the substance of the shade material science, as well as mastery of the structure and methodology of science. each sub-competency has the following essential indicators;

- a. Sub competencies mastered the science of substance related to the field of study has an essential indicator: understanding the teaching materials are in the school curriculum; understand the structure, concepts and methods of science that overshadow or coherent with teaching materials; understand the relationships between concepts related subjects, and applying concepts scientific concepts in everyday life.
- b. Sub competencies mastered the structure and methods of science have an essential indicators.

#### 4. Social competence

Social competence is the ability of teachers to communicate effectively with students, fellow teachers, staff, parents/guardians of students, and the surrounding communities. This competence has subkompetensi with essential indicators as follows:mastering the steps of research and critical analysis to deepen kno wledge/subject material.

- a. Able to communicate and interact effectively with learners. Sub competencies has essential indicators: communicate effectively with students.
- b. Able to communicate and interact effectively with fellow educators and education personnel.
- c. Able to communicate and interact effectively with parents/guardians of students and the surrounding community.

Thus, characteristics of a person who performs professional teachers would also refer to these indicators. Or in other words being a professional means to be an expert in his field, and an expert (expert) must carry out the work with no perfunctory and only pursue the sheer quantity but quality elements being resized.



## Multiple Intelligences in Students in School

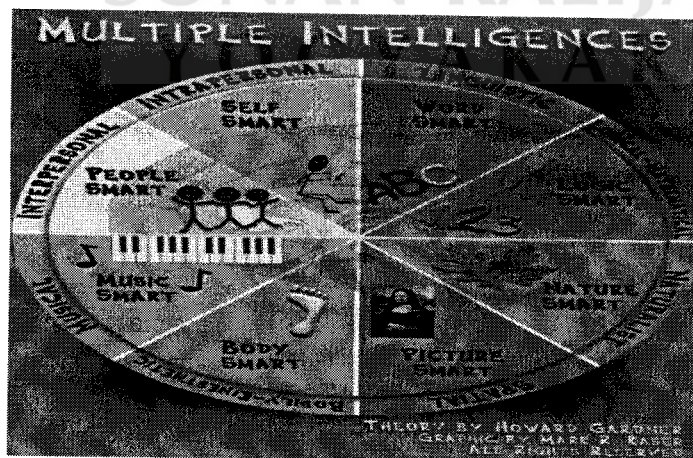
The theory of multiple intelligences opened a new paradigm for many people good parents, academics, educational practitioners, to the observer education and much more. This theory better understand the meaning of the uniqueness and the uniqueness of each child, thus changing the way that the child looks at academic achievement in school, not always able to show that the child is more clever than other children.

The theory of multiple intelligences was proposed by Howard Gardner in 1983, a prominent psychologist from Harvard University. This theory is based on observations appear Gardner, who saw that a child in school, with a prominent academic achievement, not then automatically said to be more intelligent, than children who look effortlessly follow school and spend more time playing or exercising. *Intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display.* According to intelligence children can not only be seen from his achievements in school. Children who fall behind in school lessons may be prominent in other intelligence areas. For example, sports, music or art.

Gardner observed frequently intelligence assessment will only be seen from a child's ability to follow an academic at school. And if all parents agree that each child is unique and has their own special potential, a lot of factors that should be examined before deciding on a smart kid or not. Then, based on the few facts he found, Gardner discovered another fact that those who suffered a brain injury, it was awesome to have the intelligence prevalent in certain areas that make it into the specialist field or even a mogul. The brain injury may be due to congenital or accident.

Based on these things, Gardner then begin to formulate the theory with intensive observations on people who either from birth or due to brain injury accident. Among the many interesting things that happen, Gardner revealed that a person who had a normal life with other like-quality capability, and then accidentally have an accident that causes injury to the brain, he suddenly has the ability to really stand out in certain areas. From these facts, Gardner saw that intelligence can be categorized and each individual has a particular tendency prominent intelligence, consciously or not. However, this prominent intelligence may be seen more significant in those with brain injury. While that does not, most likely impartial intelligence in every area of intelligence.

In his book, Thomas Armstrong (2002) also mentions that intelligence is the ability of each modality to unleash the students and make them champions, because basically every intelligent child.



Picture.1

### Multiple Intelligences



So far, only a person's intelligence is measured by IQ (Intellectual Quotient) alone, but by May Lwin IQ only measures two components of intelligence that exist in human beings, the linguistic abilities of verbal and mathematical logic. Therefore, the idea of Gardner trying to complete the IQ findings that measure a person's intelligence is not enough to simply be measured from two sides only, because it has a variety of real human intelligence more. According to Gardner, there are 8 of intelligence possessed by the child;<sup>9</sup>

1. Verbal linguistic intelligence, the ability to formulate thoughts clearly and is able to use that ability competently through the words in speaking, reading, and writing.
2. Logical-mathematical intelligence, the ability to handle along with a count of numbers, patterns and logic, as well as scientists thought.
3. Visual-spatial intelligence, the ability to see the exact picture of the surrounding natural visual, and also pay attention to the small details.
4. Intelligence rhythm of the music, the ability to store the tone in someone's mind, given the rhythm, and influenced by emotions or feelings that music.
5. Kinesthetic (physical intelligence), the ability to build an important relationship between the mind and body so that the body is able to regulate the movement of objects and creating.
6. Interpersonal intelligence, the ability to relate to the people around. It is the ability to understand and predict the feelings, temperament, mood, intentions and desires of people, and respond appropriately.
7. 7. Intrapersonal intelligence, the ability to understand themselves and the responsibility for his life.
8. Naturalist intelligence, the skills to recognize and categorize species of flora and fauna in the surrounding areas (sensitivity to natural phenomena).

