

**DEVELOPING VERBAL-VISUAL INTELLIGENT THROUGH  
OBSERVATION TIME AMONG STUDENTS  
AT MIN 10 BLITAR**

**THESIS**

**By :**

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG**

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**THESIS**

Presented to the Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University Malang  
in Partial Fulfillment of the Requirements for  
*The Degree of Sarjana Pendidikan Guru Madrasah Ibtidaiyah (S.Pd)*

By:

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OBSERVATION TIME AMONG STUDENTS AT MIN 10**

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**OBSERVATION TIME AMONG STUDENTS AT MIN 10**

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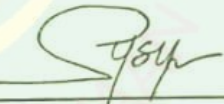
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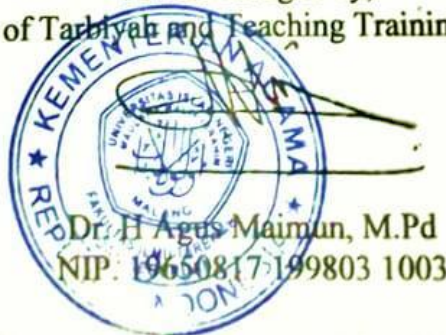
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## DEDICATION

All praise to Allah who has given us blissing and mercies, All my gratitude to Allah, the proof of Your pure love is always show to me the one of people which blind of science. You teach and guide me with Your the best manner. Only Your guidance and power this thesis can be resolved. *Alhamdulillah hirabbil 'alamiin*. Shalawat and salam always be granded to our prophet Muhammad SAW.

This Thesis is Dedicated to

My beloved parents and all of my family that always gives greatest love

My beloved fiance that always gives support and love

My beloved friends, that never give up to struggle together

## MOTTO

لَا تَحْتَقِرْ مَنْ دُونِكَ فَلِكُلِّ شَيْءٍ مَزِيَّةٌ

Janganlah menghina seseorang yang lebih rendah darimu, karena segala sesuatu memiliki kelebihan (Pepatah Arab).



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To Whom It May Concern,  
Dean Faculty of Education and Teacher Training  
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*Assalamu 'alaikum Wr.Wb*


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is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu 'alaikum Wr.Wb*

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## CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this skripsi is originally written by Nisfatul Puadiyah, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tabiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, April 13<sup>th</sup> 2018

Author



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NIM. 13140091

## PREFACE

*Bismillahirrahmanirrahim,*

Praise and gratitude to Allah te all merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arragement of qualitative research “Developing Verbal-visual Intelligent Through Observation Time Among Students at MIN 10 Blitar” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat and salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

This thesis is proposed to fulfill the requirement to finish the study and the degree of Sarjana Pendidikan of Faculty of Education and Teacher Training. In other hand this thesis is also as a simple contibution of the author to world of education.

The author would like to say thankfull to all parties who was involved over the process of the writing either direct or indirect:

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The writer awwarded that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this skripsi provides benefits to all parties. *Amin Yaa Rabbal 'Alaimiin*

Malang, April 13<sup>th</sup> 2018

Writer

## TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/ U/ 1987. Those are:

### A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Vokal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

### C. Vokal Diftong

أَوْ = aw

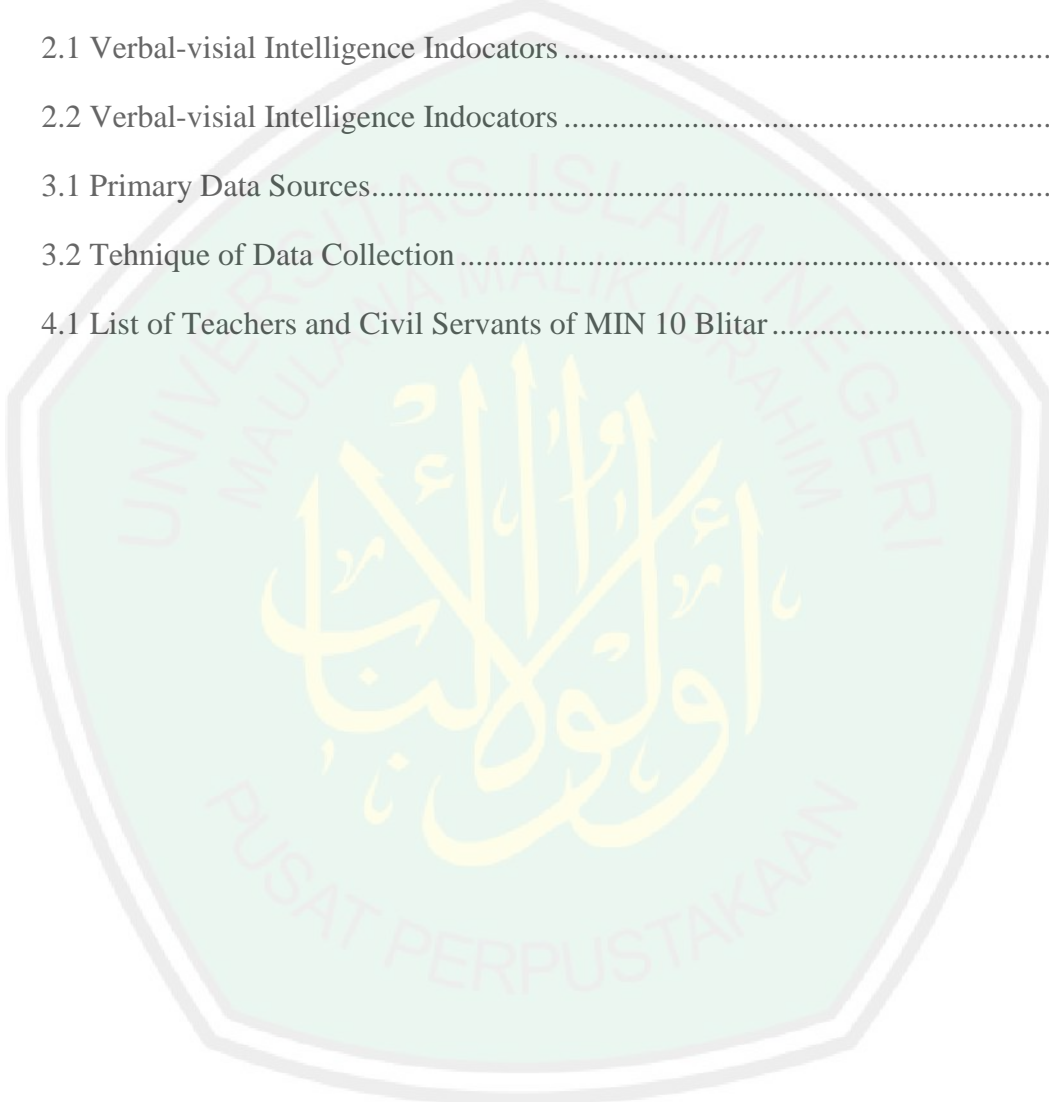
أَيُّ = ay

أُوُّ = û

إِيُّ = î

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## ABSTRAK

Nisfatul Puadiyah, 2018. **Mengembangkan Kecerdasan visual-verbal Siswa melalui *Observasi Time (Obstime)* di MIN 10 Blitar**. Skripsi. Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Mokhammad Yahya.Ph.D

**Kata Kunci:** *Kecerdasan Verbal-visual, Observation time*

MIN 10 Blitar merupakan Madrasah yang kaya akan kegiatan-kegiatan yang dapat mendukung tumbuh kembang siswa baik dari segi kognitif, afektif dan psikomotorik. Salah satu kegiatan yang dapat mengembangkan kecerdasan verbal-visual siswa adalah *observation time*. *Observation time* adalah kegiatan yang dilakukan setiap hari sabtu setelah senam sehat. Disini siswa mencari obyek dari barang bekas atau sampah berupa daun, batang, bungkus snack dan lain sebagainya, untuk diamati dan dari hasil pengamatan tersebut mereka tuangkan dalam bentuk kalimat.

Tujuan penelitian ini adalah untuk: (1) menjelaskan program *observation time (obstime)* di MIN 10 Blitar (2) Mendeskripsikan proses implementasi program *observation time* dalam mengembangkan kecerdasan verbal-visual di MIN 10 Blitar (3) menjelaskan faktor pendukung dan penghambat proses *observation time (obstime)* di MIN 10 Blitar.

Untuk mencapai tujuan tersebut digunakan pendekatan penelitian kualitatif. Peneliti bertindak sebagai instrumen utama dalam penelitian. Teknik pengumpulan data yang digunakan adalah wawancara, observasi dan dokumentasi. Analisis data dengan tiga tahapan, yaitu: reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dengan sumber triangulasi dan teknik triangulasi.

Hasil penelitian menunjukkan bahwa: (1) program *observation time* dapat mengembangkan kecerdasan visual siswa, mengembangkan kecerdasan verbal siswa dan mengurangi sampah dilingkungan madrasah (2) Dalam proses *observation time* terdapat peran Kepala Madrasah, peran guru dan menerapkan metode round table (3) Faktor pendukung program *observation time* di MIN 10 Blitar adalah: dukungan Kepala MIN 10 Blitar, dukungan para guru MIN 10 Blitar, siswa yang selalu aktif dan antusias, ekstrakurikuler melukis dan kaligrafi, sedangkan faktor penghambat program *observation time* di MIN 10 Blitar adalah: diklat guru atau acara tertentu, waktu yang singkat dan tidak semua siswa dapat menciptakan banyak kalimat.

## ABSTRACT

Nisfatul Puadiyah, 2018. **Developing verbal-visual Intelligent Through *observation time* Among Students at MIN 10 Blitar**. Thesis. Islamic Primary Teacher Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Mokhammad Yahya.Ph.D

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**Key Words:** *Verbal-visual Intelligence, observation time*

MIN 10 Blitar is a Madrasah that rich some activities that can support the growth of the students both in terms of cognitive impairment, affective and psychomotoric aspects. One of the activities that can develop verbal-visual intelligence students is *observation time*. is one of the activities in the conduct of MIN 10 Blitar in every Saturday after gymnastics. The students search the waste object like small branch, leaf, wrap of snacks and etcetera, to observe and from the results of the observations they make of sentences.

The purpose of this research is to: (1) explains the program of *observation time* at MIN 10 Blitar (2) describe the process of implementation *observation time (obstime) program* to develop the verbal-visual intelligence at MIN 10 Blitar (3) find out the supporting and inhibiting factors in the implementation of *observation time* at MIN 10 Blitar.

To achieve that goal is used qualitative research approach. The researcher as the main instrument of research. Data collection technique that is used is the interview, observation and documentation. Data analysis with three stages: reduction data, presentation of data and the conclusion. Test the validity of the data with the source triangulation and triangulation techniques.

The results of the study showed that: (1) program of observation time can develop visual intelligence students, develop the student's verbal intelligence and reduce trash surroundings madrasah (2) in the process of observation time there is the role of the head of the Madrasah, the role of teachers and implement the round table method (3) supporting factors of observation time program in MIN 10 Blitar is: support from principle of MIN 10 Blitar, support from teachers MIN 10 Blitar, the studends are always active and enthusiastic, painted and calligraphy extracurricular, whereas the restricting factors of observation time program at MIN 10 Blitar is: training education program teacher or event, a short time and not every students can create a lot of sentences.

## الملخص

نصفه الفؤادية، ٢٠١٨. تطوير الذكاء البصري و الشفهي للأطفال بوقت الملاحظة (*Observation time*) في مدرسة الاءبتداية الحكومية ١٠ بليتار. مقال الجامعي . قسم تربية معلّم المدرسة الاءبتداية ، كلية التربية وتدريب المعلمين ، جامعة الإسلامية الحكومية مولانا مالك إبراهيم في مالانج .المشرف: الدكتور محمد يحيى Ph.D

كلمات البحث: الذكاء البصري و الشفهي ، وقت الملاحظة (*Observation time*)

مدرسة الاءبتداية الحكومية ١٠ بليتار هي مدرسة التي كثرة عن الأنشطة تمكن أن تدعم نمو الطلاب من حيث المعرفية والعاطفية والحركية. احدى من أنشطة التي تمكنها تطوير الذكاء البصري و الشفهي هي وقتة الملاحظة (*Observation time*). وقتة الملاحظة *Observation teme* هي أنشطة يؤدي كل يوم سبت بعد الجمباز الصحي. يبحثون الطلاب هنا عن الأشياء من السلع المستعملة أو القمامة في شكل أوراق الشجر والسيقان والحزم الخفيفة و غير ذلك ، ل يتم ملاحظة ومن نتائج هذه الملاحظات يصنعون الطلاب الجملة في الكلمة.

وكان الغرض من هذا البحث هو: (١) يشرح عن وقت الملاحظة *Observation time* في مدرسة الاءبتداية الحكومية ١٠ بليتار (٢) يشرح عن تطبيقية في تطوير الذكاء البصري و الشفهي للأطفال بوقت الملاحظة *Observation time* في مدرسة الاءبتداية الحكومية ١٠ بليتار (٣) العوامل الداعمة والمثبطة لعملية وقت الملاحظة *Observation time* في مدرسة الاءبتداية الحكومية ١٠ بليتار .

ولتحقيق هذا الغرض يستعمل البحث النوعية. الباحثة وصفتها الأداة الرئيسية في البحث. أساليب جمع البيانات المستخدمة هي المقابلات والملاحظة والتوثيق. تحليل البيانات بثلاث مراحل، هي: الحد من البيانات وعرض البيانات وسحب الاستنتاج. اختبار صحة البيانات المصدر التثليث التقنيات والتثليث.

وأظهرت النتائج هي: (١) وقت الملاحظة *Observation time* تستطيع عن تطوير الذكاء البصري و الشفهي وتقليل المهملات محيط المدرسة (٢) عملية تطبيقية وقت الملاحظة هناك دور الرئيس المدرسة، دور المعلمين وفي هذه الأنشطة استعمال *Round Table* طريقة (٣) العوامل المتوافرة وقت الملاحظة في مدرسة الاءبتداية الحكومية ١٠ بليتار و هي: دعم الرئيس مدرسة الاءبتداية الحكومية ١٠ بليتار ، دعم المعلمين مدرسة الاءبتداية الحكومية ١٠ بليتار، الطلاب الذين هم دائماً نشطاً ومتحمساً، والأنشطة رسمت و الخط، بينما عامل ميثب للبرنامج وقت الملاحظة في مدرسة الاءبتداية الحكومية ١٠ بليتار و هي: تدريب المعلمين أو حدث معين وفترة زمنية قصيرة وليس جميع الطلاب يمكن أن تخلق الكثيرالجملة في الكلمة.

