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**“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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KATA PENGANTAR

Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirrabbil'alamin. Wabihi nastaa'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihii 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 sunnahnya.

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 Arif 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 membela jarkan 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 berperanan 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.

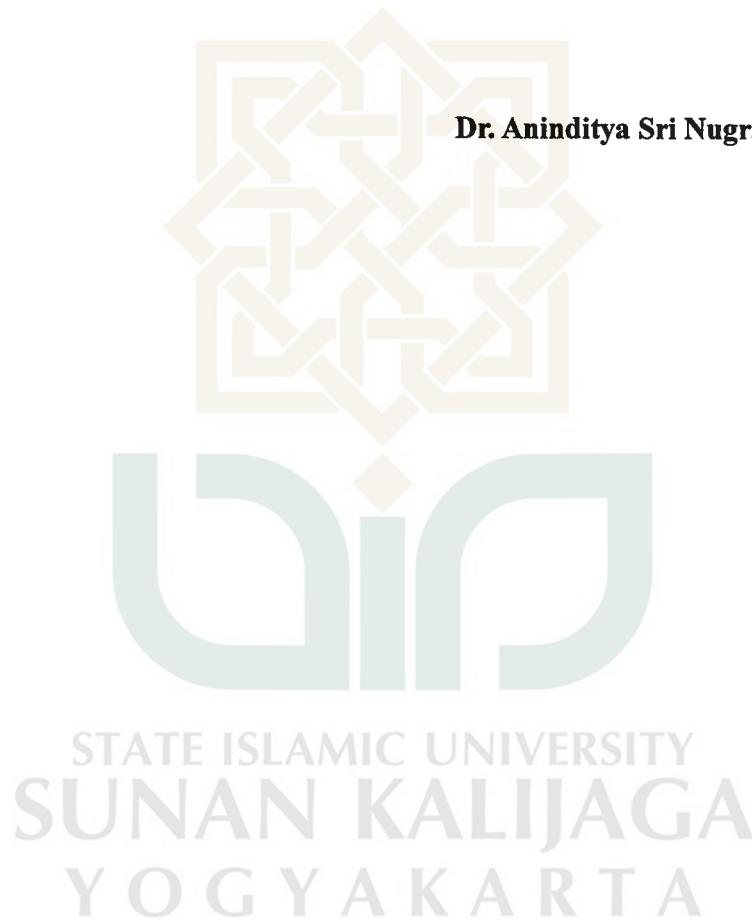
Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di 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.



THE APPLICATION OF MULTIPLE INTELLIGENCES-BASED TEACHING IN SD (ELEMENTERY SCHOOL) IMMERSION PONOROGO

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ABSTRACT

The paradigm of Multiple Intelligences (MI) approach can be applied in instructional practice in the classroom. This MI approach is found in *SD (Sekolah Dasar or Elementary School) Immersion*. Planning learning activities initiated through the execution of the MIR (Multiple Intelligences Research) that can be used for mapping the class and can be used as the basis for the selection of various strategies in making lesson plan. The Application MI approach also presents the practice of team teaching, inclusion school and strategies for outbound and fieldtrip as thematic learning implementation. MI-based assessment is conducted in ipsative authentic assessment. Ipsative assessment is an assessment that emphasize on the development of the students themselves, do not apply the ranking.

Keywords: *Multiple Intelligences, MIR, lesson plan, ipsative authentic assessment*

I. INTRODUCTION

Education is a door to enter the gates of the progress of the quality of a nation's human resources. In the Act No. 20 of 2003 on National Education System, it is stated that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual strength of religious, self-control, personality, intelligence, noble character, as well as the necessary skills for themselves, society, nation and state.

The intelligence of learners is one of the aspects that should be fostered through education. This aspect is as important as other aspects that must be developed. One reason is because the nation's future is in the hands of smart kids. This is in line with mandated by the founders of the Republic as well as in Preamble of Constitution 1945 that has been formulated that one purpose of establishing a state and a nation is to educate the nation.

