

INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA



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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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**Teacher Education “Madrasah Ibtidaiyah”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

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ON THE 1st 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.

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.



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DEVELOPMENT OF TEACHING MATERIALS WITH INDONESIAN COOPERATIVE MODEL FOR IMPROVING INTERPERSONAL AND INTRAPERSONAL INTELLIGENCE CHILDREN AT ELEMENTARY SCHOOL FIFTH GRADE

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ABSTRACT

The learning process should be conducted in an interactive, fun, challenging, and motivating the students to participate actively. Therefore, the need for the development of teaching materials that can motivate students to be more active in the learning process. The availability of teaching materials that will make the students more varied much get a chance to learn independently and reduce dependence on the teacher. Reality in schools, many teachers are fixated on one teaching materials such as text books which only emphasizes on cognitive abilities. It causes learning to speak sometimes lacking in accordance with the expected competencies. Many teachers who actually makes speaking activities as activities that dibelajarkan with cursory. In fact, as the most basic abilities, speaking activities should be taught to practice talking to the maximum so that interpersonal and intrapersonal intelligence can be increased. Based on these facts, the researcher aims to develop teaching materials speak to the Cooperative Model to improve intrapersonal and interpersonal fifth grade elementary school children according competencies expected. .

Pengembangan teaching materials speak to the cooperative models menggunakan Dick & Carey model using a process approach, which includes requirements analysis, design, production, evaluation, dissemination and implementation. Requirements analysis phase includes library research and field study. The design stage of learning includes creating a learning syllabus. Production phase includes drafting, gathering support materials, instructional modeling, application development based on the draft, and test a modular fashion. Evaluation phase includes validating matter experts and media experts, one -on-one testing, small group testing, and field trials. Dissemination and implementation phase is to disseminate the products that have been revised for use in learning. Data were collected using observation sheets, questionnaires, and tests, and then analyzed by descriptive qualitative.

The results showed that the quality of teaching materials Indonesian pengembangan with cooperative models for elementary students are included in either category, with an average score of 4.20 out of a range of values 1-5. Aspects of learning showed an average content of 4.36 4.26 aspect. The results of the pretest and posttest were conducted on field trials showed that the use of this learning model has a good impact on the improvement of students' intrapersonal and interpersonal. Of the 31 students, there are 26 students who have shown good improvement, which scored ≥ 65 . Thus, the percentage of mastery learning after using the teaching materials developed

was 80.6 %, including passing grade in the category is “ very good”.

Keywords: *textbook, cooperative, Intrapersonal, Interpersonal*

INTRODUCTION

A. Background

Quality of life of a nation is determined by education. The role of education is critical to creating a life that is intelligent, peaceful, and prosperous. Article 31 of the 1945 Constitution mandates the government to organize a national education system. National education system run by the government through the Ministry of Education set national education goals. At the macro level of national education educational organization which aims to establish autonomous education that can provide innovation in educational institutions towards an ethical, reasonable, and have a healthy human resource and tough. Micro level of national education aims to form a man of faith and fear of God Almighty, ethical (and insightful civilized culture of Indonesia), has reason (advanced, proficient, intelligent, creative, innovative and responsible), capable of social communication (orderly and litigious, cooperative and competitive, democratic) and able-bodied men to become independent (Mulyasa ; 2005).

One step to realize the goal of education in Indonesia is convening the learning process. The learning process will be managed to the maximum, when a teacher careful in selecting teaching materials and the management of learning in the classroom. Facts on the ground showed that teachers still prefer to apply the learning to the old paradigm, there is no interactive communication between teachers and students, more teacher dominated learning so that all of it could lead to students feeling bored and miserable, further pembelajaranpun goals are not achieved.

1) Learning Indonesian in Primary Schools

Indonesian has the position as the national language or languages of the country. The position of Indonesian as a language of instruction in the country serves as educational institutions, cultural development, science and technology development, as well as a means of transportation in the interests of the state. In essence, learning a language is learning to communicate. Therefore, the learning process is directed to improve the Indonesian language ability, comprehension, and use (Kurniawan, 2003, in Suminto A. Suyuti, 2007:

The main function of language is a communication tool (Asep Ahmad Hidayat, 2006). Learning the language is very urgent because the language is key in communicating both formal and non-formal (Iskandarwassid, 2008). Therefore, language learning should be done as early as possible on each individual, so that the use of Indonesian is good and right for the purposes of communicating can be directed.