## CHAPTER I

### INTRODUCTION

#### A. Background

According to David Wechsler, intelligence is the ability to act are directional, thinking rationally, and facing the environment effectively.<sup>1</sup> Broadly speaking, it can be concluded that intelligence is a mental ability that involves the process of thinking rationally. Therefore, intelligence can not be observed directly, but must be inferred from a variety of real action which is the manifestation of the rational thinking process.

Intelligence is an important point in the educational process as well as the private one towards a better life. In this case, intelligence is closely associated with the world of education and education is very influential for the progress of a country. Increasing human resources, the more advanced the state anyway. In Indonesia there are some talented people worldwide including Soekarno, the first Indonesian president who is familiarly called Bung Karno was often called linguists because of his expertise in mastering various languages (English, Dutch, German, and French). Bacharuddin Jusuf Habibie unquestioned expertise in the field of built and design airplanes. In this case, it can be seen that each individual has a different intelligence.

Gardner used the word "intelligence" as a substitute for the word "talent". According to him, there are nine intelligence that can be defined as follows:<sup>2</sup>

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<sup>1</sup>Dwi Sunar Prasetyono, *Tips Lolos Psikotes (untuk Tingkat SMP Sederajat)*, (Yogyakarta: Bukubiru, 2010), hlm. 11

<sup>2</sup>Sri Widayati, dan Utami Widiyati, *Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak*, (Yogyakarta: Luna Publisher, 2008), hlm.6 [ (1)Logical-mathematical intelligence (2) Verbal-

Some sort of intelligence, can be realized by the existence of an institution which facilitate or provide a stimulus to the students in both the formal and non-formal education, both from indoor activities as well as activities out of the door and even many institutions are willing to set aside time for activities of extracurricular so that the process of developing the intelligence of students can be met.

Organization of education as an institution that is not only huge physically, but also carry great and glorious Mission for the intellectual life of the nation.<sup>3</sup>

In constitution RI No. 20 year 2003 on the national education system, functions and objectives of national education in chapter 2 section 3, said that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, it aimed to development potential learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsibility.

From the function and purpose of the above, there are two important things that must be realized educational institutions. First, develop the skills and the second, formed character. Capacity-building related to the head, while the character development to do with heart. So, development capability refers to academic quality, while the outcome of building character is the realization of graduates who *khusnul khuluq*.<sup>4</sup>

---

linguistic intelligence (3) Visual-spatial intelligence (4) Musical intelligence (5) kinesthetic-physical intelligence (6) Naturalist intelligence (7) intrapersonal intelligence (8) Interpersonal intelligence (9) Existential intelligence]

<sup>3</sup>Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia, *Manajemen Pendidikan*, (Bandung: Alfabeta, 2011), hlm. 85

<sup>4</sup>Barnawi & M. Arifin, *Strategi & Kebijakan Pembelajaran Pendidikan Karakter*, (Yogyakarta: Ar-Ruzz Media, 2012), hlm. 45

The fact that often occurs in an institution is currently lacking a sense of educators. Many of the educators who are less aware that education is very important for the progress of Nations in the future. It often happens is that many educators who taught only by physical means to teach only made as eraser of obligation without animating role as educators. In addition, one of problem at education in Indonesia is the mindset of educators or educators tend financially, is happening now with the abundance of material for educators office can actually make them careless. They are thinking how to increase revenue and rarely do they think how to improve professionalism as educators. The existence of the certification would not necessarily indicate that the educator truly compelled his heart to improve himself.

But unlike the Madrasah who made research in MIN 10 Blitar. MIN 10 Blitar is one of those madrasah located in the village which is located in the Sukoreno hamlet, Sukosewu village, Gandusari district, Blitar Regency. Educators at the school amounts to 21 personnel. Where is each of the educators on several jobs concurrently. In addition to being a teacher also taught some extracurricular exist at the madrasah. With all the capabilities they try it the MIN 10 Blitar in their job and in their own motto "*Pantang Menolak Tugas*". Their obligation is to teach, and the rest is their devotion to the country where the duty to continuously develop the capabilities of students for the advancement of the state of Indonesia in the future.

The madrasah is not so great, as befits the madrasah that exist in urban areas. But in this MIN 10 Blitar greatly facilitate students in developing the ability

or knowledge. In this madrasah also often received awards from both the district and province level. Madrasah in 2016 and was awarded the provincial level as a caring school environment and cultured environment in the framework of the World Environment Day is currently headed by Mr Syaiful Ridhwan M, MA until today.<sup>5</sup>

Some of the factors above would not be accomplished without a leader who set the pace. Mr Syaiful was headmaster were very firm, has a very high spirit in an effort to promote the madrasah. Every morning Mr. Syaiful had been present at the school at 06:00 am and the fastest return at 16:00 pm. Some of the activities in this madrasah highly supported by the headmaster.

One of the activity or program that has become a habit every Saturday is *OBTIME (Observation Time)*. These activities at do after gymnastics healthy precisely at 07:15-07:30 am. *Observation Time* is one of learning that develop visual-verbal intelligent children . Each student was instructed to look for good materials in the form of a fallen twigs, the leaves that fall or wrap the former snack. After the students get the materials students order to observe, analyze, explain and poured it to sentences. These activities are performed by all students both from class I, II, III, IV, V, and VI. For class VI they follow this activity at the beginning of the semester and in the next semester they should've focused on UAN with activities such as additional material for UAN.

From some of the activities process at MIN 10 Blitar researcher are interested in conducting research on observation Time activities.<sup>6</sup> The first reason, researchers deeply impressed on the process of observation time is very unique,

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<sup>5</sup> Observation results, January 13<sup>th</sup> 2018

<sup>6</sup> Observation results, January 13<sup>th</sup> 2018

which is where this activity is not all schools have it. The second reason, because in the process of observation time is to train students to develop verbal-visual intelligence. During the golden age, as we know that in this golden age is the best kid in absorbing a variety of information or knowledge. The third reason, in the process of observation time is very closely related to the 2013 curriculum where students are required to keep active in the learning process, so the process of activities that students can be more fun and easy to remember because students experience it directly. Some of these reasons that encourage researchers to formulate the title as follows: *Developing Verbal-visual Intelligence Through Observation Time Among students at MIN 10 Blitar.*

### **B. The Focus of the Research**

Based on the background that has been put forward by researchers, it can be the focus of the study as follows:

1. What and how is the program of *observation time* at MIN 10 Blitar?
2. How is the implementation process of *observation time* in developing verbal-visual intelligence at MIN 10 Blitar?
3. What are supporting and restricting factors in the implementation of *observation time* at MIN 10 Blitar?

### **C. Research Objectives**

From the above research focus can be known the objectives of the research that will be scrutinized is:

1. To explain the program of *observation time* at MIN 10 Blitar.

2. To explain the implementation process of verbal-visual intelligence among students through *observation time* at MIN 10 Blitar.
3. To find out the supporting and restricting factors in the implementation of *observation time* at MIN 10 Blitar.

#### **D. The Benefits of Research**

The benefits that can be taken from this study can be divided into two, namely the theoretical benefits and practical benefits. Theoretically benefits namely for the development of science. Theoretically this study useful to developing verbal-visual intelligence students. While the benefits practically be felt by the parties involved in this study include:

1. For Researchers

This research can be used as empirical experience in applying knowledge learnt and acquired in College.

2. The Next Prospective Researchers

The results of this research are expected to be used as a reference for further research and can then be developed towards a better and achieve a perfect research phase.

3. For faculty

The results of this study are expected not only to add to the collection of the library at FITK, but can also be developed and used as a reference for further research, particularly research in the field of basic education.

#### 4. For Schools

The results of this research can be used as material evaluation and reflection on the school to make the development of programs that are even better in the future.

#### E. Originality of Research

To know the differences and similarities in the study that examined between researchers and researchers earlier, can be found in the table below:

**Table 1.1 Originality of Research**

No	The name of the researcher, titles, form (thesis/theses/journal/etc), & years of research	Equation	Difference	Originality of Research
1.	Umi muthi' Hamidah Fajri, Metacognition Skills Biology in terms of the ability of Metacognition, Visual-spatial Abilities and Verbal-linguistic Abilities among students of Class XI at SMK Muhammadiyah 4 SURAKARTA, Thesis 2013	Discusses the Visual-spatial Intelligence and Verbal-linguistic	Research used learning biology in grade XI SMK Muhammadiyah 4	The students of Class XI SMK Muhammadiyah 4 Surakarta has the high ability on Visual-spatial and Verbal-linguistic intelligence
2.	Farhatin Masrurah, Verbal-linguistic intelligence of a child through an approach Beyond the Centers And Circle Time (BCCT), Journal of 2014	Discuss the Verbal-linguistic Intelligence	Only discuss about the Verbal-linguistic intelligence without the Visual-spatial intelligence and use the BCCT approach	BCCT Approach is one of the good approach to applied on early childhood

No	The name of the researcher, titles, form (thesis/theses/journal/etc), & years of research	Equation	Difference	Originality of Research
3.	Rifka Khoirun Nada, the implementation of Multiple Intelligences to developing the potential of children (case study at SDIT Bina Anak Sholeh Yogyakarta), Thesis 2015	Develop the potential of students	Discuss the overall intelligence of the students or the Multiple Intelligence	From the overall aspect of the intelligence get the results obtained from questionnaire 3,32 that showing the "good" category.

Based on the originality of research table above can be described as follows:

First, the Thesis (2013) Umi muthi' Hamidah Fajri, *Metacognition Skills Biology in terms of the ability of Metacognition, Visual-spatial Abilities and Verbal-linguistic Abilities among students of Class XI at SMK Muhammadiyah 4 SURAKARTA*, has a difference with researchers in the study of biology students of Class XI at SMK Muhammadiyah 4, as for equations with researchers in the subject of Visual-spatial Intelligence and Verbal-linguistic. In research conducted by Umi muthi' Hamidah Fajri, has a conclusion as follows:

1. The students of Class XI SMK Muhammadiyah 4 Surakarta has the knowledge and experience of or regulation of Metacognition is high in Biological material studied, this means that students have the ability of metacognition.
2. Students of SMK Muhammadiyah 4 Surakarta capable interested with image or shape, easy to remember, and have high imagination in learning of biology, this means that students have the capability of visual-spatial tall, so that it can be interpreted that students have a high intrapersonal ability

3. Students of SMK Muhammadiyah 4 Surakarta has good communicating ability, good at crafting, and have a strong memory in learning biology, this means that students have a high verbal-linguistic ability.

*Second, Farhatin Masrurah, Journal (2014) Verbal-linguistic intelligence of a child through an approach Beyond the Centers And Circle Time (BCCT),* have differences with researchers on topics about the Verbal-linguistic intelligence without the Visual-spatial intelligence and semi-hereditary BCCT approach, as for the equation is discussed the Verbal-linguistic Intelligence. The conclusion from the title was researched by Farhatin Masrurah on her journal is a verbal linguistic intelligence of children implemented in an integrated with other activities while learning and playing. BCCT approach that emphasizes the play activities as core activities and child-centered (student centered) is a good method for the child to actualize linguistic verbal intelligence.

*Third, Rifka Khoirun Nada, Thesis (2015) the implementation of Multiple Intelligences to developing the potential of children (case study at SDIT Bina Anak Sholeh Yogyakarta),* the difference with researchers lies in the discussion of the overall intelligence students or the Multiple Intelligence, as the equation is in the development of potential students. The conclusions can be taken from the research *the implementation of Multiple Intelligences to developing the potential of children (case study at SDIT Bina Anak Sholeh Yogyakarta)* Implementation of multiple intelligences results from the overall aspects of intelligence get the results obtained from questionnaire 3,32 that showing the "good" category.

## **F. The Definition of the Term**

Intelligence is an ability that can be grown within each individual. There are two types of intelligence that is based on innate intelligence or may be referred to with talent and intelligence sought or a talent that are found when individuals that want to attempt.

Visual-verbal intelligence is one of the talents or intelligence which belonged to a person on the sensitivity of the senses of vision and proficiency in the field of sports said. On the intelligence of the visual sense of sight plays an active role, these include: the ability of one's proficiency in drawing, photographing and others. As for on the verbal intelligence, more emphasis on a person's ability in processing word such as presentation.

*Observation time* is one of the activities in the conduct of in MIN 10 Blitar every Saturday after gymnastics. This activity is very supportive of the development of visual-verbal intelligence students.

## **G. Systematic Discussion**

In this study there were six chapters, which at first is research about the introduction describes the background in focus of research, research, research objectives, the benefits of research, originality of this research with the in other research, the definition of the term as well as a framework for discussion in this study.

The second chapter describes the Foundation theory and framework of thinking. The cornerstone of the theory are useful for analysis of the data of the research conducted by the researcher.

The third chapter describes the approach and the types of research, the presence of the researcher and research location, data and sources of data, techniques of data collection, analysis and research procedures. In General chapter three describes the preparation of researchers to get data including the analysis will be done after the data is collected. Chapter three discusses the methods or tools that will be used to analyze the data researchers in research results.

The fourth chapter, namely exposure data and the results of the study, researchers in this chapter display data the results of research that has been done by researchers. Chapter four discusses the results of researchers in the previous chapter.

The fifth chapter is a discussion, where the researchers conducting the data analysis has been shown in chapter four. The analysis will be done by comparing the research findings in the field of the theory used to analyze. This analysis is done to answer the focus of the issue and interpret the results of the research findings.

The sixth chapter is the cover that contains conclusions and suggestions. The conclusion is the answer of the focus from the problems that have been fixed. The advice is aimed at the parties associated with the research conducted by the researcher.

## CHAPTER II

### LITERATURE REVIEW

This literature review will cover the foundation of analysis that deals with, (A) concept of intelligence (B) verbal-visual intelligence and (C) inquiry learning.

