

INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**PROCEEDING
INTERNATIONAL SEMINAR**

**“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”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
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**“OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE
HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER”**

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STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

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 ashabihi ajmain. 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 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.



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

IMPLEMENTING MULTIPLE INTELLIGENCES THEORY IN THE CLASSROOM

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ABSTRACT

Multiple Intelligences theory has stimulated teachers to find more ways to help all of student in the class. It is very important that the teacher take individual differences among the student very seriously. Everyone is born possessing the eight intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences.

Keyword: *Multiple intelligences, implementation, classroom*

INTRODUCTION

Traditional views of intelligence base human intellect on the results of paper and pencil tests and statistical analysis. If a test is reasonably challenging, some students score better and some worse. Those who perform better than most are said to have a higher amount of something called "intellect," as expressed in a number or "quotient" – hence the term Intelligence Quotient, or "IQ." Traditional views assume that intellect is an intrinsic quality, like height or hair color, something we can measure and that we will carry with us for the rest of our lives. Classroom teachers with a traditional view of intelligence believe some students perform tasks better than others due to different intellectual capacities that are fixed and unchangeable.

The substance of intelligence will probably always be debated. On a practical level, IQ is defined by the tests employed to measure it. Researchers suggest that intelligence has many components, resulting in one IQ that measures a singular intellect. In the early 1980's, Dr. Howard Gardner, professor of Education at Harvard University, challenged the view that intelligence is a singular property. In an effort to understand the nature of intelligence, he proposed a theory that based intelligence not on the results of specific tests, but on the individual's ability to solve problems. In his book *Frames of Mind*, Gardner defines intelligence as "a psychobiological potential to solve problems or to fashion products that are valued in at least one cultural context."

Gardner's theory classifies human intellectual competencies in a totally new way, with more specific criteria than the traditional choice between "verbal" or "mathematical." He proposes that intelligence cannot be described as a fixed quantity, but rather can be trained and increased. Gardner further argues that each specific intelligence is independent from the others and can improve independently with use. Gardner's system of classification has already had a significant impact on how we think about the learning process, teaching, testing, and even the nature of thought itself.

Implementing Multiple Intelligences in the Classroom

Howard Gardner claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has eight intelligences. Theory of multiple intelligences is considered an innovation in learning because it helps students develop all nine intelligences that, on the other hand, represent ways people understand the world around them, solve problems and learn. They are: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinaesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.

Although the theory was not originally designed for use in a classroom application, it has been widely embraced by educators and enjoyed numerous adaptations in a variety of educational settings. Teachers have always known that students had different strengths and weaknesses in the classroom. Gardner's research was able to articulate that and provide direction as to how to improve a student's ability in any given intelligence. Teachers were encouraged to begin to think of lesson planning in terms of meeting the needs of a variety of the intelligences.

Everyone is born possessing the eight intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences. For example, the teacher can suggest that an especially musically intelligent child learn about the revolutionary war by making up a song about what happened.

To implement Gardner's theory in an educational setting, we can organize classroom into eight learning centers, each dedicated to one of the eight intelligences. The students spend approximately two-thirds of each school day moving through the centers – 15 to 20 minutes at each center. Curriculum is thematic, and the centers provide eight different ways for the students to learn the subject matter.

All students learn each day's lesson in eight ways. They build models, dance, make collaborative decisions, create songs, solve deductive reasoning problems, read, write, and illustrate all in one school day. Some more specific examples of activities at each center follow:

1. In the **Personal Work Center** (Intrapersonal Intelligence), students explore the present area of study through research, reflection, or individual projects.
2. In the **Working Together Center** (Interpersonal Intelligence), they develop cooperative learning skills as they solve problems, answer questions, create learning games, brainstorm ideas and discuss that day's topic collaboratively.

3. In the **Music Center** (Musical Intelligence), students compose and sing songs about the subject matter, make their own instruments, and learn in rhythmical ways.
4. In the **Art Center** (Spatial Intelligence), they explore a subject area using diverse art media, manipulables, puzzles, charts, and pictures.
5. In the **Building Center** (Kinesthetic Intelligence), they build models, dramatize events, and dance, all in ways that relate to the content of that day's subject matter.
6. In the **Reading Center** (Verbal/Linguistic Intelligence), students read, write, and learn in many traditional modes. They analyze and organize information in written form.
7. In the **Math & Science Center** (Logical/Mathematical Intelligence), they work with math games, manipulatives, mathematical concepts, science experiments, deductive reasoning, and problem solving.
8. In the **Natural Center** (Naturalist Intelligences), ability to recognize and categorize plants, animals and other objects in nature.