According Sabarti Akhadiyah (1992), all four language skills are very closely related to a person's thinking process. Therefore, one's language reflects his thinking, the person skilled in speaking the more brighter way of thinking anyway, because language skills training means training thinking skills, learning Indonesian so useful as a means of developing reasoning, thinking skills, and the ability to broaden their horizons. Given the function of language as mentioned, the Indonesian subjects was instrumental in the development of students both academically and socially. As noted by Vygotsky, that language is the most important tool used by humans in mental development and developing simultaneously with

one thought in social interaction (Schleppegrell, 2004).

2) Cooperative Learning

Cooperative learning is one pemebelajaran models that emphasize the attitude or behavior together in work or helping regular amongst the group, which consists of two or more. Where each group consists of a diversity of abilities, perform a variety of learning activities to improve their understanding of the learning studies presented so that they can together achieve success. Similar feelings were expressed by (Johnson & Johnson, 1993), one of the models pemebelajaran which can be defined as a structured system of learning groups, namely: (1) positive interdependence, (2) individual responsibility, (4) personal interaction, (5) cooperation skills, and (6) the process group.

While the goal of cooperative learning is the creation of a situation where individual success is determined or influenced by the success of the group (Slavin, 1994) and a study is successful when (1) obtain results academic learning, (2) accept the individual differences, and (3) improvement of social skills (Ibrahim et al, 2000).

3) interpersonal and intrapersonal intelligence

Learners are created as unique beings, each given its advantages and disadvantages, and has a lot of potential to be accommodated through learning activities in schools challenging because knowledge was not given, but constructed by students (Vienna Sajaya ; 2009). This shows that each individual has diverse types of intelligence, so each student can absorb and actualize the information and knowledge within their respective level of intelligence. Intrapersonal intelligence is the intelligence to understand themselves, the intelligence to know who he was, to act adaptively based on the introduction of self that encourages children to have a strong independent character. In addition, they have a great confidence and pleasure to work based on the program itself vigorously. And the characteristics of children who have intrapersonal intelligence include (1) knew him well, has a strong intention to improve yourself, (2) easy to accept input, (3) know what they want and persistence of achieving goals.

While interpersonal intelligence is a person's ability untu kmengamati and understand intentions, motivations, and feelings of others by looking at differences in mood, temperament, motivation, and ability. This includes the ability to establish and maintain relationships and to know the various roles contained in one group, either as a member or leader.

Learners who have interpersonal kecerdaan dikatan can have social intelligence, while social intelligence is the most important thing in life where they will be able to effectively defend human social. The characteristics of children who have good interpersonal intelligence are: (1) bonded with the parents and interact well with others, (2) establish and maintain social relationships, (3) identify and use a variety of ways in dealing with the others, (4) feeling, mind, motivation, behavior and lifestyle, (5) participate in collaborative activities and receive a variety of roles that need to be carried out by subordinates to leaders in a joint venture.

Intrapersonal and interpersonal intelligence is not solely owned by each person, but to have it there is a process that must be gone through, the interpersonal and intrapersonal learning process by means of : (1) establish a positive environment, (2) collaborative learning, (3) conflict management, (4) appreciate the difference, (5) develop diverse perspectives. Thus the teaching materials that are innovative, creative, and challenging variety needed to optimize the potential of each learner. It is thus researchers at menitiberatkan research on the development of teaching materials Indonesian kooperatif model. Development of teaching materials prepared Indonesian

cooperative learning model for the learning process in schools can be implemented optimally suit the expected competencies. Given the teaching material with the cooperative model, students will increase intrapersonal intelligence and interpersonal competencies children learn some lessons in Indonesian to be mastered.

A. Problem Formulation

Based on the existing background, the formulation of the problem is ;

1. how the development of teaching materials Indonesian cooperative model for improving interpersonal and intrapersonal fifth grade elementary school children ?
2. how practical implementation of cooperative models for improving interpersonal and intrapersonal fifth grade elementary school children ?
3. how an increase in interpersonal and intrapersonal intelligence Elementary School fifth grade children after using teaching materials Indonesian cooperative model ?