#### A. Concept of Intelligence

##### 1. Understanding Intelligence

Intelligence itself comes from the latin *intelligere* it's means *to organize, to relate, to bind together*, that connect or equate to each other.<sup>7</sup> Intelligence refer to a general ability to learn from experience also refer to ability to reason abstractly, (Seifert and Hoffnung, 1994). Intelligence is the capacity for goal-directed and adaptive behavior. Involves the abilities to profit from experience, solve problem, reason, and successfully meet challenges and achieve goal, (Myers, 1996). Intelligence is definet as the entire repertoire of acquired skill, knowledge, learning sets, and generalization tendencies considered intellectual in nature that are available at any one period in time, (Cleary, et. al., 1975). Intelligence is verbal ability, problem solving skill, and the ability to learn from and adapt to the experience of everyday life, (Santrock, 1998).<sup>8</sup>

According to Burt, intelligence is a general cognitive ability carried since birth. For that real intelligence test treatments has been influenced by

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<sup>7</sup> Lilik Sriyanti, *Psikologi Belajar*, (Yogyakarta: Ombak, 2013), hlm. 121

<sup>8</sup> Desmita, *Psikologi Perkembangan*, (Bandung: PT. Remaja Rosdakarya, 2007), hlm.163

factors in the environment will provide a different consequence to definition of intelligence. While according to DO. O. Hebb and RB. Cattell, intelligence is distinguished into two types, namely, intelligence wit type A and type B (*fluid and crystalized intellegence*).<sup>9</sup>

Intelligence type A (*Fluid intelligence*) potentiality is a descendant or bringing quality on the basis of a person's nervous system. While the intelligence type B (*crystalized intelligence*), the intelligence is in the form of learning by experience and factors of nature around, either physical or social community. Both types of intelligence are in fact very difficult to distinguish because the two are closely interlinked and it is not easy to separate them. It is almost impossible to know the basic of bringing intelligence to the exclusion of influences of practice, experience, and influences from the surrounding environment.

According to Freeman, the intelligence is viewed as a capability that can be divided into three kinds, namely adaptability, ability to learn, and the ability of abstract thinking.

According to David Wechsler, intelligence that is the global ability to act purposefully, to think rationally and to handle the environment effectively. Meanwhile, according to Charles Spearman (1927), argued others, according to her wit it can be distinguish into two kinds: General Intelligence (general ability) and special intelligence (special ability). Different people in two kinds,

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<sup>9</sup> Purwa Atmaja Prawira, *Psikologi Pendidikan dalam Perspektif Baru*, (Yogyakarta: Ar-Ruzz Media, 2012), hlm. 138-139

the intelligence, but the two kinds of intelligence that together determine the levels of handling tasks that cognitive nature.<sup>10</sup>

According to Davit Wechsler, intelligence is the ability to act are directional, thinking rationally, and facing the environment effectively. Generally it can be concluded that the intelligentsia is a process that involves a mental ability to think rationally. Therefore, intelligence can not be observed directly, but must be concluded from all the real action is a manifestation of rational thinking process.

Intelligence is not something has state position. It is like a collection of abilities or skills can be nurtured and developed. Intelligence is the ability to solve a problem, the ability to create new problems to be solved, and the ability to create something or offer a valuable service in a cultural community.<sup>11</sup>

## 2. Various of Intelligence

Gardner used the word "intelligence" instead of the word "talent". According to him, there are nine of intelligence that can be identified, namely:

- a. Logical-mathematical intelligence
- b. Verbal-linguistic intelligence
- c. Visual-spatial intelligence
- d. Musical intelligence
- e. Bodily-kinesthetic intelligence
- f. Naturalist

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<sup>10</sup> Dimiyati Mahmud, *Psikologi Pendidikan (Suatu Pendekatan Terapan)*, (Yogyakarta: BPFE Yogyakarta, 2009), hlm. 110

<sup>11</sup>Sri Widayati dan Utami Widiyati, *Mengoptimalkan Sembilan Zona Kecerdasan Majemuk anak*, (Yogyakarta: Luna Publisher, 2008), hlm. 2

- g. Intrapersonal intelligence
- h. Interpersonal intelligence
- i. Existential intelligence

Nine intelligence was thus often in conclude becomes:<sup>12</sup>

- a. IQ (*Intelligence Quotient*) that includes logical-mathematical intelligence and verbal-linguistic.
- b. EQ (*Emotional Quotient*) that includes interpersonal intelligence and intelligence intrapersonal.
- c. SQ (*Spiritual Quotient*) that includes existential intelligence

The ninth such categories can also be classified into:

- a. Categories of skills (*life skill*) that includes logical-mathematical intelligence, verbal-linguistic, visual-spatial, musical, kinesthetic-physical and naturalist. Categories intelligence is needed as a provision for the success in getting a place in the influential role in the world of work.
- b. Category emotional wellbeing, for career success include intrapersonal and interpersonal intelligence.
- c. Categories of stimulus, to the success of life which includes the existential intelligence.

Eight intelligence beyond IQ according to Gardner:<sup>13</sup>

- a. Spatial-visual

Thinking in imagine image. Involves the ability to understand the relationship of space and mental imagery to accurately understand the

<sup>12</sup> Ibid., Hlm. 6-7

<sup>13</sup> Zain El-mubarak, *Membumikan Pendidikan Nilai (Mengumpulkan yang terserak menyambung yang terputus dan menyatukan yang tercerai)*, (Bandung: Alfabeta, 2008). 116-118

visual world. This capability included; sketch, drawing, visualization, writing-graffiti, image, graphics, designs, tables, art, video, films, illustrations.

b. Verbal-linguistic

Thinking in words. Include language proficiency for speaking, writing, reading, linking, and interpret. This ability is concerned; words, speaking, writing, storytelling, listening, books, tapes, dialogue, discussion, poetry, lyrics, spelling, foreign languages, letters, emails, speeches, papers, essays.

c. Interpersonal

Thinking through communication with others. This refers to human skills, can easily read the situation, communicate, and interact with others. This ability is; lead, organize, interact, date, talking, socializing, manipulation, being a conciliator, game groups, clubs, friends, and group cooperation.

d. Musical-rhythmic

Thinking in rhythm and melody. This ability is; singing, humming, tapping, rhythm, melody, speed, timbre, musical instruments, rima.

e. Naturalist

Thought in the precedent for the nature. Gardner's classification is about mapping the multidimensional concept of multiple intelligences smart or multiple intelligence. This intelligence comes to the nexus one's

relationship with nature, which can see the relationships and patterns in the natural world and identify and interact with natural processes. This ability is concerned; a walk in nature, interact with animals, category, sets the animals, predict the weather, simulation, discovery.

f. Body-kinesthetic

Thinking through physical movement and sensation. Is the ability to control and use the physical with the easy and nimble. This ability is concerned; dancing, running, jumping, touching, creating, trying, simulate, assemble, drama, play games and senses touch.

g. Intrapersonal

Think reflectively. This refers to the reflective consciousness about the juice and provoking process yourself. This ability is concerned; thinking, dreaming, meditation, silence, articulated purpose, reflect, reflection, keep a journal, judging themselves, time outs, a project pioneered by yourself, write, introspection.

h. Logical-mathematical

Thinking by reasoning. Logically involve problem solving and scientific and mathematical ability. this capability concerns; experimenting, questioning, counting, deductive and inductive logic, organize, facts, puzzles, scenarios.

## B. Verbal-visual Intelligence

### 1. Understanding the Verbal-visual Intelligence

Gardner used the word "intelligence" as a substitute for the word "talent". According to him, there are nine intelligence that can be defined, is:<sup>14</sup>

- a. Logical-mathematical intelligence
- b. Verbal-linguistic intelligence
- c. Visual-spatial intelligence
- d. Musical intelligence
- e. Kinesthetic-physical intelligence
- f. Naturalist intelligence
- g. Intrapersonal intelligence
- h. Interpersonal intelligence
- i. Existential intelligence

From a variety of intelligence that has been ranked by Gardner, linguistic intelligence very related with verbal (oral) intelligence. Someone who has the intelligence of variety will tend to have the ability of reason, convincing people, entertain or teach effectively through words in said. Campbell and Dickinson explain that,

The purpose of the development of linguistic intelligence is (1) child can able to communicate well verbally or writing well (2) child have language ability to convince other human (3) child can able to remember and memorize information (4) capable giving explanation, and (5) were able to discuss language itself.<sup>15</sup>

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<sup>14</sup>Sri Widayati dan Utami Widiyati, *Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak*, (Yogyakarta: Luna Publisher, 2008), hlm.6

<sup>15</sup>Yuliani Nurani Sujiono dan Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*, (DKI Jakarta: PT Indeks, 2010), hlm. 57

Linguistic intelligence is a person's ability to use language in words, whether in writing or verbalizing, in many different forms to express his ideas.<sup>16</sup>

The intelligence of language or verbal-linguistic is closely related to the words, either verbal or written along with rules. A child who is smart in the verbal-linguistic has a good talk ability and effective.<sup>17</sup>

According to Kirschenbaum, the quotient variety (verbal) that is manifesting itself in the words, both in the writing and oral.<sup>18</sup> People who have this intelligence also have auditory skills (relating to the hearing) is very high and they learn by hearing.

Linguistics in General often referred to with the science of language or science that takes its object in a language.<sup>19</sup> Linguistic support as an independent science (autonomous) actually new at the beginning of the 20th century, after the publication the book was written by Ferdinand deSaussur (1916), *Cours de Linguistique Generale*, Then creation E Sapir (1912), *Language, an Introduction to the Study of Speech*, as well as the publication of the book I. Bloomfield (1933) *Language*.

Linguistics is derived from Latin *lingua* meaning languages. Linguistics is the study of language or the science that takes language as object study. As a science, linguistics has now been developing a procedure in

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<sup>16</sup>Hamzah B. Uno dan Masri Kudrat Umar, *Mengelola Kecerdasan dalam Pembelajaran: Sebuah Konsep Pembelajaran Berbasis Kecerdasan*, (Jakarta: Bumi Aksara, 2010), hlm.17

<sup>17</sup>Tadkiroatun Musfiroh, *Cerdas Melalui Bermain*, (Jakarta: PT Grasindo, 2008), hlm.

<sup>18</sup>Juha Jasmine, *Panduan Praktis Mengajar Berbasis Multiple Intelligence*, (Bandung: Nuansa, 2007), hlm. 17

<sup>19</sup>Rohman Nur Indah dan Abdurrahman, *Psikolinguistik (Konsep & Isu Umum)*, (Malang: UIN-Malang Press, 2008), hlm. 6

Ordinance work of research. The requirements of his scholarship is, explicit, systematic, and objective has been met by the Linguistics.<sup>20</sup>

Own linguistic approach language as what? Yes, the linguistic approach language as the language of the scientific system, as a symbol of the sound that is unique, productive, dynamic, and varied (about the distinctive nature of this language further see Chaer (1994) or Sibarani (1992). As a system language has a regularities in one unit that appears form of the symbol of sound. The regularities system this want described by Linguistics.

In the line of the nature language as mentioned above, then linguistic, especially structural linguistics, in the assessment of language embraced the concept approach.

First, because language is the sound of a linguistic utterance, then viewed the language as sound. This means that, for linguistic spoken language is the primary language, while writing only secondary. In the study of language traditionally, which is not approaching language such as modern Linguistics, we find the usual questions, such as "phrase is the arrangement of regular words that begin with a capital letter and end with a point." Or questions, "words in Arabic usually consists from three letters." The use of the word letters, capital letters, and the point in the statement it shows the concept rather than on the spoken language, but rather on the language. Indeed languages like Arabic and latin has had a tradition of writing in the language.

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<sup>20</sup>Abdul Chaer, *Kajian Bahasa (Struktur Internal, pemakaian dan pembelajaran)*, (Jakarta: Rineka Cipta, 2007), hlm. 12-16

Second, because it is unique, then the Linguistics does not attempt to use a language framework for wear on other languages. Already happened many linguists researching languages at Indonesia using the framework or concept that prevails in latin or European languages (Netherlands, United Kingdom, and others). So we are now inherited concepts that do not match the Indonesia language. For example the concept of pressure, the concept of compound words, and the concepts of articulus (the word clothing). Approach to the language, which was done by researchers in the past didn't see that each language has the uniqueness or characteristic respectively, though admittedly there are also similarities between the system of language with other languages.

Third, because language is a system, then linguistic approach not as a collection of elements a part, but as a collection of elements that each other has networking as one unified whole. Approach which viewed language as a set of interconnected elements, or as that system, called the structural approach. The antonym called atomistic approach, atomistic approach is one an approach which viewed language as a collection of elements that regardless, which each stands singly.

Fourth, because that language is dynamic, then the change from time to time in accordance with the socio-cultural development of the community of life, then the Linguistics treats language as a language that is not static. Then, because it also can study languages, linguistics in synchronous and diachronic. In synchronous means learning the language with many different aspects at the

time of time or a certain period of time or limited. Diachronic study is a descriptive linguistic because just trying to give the State of the language it according to what it is on a limited span of it. In diachronic, it means learning the language with a wide variety of its aspects and its development from the time to time, throughout the life of that language. Language study in diachronic is also called historical comparative study. By treating the language as something that is not static linguistic then had the view that what was formulated by experts earlier about language is not necessarily applicable to the present or the future. For example, on past aform *dimengerti* in Indonesia is not true because the prefix *di-* a passive an impossible to join with prefix *me-*active, but now it's been deemed correct. Another example, it first forms *mengebom*, *mengetik*, and *mengelas* was considered wrong, but now these forms is not considered wrong (check the books *Buku Tata Bahasa Buku Bahasa Indonesia, 1993*).

Fifth, Because language is empirically, then the Linguistics approaching Language are descriptive, and not generally prescriptive. That is, the important thing in Linguistics is what is actually expressed by speakers of that language (as empirical data) and not according to what keeps the researcher should be disclosed. For example, in perspective forms of the Word *merubah* and *menyilahkan* is wrong. The truth is a form *mengubah* and *menyilakan* (without *h*) from the second form of descriptive (*merubah* and *mengubah*, *menyilahkan* and *menyilakan*) is considered as a reality that exists in the language of Indonesia today.

Because it is a phenomenon which is always present in all human activities, is used by different social groups for various purposes then linguistics becomes science. Linguistics can be the science that examined from a wide range of facet and aspect.

In General Linguistics was divided into two large areas, namely microlinguistic and macrolinguistic. The object of the study of the internal structure of the microlinguistic is language. That is, system sounds, system building, the system arrangement of sentences, etc. Whereas the object of the study of macrolinguistik are the things that deal with the language in relationship to factors that are outside of the language, such as in relation to the use of language by social groups in the community, in relation to culture, in relation to teaching, and so on. (about this study further linguistic view Djokokentjono (1982), Chaer (1994)). The breadth of the scope of the study of Linguistics and become linguistics in various studies with respect to the relation to society its use causes surely right required for the method is not the same from one field of study with the field of study others. The study of the internal structure of the language course will require a different method with the study of language as a means of interaction, or language as subject matter.

