

# PROCEEDING

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THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR

## Values – Based Learning for Wonderful Children

Yogyakarta, November 22<sup>nd</sup> 2016

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**Teacher Education “Madrasah Ibtidaiyah”**

Faculty of Tarbiya and Teacher Training  
State Islamic University Sunan Kalijaga  
Yogyakarta

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**“Values - Based Learning for Wonderful Children”**

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**Faculty Islamic Education and Teacher Training**  
**Islamic State University Sunan Kalijaga**  
**Yogyakarta**  
**November, 22<sup>nd</sup> 2016**



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**PREFACE: PROCEEDING THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR  
“Values – Based Learning for Wonderful Children”**

*Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabihajmain. Ammaba'du.* Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3<sup>rd</sup> Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3<sup>rd</sup> Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22<sup>nd</sup> 2016

International Seminar Committee

## PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3<sup>rd</sup> Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22<sup>nd</sup>, 2016

Editorial Team

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# BUILDING SELF-CONFIDENCE THROUGH MULTIPLE INTELLIGENCE - BASED MATHEMATICS LEARNING

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## **Abstract**

Starting from the view that students who have low achievement in mathematics is often perceived as less intelligent. This causes the students become less confident. Self-confidence is believing in yourself, optimistic, courageous and not influenced by others in order to overcome or face problems in appropriate conditions. The confidence should be built from an early age through the potential of the students. One of the potential that is the potential of multiple intelligences. Biopsikologis multiple intelligences is the potential or capacity related to the eight areas of intelligence that is linguistic, logical-mathematical, spatial, kinesthetic, music, interpersonal, intrapersonal, and naturalist. Learning math intelligence-based compound can be an alternative to building student confidence.

**Keywords:** self-confidence, learning math, multiple intelligences

## **INTRODUCTION**

Mathematics is a subject that is still considered difficult by students. So the math is still a frightening specter. This is compounded by the view that students who have low achievement in mathematics is often perceived as less intelligent. Low achievement in mathematics also led to students being less confident. Though each student is basically individuals who have characteristics and different intelligence. Each student was awarded the brilliance of each and potentially amenable to a combination of multiple intelligence they have. Multiple intelligences can be used as an alternative in empowering students through learning that accommodates multiple intelligences of students. Teachers can design based on multiple intelligence learning math in an effort to foster self-confidence of students.

## **DISCUSSION**

### **1. Self- Confidence**

Willis (Gufron & Rini, 2010: 34) says that confidence is the belief that one can overcome a problem with the situation best and can provide something nice for someone else. According McElmeel (2002: 27), “confidence is a faith or belief in one self and one’s own abilities to succeed. It is the belief that one will act in a right, proper, or effective manner “. The point is that confidence

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is a belief in oneself and itself which can control these capabilities. Self-confidence can also be interpreted with confidence someone to do the right thing, proper and effective manner. Also according to Fathurrohman, Suryana, & Fatriany (2013: 79) “Confidence can also be interpreted as an attitude of confidence in the ability themselves to the fulfillment of the achievement of every wish and hope”.

Lauster (Ghufron & Rini, 2014: 34) states that there are some aspects of self-confidence, which are:

- a. Confidence in the ability of self, that a person’s positive attitude about himself that he meant what he was doing.
- b. Optimistic, namely the positive attitude person who always holds good in the face of all things about yourself, hope, and willpower.
- c. Objectively, that is, those who believe themselves looking at problems or everything properly according to the truth and not according to personal truth or by himself.
- d. Responsible, someone who is willing to endure everything consequent.
- e. Rational and realistic, that the analysis of the problem, a thing, an event by using thought unacceptable to think in accordance with reality.

Based on the opinion of some experts, it can be concluded that self-confidence is believing in yourself, optimistic, courageous, and not influenced by others in order to cope or deal with the problems in appropriate conditions.

## **2. Multiple Intelligence**

According to Gardner (1995: 202) “an intelligence is a biological and psychological potential; potential that is capable being Tirrenus to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that Affect a person “. This opinion shows that intelligence is a potential biological and psychological, in which this potential can be realized to a greater extent or smaller as a consequence of the experience, cultural and motivational factors that affect a person. Furthermore, Gardner (1995: 203) mengemukakan “is an intelligence capacity, with its component processes, that is geared to specific content in the world (such as musical sound or spatial patterns)”. Based on this opinion the intelligence is defined as the capacity, where capacity is aimed at specific content.

Gardner also stated (Fleetham 2006: 17) “Intelligence is biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in culture”. Intelligence as biopsikological potential to process information that can be activated in a cultural setting to solve problems or make products that have cultural value.

Intelligence is usually defined as the ability to answer the grain in the traditional IQ tests, but Howard Gardner refuted this argument and stated that people have at least eight different intelligences. The eight areas of intelligence relates to the ability of individual linguistic, mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Moore, 2009: 50). On development, Gardner (Armstrong, 2009: 182) wrote about the possibility of a ninth intelligence that existential intelligence. But Connell (Yaumi, 2012: 229) says that “existential intelligence is the intelligence that Gardner Refers to as half intelligence Because he could not find a physiological location for it in the brain”. Tesebut statement stating that Gardner himself still

mendudukan existential intelligence as half or rudimentary intelligence into an intelligence because the location has not been found in the human brain physiology.