When asked how educators should implement the theory of multiple intelligences, Gardner says, that it is very important that a teacher take individual differences among student very seriously. The bottom line is a deep interest in children and how their minds are different from one another, and in helping them use their minds well.

An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. Some schools do this by adapting curriculum. Linda Campbell describes five approaches to curriculum change:

1. **Lesson design.** Some schools focus on lesson design. This might involve team teaching ("teachers focusing on their own intelligence strengths"), using all or several of the intelligences in their lessons, or asking student opinions about the best way to teach and learn certain topics.
2. **Interdisciplinary units.** Secondary schools often include interdisciplinary units.
3. **Student projects.** Students can learn to "initiate and manage complex projects" when they are creating student projects.
4. **Assessments.** Assessments are devised which allow students to show what they have learned. Sometimes this takes the form of allowing each student to devise the way he or she will be assessed, while meeting the teacher's criteria for quality.
5. **Apprenticeships.** Apprenticeships can allow students to "gain mastery of a valued skill gradually, with effort and discipline over time." Gardner feels that apprenticeships "should take up about one-third of a student's schooling experience."

With an understanding of Gardner's theory of multiple intelligences, teachers, school administrators, and parents can better understand the learners in their midst. They can allow students to safely explore and learn in many ways, and they can help students direct their own learning. Adults can help students understand and appreciate their strengths, and identify real-world activities that will stimulate more learning.

Accepting multiple intelligences theory has several implications for teachers in terms of classroom instruction. The theory states that all eight intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences. For example, when teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material. With understanding of multiple intelligences, teacher can allow student to savely explore and learn in many ways and they can help student direct their own learning. Teacher can help students understand and appreciate their strength and identify the real activities.

The example of lesson plan using multiple intelligences perspective.

This example lesson plan for elementary school grade 1.

Five Senses (Body Parts)

Subject Area: Science

Concept: Students can name and describe various body parts

Materials: Body library books, poster paper, homework paper, dittos, felt body parts, playdoh, overhead (or opaque) projector, songs and fingerplays about bodies, paper

1. Linguistic Activities:

- a. Many books are available about our bodies in our school library. Students can look at books and discuss with others the different body parts and can make drawings which they can label.
- b. Name and describe at least ten body parts.
- c. Label a class poster.
- d. Homework Idea: Draw a picture of a body and get help labeling body parts. Present to class.

2. Logical-Mathematical Activities:

- a. Students can count and write the number of body parts on a picture of a body.
- b. They could also make up counting, addition or subtraction story problems with felt cutouts of the different body parts on the felt board.
- c. Invent a new body part - what would it look like and be used for?
- d. Graph what we think is our most important body part (and explain why we think they are the most important).

3. Kinesthetic Activities:

- a. Students can touch, name and describe various body parts.
- b. Students can make different body parts out of playdoh and have others guess what they made.
- c. Play Simon Says naming various body parts.

4. Visual-Spatial Activities:

- a. Draw and label a body with various body parts.
- b. Students can create a life-size picture of a body (using an overhead or opaque projector), labeling the body parts.
- c. Students can make bodies out of playdoh and name body parts.

5. Musical Activity:

Students can sing songs or recite finger plays about the different parts of the body.

6. Interpersonal Activities:

- a. Create a class poster as described under linguistic.
- b. All four suggested math activities apply here.

7. Intrapersonal Activities:

Student can do an individual project by:

- a. drawing body parts and dictating what they are.
- b. completing a paper entitled "If I was a ____ [choose body part] then I would ____ [choose action]." drawing and dictating why various body parts are important

8. Assessment:

- a. Draw and label a body with various body parts. (V/S)
- b. Lead class in Simon Says. (K)
- c. Name and describe at least ten body parts. (Ling)

CONCLUSION

Howard Gardner's Theory of Multiple Intelligences honors and promotes the development of all seven avenues of intelligence in young children. This approach provides a framework to identify how children learn; to build on their strongest assets; to help them become more intelligent by exposing them to a variety of ways of learning; to better individualize for their interests and needs; and to use teaching strategies that make learning more efficient, successful, and enjoyable for all children. We can foster meaningful learning experiences by using multiple teaching tools and strategies and by building positive, supportive relationships with children. Through environments that offer a variety of stimulating, hands-on materials that children individually select, and by creating learning centers that provide natural opportunities to move, be active, and fully engaged in either solo or small group experiences, we better serve and meet the needs of more children. Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning.

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