B. Objectives and Benefits Research.

The purpose of this study to ;

1. describe the development process of teaching materials Indonesian cooperative model for improving interpersonal and intrapersonal intelligence Primary School children class V.
2. describe the practice of implementation of cooperative models for improving interpersonal and intrapersonal intelligence Primary children V.
3. describe an increase in interpersonal and intrapersonal intelligence Elementary School fifth grade children after using teaching materials Indonesian cooperative model. Research development of this learning model is expected to provide benefits to many parties, such as the selection of one alternative teaching materials Indonesian making learning more interesting, increase motivation and intrapersonal and interpersonal learners.

D. METHODS

This research is a development as it seeks to develop instructional materials to produce a product. Furthermore, the development of teaching materials is tested in a study in SDN 2 Burengan Kediri.

A. plan

The development of the study design using the design study model development Borg & Gall with 5 stages, namely, (1) needs analysis, (2) instructional design, (3) production and media development, (4) evaluation, and (5) dissemination or implementation.

B. Research Sites

This study will be conducted in two Burengan Elementary School fifth grade Kediri district.

C. Procedure

Development procedure described in this study as figure 1.

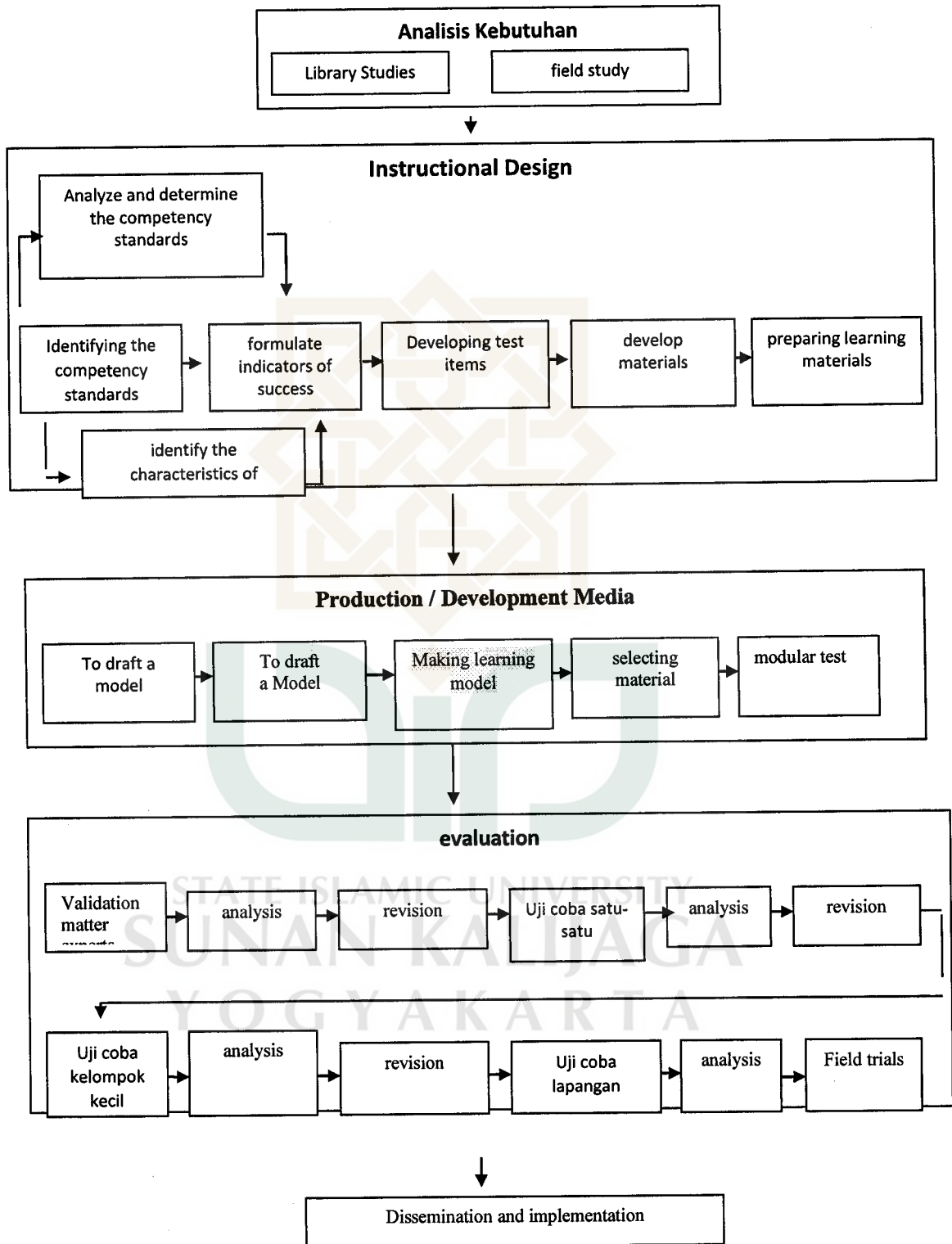


Figure 1
Figure Procedure Instructional Materials Development Indonesian cooperative model
To develop intrapersonal and interpersonal

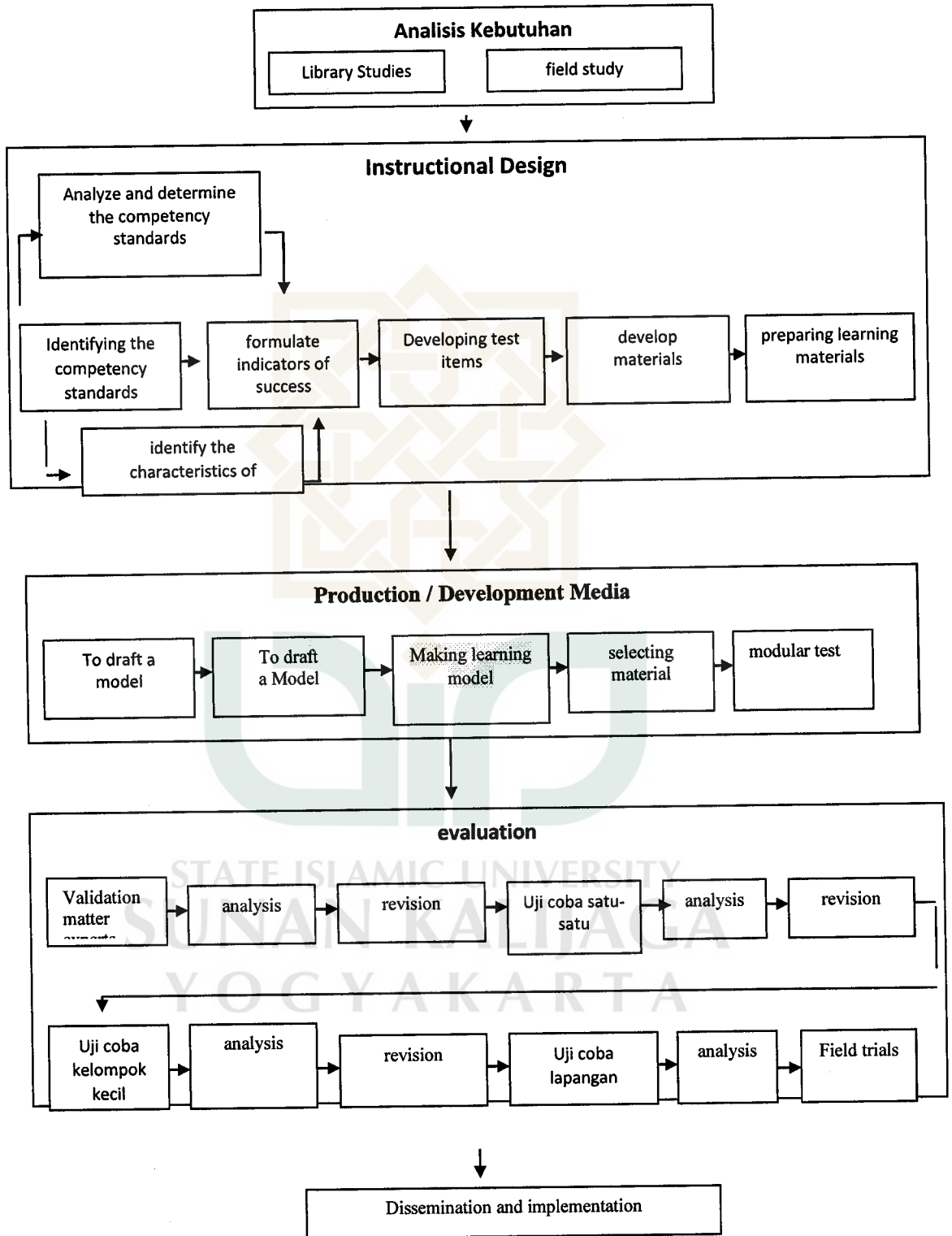


Figure 1
Figure Procedure Instructional Materials Development Indonesian cooperative model
To develop intrapersonal and interpersonal