Kurniawan in Yoce Aliah Darma's book said,

Language is an important means of communication for human beings so that in reality the language became important aspects in conducting socialization or interact socially. With human language can convey a variety of news, thoughts, experiences, ideas, opinions, feelings, desires, and others to others.<sup>21</sup>

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<sup>21</sup>Yoce Aliah Darma, *Analisis Wacana Kritis*, (Bandung: Penerbit Yrama Widya, 2009), hlm. 1

According to G. Cempen, the language is the study of systems that exist in humans which may explain how humans can catch other people's ideas and how he can express his own ideas through language, both in written and oral.<sup>22</sup>

Why linguistic intelligence (verbal) is very important to learn? Yes, because the language can add insight and knowledge. A lot of people mastering the various languages will be more and more also a science that he got. Allah said in holy quran surah Al-Mujadalah ayat 11,

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"God will raise the degree of those who believe and those who knowledgeable".<sup>23</sup>

As for Visual intelligence which is called also with spatial intelligence or visual-spatial by Gardner, is the ability to set up and use mental models. Someone who has the kind of intelligence it will be easy to study through the delights of the visual media, such as movies, pictures, video and other.

According to Gardner's visual-spatial intelligence is thinking through the image of the picture. It involves the ability to understand the relationship of space and the mental image and accurately understand the visual world. The ability to is concerned, sketching, drawing, doodling, visualization, imagery, graphics, design, tables, art, video, film and illustration.<sup>24</sup>

<sup>22</sup>Samsunuwiyati Mar'at, *Psikolinguistik*, (Bandung: PT Refika Aditama, 2005), hlm. 3

<sup>23</sup>*Al-Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2003), hlm. 433

<sup>24</sup>Zain El-mubarok, *Membumikan Pendidikan Nilai (Mengumpulkan yang terserak menyambung yang terputus dan menyatukan yang tercerai)*, (Bandung: Alfabeta, 2008). 116

Armstrong argues that the visual-spatial is the ability to visualize images in one's mind. This intelligence in use children to think in the form of visualization and image to solve a problem or find answers.<sup>25</sup>

## 2. Verbal-visual Intelligence Indicators

According to Muneef Chatif in his book entitled "*Gurunya Manusia*", there are verbal-visual intelligence indicators are summarized in the following table.<sup>26</sup>

**Table 2.1 Verbal-visual Intelligence Indicators**

No.	Core Components	Competence	Intelligence
1	Sensitivity in sound, structure, meaning, words function and language	Read, write, discuss, thinking, debate	Linguistic-verbal
2	The sensitivity to feel and imagine the world and space images accurately	Drawing, photograph, make sculptures, designing	Visual-spatial

According to Thomas Armstrong in his book entitled "*Multiple Intelligence*", verbal-visual intelligence indicators can be table as follows:<sup>27</sup>

**Tabel 2.2 Verbal-visual Intelligence Indicators**

Types of Intelligence	Thinking	Love	Need
Linguistic/ Verbal	In the words	Reading, writing, telling stories, playing word games	Books, tapes, stationery, paper, diary book, dialogue, discussion, debate, story
Visual/ Spatial	In the photos and images	Designing, visualizing, doodling	Lego, art, video, film, slides, games of imagination, mazes, puzzles, picture book, a trip to the art museum.

<sup>25</sup>Yuliani Nurani Sujiono dan Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*, (DKI Jakarta: PT Indeks, 2010), hlm. 58

<sup>26</sup>Munif Chatif, *Gurunya Manusia (Menjadikan Semua Anak Istimewa dan Semua Anak Juara)*, (Bandung: Kaifa, 2014), hlm. 136

<sup>27</sup>Thomas Armstrong, *Kecerdasan Multipel di dalam Kelas*,(Jakarta: Indeks, 2013), hlm. 34-36

Verbal intelligence or Linguistics intelligence in students include:

- a. Write more than the average of age
- b. Create a story or fairytale and jokes telling
- c. Have a good memory for names, places, dates, or trivial things
- d. Love word games
- e. Love to read books
- f. Spell words accurately (if still on preschool, the development of its advanced stage, already at higher than her age)
- g. Appreciate the poem/rhyme nonsense, puns, the language game.
- h. Love to listen to the words in the story (say, comments, on radio, talking book)
- i. Have a good vocabulary at age
- j. Communicate with others by means of excellent verbal

Visual Spatial intelligence or intelligence in students include:

- a. Report a clear visual image
- b. Reading maps, graphs, and charts more easily from the text
- c. A lot of daydreaming
- d. Love the art activities
- e. Draw well
- f. Like to watch movies, slide shows, or other visual presentations
- g. Love the puzzles, mazes, or visual activities similar
- h. Build an attractive three dimensional construction (example lego buildings)

- i. Get more pictures than words while reading
- j. Doodling on a notebook assignments, worksheets, or other materials

### 3. Factors that Influence the Development of Verbal-visual Intelligence

Factors that influence the development of linguistic-verbal intelligence is as follows:<sup>28</sup>

- a. Ordered the students to give a report after reading a story whether oral or writing.
- b. After reading a book students are instructed to write and give feedback
- c. invited talk since the baby, the child has a good hearing so highly recommended all communicate and stimulate children with him talking.
- d. read out the stories and storytelling before go sleep or can be done anytime in compliance situations and conditions.
- e. the play introduces the letters of the alphabet can be done since childhood, such as playing the letters standpaper (*amplas*), children learn to recognize letters by way of seeing and touching it, besides listening to each letter pronounced by parents or teachers. Along with an understanding of the child will be the letter and its use
- f. Constructing the story, before children can read the writing, the children generally fond of "read the pictures". Give your child the shots and let the children express what he think about that picture.
- g. Discuss about the different things that environment araround children.  
Asked about the existing surroundings around, for example may be the

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<sup>28</sup>Ibid.,. Hlm. 145

child's own opinion about the have pets at home. As for his opinion, adults should appreciate the content of his talk.

- h. Role playing, invite your son doing a scene as he ever experienced, for example could be a visit to the doctor. Role playing can help children experienced the various roles of social observed.
- i. Introduc Loud music and song kids, invite your children join the song with the singer humming songs from cassette tapes to be released. This activity is very was heartening to the child. In addition to sharpen hearing child, utters the song also require the child to listen to every lyric Sung that song is mimicked later and also added vocabulary and understanding of the meaning of the word for children.<sup>29</sup>

Sujiono and Sujiono outlines how to develop visual-spatial intelligence in children as follows:<sup>30</sup>

- a. Doodling, to train child eye and hand coordination as well as a means to express theirself.
- b. Drawing and painting, as well as the creativity of children imagination trained
- c. Creating handicraft making activities or crafts, in addition to cultivating the creativity and imagination of children as well as a means to build child confidence.
- d. Visit a few places, such as zoos, museums and other tourist nature travel.

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<sup>29</sup> Yuliani Nurani Sujiono dan Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*, (DKI Jakarta: PT Indeks, 2010), hlm. 57

<sup>30</sup> Ibid., Hlm. 58-59

- e. Doing constructive and creative games, puzzle, play House, video or film, maps or images and slides
- f. Set up and design, organize, organize her bedroom tidy class.

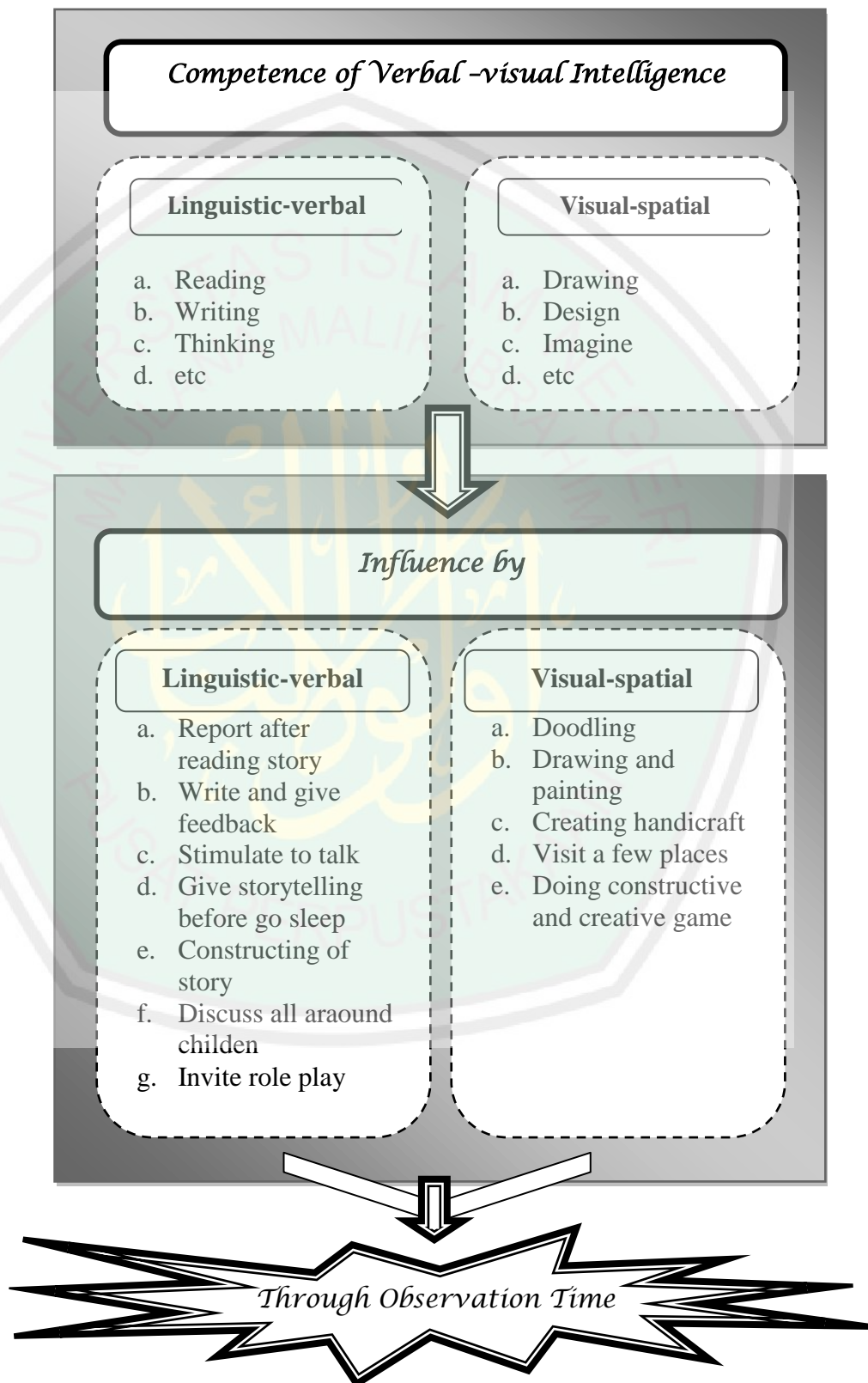
Azhar Arsyad, the elements that are present in the visual media consists of line, shape, color and texture.<sup>31</sup> From the indicators and the factors that influence the development of verbal-visual intelligence above can see the mind map as below:



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<sup>31</sup> Dede Rosyada, *Media Pembelajaran (Sebuah Pendekatan Baru)*, (Jakarta: GP Press, 2012), hlm.81-82

**Figure 2.1 The Influence Factors of Verbal-visual Intelligence**



### C. Observation Time and Inquiry Learning

This thesis discusses the observation time is an activity outside of class at MIN 10 Blitar. In the theoretical study this activities includes the categories of inquiry learning. This sub topic will briefly discuss about inquiry learning

#### 1. Understanding of Inquiry Learning

Inquiry learning is the teaching strategies that stimulate, teach and encourage the students to think critically, analytical and systematic basis in order to find the answers independently from various problems that expressed.<sup>32</sup> Students have current accounts allow and the freedom to explore all its ability without must be charged. According to Schmidt,

"Inkuiri is a process, to obtain and receive information by doing observation or experiment to search for an answer or solve the problem to the question or problem formulation by using critical thinking and logical abilities"<sup>33</sup>

#### 2. Step of Inquiry Learning in Observation Time Program

The steps of inquiry learning are:<sup>34</sup>

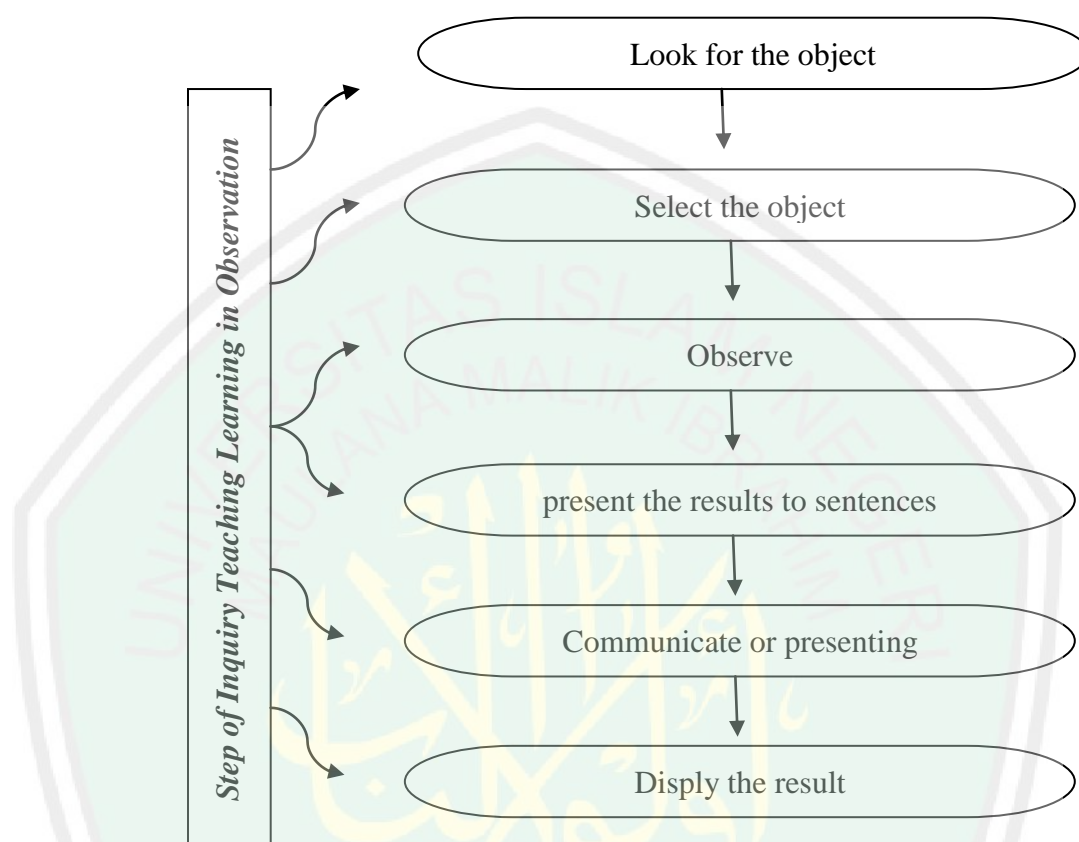
- a. Formulate of problem
- b. Observe
- c. To analyze and present the results in writing, pictures, reports, charts, tables and other works.
- d. Communicate or presenting the results of the paper on the reader, classmates, teachers or other audien.

