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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**PROCEEDING
INTERNATIONAL SEMINAR**

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

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

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STATE ISLAMIC UNIVERSITY
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KATA PENGANTAR

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

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

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

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

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

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



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IMPROVING CHILDREN OF MULTIPLE INTELEGENCE USING CREATIVE GAMES

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ABSTRACT

This developmen early childhood t is the right time to develop all the potential of the child. If its potential is not developed early on the future development potential of the gold will be passed up. The phenomenon that occurs at this time, the children seemed more interested in leisure-time activities that are passive such as watching TV, listening to radio or watching movies, this state actually have a negative impact on the development of children's potential.

Keywords: *Multiple Intelegence, creative Games*

A. Introduction

Child born has the potential; therefore they should be equipped with creativity. Because imbued with creativity of children expected to develop according to their potential is. Environment provides the children for life by the experience. Provide sufficient experience for the child to reach their full potential.

Education is essentially having the main purpose of humanization. Humanization of Education has the basic meaning, to humanize humans. Making human back by nature. One way is to restore man to be smart and creative in order to reach full development life human values. Education seeks to encourage the student's courage to face the problems of life. Early Childhood Education (ECD) is important, because human education in the first five years later will determine the quality of life. Growing reality in today's society, parents are more liberate his children to behave passively watching TV or watching movies, and listening to the radio and play games or play tassion. Passive activity in children carries a negative influence on the development of potential

Seeing as the importance of developing the potential of children, then it should every parent or educator aware or made aware of its main tasks: educating and caring for young children. Desperately need parents or educators equip and equipped with skills as educators. Thus, it can carry out its duties and functions properly, optimum and maximum.

These papers aims bring prospective teachers understand the nature of the game and creativity in children to develop multiple intelligences. The benefit of this paper lies in how teachers believed that virtually all children are creative and the duty of teachers to maintain and develop the potential of children.

B. Discussion

The child's world is a world of play, in the lives of children; most of the time is spent with play activities. The Greek philosopher, Plato, was the first to realize the importance and practical value of play. Children will be easier to learn arithmetic through play situations. Play can be used as a medium to improve certain skills and abilities in children. The term play is defined as an activity undertaken with the use or non-use tool that generates understanding, provide information, give pleasure, and to develop a child's imagination.

Play is an activity that's fun use without tools to provide information, give pleasure and develop imagination in children. Singer (Saputra,2001: 2) Explains that the play is a positive force for the development of learners, where the latter will provide a way for children to promote the entry speed of stimulation and recording experiences. Play is an activity which fun and spontaneous in order to provide a sense of psychological safety in children. Similarly, in an atmosphere of active play, where children receive ample opportunity to explore in order to satisfy their curiosity, children are free to express their ideas through fantasy, drama, constructive play, and so on. Therefore psychologically activity playing children can develop a sense of freedom

Sense of safety and psychologically free is an essential condition for the growth of creativity. Children are taken for granted, appreciated its uniqueness, and not too fast in the evaluation, will feel psychologically safe. Similarly, children who are given the freedom to express their ideas. The state of play is thus closely related to the development efforts of the creativity of children.

when most children have a full spectrum of potential, each individual showed differences cognitive traits different. This concept has the essence of that order to each person is unique and every educator needs to be aware of and develop potential. According to Howard Gardner (1983) intelligence is the ability to capture new situation as well as the ability to learn from one's past experiences. Intelligence depends on the context, the task and the demands put forward by our lives, and not depend on IQ indigo, a college degree or a prestigious reputation. Intelligence he says is the ability to solve problems and produce products in a diverse setting and in a real situation.

In his book Frames of Mind, 1983 Garner featuring Theory of Multiple Intelligence that reinforce human cognitive perspective on Bruce Campbell (2006.2). Here are descriptions of 8 human intelligence by Gardner:

1. Linguistic intelligence

is the ability to think in words and to use language to express and appreciate complex meanings. Intelligence verbal/linguistic beneficial to speak, listen, read anything ranging from traffic signs to classic novels, and write anything from messaging and E-mail letters to poetry and agency reports.

2. Logical-mathematical

Intelligence is Logical/Math skills involve processing numbers, counting and/or skills to use logic or common sense. It is the intelligence that scientists use when creating a hypothesis and test it with experimental diligently.

3. Spatial Intelligence

It is the intelligence picture is and visualization. This intelligence involves the ability to visualize images inside a person's head or created in the form of two-or three-dimensional.

4. Bodily-Kinesthetic

Is the intelligence of the whole body, allowing a person to shaking objects and physical skills are refined.

5. Musical Intelligence

Musical intelligence involves the ability to sing a song, remember the melody of music, have a sense of rhythm, or just enjoy the music. In everyday life, we benefit from musical intelligence every time we sing the chorus, playing a musical instrument, or enjoying music on TV, radio, or CD.

6. Interpersonal Intelligence

This intelligence involves the ability to understand and cooperate with others from the start to the ability to empathize with another person's ability to manipulate large groups of people toward a common goal.

7. Intrapersonal Intelligence

It is the intelligence to understand themselves, the intelligence to know who you really are.

8. Naturalist intelligence

This intelligence involves the ability to recognize the natural forms around us. It also includes sensitivity to other natural forms.

Each has a sequence of developmental intelligence appear and grow at different times in life. Parents plays a very important to maximize the child's multiple intelligences. Any parent or educator should have a goal in each of his upbringing, which is tailored to the interests and talents of every child. Family support should be given to the highest level of achievement in this effort. The key is to apply the things that can trigger a child's intelligence and to do it repeatedly, until the neurons are connected and are not to be broken, in other words do things that are formed into a habit. In developing the potential of children parents and educators can design play activities.

For example, to maximize the intelligence of reading in children, read them a story that appeals to children as early as possible. When this is done regularly before going to bed, for example, it is not likely the child will be able to read at the age of 5 years without having to learn to read with techniques ba be bi bo bu. Because through the reading skills of children story telling visual or phonic (through hearing) can be formed. Another important thing is, play is a child's language, therefore do all in fun activities to foster interest in the child.

Maximize the intelligence mathematical; Snakes and ladders game used to introduce the figure, the rules change a little play. Parents or educators can create your own from paper and in the mix with a smart card that contains questions about the figures.

The game sheet of paper to develop kinesthetic intelligence. The Sheets of paper made by the teacher to write down the facts and placed on the floor of each small distance of two feet. For example, a teacher wants to make this game as a means to repeat the animal names and number. Example, a teacher wants to make this game as a means to repeat the animal names and number. Regulation of Games this child is not allowed to speak, they should be silent - silent in thought about this answer by jumping on the paper.

Play is an activity that is fun and spontaneous that it gives a sense of psychological safety in children. Similarly, in an atmosphere of active play, where children receive ample opportunity to explore in order to satisfy their curiosity, children are free to express their ideas through fantasy, drama, constructive play.

C. RESULT

One of the implications of the most proactive in developing multiple intelligences is the responsibility of educational institutions and parents to pay attention to their individual talents of the students.

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