D. Instruments and Data Analysis Techniques

A) Research Instruments

Because that will be examined is the quality aspect of the product of learning, content/materials, appearance and completeness of student learning outcomes after using the products developed, the measurement instruments used in the form of sheets of observations, questionnaires, and tests. Observation sheet used to record important events, and in the form of student responses in the process of testing the product. A questionnaire was used to measure the quality of the products developed, from the aspect of learning and content. The test is used to determine student mastery of learning outcomes after using the product developed.

As per the data above purposes, then developed indicators Indonesian teaching materials both from the aspect of learning, content/materials, and display by referring theories and expert opinions according to their field. Based on the lattice are then developed research instruments. To get the eligibility of instruments to be used, the steps taken are as follows.

- Compiling grating instrument.
- Constructing a grain of instruments based on the lattice.
- Instruments to the experts consulted material/media, to get instruments that have gained expert judgment.
- For instruments such as tests, tested on students of SD Negeri Burengan 1. This is a matter that has to get legibility, feasibility validity, and reliability. Test result data in the form of test instruments were processed with the program iteman.

B) Technical analysis of the data

Data resulting from this research is a response matter experts/media and students on the quality of the products that are developed in terms of aspects of learning, content, and display the data as well as pretest and posttest results after the learning process with the model developed. Data in the form of comments, suggestions, revisions and observations during the testing process is descriptive qualitative analysis, and concluded as input to revise the product developed. Being balanced response data in the form of experts and students collected through questionnaires, were analyzed descriptively and quantitatively with the percentage of categorization techniques.

Data in the form of a score student responses obtained through the questionnaire is converted into interval data as follows : the Excellent = 5, Good = 4, Fair = 3 Less = 2, Very Less = 1. Scores obtained, and then converted to a scale of five qualitative data, with reference to the formula quoted from Sukardjo (2005:5) as follows.

D. table 1
Conversion to Qualitative Data Quantitative Data
With Scale Five Interval Value Score Category

score	Interval Value	Category
A	$X > \bar{X}_i + 1,80SB_i$	Very Good
B	$\bar{X}_i + 0,60\bar{X}_i < X \leq \bar{X}_i + 1,80 SB_i$	Good
C	$\bar{X}_i - 0,60 SB_i < X \leq \bar{X}_i + 0,60SB_i$	Self

D	$\bar{X}_i - 1,80 SB_i < X \leq \bar{X}_i - 0,60SB_i$	Less
E	$X \leq \bar{X}_i - 1,80SB_i$	Very less

Description:

\bar{X}_i \bar{X}_i = Mean ideal score = $\frac{1}{2}$ (base + maximum score minimum score ideal).

SB_i SB_i = Standard deviation ideal = $\frac{1}{6}$ (maximum score-minimum score ideal ideal)

X = Actual Score.

E. RESULTS AND DISCUSSION.

Indonesian teaching materials to improve intrapersonal and interpersonal intelligence of elementary school students was developed based on the results of the needs analysis concluded after getting various information in them about the condition of learning in school. The collection of information is done through library and field studies. Field studies conducted through limited observation I Burengan Elementary School Kediri. Data obtained from this activity are :

1. From the literature on curriculum, textbooks and books supporting SD learning Indonesian, the data obtained. (a) The subjects Indonesian badly needed teaching materials cooperative model ; (b) The use of the cooperative model has a very good impact on the process and outcomes of learning.
2. From the observation of the learning process, interviews with students, data showed that students are less enthusiastic in learning Indonesian. The learning process is done conventionally, as a learning resource teacher convey the material through lectures. Teachers rarely use instructional media, and values of the document based on the results of the daily tests, there are still many students who have not reached the standard of mastery learning.