<sup>32</sup> Rudi Hartono, *Ragam Model Mengajar yang Mudah Diterima Muri*,(Jogjakarta: DIVA Press, 2013), hlm. 61

<sup>33</sup> Siatava Rizema Putra, *Desain Belajar Mengajar Kreatif Berbasis Sains*, (Jokjakarta: Diva Press, 2013), hlm. 85

<sup>34</sup> Trianto, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka Publisher, 2007), hlm. 110

**Figure 2.2 Step of Inquiry Learning in Observation Time Program**



### 3. The General of Princpel Inquiry Learning

Some of the main principles in inquiry learning are:<sup>35</sup>

- a. Oriented on the developing of knowledge
- b. The asked principle
- c. The interaction of Principle
- d. Learn to think
- e. The Disclosure Principle

<sup>35</sup> Hamruni, *Strategi dan Model-model Pembelajaran yang Menyenangkan* (Jogjakarta: Fakultas tarbiyah UIN Sunan Kalijaga, 2009), hlm. 137

#### 4. The Model of Inquiry Learning

The inquiry learning model is as follows:<sup>36</sup>

a. Inquiry guided Model

Inkuiri guided is one of the learning model in practice teachers provide guidance and instructions for the students.

b. Inquiry modification

Inquiry modification is a model of learning where teachers only give problems on the students and the students are asked to resolve it through observation, exploration, or through research procedure. The teacher serves as the pusher, speakers, and the duty to give assistance when students need.

c. Free Inquiry

Free Inquiry is teaching models that give full independence of students.

d. Invite on an investigation

This model is almost the same with the free inquiry. The difference is that, free inquiry more individual. The students were asked to design an experiment and formulate the hypothesis and specify the supervision through the questions that have been previously examined and examined.

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<sup>36</sup>Ibid.,. Hlm. 72-76

e. The Role approach

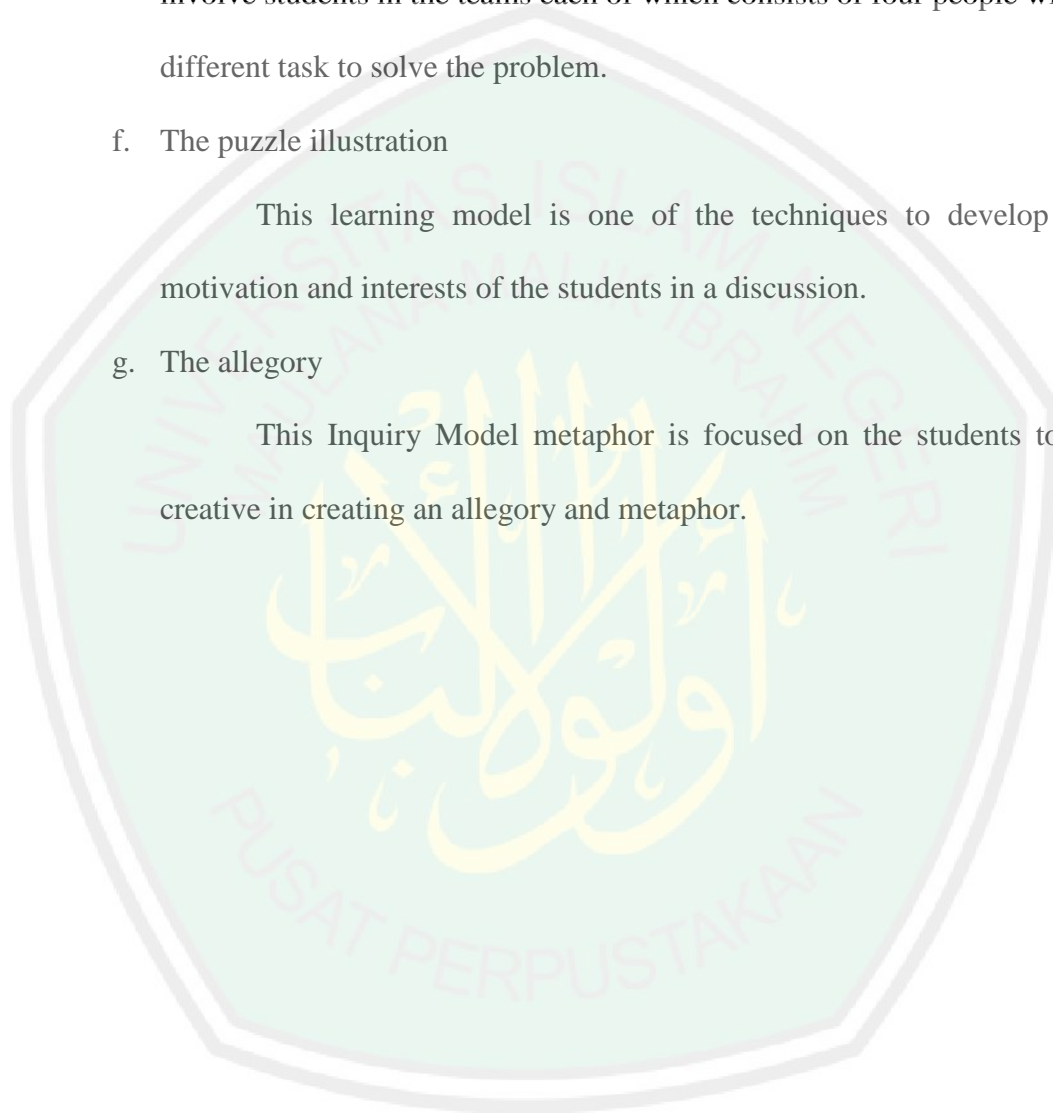
The Model of inquiry Learning role approach is a model which involve students in the teams each of which consists of four people with a different task to solve the problem.

f. The puzzle illustration

This learning model is one of the techniques to develop the motivation and interests of the students in a discussion.

g. The allegory

This Inquiry Model metaphor is focused on the students to be creative in creating an allegory and metaphor.



## CHAPTER III

### RESEARCH METHOD

#### A. Approach and the Types of Research

Abstract issues about verbal-visual intelligence students solve a problem that give teachers in learning will not be measured except by engineering or by certain ways. As for how to pour concrete towards abstract problems is by presence of researchers. On the side, researchers acted as instruments that directly attended in the event or problem solving process that occurred in the activity of observation time in MIN 10 Blitar. Therefore, researchers using qualitative approach.

Qualitative research method is a method of research based on the philosophy of postpositivism, is used to examine the conditions of natural objects, where the researcher was as an instrument.<sup>37</sup>

This type of research is research case studies. Studies conducted in this study focuses on the efforts made by the subject (MIN 10 Blitar) in developing visual-verbal intelligence students. The study was done on the unity of the school system with regard to the efforts of a development process of verbal-visual intelligence students.

Case studies are descriptions and comprehensive explanations about various aspects of an individual, a group, an organization (community), a program, or something social situations. Case study researchers attempting to

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<sup>37</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif & R&D*, (Bandung: ALFABETA, 2015), hal. 15

elucidate the data as much as possible about the subject in thoroughly. They often use several methods: interviews (curriculum vitae), observation, document reviewers, (results) survey, and any data to elaborate a detailed case. So, instead of using a small number of variables and choosing a large sample that represents the population, researchers carefully and in many ways it examines a large number of variable of a special case. By examining an individual, a group, or an event, researchers aim to provide a complete and in depth on the subject researched.<sup>38</sup>

#### **B. The Presence of Researcher**

In this study researchers have conducted observations and present them directly, which researchers act as instruments and research data collectors.

Qualitative researchers as a human instrument, the function sets the focus of the research, selecting informants as a data source, perform data collection, assess the quality of the data, analysis of data, interpret the data and make conclusions upon his findings.<sup>39</sup>

Qualitative research in everything that will be searched from the research object has not been clearly and definitely the problem, the source of its data, the expected results are all unclear. Design research is temporary and will be developed after the researchers entered the object of research. Furthermore, in looking at the reality, qualitative research assume that reality is holistic (thoroughly), dynamic, it cannot be split into research variables. Even if it can

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<sup>38</sup> Deddy Mulyana, *Metodologi Penelitian Kualitatif (paradigma baru ilmu komunikasi dan ilmu sosial lainnya)*, (Bandung: PT Remaja Rosdakarya, 2006), hlm. 201

<sup>39</sup> Sugiyono, *Metode Penelitian Bisnis*, (Bandung: Alfabeta, 2013), hlm. 399

split, will be lots of variable. Thus in this qualitative research not yet to be developed research instrument before the problems examined clear at all. Therefore, in qualitative research “*The Researcher is the key instrumen*”. So researcher is the key instrument in qualitative research.

### C. Location Research

This research was conducted at MIN 10 Blitar addressed in the Sukoreno hamlet, Sukosewu village, Gandusari district, Blitar Regency. MIN 10 Blitar is one Madrasah that was in the scope of the village that is very cool and beautiful. However, despite this Madrasah is located in a village but the accomplishments achieved by this Madrasah is also not less competitive with existing madrasah in town. One of the achievements of this Madrasah was by adiwiyata Championship award at Blitar district in the year 2014 which is headed by Mr. Drs. H. Amin Mudhir, M. Pd. Later, MIN 10 get an appreciation school adiwiyata level of East Java province in the year 2016 as a caring school environment and cultural environment in the framework of world environment day while headed by Mr. Ridhwan M, Syaiful M. A. untill today.

On this madrasah also a great many extracurricular activities that can be followed by students, for example: Scout, dance, drumband, and others. As for the other activities that can support the students ' ability of whom held *kultum* or speech every Monday after ceremony was completed where the speaker *kultum* from students selves. In addition to Monday's *kultum* also funded on Friday after Friday ceremony. On Saturday all the citizens of MIN 10 Blitar from teachers, employees, and students doing gymnastics healthy starting at 06:30-07:00 am.

After a gymnastics healthy finish the next activities is *Observation Time* , this activity aim to train the verbal-visual intelligence students started early.

In addition to the above, this madrasah also got a plus score from other activity like : *CaLisTung (Baca, Tulis, Hitung)* for student on class 1 untill class III. This activity doing before students go home. while for classes IV, V, and VI are *BTQ (Read Write the Koran)* that starts at at 13:00-13:30 pm.

#### **D. Data and Data sources**

The data is the description from some events we face. Whereas the definition of the data source in the research is the subject from which the data is retrieved.

According to Suharsimi Arikunto, the data is subject where the data obtained. While according to Lofland, cited by Lexy. J. Moeloeng, the main source of data in qualitative research is words or actions, the rest is additional data such as documents and other.<sup>40</sup>

The data source is the origin from which data can be retrieved. From which the information was received by the researchers. So a data or information should be retrieved from the data source. Associated with the data source, there are two sources of data as follows:

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<sup>40</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Praktek: Edisi Revisi VI*, (Jakarta: Rineka Cipta, 2006), hlm. 107.

## 1. The Primary Data Sources

**Table 3.1 Primary Data Sources**

No	List of Interview	Purpose
1.	Mr. Syaiful (head of MIN 10 Blitar)	a. To explain the program of <i>observation time</i> at MIN 10 Blitar b. To explain the implementation process of verbal-visual intelligence among students through <i>observation time</i> at MIN 10 Blitar c. To find out the supporting and restricting factors in the implementation of <i>observation time</i> at MIN 10 Blitar
2.	Ms. Binti R.M (vice principal of curriculum)	a. To explain the program of <i>observation time</i> at MIN 10 Blitar b. To explain the implementation process of verbal-visual intelligence among students through <i>observation time</i> at MIN 10 Blitar c. To find out the supporting and restricting factors in the implementation of <i>observation time</i> at MIN 10 Blitar
3.	Mr. Miftahul Huda (teacher of MIN 10 Blitar)	a. To explain the program of <i>observation time</i> at MIN 10 Blitar b. To explain the implementation process of verbal-visual intelligence among students through <i>observation time</i> at MIN 10 Blitar c. To find out the supporting and restricting factors in the implementation of <i>observation time</i> at MIN 10 Blitar

## 2. Secondary Data Source

A secondary data source is a data source that is obtained or collected by researchers from existing sources relating to research. Secondary data is derived from books, personal documents, official documents MIN 10 Blitar.

## E. Data Collection

To find out the purpose of this study, researchers showed the exposure data in the form of a table. As for the exposure of this data are as follows:

Table 3.2 Technique of Data Collection

No	Formulation of the Problem	The Technique of Data Collection
1.	What and how is the program of <i>observation time</i> at MIN 10 Blitar?	To answer the formulation of this problem researcher using interview. Depth interview done to the headmaster of school to dig as much information as possible about the developing verbal-visual intelligence in MIN 10 Blitar. The instrument use in this technique is interview guidelines
2.	How is the implementation process of <i>observation time</i> in developing verbal-visual intelligence at MIN 10 Blitar?	To answer this question, researchers used two techniques of data collection i.e., observation and interview. Observations will be made during the process of observation time take place in schools. Researchers observe directly the process of observation time and perpetuates the process in the form of footage or pictures. Then the results of these observations will be analyzed in the next process. The instrument that is used is observation guidelines as a field note. In addition researchers also interviewed several parties, among others: <ul style="list-style-type: none"> <li>a. Teachers and principals, interviews with teachers and principals done to know exactly how the process of verbal-visual intelligence among students trough <i>observation time</i> at MIN 10 Blitar</li> <li>b. Student, interview to student to know how the response of the student about process is done in schools.</li> </ul> The instrument use in this technique is interview guidelines
3.	What are supporting and restricting factors in the implementation of	To answer this question, researchers use two techniques are: interviews and observations. The interview is

<p><i>observation time</i> at MIN 10 Blitar?</p>	<p>conducted to the head of the madrasah and the teacher to find out the factors that support and hinder the efforts of the madrasah in the in the implementation of the activities <i>observation time</i>. In addition researchers observing directly what are the factors that support and hinder activities during <i>observation time</i>. The use of the instrument in this technique is interviews and records guidelines.</p>
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In addition to the data collection technique in the table above this research also use documentation. The documentation can be obtained from some documents or archival research that supports this madrasah in collecting data. Document research done on the record results of observation time, special teacher's notes and other documents that are able to support the collection of data on research.