Armstrong (2009: 184) states “Although the existential intelligence is not perfect fit in terms of Gardner’s criteria (this being the reason why he has still not fully qualified it for entry into MI theory), there are enough point of confluence to warrant this intelligence being taken seriously by educators as a new intelligence on the block “. Though the existential intelligence does not fit in the criteria Gardner (this being the reason why this intelligence is still not fully qualified for admission into the theory of multiple intelligences), there is enough to ensure the unification of the points of this intelligence is taken seriously by educators as the new intelligence.

Based on the theory of multiple intelligences proposed by Gardner can be concluded that the compound is a potential biopsikologis intelligence or capacity related to the eight areas of intelligence that is linguistic, mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

### **3. Build Confidence-Based Mathematics Learning Through Multiple Intelligences**

The initial step in building confidence teacher student starts with planning lessons. Moore (2009: 28) argues, “to maximize learning, planning must address learning styles and multiple intelligences”. To maximize learning, instructional planning must pay attention to the learning styles and multiple intelligences. This opinion pressure the intelligence compound that can be empowered to plan learning to achieve the expected learning competencies, including in mathematics. For the learning plan should consider the potential for multiple intelligence possessed by the students. In addition Hoerr (2000: 5) states “using MI teacher can allow a student to use Reviews their strengths to demonstrate what they have learned”. Teachers who use multiple intelligences can give students the opportunity to use the strongest intelligence to demonstrate what they have learned.

According Chatib (2009: 119) “in the world of education, theory of multiple intelligences offers an opportunity for teachers to be able to develop innovative teaching strategies”. This opinion is in line with Hoerr (2000: 33) states “MI can be used with a variety of instructional strategies, such as lectures, learning centers, projects and exhibitions and as part of coverative learning activities”. Multiple intelligences can be used with a wide variety of learning strategies, lectures, learning-centered, project and exhibition, and part of cooperative learning activities.

In practice, the theory of multiple intelligences assume that every student has the intelligence (Hoerr, 2000: 14). The concept of multiple intelligence focuses on the uniqueness of the realm in which the teacher always find an excess of children. Through multiple intelligences no student who can not, because every child has the advantages (Chatib, 2009: 92). Through surplus assets, the students are given the opportunity by the teacher to present and do math in their own way so that the confidence of students getting awakened.

The theory put forward Gardner kecedasan compound can be used as two kinds of valuable tools for teachers to make classroom learning more focus on individual ability (Moore, 2009: 50). First, the multiple intelligences can be used by teachers to assess where students’ abilities are. Second, the multiple intelligences can be used as a reference to design classroom activities that can provide the opportunity for students to experience working in different areas of intelligence. This is in line with the opinion of Hoerr (2000: 33) states “MI Allows educators to know their students,

to identify the way they learn, and to be creative in creating curriculum and assessment tools". MI allows for teachers to know his students, to identify how they learn, creative in creating curriculum and assessment tools.

To build confidence student teachers are required to be creative in preparing plans and learning materials that accommodate multiple intelligences of students. As a first step for designing multiple intelligence based learning that is by knowing mapping students' intelligence. The way to do that is by conducting a survey of multiple intelligences in the classroom before the learning undertaken. After knowing the potential intelligence of the students, teachers began designing to facilitate student learning through multiple intelligence of the students in order to mecapai competence. This is in line with the main task of teachers is contained in Permendikbud number 60 (2014: 413) states that the main task of the teacher is trying to develop all potential learners optimally, so that they can be independent and develop into intelligent human beings, both intelligent physical, intellectual, social, emotional, moral and spiritual.

Here is an explanation of the potential eight multiple intelligences that can be a capital for teachers in foster students' confidence in learning mathematics

a. Linguistic Intelligence

Linguistic intelligence is the ability to use words effectively, both orally and in writing. According to McKenzie (2005: 12) "this intelligence includes the ability to express oneself Orally and in writing, as well as the ability to master foreign languages". This means that this intelligence includes the ability to express themselves orally and in writing, and the ability to master a foreign language. Based on this, linguistic intelligence is described with a person's ability to speak, speak and write (Sefrina, 2013: 40). According Yaumi (2012: 43) there are some learning activity is very loved by those who have linguistic intelligence include reading, storytelling / storytelling, writing journals, practice speaking, and debate / discussion. According Widjanti (2012: 3) to accommodate students with high linguistic intelligence, math teacher can present a problem / issue math narrative form, then asked the students were deemed to have high linguistic intelligence to explain verbally what is known and what is being asked. With confidence it is expected to grow students because students are given the opportunity through its intelligence.

