

INTERNATIONAL PROCEEDING



**PROCEEDING
INTERNATIONAL SEMINAR**

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

Editors:

Saedah Siraj

W. Allan Bush

Jainatul Halida Jaidin

Fitri Yulawati



**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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Saedah Siraj

W. Allan Bush

Jainatul Halida Jaidin

Fitri Yuliawati

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

Penerbit:

BUKU BAIK

Ngringingan, Palbapang, Bantul, Bantul, Yogyakarta, 55713

E-mail: penerbitbukubaik@yahoo.com

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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 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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LEADING BASED ON THE HUMAN RESOURCES COMPETENCE AND COMMITMENT

Written by:
W. ALLAN BUSH¹

ABSTRACT

There are four categories of human resources based on competence and commitment. The first category Enthusiastic beginners, second - disillusion learner, third - capable but cautious performer, fourth self-reliant achiever. The paradigm of 21st century leadership is situational leadership. The leader is not enough to apply one style only. It is not enough yet, leader only takes a variety of styles or models. Style or model that is applied by the leader depends on the state or condition of those they lead. The same person, at different times, under different circumstances or conditions require different leadership styles. The question raised in this paper is "What kind of leadership style that is applied for four categories of human resources led?". Furthermore, it also raised the question "whether the Skill must be possessed by a leader who is able to apply situational leadership?".

Leading style for enthusiastic beginner is a directing style. Disillusion learners need a coaching style. Capable but cautious performers need a supporting style. Self reliant achievers need a delegating style. Three skills of a situational leader, they are diagnostic, flexibility, and partnering for performance. Indonesian leadership from Ki Hajar Dewantara has actually complete, but the embodiment and manifestation of the slogan has not been done. Research related to Indonesia's leadership of the concept of Ki Hajar Dewantara very necessary, for the development of science education and conservation education ideology Indonesia.

INTRODUCTION

Empowerment is the key to treating people the right way and motivating them to treat the customers right. Therefore, having a strategy to shift the emphasis from leader is imperative. For a long time, people thought there were only two leadership styles, they are autocratic and democratic. In fact, people used to shout at each other from these two extremes, insisting that one style was better than the other. Democratic leaders were accused of being too soft and easy, while their autocratic counterparts were often called too tough and domineering. Person requires less hand on supervision. The truth is, all of us are different levels of development depending on the task we are working on a particular time. To bring out the best in others, leadership must match the development level of the person being led.

Oversupervising or undersupervising – that is, giving people too much or too little direction has a negative impact on people's development. That's why it's so important to match leadership style to development level. This matching strategy is the essence of situational leadership. This writing focused the situational as the people's competence and commitment.

1. 242 Kyneton Road Metcalfe Victoria Australia 3448

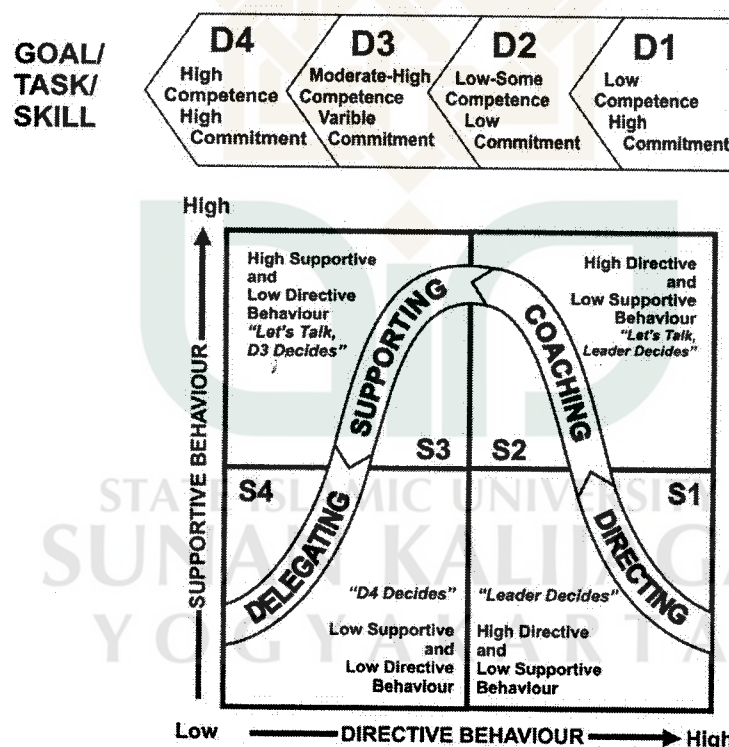
Human Resources Competence and Commitment

Competence is the sum of knowledge and skills that an individual brings to a goal or task. The best way to determine competence is to look at person's performance. How well can the people direct reports plan, organize, problem solve, and communicate about doing a particular task? Can they accomplish the stated goal accurately and on time? Competence can be gained through formal education, on the job training, and experience. It can be develop over time with appropriate direction and support.

Commitment is a factor that influence the result of doing task or job. A person's motivation and confidence about a goal or task. How interest and enthusiastic are the direct reports about doing a particular job? Are they self assured? Do they trust their own ability to do the goal or task? If their motivation and confidence are high, the direct reports are committed.