As stated by Semiawan (2008:10) every child is born with different abilities, talents, and interests. To provide an opportunity to a child to get acquisition to develop optimally according to their ability, aptitude, interest, respectively, it must be considered proficiency level differences, such as differences in characteristics that become factors that influence children's learning achievement. This should have an impact on the diversity of services that facilitate the child's learning. In fact, learning in school is stuck on the pragmatic goal of success in exams.

This condition is also shown by the results of the PISA study internationally through the Programme for International Student Assessment, which measures proficiency of children aged 15 years in the fields of mathematics, science, and reading. Indonesia's position has almost become the least. Indonesia ranks 64 out of 65 countries to participate in the test (Reuters, December 5, 2013). In details, the average math score of 375 Indonesian children, the average reading score of 396, and an average score of 382 for science. In fact, the average score of the OECD are respectively 494, 496, and 501 (<http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm>).

To improve education, the various potentials and intelligence possessed child shall be explored, developed, and directed well by parents, schools, communities, government to create a superior generation that survive in a globalized world. This can be done by organizing the learning that respects the differences of intelligences of children.

According to Howard Gardner (2011), the learning process is closely related to the inclusion of all neural elements and the potential that exists in the natural life of the child. The process of learning is not simply a matter of learning, but rather concerns the best way for a person to receive and understand the information. Through the Multiple Intelligence-based learning, there is no gap of intelligence. The concept of Multiple Inteliegences (hereafter written MI) in his book *Frames of Mind: The Theory of Multiple Intelligences*, there are eight types of intelligence that each individual is linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. Studies on MI have been discussed by many experts, such as: Armstrong (2009), Jasmine (2012), Hoerr (2000), and Chatib (2010). Furthermore Armstrong (2009) states that the intelligence become the modalities for each student optimalize their competences and make them champions, because basically every child is intelligent. The significance is how to approach implementing the MI approach in the classrooms in application.

The following article is to report the results of the implementation of learning by using MI as a rationale in preparing lesson plans, implementation, and assessment of the success of the implementation of learning in SD Immersion (National Immersion Primary School). Methodologically, this study applies a descriptive qualitative method to answer the problem formulation: (1) how is the preparation of lesson plans that based on MI? (2) how the implementation of MI-based learning? And (3) how to evaluate the success of MI-based learning? The collection of data obtained using interview and observation techniques. Data were analyzed using qualitative descriptive analysis step inductive and deductive.

II. METHODS

The method used is descriptive method be qualitative. The reason the researcher uses descriptive qualitative method is grounded on the purpose of research to describe the application of learning-based MI. Description of the application of learning based on activities ranging from planning, implementation, and assessment is based on MI. The study was conducted in SD Immersion which is a Labschool at STKIP PGRI Ponorogo. The location of this school is located on campus. SD Immersion is founded in 2007. The number of each class of groups in the level 2, so that there is a 12 overall class grade. Overall the students numbered 253 students. Through the implementation of learning with this MI approach, Immersion elementary school awarded its first graduates could be the best graduates at Ponorogo in the school year 2012/2013. Data collection techniques using the technique in the school year 2012/2013. The technique of collecting data using interviews and observations. Interview technique is used to determine how the application of MI-based learning by the classroom teachers, subject teachers and principals. Observation is used

to collect data about how the learning process and the implementation of MI-based assessment is conducted. The technique begins with the analysis of the data records that are classified activities in planning, implementation, and assessment. Based on the classification of data is reduced and described in inductive and deductive.

III. RESULTS AND DISCUSSION

Applying MI-based approach at SD Immersion Ponorogo begins with an analysis of the results of the MIR. MIR is also used as starting point of making lesson plans. Implementation of Multiple Intelligences Research (MIR) involve 3 peoples that is: interviewer, analysts, and reporters. Interviewer are selected and trained. The most important requirements for interviewer is communication skills. Analyst is a certified psychologist. SD Immersion hire analyst from NEXT EDU Surabaya. Reporter is the person who reports the results of the MIR to parents. Reporters are consultants and principals. Through the MIR reporting, it is expected similar paradigm among parents and teachers about learning, learning styles and strategies on approach to children.

The use of MIR for academic interest is to be used for class divisions (mapping) in accordance with the tendency of intelligence and learning styles, teachers can serve as guidelines for selecting teaching strategies in the lesson plan. It also can be used to choose a major in college, it can be used as a data history of each intelligence students in subsequent research.