By understanding and attention to intelligence possessed students, the teacher will see and treat their students equitably and humanely. Because the students acknowledge that each has its own uniqueness and distinctiveness, teachers become more thoughtful force in the process of interacting and communicating in a learning process in the classroom.

### **Teacher Professional role in developing a Multiple Intelligences Students in the School**

Along with the times becoming a professional teacher becomes a necessity. Choosing a teacher profession demands integrity and strong personality. Because the face is not an inanimate object that can be moved like a robot, but a living creature who has desires, feelings, and knowledge is very dynamic and varied.

Interests, talents, abilities, and potential-potential of the students will not develop optimally without the help of a teacher. In this regard, teachers need to pay attention to individual students, because the one with the other students have a very fundamental difference.

If a teacher can perform its role as a facilitator, motivator, and inspiration, in the process of interaction and communication in the classroom, then all of the qualities within his protégé, will open. And openness potential creativity within the students will bring their own motivation and will find it to be individuals who are valuable and meaningful.<sup>10</sup>

Among the efforts and the role of the teacher in the learning process based on multiple intelligences is to design strategies and a variety of learning methods and contains elements of the

9 Suyanto dan Asep Djihad, *Bagaimana...* hal. 80-82

10 Suyanto dan Asep Djihad, *Bagaimana Menjadi...*, hal. 22

development potential of diverse students.

Learning strategies to enhance the child's ability to develop the myriad of intelligence can be done in various ways according to its intelligence. Teaching strategies that can be done include:

A. Linguistic Intelligence (Word Smart)

- Invite children to dialogue and discussion
- Reading stories
- Playing a role
- Sound off songs or children's tales
- Keeping a journal and writing a letter to a friend

B. Intelligence Mathematical Logic (Logic Smart)

- Play puzzle or snakes and ladders
- Playing with geometric forms
- Introduction of numbers through singing, tap, and rhythmic rhymes
- simple experiment, for example, mix colors
- Introduce how to use calculators and computers

C. Kinesthetic Intelligence/Physical (Body Smart)

- Encourage children to dance together
- Playing a role
- Playing the drama
- Exercising
- Impersonate another person's movements

D. Intelligence Visual Spatial (Picture Smart)

- Invite children to paint, draw, or coloring
- Provide opportunities for children to scribble
- Make a craft
- Describe the objects referred to in a song or poem
- Playing beams, lego, or puzzle

E. Intrapersonal Intelligence (Self Smart)

- Conversing about the ideal
- Fill out a simple diary or journal
- Playing facing the mirror and describe or tell what he saw
- Invite children to imagine the cast of a story in a book
- Make a schedule of daily activities

F. Interpersonal Intelligence (People Smart)

- Make rules through discussion with the family

- Provide opportunities responsibilities at home
- Train children to appreciate differences of opinion
- Develop a friendly attitude and caring fellow
- Train children to say thank you, ask for help, or apologize
- Exercising patience to wait their turn

#### G. Musical intelligence (Musical Smart)

- Encourage children to play musical instruments, either real or musical instruments homemade musical instruments
- Ask children to create their own rhythm
- Discography, namely the search for a song or piece of song lyrics that relate to a particular topic
- Ask the children to compose a simple song to replace either alone or with the melody of his verse
- Imitate a variety of tones, play instrumental music, and invite children to sing alone or together

#### H. Naturalist Intelligence (Nature Smart)

- Work nature
- Telling what is seen when looking out the window
- Keeping animals or bring the animal to the class and the children were asked to observe
- Planting trees in the yard and noting its development
- Creating a simple herbarium or create garden/park as a joint project

According to Gardner, as quoted Suyanto and Asep Djihad that if each person enough support, enrichment, and teaching, then that person has the ability to develop the eight intelligences to the high level of performance is sufficient.<sup>11</sup>

Thus, being a true professional teachers are required to carry out their profession that can accommodate all the interests, desires, and needs of each individual is unique and diverse. And by knowing the multiple intelligences, then the teacher will always provide treatment tailored to the indicators present in the students, because it could be a child who is less intelligent linguistic, or mathematical, but the child may actually smarter than the kinesthetic, and so on. In other words, the teacher is supposed to be a professional teacher who has a perspective that is more wise, creative and innovative. And teacher who continues to explore his or her creativity is a teacher learners who are hungry for insight, knowledge, and experience.

## CONCLUSION

Being a professional teacher is certainly not simply demanding the right to benefits obtained professionalism. But must also be balanced with duties and responsibilities that should not be taken lightly. Among the duties and responsibilities that must be carried out in the learning process is to apply the learning to accommodate all the needs and trends of students who are by nature unique and diverse.

11 Suyanto dan Asep Djihad, *Bagaimana Menjadi...*, hal. 82

Being a professional teacher would be so understanding how to be a teacher who can treat their students are humane, positive thinking and uphold the principles of justice and equal rights of others.

Among the efforts and the role of professional teachers in the learning process based on multiple intelligences by way of design strategies and methods are varied and contain elements of the development potential of diverse students.

Learning strategies to enhance the child's ability to develop the myriad of intelligence can be done in various ways according to its intelligence.

Each of the students are intelligent, every student is a champion, so should the learning paradigm that must be adopted by a professional teacher. So that the learning process taking into account the diversity of interests, talents, and tendencies of each individual.

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