Leaders Encourage Their People to Bring Competence and Commitment

There are four development levels and the appropriate leadership styles for each. Below, the illustration of model encouraging people based on competence and commitment.



From the picture above, it can be stated that D1 is enthusiastic beginner. For D1 needs a directing style (S1). D2 is disillusion learner. They need coaching or S2. D3 is capable but cautious performer. They need S3 or supporting. D4 is self reliant achiever. They need delegating style of leadership or S4.

Skill of a Situational Leader

The leader who wants to apply situational leadership must master three skills, they are: diagnosis, flexibility, and partnering for performance. How to diagnosis the competence and commitment of human resources?

Competence is the sum of knowledge and skills that an individual brings to a goal or task. The best way to determine competence is to look at a person's performance. How well can he or she direct reports plan, organize, problem solve, and communicate about doing a particular task? Can they accomplish the stated goal accurately and on time? Competence can be gained through formal education, on the job training, and experience, and it can be developed over time with appropriate direction and support. The way to diagnosis the commitment is by knowing the person's motivation and confidence about a goal or task. How interested and enthusiastic are her/his direct reports about doing a particular job? Is he self-assured? Does he trust their own ability to do the goal or task? If his motivation and confidence are high, his direct reports are committed.

The second skill is flexibility. Flexibility is a leader ability in using a variety of leadership styles. The direct reports move from one development level to the next, the style should change accordingly. The result of a research showed that more than 50% of them use one style only and 1% use four styles.

The third skill is partnering for performance. Partnering opens communication between leader and human resources led. Increases the quality and quantity of the conversation. Partnering for performance comes in. This skill is about gaining the direct reports' permission to use the leadership style is a match for their development level. Partnering for performance also allows people to ask the manager for the leadership style he or she needs. Since partnering for performance involves this kind of give and take between leader and follower.

To Lead Means To Serve

When people here the phrase servant leadership, they are often confused. They immediately conjure up thoughts of the inmates running the prison, or trying to please everyone. Others think servant leadership is only for church leaders. The problem is that they don't understand leadership. They think you can't lead and serve at the same time. Yet you can if you understand-as we have emphasized a number of times-that leadership has two parts: vision and implementation. In the visionary role, leaders define the direction. It's their responsibility to communicate what the organization stands for and wants to accomplish. Max DePree, legendary chairman of Herman Miller and author *Leadership Is an Art*, compared this role to that of a third-grade teacher who keeps repeating the basics. "When it comes to vision and values, you have to say it over and over and over again until people get it right, right, right!"

As we know now, the responsibility for this visionary role falls to the hierarchical leadership. Kids look to their parents, players look to their coaches, and people look to their organizational leaders for direction. The visionary role is the leadership aspect of servant leadership. Once people are clear on where they are going, the leader's role shifts to a service mind-set for the task of implementation-the second aspect of leadership. How do you make the dream happen? Implementation is where the servant aspect of servant leadership comes into play. In a traditional organization, managers are thought of as responsible, and their people are thought to be responsive to their boss. "Boss watching" becomes a popular sport, and people get promoted on their upward-influencing skills. That activity doesn't do much for accomplishing a clear vision. All people try to do is protect themselves rather than move the organization in the desired direction. Servant leaders, on the other hand, feel their role is to help people achieve their goals. They constantly try to find out what their people need to perform well and live according to the vision. Rather than wanting people to please their bosses, servant leaders want to make a difference in the lives of their people and, in the process, impact the organization. To help you realize that servant leadership can occur in any organization.

Indonesian Leadership

Education has formulated a model of leadership a long ago. Leadership in education initiated by Ki Hadjar Dewantara. Looking at the contents of Ki Hadjar Dewantara leadership, actual meaning contained in it is situational leadership. A very famous slogan of Ki Hadjar Dewantara is *Ing Ngarso Sung Tulodho, Ing Madyo Mbangun Karso, Tut Wuri Handayani*. The slogan is the embodiment of leading the human according to people they lead. How to model a leader's leadership when dealing with people who have the ability (reading competence and commitment) are different from one another. To the people who do not have or lack the commitment and competence, then applied the model is *Ing Ngarso Sung Tulodho*. For people who already lack the competence or commitment, then the model of leadership is *Ing Madyo Mbangun Karso* And those who already have the competence and commitment to implement the model *Tut Wuri Handayani*.² Ki Hadjar Dewantara leadership has actually complete, but the embodiment and manifestation of the slogan has not been done. Research related to Indonesia's leadership of the concept of Ki Hadjar Dewantara is very necessary, for the development of science education and conservation education ideology Indonesia.

CONCLUSION

1. Leaders must have the ability to understand the circumstances that led human resources. Should at least be able to understand the competence and commitment of human resources lead.
2. Paradigm is leading the 21st century that adapts to the circumstances that led human resources. Therefore, the leader must have the ability to think flexibly. The definition is not rigid flexible own way, but adjusting the lead.
3. To be able to apply situational leadership, a leader must have the skills of diagnosis, flexibility, and partnering for performance.
4. Faced with the same person at different times required different lead models, due to the different conditions and situations.
5. Situational leadership philosophy has been declared by the Indonesian leader decades ago with the term *Ngarso Sung Tulodho Ing, Ing Madyo Mbangun Karso, Tut Wuri Handayani*.
6. All types of work, let alone work lead, the essence of the work is service.

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