MIR results can also be used by teachers and parents to determine what the right approach to improve and develop their intelligence is. The results are recorded in the psychological MIR chart with value range 0-5 with default values at 2.5. Those who have more than 2.5 means they have a tendency intelligence above average. The MIR Report (result) presents 8 intelligences possessed by students but only four prominent intelligences that gets a detailed description of learning styles, creative activities and games or suggested to be developed. This is because the 4 most prominent intelligences are what is the rationale for developing an open brain so that the information obtained can be remembered in the long-term memory. The detailed results of the MIR in matrix are shown in the following table:

Tabel 1
The result of MIR grade 1 - 6 SD Immersion Ponorogo
2013/2014

No.	Class	Tendency of Intelligences
1	Venus	Kinesthetic, Musical, Linguistic
2	1 Mars	Spatial visual, Naturalist, Logic Mathematic, Intrapersonal
3	2 Saturnus	Linguistic, Musical, Kinesthetik
4	2 Neptunus	Spatial visual, Naturalis, Logis Mathematic, Intrapersonal
5	3 Kahuripan	Linguistik, Interpersonal, Kinesthetik, Naturalist
6	3 Tarumanegara	Logic Matematic Intrapersonal, Spasial visual,

7	4 Airlangga	Linguistic, Interpersonal, Kinesthetic
8	4 Gajahmada	Logis Matematis, Intrapersonal, Spasial Visual, Naturalis
9	5 Patimura	Linguistik, Interpersonal, Kinesthetic, Logis matemetic
10	5 Diponegoro	Intrapersonal, Spatial Visual, Naturalis
11	6 Soekarno	Linguitic, Interpersonal, Kinestetik, Logic matematic
12	6 Hatta	Naturalist, Intrapersonal, Musical, Kinesthetik

Planning learning prepare in detail in the form of MI-based lesson plan. Every teacher should make a lesson plan in preparation for learning. Lesson plan is the first cycle that must be done to produce a professional learning. Cycle Management Quality Control begins with the first step of making lesson plans by teachers. The second is the consultation stage. Lesson plan created by the teacher is to be discusses with consultant supervisor or field of study. The third step is observation, supervisor or consultant directly observe the process of learning in the classroom or in other environments. The fourth step is the feedback, the teacher asked the consultant or supervisor to explain the observation of the learning process. There are discussion to resolve the problems that occur in the learning process. These activities is in accordance with standard operating procedures that have been agreed. This feedback provides input stages and records that need to be considered to determine the activity continued existence. There are points which translated special moment that should be written after the lesson plan is implemented in the field. Special moment contains impressive things in the implementation of MI-based learning.

Based on interviews and direct observation on learning implementation in SD Immersion, Ponorogo, it can be described 4 important things in the implementation phase of MI was based learning (1) learning with a varied selection strategies based on the results of the MIR, (2) learning the concept of team teaching, (3) inclusion practice of learning, (4) strategy implementation fieldtrip outbound and thematic learning. To understand more, look at the following explanation.

The implementation of this MI-based teaching is a fun learning because learning has been using a strategy that has been adapted to the intelligence of existing tendencies. As an illustration, in grade 1 there are two parallel classes namely class 1 Venus and Mars. The two classes divided by the tendency of different intelligences. This is a logical consequence on the selection strategy. Venus Class has Kinesthetic, musical, and Linguistics intelligence tendency. Mars Class has intelligences tendency on visual spatial intelligence, naturalist, mathematical, and intrapersonal. Venus classes can be chosen strategy oriented storytelling, singing, and motion. These activities have significant impact with their brain open. This will make it easier in learning. Learning strategies that can be used by teachers in the classroom Mars is, explaining the pictures, taking them out of the room, observing nature, counting and individual work. Such activities would make it easier to digest the Mars class or lesson information.