#### F. Data Analysis

Qualitative data analysis (Bogdan & Biklen, 1982) is an effort made by way of working with data, organizing data, selecting by organize, synthesize, search and find patterns, find what is important and what is learned and decide what can tell to other people.<sup>41</sup>

According to Miles and Huberman, an analysis of the qualitative data consists of three activities that occur simultaneously, namely: data reduction, presentation of data and withdrawal of conclusion/verification.<sup>42</sup>

<sup>41</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 248

<sup>42</sup>Ariesto Hadi Sutopo dan Adrianus Arief, *Terampil Mengolah Data Kualitatif dengan Nvivo*, (Jakarta: Kencana, 2010), hlm. 10-14

### 1. Reduction of Data

Data reduction is defined as the process of selection, concentration on simplification, abstraction, and the transformation of the data "data" that emerged from the written records on the field. Data reduction is not a thing apart from the analysis. He is part of the analysis. Choices researchers about how to codified, which is discarded, the patterns which summarizes a number of parts that are scattered, the stories of what is developing, it is those choices. Data reduction is a form of analysis that sharp, classify, directing, discarding unnecessary, and organize data.

### 2. The Presentation of the Data

According to Miles and Huberman, the second most important flow of presentation of data analysis is activities. "presentment" meaning as a collection of information arranged in which gives the possibility of withdrawal of conclusions and taking action.

### 3. The Conclusion

In conclusion, is just part of one of the activities of the whole configuration. That Conclusions also in verify during research in progress.

## **G. Validity of Data**

In the qualitative research the main of instrument research is researchers themselves. Checking the validity of data are needed to be done in a study so that the data obtained can be trusted and accountable scientifically. Checking the validity of the data activity aims to reduce errors in data acquisition of geochemical processes which will certainly have an impact on the final results of

a research. In this research to test the validity of the data the researchers used the technique of triangulation.

Triangulation is a technique checks the validity of the data that makes use of something else. Outside of that data for the purposes of checking or comparison against that data. In this study a triangulation carried out are:

1. Sources Triangulation

Triangulation was done by checking the source of data that has been retrieved from different sources. This activity aims to test the credibility of the data that has been retrieved. In this research triangulation source will be done to the head of the madrasa and teacher. Data obtained from these three sources (observation, interview and documentation) will be analyzed and then used to draw conclusions

2. The Technique of Triangulation

The technique of triangulation is a test of the credibility of the data obtained by checking the same source of data with different techniques. The technique of triangulation was done by examining the data that has been retrieved from the results of observation, interview, and then checked by observations or documentation.

## CHAPTER IV

### EXPOSURE DATA AND THE RESULTS OF THE RESEARCH

#### A. Exposure Data

##### 1. Description of the Research Object

###### a. The Background of the Establishment of MIN 10 Blitar

MIN 10 Blitar reconstruction established by Mr H. Dawud Sunarto and his colleagues in 1984 with the name of the Madrasah Diniyah Awaliyah private status. On the basis of the Muslim community the Madrasah was changed to Madrasah Ibtidaiyah on the year 1986. On 1993 a Madrasah Ibtidaiyah Sabilul Muttaqin II registered status be recognized. On 1997 there is increasing again from Madrasah Ibtidaiyah Sabilul Muttaqin become state Madrasah Ibtidaiyah Sukosewu Gandusari. And on January 2018 MIN Sukosewu inaugurated to MIN 10 Blitar led by H. Syaiful Ridhwan Muchdi, M.A. At the time of the leadership H. Syaiful Ridhwan Muchdi, M.A this Madrasah more advanced and often get reward from the district level and the Province. On 2016 this madrasan was awarded the provincial level as the school concerned for the environment and cultured environment in World Environment Day.

###### b. The Vision and Mission of MIN 10 Blitar

###### 1.) The Vision

“Created human who has *akhlaqul Karimah*, smart, independent, skillful, cultured healthy environment based on the Qur'an and the Hadiths.”

The Vision of an elaboration of MIN 10 Blitar are:

a.) *Akhlaqul Karimah*, the indicators are:

- (1.) Actualize the syari'ah islam correctly. (NK)
- (2.) Respect the parents and teachers. (NK)
- (3.) Spoke the good polite and cordiality toward parents, teachers, friends and society. (NK)

b.) Smart, the indicators are:

- (1.) Academic achievement reached the average rose 3.5 points from the year 2012/2013. (NP)
- (2.) The minimum Non-academic achievement is B (good). (NP)
- (3.) Can distinguish between right and wrong. (NK)
- (4.) Can choose the more at priority. (NK)

c.) Skillful, the indicators are:

- (1.) Can complete tasks quickly and accurately. (NK)
- (2.) Can complete the task of anyone without dependence on the others. (NK)

d.) Cultured environment, the indicators are:

- (1.) Behavior of clean, discipline, honest, obey the rules or discipline in the Madrasah or in society. (NK)
- (2.) Mutual affection the being of God (people, animals and plants). (NK)
- (3.) Concerned the clean environment and healthy both in the Madrasah and in the house. (NK)

(4.) Free school environment from larva mosquitoes especially *Aedes aegypti*.

(5.) Conserve the function of environment, prevent pollution (land, air and water) and prevent environment damage. (NK)

Description:

<p><i>NP = Nilai Prestasi</i>  <i>NK = Nilai Karakter Positif</i></p>
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## 2.) The Mission

- a.) Arrange the relevant Madrasa Curriculum or relevant with development era.
- b.) Increase of Human Resources teachers in the teaching and learning process.
- c.) Teaching and practicing for maximal collaboration develop culture concerned for the environment.
- d.) Addressing the availability of adequate madrasa environment as a source or Media learning for students.
- e.) Improve the completion that has the attitude of the knowledge and skills needed by community.
- f.) Implement the management of the Waste Water ablution to keep fish and for irrigation water plants in a garden madrasah / Working With the stakeholders.
- g.) Cooperation with the Parents also madrasah committee in the procurement of equipment and infrastructure.

h.) Implement the Assessment based on the behavior of love environment.

The description from Mission of MIN 10 Blitar is follows:

(1.) Standard Content

(a.) Arrange the madrasa curriculum that are relevant or appropriate development of the world of education and load the environment education.

(b.) Always make up todate, the new information that has nothing to do with the curriculum for relevance to the needs of the stakeholders.

(2.) Teachers Standards

(a.) Increase of Human Resources in learning process

(b.) Always strive to obtain the new knowledge in accordance with new era.

(3.) Standards Process

(a.) Implementing the learning process professionalism and full of inovatif.

(b.) Implement religion learning that maximal colaboration develop behavior of shari'ah properly.

(c.) Implement the innovations apply both, honest, responsibility, hard work, love the land of water and reliable.

(d.) Implement lessons through the process of observing, ensnared, try (experiment) associate and communicate (applying)

- (e.) Implementing the stabilization of lands or regulatory matter especially for the students of class VI.
  - (f.) Carry out the construction of the students who are less capable in terms of read and write both latin and Arabic.
  - (g.) Teaching and practicing to develop the culture care environment
  - (h.) Perform the construction or learning related to the process of the Eradication of the nest Mosquitoes especially the cause of Dengue Fever Dengue ( PSN of dengue fever ).
  - (i.) Teaching Science, Social Science and Religion, with learning resources from the environment Madrasah.
- (4.) The standard Infrastructure
- (a.) Addressing the availability of books and teaching aids that support the implementation of the process of learning
  - (b.) Addressing the availability of tools for environment education, *akhlaqul karimah* education characters.
  - (c.) Addressing the availability of adequate madrasa environment as a source or media learning for the students.
- (5.) The standard of Completion
- (a.) Specify the passing criteria which refers to the value of *Aklaq*, knowledge and environment cultural.
  - (b.) Improve the quality of learning with average above 8,00

(c.) Increase the number of graduates who are according to the expectations of stakeholders.

(d.) Improve the completion that have the attitude, knowledge and skills needed by the community.

(6.) Management standards.

(a.) Implementing the division of institutions according to their respective task.

(b.) Working together with the school committee and parents Madrasah, for realization of education results expected.

(c.) Implement the management of the waste water oblution to keep fish and for irrigation water plants in a garden Madrasah/working together with the stakeholders.

(7.) Financing standard.

(a.) Do the efficiency and optimalisasi cost in accordance with the regulation of the minister administration.

(b.) Improvement of entrepreneurship Madrasah activities.

(c.) Cooperation with parents also komite Madrasah in the procurement of equipment and infrastructure.

(8.) Scores standard.

(a.) Implement value based on the attitude *akhlaqul karimah*.

(b.) Implement the assessment based on the intellectual or cognitive.

(c.) Based on the assessment indigenous value

(d.) Implement the assessment based on the behavior of love the surrounding environment.

(e.) Implementing evidence based assessment outentik.



c. The List of Teachers and Employees MIN 10 Blitar

**Table 4.1 List of Teachers and Civil Servants of MIN 10 Blitar**

No	List Name of Employees	NIP	The rank/Goal/Space	Received	Department
1	H. SYAIFUL RIDHWAN MUCHDI, M.A	197104091994021001	Facilitator / IV a	09/03/2015	The head of MIN 10 Blitar
2	MUSDALIFAH, S.Pd.	196809061999032001	The styler Kindergarten I / III d	01/03/2005	Teacher
3	MASUSIATIN, S.Pd.	197607201999032003	The styler Kindergarten I / III d	01/07/2012	Teacher
4	MIFTAHUL HUDA, S.Pd.I	198007242005011006	The styler / III c	01/01/2011	Teacher
5	AHMADI, S.Pd.I	197004102006041001	The styler / III c	01/06/2006	Teacher
6	M. ADIB MUSONI, S.Pd.I	198105182006041018	The styler / III c	01/06/2006	Teacher
7	Bint RIADOH MAHMUDAH, S.Pd.	197108102007102003	Young styler Kindergarten I / III b	01/10/2009	Teacher
8	AGUS MARZUKI, S.Pd.	197204072007101001	Young styler Kindergarten I / III b	01/10/2009	Teacher
9	RETNO PALUPI, S.H.	197505032009102003	Young styler Kindergarten I / III b	01/07/2010	The Treasurer

10	IZZATUL WAFIROH, S.Pd	198101242005012003	Young styler Kindergarten I / III b	01/07/2017	Teacher
11	JAMALUDIN had HAMID, S.E	197306142007011026	The styler / III c	01/07/2017	Teacher
12	RINA HIDAYATI, S.Pd	198101042007102004	Young styler Kindergarten I / III b	01/07/2017	Teacher
13	MUH. SYAMSUL RIJAL, S.Ag	197504152007011039	Young styler Kindergarten I / III b	01/07/2017	Teacher
14	SITI MUDRIATUN, S.Pd.I			01/01/2005	Teacher
15	DINA FITRASARI, S.Sos.			01/01/2007	Administration
16	NISWATUL HIDAYAH, S.Pd.I			01/01/2007	Teacher
17	IDA MAHMUDIN ATIKA FARIA, S.Pd.I			01/01/2010	Teacher
18	SYAMSUL ARIFIN, S.Pd.			01/01/2014	Teacher
19	MOH. IRFAN, S.Pd.I			01/01/2014	Teacher
20	SULIS PURNOMO, S.KOM			01/01/2017	Administration
21	HODO SOBIYI			01/01/2004	Cleaning service

**d. The Various of Ekstrakulikuler activities at MIN 10 Blitar**

Ekstrakulikuler activities at MIN 10 Blitar was held on Saturday at 07:15-08:25 after the activities of *observation time*, ekstrakulikuer activities include are:

1.) Drumband

Drumband Ekstrakulikuler taught by Mr Adib Muhsoni and accompanied by Ms Siti Mudriatun. This activity to facilitate talented students or fond of in the field of the music art. Drumban Ekstrakulikuler have been awarded at the district level and the eastern region as general champion in order to commemorate the *Milad* MTs Ma'arif Gandusari.

2.) Volly

Ekstrakulikuler volly built by Ms Dina Fitra Sari and accompanied by Mr Agus Marzuki. This activity aimed at facilitating students talented and comfortable in ekstrakulikuler volly.

3.) Dance

This ekstrakulikuler activities is very good for developing confident students. As actualization ekstrakulikuler too often is displayed in the event of a specific event Madrasah and exhibition at the public in order to make the parents feel proud and putting his son on the Madrasah. This ekstrakulikuler taught by Ms Retno Palupi and accompanied by Ms Masusiatin.

#### 4.) Tennis

This ekstrakurikuler activities built by Mr Syamsul Arifin and are accompanied by the by Ms Izzatul Wafiroh. On this Ekstrakurikuler have many benefits, including can increase coordination between the eyes and the hand, can improve the reflex, and certainly this sport train duel fought the brain.

#### 5.) Athletic

This Ekstrakurikuler built by Ms Musdalifah and accompanied by Mr Ahmadi. Athletic is a combination of several types of sports that usually includes fled, throwing and skip.

#### 6.) Calligraphy and Painting

Calligraphy is one of art are usually using Arabic letters which this art including Islamic art that very honor. Painting is an art that can pour the imagination of the person in the form of a picture. This ekstrakurikuler activities built by Mr Moh. Irfan and accompanied by Ms Ida Mahmudin.

#### 7.) Badminton Court

Badminton is a type of sport that almost similar with tennis. One of the fungtion almost same with the sport of tennis, namely to train duel fought the brain. This activity though by Mr Syamsul Arifin.

#### 8.) The self-defense art or PSHT

The self-defense art is the arts to defend themselves or survive protect themselves. This ekstrakurikuler activities though by Mr Sulis Purnomo.

## 9.) Catur

Chess is a game that is very useful to train the brain to think logically and systemic. This Ekstrakulikuler though by Mr Miftahul Huda.

## 10.) Hafidz

The Madrasah Ibtidaiyah 10 Blitar is requires her students to memorized *Juz 'amma* or *juz 30* on the holly qur'an. This activity in the assessment and conditions increase class. This activity built by Mr Hodo Sobiyi.

## 11.) The scouts

This ekstrakulikuler activities will rich the benefits for students. The benefits in this activity is to trains children to have a good solidarity, confidence and independently students. This Ekstrakulikuler built by Mr Moh. Irfan.

## 12.) MTQ

MTQ is abbreviation of Mutsabaqah Tilawatil Qur'an. MTQ is a sound art in pronounce the holy verses of the Qur'an. This Ekstrakulikuler built by Mr Ahmadi.

## 2. The Curriculum of MIN 10 Blitar

As a school on the base level MIN 10 Blitar has different characteristics with other schools. MIN is abbreviation of *Madrasah Ibtidaiyah Negeri* which has been identified in its curriculum

integrating general science and the science of religion. In this case can be detail that the curriculum combined MIN 10 is as follows:

- a. Use the curriculum 2013 which this guide written on the mission of MIN 10 Blitar (arrange the relevant Madrasa Curriculum or in accordance with the development of new era)
- b. Integrity of Madrasah Education, family and the community. Especially in the improvement of the quality of the educators and learners and completeness of Madrasah infrastructure.
- c. Integrity Madrasah with Islamic religious education based on the Qur'an and the hadiths.
- d. Integrity Madrasah with aquaculture environment. This is due to MIN 10 Blitar is a Madrasah adiwiyata.