Description of Product Development

a. Description of Product Development Early

Early product development in the form of teaching materials Indonesian elementary school beginning with the development of instructional design (syllabus). Based on the syllabus, instructional media developed through five main steps, namely: (1) develop a draft model of teaching materials, (2) collecting the material, (3) make an application based on a draft model of teaching materials, (4) select and insert material, and (5) modular test products. The next step is the collection of support materials, such as books materials, images, photographs, and others. Once the material collected was followed by the drafting of a model to describe the form of teaching materials/models developed in the learning material. Based on the draft model of teaching materials, then all the ingredients/materials included in the teaching materials. After the initial product is completed, validated by experts materials and media experts, before tested on students. After the initial product can run smoothly, and then proceed with the " evaluation ", ie validation of the matter experts and media experts continued revision of the first stage products, continued product revision of the second stage. The trial followed the revision of the third stage of the product, and a small group trials continued revision of the fourth stage of the product, and the trial court continued the final stages of product revision. Description of the data on the test results of each stage are presented in the following description.

table 2
Expert Assessment Data on Aspects of Learning Materials

No	Indicator	Score	Criteria
1	Clarity indicators of success 3 Enough	3	Cukup
2	Consistency between basic competencies, indicators, materials and evaluation of 3 Fair	3	Cukup
3	Systematic presentation of the material 4 Good	4	Baik
4	Clarity description of the material 3 Enough	3	Cukup
5	Clarity of instructions to learn 4 Good	4	Baik
6	Ease of understanding the material 4 Good	4	Baik
No	Indicator	Score	Criteria
7	Provision of examples and not examples 4 Good	4	Baik
8	Provision of training to understand the concept of 4 Good	4	Baik
9	Provision of a summary to understand the material 4 Good	4	Baik
10	Clarity of instructions taking the test 4 Good	4	Baik
11	The quality of tests and assessments 3 Enough	3	Cukup
12	The balance of the material with test items 4 Good	4	Baik
Total Score		44	
Average		3,67	
Quality Criteria Aspects of Learning Well		good	

table 3
Data Assessment Matter Expert on the content aspect

No	Indicator	Score	Criteria
1	concept Enough	3	Truth
2	Actuality material	4	Good
3	Urgency any material 4 Good	4	Good
4	Compliance with the conditions of student material	4	Good
5	Adequacy of material to achieve the goal of	3	Truth

6	The breadth and depth of material	4	Good
7	Provision of other sources to learn	4	Good
8	The accuracy of the examples to understand the contents of	4	Good
9	Adequacy of the examples given	4	Good
10	The accuracy and use of language kekomunikatifan	3	Truth
Total Score		37	
Average		3,7	
Aspects of Good Quality Criteria contents		Good	

Based on the data in Table 1 of the assessment results matter experts on product quality in terms of aspects of learning, it is known that the average assessment score of 3.67 matter experts. This figure according to the conversion table of quantitative data into qualitative data scale of 5 (Table 7) belong to the criteria of " good ", the details of the 12 grain quality indicators on aspects of learning, 8 points (66 %) was assessed by a score of 4 (good), namely : (1) a systematic presentation of the material (2) clarity of instructions to learn, (3) ease of understanding the material, (4) giving an example and not a sample, (5) provision of training to understand the concept, (6) providing a summary of the learning materials, (7) clarity test-taking instructions, and (8) the balance of the material to the issue, 4 grains (34 %) other assessed with a score of 3 (Enough), namely : (1) clear indicators of success, (2) consistency between the basic competencies, indicators, materials and evaluation, (3) sitematika presentation of the material, (4) test and penilaian. Secara visual quality, expert judgment on aspects of learning material shown in Figure 5.

