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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

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

Editors:

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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**Teacher Education “Madrasah Ibtidaiyah”
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**“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"

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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 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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CHILDREN'S CONCEPTIONS OF LEARNING

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There are few phenomenographic studies investigating children's conceptions of learning. Although there have been an extensive number of studies found on children's perceptions of the schools they like (see for example, Burke & Grosvenor 2003; Pollard & Tiggs 2000), these studies are not phenomenographically oriented or related specifically to learning. Phenomenographic studies carried out by Pramling (1983) and Steketee (1997) investigated preschool and primary school children's conceptions of learning have been undertaken in Sweden and Australia respectively. Pramling (1983), Swedish preschool children with three conceptions of learning, they are: Learning as doing, Learning as knowing, Learning as understanding. Steketee (1997), Australian primary school children with 6 conceptions of learning, they are: Generic learning, Physically doing, Knowing more things, Knowing harder things, Searching for meaning, Constructing new understandings. Preschool children's conceptions of learning

The findings of Pramling's (1983) study were described in terms of what children think they have learnt and how they think this has come about (Pramling & Thylander, 1990). Three conceptions of learning were found from this investigation, namely: (1). Learning as doing, (2). Learning as knowing, (3). Learning as understanding. The conceptions were interpreted as a progression from the basic ability of 'doing' to a more complex process of 'understanding'. Learning as 'doing' in Pramling's (1983) study is an indication or awareness that the children have learnt something (for example, writing, reading, adding, or some form of behavior) to learning. The basic ability to do things like writing, reading and adding then progresses to being able 'to know something'. Learning as 'knowing', however, is not the same as 'understanding'. The former is perceived as a less complex process than the latter. For example, when children talk about facts or knowledge as an intellectual ability, they do not necessarily have meaningful understanding of the facts or knowledge.

The final stage of progression, according to Pramling (1983), is the children's ability to understand what has been learnt. Learning as 'understanding' is when the child is aware of his or her thoughts to the extent that she or he is able to relate understanding to what she or he has learnt. In this way, the conception of learning held by preschool children is similar to that of adult learners. Nevertheless, while learning as 'knowing' and 'understanding' appeared in the conceptions of learning held by university students, learning as 'doing' was absent. In Pramling's (1983) study, most of the younger children described learning as 'doing'. These children did not make any distinction between 'doing' and 'learning' (Pramling, 1983, p. 107). It can be argued, therefore, that the absence of this particular conception of learning amongst adult learners is due to their capacity to distinguish between merely 'doing' an activity and 'learning'. Adult learners regard learning as a process that entails an activity in a person's mind (Marton et al., 1993

Nevertheless, this notion can also be context related. For example, a young child may regard writing as part of learning because it is one of the basic skills that she or he has to master in preschool, but to an adult learner, writing is just a physical activity that may not necessarily help them gain more knowledge or understand a particular content or material.

Primary school children's conceptions of learning

Other phenomenographic research into children's learning has focused on primary school children. In 1997, Stekettee conducted phenomenographic research into conceptions of learning held by children in the lower, middle and upper grades of primary school in Australia. Hitherto, there had been no phenomenographic research with primary school children. The scope of her study, however, was limited to six children. Two children represented each primary level with a gender balance across all the years and levels. Six conceptions emerged from Stekettee's (1997) research, namely:

1. Generic learning
2. Learning as physically doing
3. Learning as knowing more things
4. Learning as knowing harder things
5. Learning as searching for meaning
6. Learning as constructing new understanding

These conceptions of learning are slightly different to those found by Pramling in 1983. For example, conception (4) did not appear in preschool children's conceptions of learning. Conception (4) is an advanced form of 'learning as knowing', whilst conceptions (5) and (6) relate to adult learners' and preschool children's conception of learning as 'understanding'. Conception (1), which is 'generic learning', is a new conception of learning found in this study. 'Generic learning' refers to the children's vie.

Of learning as 'something that happens through good behaviour and school attendance' (Stekettee, 1997, p. 5). This conception is neither qualitative nor quantitative and has no relation to deep or surface approach to learning. It is consistent with three additional conceptions found by Purdie et al. (1996) in a cross-cultural investigation of what Japanese and Australian secondary school children thought about learning. In this respect, learning can be seen through a socially mediated conception of its role (Gordon et al., 1998). Like Stekettee's (1997) 'generic learning', these conceptions are not readily integrated into Marton et al.'s (1993) earlier findings because it is not possible to place them into higher and lower order conceptions (Gordon et al., 1998). In this way, there is a possibility that these are not conceptions of learning, but rather, influences on learning. Nevertheless, Stekettee's investigation has demonstrated that there is a range of qualitatively different ways in which primary school children think about learning. In addition to Stekettee's (1997) work, Klatter, Lodewijks and Aarnoutse (2001) examined the learning conceptions of children in the final year of primary education in the Netherlands. The main difference between these two studies is that the former used a phenomenographic research approach (which was purely qualitative) and the latter used a combination of qualitative and quantitative research approach. Klatter et al. (2001) described the first part of their study as phenomenographic. However, their interpretation of 'learning conceptions' followed a social psychology orientation in which the term 'learning conceptions' was defined as 'multi-dimensional construct, consisting of several beliefs regarding different aspects of learning' (p. 489). Such interpretation implies that the children's experience of learning was examined as part of a broader context in which learning had occurred.