b. Logical- mathematical Intelligence

Logical-mathematical intelligence is the ability to use numbers effectively. According Yaumi (2012: 63) logical-mathematical intelligence, or known as smart pointers including scientific capabilities (scientific) which is often called critical thinking. This intelligence is related to the ability of math and logic skills a person (Sefrina, 2013: 67). Mathematical abilities in question is the ability to use and manipulate the numbers and be able to understand the patterns of numbers / formulas well. According to Diana (2006: 124) children with this intelligence has numeracy / arithmetic good (excluding the head), likes to ask and understand cause and effect, like strategy games (such as chess), like to experiment, and others. Some learning activities that can be used to grow and develop logical-mathematical intelligence is critical thinking, experimenting, asking questions Socrates models, and solve the problem (Yaumi, 2012: 66). According Widjanti (2012: 4) will be the preferred method of the invention dents students with logical-mathematical intelligence is high..

c. Visual- spatial Intelligence

Spatial or space is the ability to understand the visual- spatial world accurately and making the changes in these perceptions. According Yaumi (2012: 88) people who have visual intelligence tend to think in pictures and very good when learning through visual presentations such as movies, pictures, videos, and demonstrations that use props. This intelligence involves sensitivity to color, line, shape, space and relationships that exist between these elements. It ability to visualize, represent visual or spatial ideas graphically, and orient themselves appropriately in a spatial matrix. According Widjajanti (2012: 4) to facilitate visual- spatial intelligence in math learning, teachers can present certain material using a power point of interest.

d. Bodily- Kinesthetic Intelligence

Kinestetik- body intelligence is the expertise to use the whole body to express ideas and feelings and agility in using hands to create or change something. According Sefrina (2013: 101) This intelligence is closely related to body motion or motor movement. Additionally, kinesthetic body movement also relates to feel something by using the senses perabanya. Some activities that used to grow and develop kinesthetic intelligence including field studies, role playing, and mime (Yaumi, 2012: 109). According Widjajanti (2012: 4) to utilize and develop kinestetik intelligence of the students, the mathematics teacher can design a hand-on activities. Allowing students to move in its class, giving students the opportunity to demonstrate use of props in front of the class, or doing math games that require movement..

e. Musical Intelligence

Musical intelligence is the ability to sense, discriminate, transform and express musical forms. This intelligence includes sensitivity to rhythm, tone or melody, and timbre or tone color in a piece of music. According Yaumi (2012: 128) people who have musical intelligence is considered to have a strong appreciation of music, easy to remember songs and melodies, have an understanding of tone color and composition, can distinguish the difference between the pitch and generally happy immersed in music , According Widjajanti (2012: 3) started learning mathematics by playing the song / music likely to attract the attention of students with high musical intelligence to engage in activities designed to study mathematics teacher.

f. Interpersonal Intelligence

Interpersonal intelligence is the ability to understand and make differences in moods, intentions, motivations and feelings of others. According Yaumi (2012: 143) interpersonal intelligence is the ability to read the signs and social cues, verbal and nonverbal communication, and is able to adjust their communication styles appropriately. Interpersonal intelligence is closely related to a person's ability to communicate and relate to others. This intelligence allows one to understand the mood of others, thus forming the fabric of good communication (Sefrina, 2013: 134). According Widjajanti (2012: 5) They are intelligent interpersonal usually learn best by working with others and often enjoy discussion and debate. To utilize and develop students' interpersonal, group work and discussions can be an option.

g. Intrapersonal Intelligence

Intrapersonal intelligence is self-knowledge and the ability to act adaptively based on that ability. According Sefrina (2013: 123), one of the characteristics of children with intrapersonal intelligence are prominently the children showed high confidence when doing something that feels capable of doing. Children are often revealed by the determination that he can do things that are dikuasaianya. According Yaumi (2012: 172) are generally people who have intrapersonal intelligence usually prefer to work alone in completing projects, though sometimes they need extra attention. One of the teaching strategies that can be applied to children who have a high intrapersonal intelligence is to give you time to do activities refleksi. Period of reflection one minute gives students time to digest the information presented, or to connect it to the events in their own lives (Armstrong, 2013: 98). In line with this Widjajanti (2012: 4) states that students with high intrapersonal intelligence needs to be given the opportunity to think or learn individually while before they learn in groups.

h. Naturalis Intelligence

The naturalist intelligence is expertise in the recognition and classification of various species of flora and fauna in the environment around and ability processing and exploiting nature and melestarikannya. According Yaumi (2012: 199) people who have a strong naturalist intelligence have shown an interest in the outside world or the world of animals, and this interest began to appear early. In general, a person who has this intelligence enjoy learning something by way of classifying what is learned according to certain characteristics, and a love of the outdoors. According Widjajanti (2012: 5) occasionally make math learning activities outside the classroom not only helps students with high naturalistic intelligence, but will delight the students with a variety of intelligence they have. In addition, if the learning activities are not allowed to do outdoors the teacher can bring nature into the classroom, for example with class decorate with plants to create a positive atmosphere for learning (Armstrong, 2013: 102).

## CONCLUSION

Foster self-confidence in students can be done by designing mathematical learning that facilitates the multiple intelligences of students. Teachers are required to be creative and appreciate the diversity of students' intelligence. With multiple intelligences based mathematics learning, students became more confident because teachers appreciate and try to facilitate learning according to the diversity of the intelligence of the students.

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