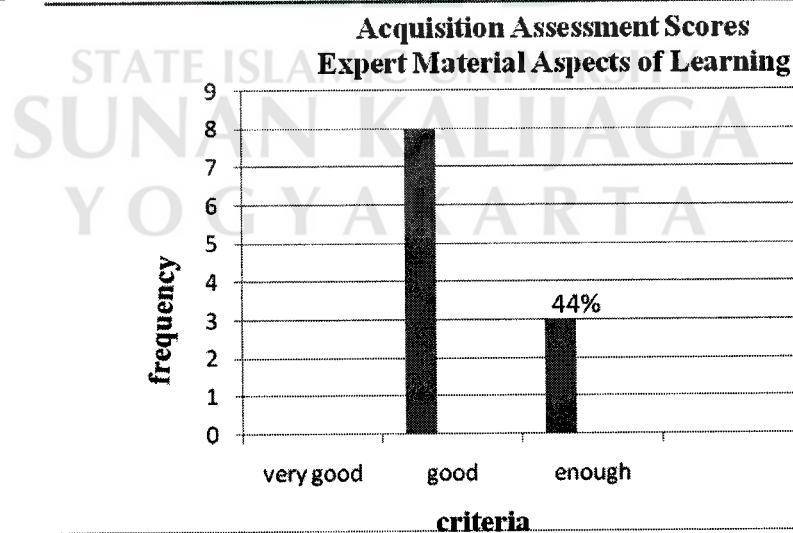
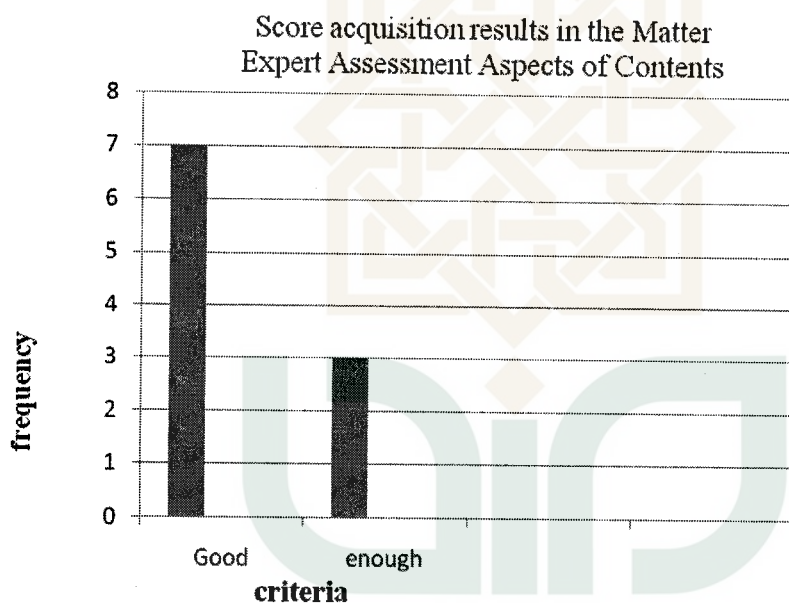


Figure 2.

**Diagram Acquisition Assessment Score
Matter Expert on Aspects of Learning**

In the aspect of content, based on the data in Table 2, the results of expert assessment material, it is known that the average assessment score of 3.7 matter experts. This figure according to the conversion table of quantitative data into qualitative data classified on a scale of 5 criteria of "Good". In detail, the quality of the 10-point indicator on the content aspect, 7 points (70%) was assessed by a score of 4 (good), namely: (1) timeliness of the material, (2) the urgency of each material, (3) the suitability of the material with the condition of the student, (4) the breadth and depth of the material, (5) providing other resources for learning, (6) an example to clarify the accuracy of the contents, and (7) the adequacy of the examples given, 3 grains (30%) other assessed with a score of 3 (Enough), which : (1) the concept of truth, (2) the adequacy of the material to achieve the goals, and (3) the accuracy and kekomunikatifan bahasa. Secara use of visual, material expert judgment on aspects of the content shown in Figure 3.



**Figure 3 Diagram Acquisition Assessment Scores
Matter Expert on Aspects of Contents**

F. Conclusions, Suggestions and Recommendations

The results of this research and development can be concluded that:

1. Development of teaching materials Indonesian to improve intrapersonal and interpersonal elementary students through five stages, namely: needs analysis, instructional design, production/media development, evaluation, dissemination and implementation.
2. After a series of trials and revisions, the cooperative model to improve the quality of intrapersonal and interpersonal intelligence developed by elementary school students in terms of aspects of learning assessed by the students with an average score of 4.26 (Very Good).
3. Judging from the content aspect, the quality of the cooperative model developed judged by students with an average score of 4.36 (Very Good).

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