### 3. Learning Activities at MIN 10 Blitar

MIN 10 Blitar is a school *full day*. which students dimualai departure from hours 06:00 and finished at 13:25 to class I, II and III. While for the class IV, V and VI discussed cooperation at 14:30. The lessons started from at 06:00 from the dates students, this as expressed by Mr H. Syaiful Ridhwan Muchdi, M.A,

The kids began to leave for hours 06:00 am, then be shaken with the teacher pickets greeted morning continued net environmental activities aims to increase students awareness of the School environment. As for the division of the tasks of this environment clean is sweep, taking trash, bring the garbage, throw the trash , cleaning the litter that is in the fish pond, and watering plants

The original version is:

Anak-anak mulai berangkat jam 06:00 kemudian bersalaman dengan guru yang piket sambut pagi dilanjutkan kegiatan bersih lingkungan yang bertujuan untuk menambah kepedulian siswa atau siswi terhadap lingkungan sekolah. Adapun pembagian tugas dari kegiatan bersih lingkungan ini ada yang bagian menyapu, mencikrak(jawa), membawa tong sampah, membuang sampah, membersihkan sampah daun yang ada dikolam ikan, dan menyiram tanaman<sup>85</sup>

From the reflection of Mr Syaiful can be known that the students or the students in school at MIN 10 Blitar is not only taught about the science related to intellectual property but also about the attitude. Students taught about the attitude concerned for the environment, cooperation and many more positive values that can be taken from the activities of this clean environment. Furthermore at 07:00-07:15 is the routine activities of the praying forenoon, this as conveyed by Mr H. Syaiful Ridhwan Muchdi, M.A,

After completion of the clean environment activities continued with a routine activity of dhuha prayer that follow students from class I untill class VI. After dhuha prayer done there is usually one of the students who are appointed to lead prayers pray dhuha. The purpose of this activity is expected to grow Spiritual intelligence students and instilling religious values in students

The original version is:

Setelah selesai kegiatan bersih lingkungan dilanjutkan dengan kegiatan rutin sholat dhuha yang di ikuti siswa atau siswi dari kelas I sampai kelas VI. Setelah selesai sholat dhuha biasanya ada salah satu siswa yang ditunjuk untuk memimpin doa sholat dhuha. Adapun tujuan dari kegiatan ini diharapkan dapat menumbuhkan kecerdasan Spiritual siswa dan menanamkan nilai keagamaan dalam diri siswa<sup>86</sup>

In addition to train the attitude concerned for the environment in the Madrasah imparts very distracted by the intelligence Spiritual students. As

<sup>85</sup> The results of the interview with the Head of the Madrasah, February, 10<sup>th</sup> 2018

<sup>86</sup> The results of the interview with the Head of the Madrasah, February, 10<sup>th</sup> 2018

we know that the early religious education embedded in children will be more good. Next is teaching and learning activities. This as expressed by Mr H. Syaiful Ridhwan Muchdi, M.A,

Then, at 07:15 am teaching and learning activities begin, before start learning in the first hour are required to *Bapak* or *Ibu* teacher to guide students reading Qur'an together beforehand. After the first, second, third and fourth hours the end It's time break, precisely at 09:35-10:05 am. At the time of the break are usually students buy food in the cafeteria provided the school, the food provided is healthy food meals free from (Dye, preservative, *pengenyal*, flavoring and sweetener). Students are not allowed to buy food outside the cafeteria. This is a follow up to our concern on a student to avoid foods containing unhealthy. At 10:05-12:25 in time clock is fifth, six, seven and eight. Then the clock 12:25-12:55 time for dhuhur prayer. For imam is from teachers who passed or alternately on schedule. Next activities is (read, write, calculate) for students of class I, II and III as for the students class IV, V and VI are BTQ (read the writing of the qur'an)

The original version is:

Kemudian pada pukul 07:15 kegiatan belajar mengajar dimulai, sebelum memulai pembelajaran pada jam pertama diwajibkan kepada Bapak atau Ibu guru untuk membimbing siswa atau siswi membaca Al-qur'an bersama terlebih dahulu. Setelah jam pertama, kedua, ketiga dan jam keempat berakhir tiba waktunya istirahat, tepatnya pada pukul 09:35-10:05. Pada waktu istirahat ini biasanya siswa atau siswi membeli makanan di kantin yang telah disediakan sekolah, yang mana makanan yang disediakan adalah makanan-makanan sehat yang terbebas dari 5 P (Pewarna, pengawet, pengenyal, penyedap dan pemanis). Siswa atau siswi tidak kami izinkan untuk membeli makanan diluar kantin. Ini merupakan tindak kepedulian kami pada siswa atau siswi untuk menghindari makanan-makanan yang tidak sehat yang mengandung 5 P. Pada pukul 10:05-12:25 adalah waktu masuk jam kelima, enam, tujuh dan delapan. Kemudian jam 12:25-12:55 waktu jama'ah sholat dhuhur. Adapun untuk imam adalah dari Guru yang digilir atau bergantian sesuai jadwal. Kegiatan selanjutnya yaitu CALISTUNG (baca, tulis, hitung) untuk siswa atau siswi kelas I, II dan III sedangkan untuk siswa kelas IV, V dan VI adalah BTQ (baca tulis qur'an)<sup>87</sup>

<sup>87</sup> The results of the interview with the Head of the Madrasah, February, 10<sup>th</sup> 2018

Apart from the above learning activities learning activities no exception on Monday, on Friday and Saturday. This handles as conveyed by Mr H. Syaiful Ridhwan Muchdi, M.A,

The exception in Monday is at first the entire teachers and students 10 MIN following the flag raising ceremony. In this activity the ceremonial officers took turns on the schedule students. As for the patrons of the ceremony is Bapak or Ibu the teacher in charge of passing on advice to students. The second exception is on Friday held ceremony or usually said by *Apel Pagi*. *Apel Pagi* is ceremonial activities of a decline Flag. funded at 07:00, as well as the activities of the flag raising ceremony on Monday. the ceremonial officers took turns on the schedule of students. As for the patrons of the ceremony is from Bapak or Ibu the teacher in charge of passing on advice to the students. After done this activity there is some speaker *kultum* who delivered students on duty both use the Indonesian language, english and arabic. On Friday the completed learning activities at 10:30. Why learning activities on Friday more quickly from the other day? namely for the preparation of students to perform prayer jum'ah. Then at 13:00 until completed is scouting mandatory activities

The original version is:

Pengecualian di hari senin adalah pada jam pertama seluruh Guru dan siswa MIN 10 Blitar mengikuti upacara pengibaran Bendera Merah Putih. Pada kegiatan ini petugas upacara bergantian sesuai jadwal siswa atau siswi. Sedangkan untuk pembina upacara dari Bapak atau Ibu guru yang bertugas menyampaikan nasehat kepada siswa. Pengecualian kedua yaitu pada hari jum'at diadakan Apel Pagi. Apel Pagi adalah kegiatan upacara penurunan Bendera Merah putih yang dilaksanakan pada pukul 07:00, seperti halnya kegiatan Upacara Pengibaran Bendera Merah Putih dihari senin para petugas upacara bergantian sesuai jadwal siswa atau siswi. Sedangkan untuk pembina upacara dari Bapak atau Ibu guru yang bertugas menyampaikan nasehat kepada siswa. Setelah selesai Apel Pagi ada kultum yang disampaikan siswa atau siswi yang bertugas baik menggunakan bahasa Indonesia, Inggris dan Arab. Pada hari jum'at kegiatan pembelajaran selesai pada pukul 10:30. Mengapa kegiatan pembelajaran pada hari jum'at lebih cepat dari hari yang lain? tidak lain yaitu untuk persiapan para siswa untuk melaksanakan sholat jum'at. Kemudian pada pukul 13:00 sampai selesai adalah kegiatan wajib kepramukaan<sup>88</sup>

<sup>88</sup> The results of the interview with the Head of the Madrasah, February, 10<sup>th</sup> 2018

*Kultum* conveyed by the students or the students who get tasks using Indonesian language, English and Arabic is a very positive activities once. In addition to train the linguistic intelligence verbal students can also train the level of confidence in the students. In this case Mr H. Syaiful Ridhwan Muchdi, M.A as head of the Madrasah are not afraid to spend money from his bag when there *kultum* or speech students are interesting and good. This he do every day juma'ah even when there is no duty *kultum* on that day as energizing students Mr H. Syaiful Ridhwan Muchdi, M.A not afraid to increase the amount of nominal money that will be given to the students. So many students or students who are vying to provide *kultum* or speech. *Kultum* delivered aloud using the help of the appliance by speakers who have provided the Madrasah in the middle of the students or the students from Class I to class VI and also Mr Ibu teachers MIN 10 Blitar.<sup>89</sup> The activities of the exception that supplies on Saturday. This as in es by Mr Head of Madrasah,

Whereas on Saturday the entire teachers and students of MIN 10 Blitar do gymnastics healthy. After done, continue to *observation time* program. *Observation time* is the observe program doing with students to make sentences of objects that students find in the school. That thing in the form of former garbage found students in the school environment. After making the sentence completed representatives of the students at the point to read out his observation results in front of the class or sometimes in the front field school by using microphone

The original version is:

Sedangkan pada hari sabtu seluruh guru dan siswa MIN 10 Blitar melakukan senam sehat. Setelah selesai kemudian dilanjut dengan kegiatan *observation time*. *Observation time* adalah kegiatan observasi

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<sup>89</sup> Observation results, January 13<sup>th</sup> 2018

yang dilakukan siswa dengan membuat kalimat dari benda yang siswa temukan disekolah. Benda itu berupa sampah bekas yang ditemukan siswa di lingkungan sekolah. Setelah pembuatan kalimat selesai perwakilan dari siswa ditunjuk untuk membacakan hasil observasinya didepan kelas atau terkadang di lapangan depan sekolah dengan menggunakan microphone<sup>90</sup>

#### 4. The Implementation of Observation Time Program at MIN 10 Blitar

##### a. The Program of *Observation Time*

The Program *observation time* is one of the programs that facilitating the growth of think in power train intelligence verbal-visual students. As has been expressed by Mr Head of Madrasah,

Program the program is conducted every Saturday after gymnastics healthy activities. This activity has a lot of positive impact for students and the environment, positive impact of which students obtained, students can make a sentence with good and true from what they are scrupulous or observation (to developing visual intelligence students). After students finish making sentence then the teacher instructs students to convey the task in the form of the sentence which is then read to the class or in the field (to developing verbal intelligence students)

The original version is:

Program *observation time* adalah program yang dilaksanakan setiap hari sabtu sesudah kegiatan senam sehat. Kegiatan ini memiliki banyak dampak positif bagi siswa dan lingkungan, dampak positif yang diperoleh siswa diantaranya, siswa dapat membuat kalimat dengan baik dan benar dari apa yang mereka teliti atau observasi (cara untuk menumbuhkan kecerdasan visual siswa).Setelah siswa selesai membuat kalimat kemudian guru memerintahkan siswa untuk menyampaikan tugas berupa kalimat tersebut yang kemudian dibaca di depan kelas atau didepan lapangan (cara untuk melatih kecerdasan verbal siswa)<sup>91</sup>

This program also can develop the positive impact for students or school environment. As has been expressed by Mr Head of Madrasah,

<sup>90</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

<sup>91</sup> The results of the interview with the Head of School, February, 10<sup>th</sup> 2018

Another positive impact is they have high confidence. As for the positive impact to the environment is reduced litter in the school environment. Why the *observation time* program can reduce the waste in the school environment? Because, in this activity students are required to find the objects of the former are there around the school environment like, dried leaves and twigs that fall, the snack bins did not enter wasted at the time of net environmental activities every morning. The implementation of these activities would be very supportive of MIN 10 Blitar because this madrasah are included a madrasah of adiwiyata which has been awarded the national level in the year 2017 ago

The original version is:

Dampak positif lain yang didapat dari siswa yaitu siswa juga dilatih untuk memiliki rasa percaya diri yang tinggi. Adapun dampak positif untuk lingkungan yaitu berkurangnya sampah dilingkungan sekolah. Mengapa kegiatan *observation time* ini dapat mengurangi sampah yang ada dilingkungan sekolah? Karena, dalam kegiatan ini siswa dituntut untuk mencari benda bekas yang ada disekitarlingkungan sekolah seperti, daun kering dan ranting yang jatuh, sampah snack yang tidak ikut terbuang diwaktu kegiatan bersih lingkungan setiap pagi. Penerapan kegiatan ini akan sangat mendukung MIN 10 Blitar yang mana madrasah ini termasuk madrasah adiwiyata yang telah mendapat penghargaan tingkat Nasional pada tahun 2017 lalu<sup>92</sup>

#### **b. The Implementation Process of *Observation Time* Program**

The Program *observation time* started on the proposed Mr Syaiful as head of the Madrasah. And outcome from discussion forum of teachers. This activity may be was doing two half and near three years old until now. How is the backround of *observation time* program. This is as delivered by Mr Syaiful,

Yes, at first we see the children it's difficult to create a language with its own sentence, so his background child wrote it with sentence that arise from his own mind difficult to apply in a language writing. Second, they actually have the courage in spoken language but not necessarily with the spoken language It can be written. to accustom

<sup>92</sup> The results of the interview with the Head of School, February, 10<sup>th</sup> 2018

them to make sentences with his own language We need to create something that's a fact and not opinion. because our school that strives to free the garbages. The third background is, teach children to look for waste from goods that are not useful like leaf, aqua stick, or It's a candy wrapper or may be the garbages wich found in environment of school. Utilize used goods as a learning resource. The fourth background is, We tried to modification learning model to students to choose appropriate learning resources they want. The fifth background is, we teach the students to observe something must began from since childhood. So that's the first process

The original version is:

Iya, pada awalnya kita melihat anak-anak itu susah untuk menciptakan bahasa dengan kalimat sendiri, jadi latar belakangnya anak untuk menulis itu dengan kaliamt yang muncul dari pikirannya sendiri itu susah untuk dituangkan dalam bahasa tulis, kedua mereka sebenarnya mempunyai keberanian dalam bahasa lisan tetapi belum tentu dengan bahasa lisan itu bisa ditulis. nah, untuk membiasakan mereka membuat kalimat dengan bahasa sendiri kita perlu menciptakan sesuatu yang fakta tidak opini. karena sekolah kita itu berupaya bagaimana bebas sampah, ahirnya kita juga membelajarkan anak. latar belakang yang ketiga, membelajarkan anak untuk mencari sampah dari barang-barang yang tidak berguna apakah itu daun, stick aqua, ataukah itu bungkus permen atau barangakali samaph yang terjadidi sekolah itu kita memanfaatkan barangkali dari barang yang ada itu menjadi sumber belajar. Yang keempat latar belakangnya, kita mencoba mengkreasikan siswa agar memilih sumber belajar sesuai yang mereka inginkan, tidak harus ditentukan oleh guru. Yang kelima,kita membelajarkan siswa untuk melakukan pengamatan atau observasi karena kita faham bahwa ketika anak dalam usia perkembangan selanjutnya masa remaja atau masa dewasa yang terjadi proses untuk bisa membiasakan observasi dan pengamatan terhadap suatu objek itu perlu pembiasaan sejak kecil. Jadi itu proses pertama<sup>93</sup>

The second idea is to make students get used to create sentences.