Phenomenographic research, on the contrary, aims at providing in-depth understanding of the children's learning experiences. Although not phenomenographic per se, Klatter et al.'s (2001) study is important because of the level of detail in the clustering of children's beliefs about learning. In Klatter et al.'s (2001) Dutch study, the children's beliefs about learning were clustered into five main themes: 'purpose of school; learning orientation; regulation; learning demands; and finally, mental activities' (p. 494). The findings of Klatter et al.'s (2001) study are summarised in Table 6.

Table 6: Dutch children's beliefs about learning (Klatter et al., 2001)

Themes	Beliefs
Purpose of schools	<ol style="list-style-type: none"> 1. Personal development 2. Use of knowledge 3. Personal future 4. Social aspects 5. Avoidance attitude
Goal orientation	<ol style="list-style-type: none"> 1. Task orientation 2. Ego orientation
Regulation	<ol style="list-style-type: none"> 1. Internal regulation 2. Shared regulation 3. External regulation
Learning demands	<ol style="list-style-type: none"> 1. Cognitive activities 2. Metacognitive activities 3. Social and affective aspects 4. External elements 5. Effort and attention
Mental activities	<ol style="list-style-type: none"> 1. Preparing activities 2. Processing activities 3. Curriculum subjects 4. Rehearsal activities 5. Elaboration activities 6. Organisational activities 7. Critical thinking activities 8. Regulation activities

In the first cluster, the children's beliefs were divided further into five aspects, namely: personal development, use of knowledge, personal future, social aspects and avoidance attitude. Personal development refers to 'personal growth and development' (Klatter et al., 2001, p. 494). Some examples of the children's beliefs about personal development in relation to purpose of school are: 'to become wiser', 'to know more about a subject' and 'to become more independent' (Klatter et al., 2001, p. 494). The children's beliefs about use of knowledge refer to the application of knowledge in everyday life. Personal future refers to 'circumstances and situations in the future' (Klatter et al., 2001, p. 494). For circumstances and situations in the future, the children were concerned with passing exams, getting diplomas to qualify for interesting jobs and earning money. Social aspects refer to the children's beliefs that pertain to emotional, social and interpersonal

matters. For example, learning at school provides opportunities for the children to meet friends and improve their social skills. Avoidance attitude, according to Klatter et al. (2001), refers to negative motivation caused by unpleasant situations in school. The second cluster is divided into two aspects: task orientation and ego orientation.

While the former refers to beliefs that represent a focus on expanding one's knowledge and skills, the latter refers to learning situations in which children can demonstrate their abilities. The third cluster refers to school regulations that affect children's learning experiences. According to Klatter et al. (2001), there are three types of regulations. First, internal regulation represents 'self-initiated strategies' in which children control their learning processes. For example, a child stated, 'You have to find how it works out on your own. It's no fun if the teacher gives the game away!' (Klatter et al., 2001, p. 496). Second, shared regulation refers to the children's preference to work or learn together with others. Finally, external regulation represents the children's preference for instructions or explanations. Children expressing the belief of external regulation regard instructions given by the teacher as very important in the process of learning.

The fourth cluster describes the children's beliefs about learning demands in school. Five types of learning demands were identified by the children, namely: cognitive activities, meta-cognitive activities, social and affective aspects, external elements, and finally, effort and attention. Some examples of cognitive and meta-cognitive activities are: memorising, thinking, understanding, listening, planning, and taking notes. Social and affective aspects include friendship, personality traits, family affairs and pleasure. External elements refer to 'elements that are beyond the children's control' (Klatter et al., 2001, p. 497) such as brains, age and prior knowledge. Finally, effort and attention refer to the extent to which children work hard for achievement, paying attention and concentration.

The final cluster refers to the different types of mental activities that are often associated with learning, such as preparing activities, processing activities and regulation activities.

Klatter et al.'s (2001) findings illustrate various beliefs about learning held by children in the Netherlands. In contrast with Pramling's (1983) and Steketee's (1997) studies, Klatter et al. (2001) explored children's beliefs about learning in relation to other aspects such as the purpose of school, school regulations and social activities. Nevertheless, Klatter et al.'s (2001) study highlights the significance of investigating learning from children's perspectives and therefore, strengthens the case for a study of children's conceptions of learning in Brunei.

CHAPTER SUMMARY

This chapter has reviewed three main issues related to quality primary education, child-centred pedagogy and conceptions of learning held by students from different age groups and cultural backgrounds. While there is a growing body of research into students' conceptions of learning, there is a lack of research that examines children's conceptions of learning. This study, therefore, contributes to current understandings of children's conceptions of learning by providing insights into learning conceptions held by upper primary children in government schools in Brunei. There is a significant body of research on Asian learner's conceptions of learning in the literature, but to date, there is no research that investigates children's conceptions of learning in the Brunei context. This study used a phenomenographic research approach to investigate children's experiences of learning which is described next in Chapter 3.

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