SD Immersion Ponorogo apply the concept of team learning. Each class is guided by at least two teachers. The implementation of team teaching uses 2 team teaching models. Lower

classes namely class 1, 2, and 3 using the concept of a full team teaching, i.e: two teachers teach together for all subjects, because the teacher serves as a class teacher. They teach all subjects, i.e.: Indonesian, Science, Social Studies, Civics, Java, and Math. For certain subjects such as Religion, Sports, English and ICT are taught by subject teachers. Full implementation of team teaching in the classroom require 2 teachers collaborate in teaching either in certain subject or other subjects. Collaboration in teaching can be complementary, it could be a split in the opening and closing is done by a teacher other teachers implement instructional core.

Team teaching for high-grade teaching (in grades 4, 5, and 6) are not conducted by class teachers but by subject teacher. Implementation of team teaching in high grade is by using the concept of semi-team-teaching in each class. There are some accompanying subject teachers who accompanies the teacher for each subject. The Function accompanying teachers are working together in a teaching with class teachers. Each accompanying subject teachers collaborate and facilitate the role of what to do in teaching.

The impact of the admissions which do not apply test, SD Immersion is in the way toward inclusion. Noted there are 8 students in schools that have category ABK (Children with Special Needs) that weighed specification itself. There are 4 categories namely ABK, (a) the learning disability (LD): Fadilla and Ivory (b) Autism: Rifki and Theo, Kanza, and Arul (c) Dispraxia/social: Fahmi (d) Dyslexia/Social: Shifa. The eight students are provided with shadow teacher or teacher assistant. Eighth shadow teachers who accompany the students are among of them: Aris Nurhuda, S.Pd., Ayu Atika Krisnasari, Piko Subroto, S.Pd., Sri Purwaningsih, Sugiharti Anggun, Indah Nurtias, Rina Wati, S.Pd., Aulia Kanzul Hidayah. Shadow special teacher or mentor teacher has received training in accordance with the conditions of children within. Inclusion Programme implemented in SD Immersion is given when students are encouraged to learn in the classroom with a lesson or sometimes given individually. Daily learning and test children's crew made a PPI (Individualized instructional Program) that each child has its own program. Communication with parents is very intense. This is supported by the class committee i.e.: a forum for communication between the school and parents.

Teaching activities is to support the diversity of intelligence by conducting outbound activities and fieldtrip as thematic learning implementation. Each semester held kegiatan outbound and fieldtrip as activities that are thematically. This activity is to incorporate some of KD in some subjects. Outbound and fieldtrip performed on all classes from grade 1 to grade 6. Some themes outbound and fieldtrip has been done is the organizational structure in the Village Hunting Kertosari. This activity is the application of a social studies lesson, Indonesian and Javanese. IPS have Learnig KD recognize the organizational structure, in practice there is a lesson Indonesian use the word good question, and uses the Java language with the surrounding community. Hope this fieldtrip outbound activities and students are able to apply the lessons learned in school to apply, observe these things directly.

MI-based assessment in elementary Immersion students with competency assessment includes cognitive, affective, and psychomotor. Students who have not completed the study and given the theme diremidi questions or activities in accordance with the indicators that have not been completed. Provision Assessment conducted an authenticity that is ipsatif Penialain. Assessment is an assessment ipsatif emphasis on the development of the students themselves. The ability of students today compared to the previous ability. Authentic assessment knows no rank. Assessment is carried out in the form of a portfolio, performance, observation of behavior, and the resulting product.

IV. CONCLUSION

Based on the results of research on the application of Multiple Intelligences-based Teaching in Immersion Elementary School Ponorogo, the writer concludes:

1. Preparation of MI-based instructional planning begins with the execution of the MIR (Multiple Intelligences Research) that can be used for mapping pararel class and can be used as the basis for the creation of lesson plan. The cycle begins manufacture of teacher lesson plan, consultation with supervisor, classroom observation and feedback by supervisor.
2. The implementation of MI-based learning found learning with a varied selection strategies based on the results of the MIR, learning the concept of team teaching, learning practices of inclusion, and outbound strategies and thematic fieldtrip learning implementation.
3. The implementation of MI-based assessment of learning is done by looking at student's competencies include cognitive, affective, and psychomotor. Students who have not completed the study and given the theme remedial questions or activities in accordance with the indicators that have not been completed. Conducted an assessment that is ipsative authentic evaluation. Assessment is an assessment ipsative emphasis on the development of the students themselves, do not know the ranking.

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