Then they made one for the name of the program that implemented one week once when done gymnastics healthy every saturday during ten minutes named *observation time*. Like Mr Syaiful said,

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<sup>93</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

the second process is, How do the create this program to be one of the means of support learning processed in the class. So, that the children get used to create sentences. Then we made one for the name of the program that implemented one week once when done gymnastics healthy every saturday during ten minutes *named observation time*.

The original version is:

proses kedua, kita menciptakan bagaimana program ini menjadi salah satu sarana yang mendukung pembelajaran dikelas supaya anak terbiasa membuat kalimat. Maka ahirnya kita membuat satu nama program yang dilaksanakan satu minggu sekali setelah selesai senam sehat setiap hari sabtu selama sepuluh menit yang diberi nama *observation time*<sup>94</sup>.

After this activity agreed by the whole of the teachers and students then funded the activities of observation time in accordance with the provisions. The sentence must be made by the students is a fact. It is as

Mr. Syaiful said,

Top my proposal then we discussion, then it according to teachers could also be accepted we pass to children starting from class one can already make a sentence Although one sentence consists of only two words. The first emphasis is fact not opinion

The original version is:

Atas usulan saya yang kemudian kita musyawarahkan, kemudian ini menurut bapak ibu guru juga bisa diterima kita sampaikan kepada anak-anak mulai dari kelas satu sudah bisa membuat kalimat walaupun satu kalimat hanya terdiri dari dua kata. Yang pertama penekanannya adalah fakta bukan opini<sup>95</sup>

Students determine the objects that will be on the observation.

From the Junk they found only one that will be their observation. It is as

Mr. Syaiful said,

<sup>94</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

<sup>95</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

They they stick to one object of any kind found school surroundings While looking for garbage, they just choose one, even though they get trash that more than one Maybe five,ten but that was not elected was put in the trash. Means teach children take trash, the second specifies the object. After determining the object, they have to make as many sentences from they observation

The original version is:

Ahirnya mereka menempel satu benda apapun yang ditemukan dilingkungan sekolah sambil mencari sampah, mereka hanya memilih satu walaupun mereka dapatkan sampah itu lebih dari satu mungkin lima,sepuluh tapi yang tidak terpilih itu dimasukkan di tempat sampah. Berarti membelajarkan anak mengambil sampah, yang kedua menentukan objek. Setelah menentukan objek, mereka harus membuat kalimat sebanyak-banyaknya dari hasil pengamatan tadi<sup>96</sup>

As for the example of making sentences. The making of a sentence does not have to correspond to the subject, predicate and object. It is like Mr Syaiful said,

Example, suppose they had packs of candy, that's candy coincidence, such as kopiko. So the fact that must be written because the wrapper is Brown, then the first written example (There is a brown color) means is already one sentence. But she also uses its own language, Although not in accordance with the SPO (subject, predicate, object) the second she found (There are writing kopiko), fact. Because there are indeed writing it. the third (There is a red color) Means in one time one minute, they've found three sentences. If ten minutes, means the record will determine more

The original version is:

Contoh misalkan mereka punya bungkus permen, kebetulan permen itu misalnya kopiko. Jadi fakta yang harus ditulis karena bungkusnya berwarna coklat, kemudian misalnya ditulis yang pertama (ada warna coklat) berarti kan sudah satu kalimat. Tetapi dia juga menggunakan bahasa sendiri, walaupun tidak sesuai dengan SPO (subjek, predikat, objek) yang kedua dia menemukan kata (ada tulisan kopiko), kan fakta. Karena memang ada tulisan itu. yang ketiga (ada warna merah) Berarti dalam satu waktu satu menit itu,

<sup>96</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

mereka sudah menemukan tiga kalimat. Kalaupun sepuluh menit, berarti mereka akan menentukan lagi<sup>97</sup>

How is that if sentence math related? the example given by Mr Syaiful is as follows,

We give feedback what if anything to do with math? measure the width of how many centi? They then continue to make sentence (width 1.2 ml, length 1.7 ml or 2 cm) in accordance with a ruler they wear, means the right facts not opinion. When we teach children in *obstime* (*observation time*) It is talking about the fact

The original version is:

Kita berikan masukan bagaimana kalau hubungannya dengan matematika? mengukur lebarnya berapa centi? Terus kemudian mereka membuat kalimat (lebarnya 1,2 mili, panjangnya 1,7 mili atau 2 cm) sesuai dengan penggaris yang mereka pakai, berarti kan fakta bukan opini lagi. Ketika kita membelajarkan anak di *obstime* (*observation time*) itu adalah bicara tentang fakta<sup>98</sup>

In making the sentence there is minimum for each class, this as described by Mr. Syaiful,

Then after they wrote much of the results sentences, of course there are minimum. If they are not given the minimum they will only find one or two. The next process next week with the same object for example last kopiko. It will also be our anniversary again to reproduce the arrangement of sentences. Then the next target class I-VI is not same. For example the class VI We target at least ten sentences

The original version is:

Kemudian setelah mereka menulis sebanyak-banyaknya dari hasil kalimat, tentu saja ada batas minimal. Kalau mereka tidak diberi batas minimal mereka akan hanya menemukan satu atau dua saja. Proses selanjutnya minggu depan dengan objek yang sama misalnya tadi kopiko. Itu juga akan kita ulang lagi untuk memperbanyak susunan kalimat lagi. Kemudian yang selanjutnya target kelas I-VI tidak sama. Misalnya kelas VI kita target minimal sepuluh kalimat<sup>99</sup>

<sup>97</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

<sup>98</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

<sup>99</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

Observation time program use the round table method after week. This method goal was to avoid responsibility that these souls imprisoned, but going on the pattern of cooperation, This is as delevered by Mr Syaiful,

That is what we will apply with system of round table. for example, five children we make one group with different objects one child stick aqua, one child candy wrapper, one child again rod, one child leaves, first they found three sentences, then another friend provided slides. Other friends will be observing more of what will be found from the object. Then the other objects also slides so they are in a time that would be able to do the observation by many objects but an object belonging to another friend. The goal is to avoid responsibility that these souls imprisoned, but going on the pattern of cooperation

The original version is:

Nah itulah yang nanti akan kita terapkan dengan sistem round table. isalnya lima anak kita jadikan satu kelompok dengan objek berbeda satu anak stick aqua, satu anak bungkus permen, satu anak lagi batang, satu anak lagi daun, satu anak lagi misalnya bungkus roti atau plastik roti. Itu pertama mereka menemukan tiga kalimat, kemudian digeser diberikan teman yang lain. Teman yang lain akan mengobservasi lagi apa yang akan ditemukan dari objek itu. Kemudian objek yang satunya juga digeser sehingga mereka dalam satu waktu itu akan bisa melakukan observasi dengan banyak benda tapi objek milik teman yang lain. Tujuannya agar tidak terkungkung bahwa ini tanggung jawab saya, tapi terjadi pola kerja sama<sup>100</sup>

In this event, there is a difference of treatment. For class I, II and III students are required to make a minimum of five sentences. Now to add the art of imagination in themselves students of objects that examined must be drawn and dyed using crayons. This is because the object in detail or observable practices still is considered very simple. Now the occurrence

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<sup>100</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

of grade IV, V and VI students are also required to make a minimum of ten sentences. In this stage the object is examined or observed is from the materials that they find within the madrasah. When finished making sentences one by one the students read hasil observasinya in front of the class or in the madrasah etrieve using microphone. Unbridled enthusiasm for our joint students participate in this activity is marked by the number of students who asked when the activities of observation in progress. To the students of class I, II and III is very happy when they do coloring. The support of these activities to encourage the students to be enthusiastic about is when the result of observation they are displayed in front of the class. There are proud in they are face are very plain and tasted. The activities of *observation time* is to train intelligence verbal-visual students.<sup>101</sup>

**c. Supporting and Inhibiting Factors in Implementation of *Observation Time***

Factors that support this activity is support from Mr Syaiful as head of the madrasah. The spirit of Mr Syaiful never subsided in championing MIN 10 Blitar to exist on society and always become Madrasah favorites. This can be seen from the beginning Mr Syaiful go to madrasah starting at 06:00 am and return at 15:00/16:00. Mr Syaiful is not afraid to participate in the process of the activities in the madrasah as clean environment, become officers of the rite or officers of the apples in the

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<sup>101</sup> Observation results, January 13<sup>th</sup> 2018

morning on Friday, guides the activities of the team of documentere and many more places that he did for the progress of the madrasa. Other factors that support this activity is the accompanying teachers *observatin time* activities that never runs out of ideas in educating students. The accompanying teachers has its own way to carry out its task. This support also can be accomplished from that there were students who were very active and enthusiastic in doing this activity.<sup>102</sup> This as expressed by Mr Syaiful,

For supporting factors In addition to the above cooperation teachers we also had a paper, then we've got the extra paint. then we got extra calligraphy. Why is it I have to say being a pattern support? due to post apparently also need an art. To post that perhaps they need to decorate interesting, then maybe when they do *obstime* based on the fact that perhaps it was written “*Bismillahirrahman nirrahim*” with a good calligraphy. Then we got a used paper as not all items are affixed that always new. We've got the paper's former capital. Then the next we have the capital of learning indonesian language. the difference between opinion and fact. So this is the capital of Indonesian language learning we be strong with *obstime*

The Original version is:

Untuk faktor dukungnya selain atas kerja sama bapak ibu guru juga kita punya kertas bekas, kemudian kita punya ekstra melukis. kemudian kita punya ekstra kaligrafi. mengapa itu saya katakan menjadi pola dukung? karena untuk memajang ternyata juga perlu seni. Untuk memajang itu mungkin mereka perlu menghias pajangannya agar menarik, kemudian mungkin ketika mereka melakukan *obstime* berdasarkan fakta itu mungkin atasnya itu ditulis “*Bismillahirrahman nirrahim*” dengan kaligrafi yang bagus. Kemudian kita punya kertas bekas karena tidak semua barang yang ditempel itu serba baru. Kita punya modal kertas bekas. Kemudian yang selanjutnya kita punya modal dari pembelajaran bahasa indonesia. perbedaan antara opini dan fakta. Jadi ini modal dari

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<sup>102</sup> Observation results, January 13<sup>th</sup> 2018

pembelajaran bahasa indonesia yang kita kuatkan dengan obstime pembiasaan<sup>103</sup>

Now for the resistance factors namely from the students themselves and the weather is less friendly as the rainy season. As in say by Mr Syaiful,

The first restricting factors on observation time program is, Student itself. As we know that students vary There is a lazy and diligent students. In this case the cause is different also but a majority of students who *glonoh* (java language) it's mean naughty that's because they rarely communicate with parents and rarely get the attention from they parents. Some of them whose parents work on the slopes of Mount kelud as *pendulang pasir*. They go work at 03:00 o'clock early morning and go home at 18:00 o'clock until the House was tired and didn't get to ask the child's homework (PR) so the activities each day. In this case the companion teacher must always be able to become a professional facilitator IE can master class learning activities so that it runs as expected. The second constraint is, not every Saturday we can do *obstime* because usually the Saturday was constrained with teachers There is a training invitation, There may be activities that maybe we did Saturday. Because usually there are activities on Saturday. If it's Monday to Friday for effective learning. *Saturday it said njenengan* you know yourself, We doing gymastic together, *obstime* and extra. The third inhibiting factors is, the time is only ten minutes. Ten minutes for first class who's just learning to write can not in a sorth time can do *obstime* smoothly. The fourth constraint is, not every student can create a lot of sentence observations. but needs a long time conditioning

The Original version is:

Faktor penghambat kegiatan observation time yang pertama yaitu dari siswa itu sendiri. Seperti yang kita tahu bahwa siswa itu kan berbeda-beda ada yang malas dan rajin. Dalam hal ini penyebabnya juga berbeda-beda tapi mayoritas siswa yang agak glonoh itu sebab mereka jarang sekali berkomunikasi dengan orang tua dan

<sup>103</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

jarang mendapatkan perhatian dari orang tua siswa. Sebagian dari mereka ada yang orang tuanya bekerja di lereng gunung kelud sebagai pendulang pasir. Mereka berangkat pada pukul 03:00 dini hari dan pulang jang 18:00 sampai dirumah sudah lelah dan tidak sempat menanyakan pekerjaan rumah anak (PR) begitu kegiatan setiap harinya. Dalam hal ini para guru pendamping harus senantiasa dapat menjadi seorang fasilitator yang profesional yaitu dapat menguasai kelas agar kegiatan pembelajaran berjalan sesuai dengan yang diharapkan. Kendala yang kedua, tidak setiap sabtu kita bisa lakukan obstime karena biasanya hari sabtu itu terkendala dengan bapak ibu guru ada undangan diklat, ada mungkin kegiatan yang mungkin kita lakukan hari sabtu. Karena biasanya hari sabtu ada kegiatan. kalau senin sampai jum'at untuk hari efektif pembelajaran. Sabtu itu katakan njenengan tau sendiri, kita olah raga bersama, obstime dan ekstra. Kendalanya yang ketiga, waktunya hanya sepuluh menit. Waktu sepuluh menit itu bagi anak kelas satu yang baru saja belajar menulis tidak bisa dalam waktu singkat dapat melaksanakan obstime dengan lancar. Kendala yang keempat, tidak setiap siswa bisa menciptakan kalimat hasil observasi itu dengan banyak. tetapi perlu pembiasaan dengan waktu yang panjang<sup>104</sup>

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<sup>104</sup> The results of the interview with the head of School, February, 10<sup>th</sup> 2018

## **B. Research Results**

### **1. The Program of *Observation Time***

*Observation time* is one of the activities in the conduct of MIN 10 Blitar in every Saturday after gymnastics. This activity support the development of visual-verbal intelligence of students. The students are instructed to search something around their madrasah environment for observe it. From the observation before, the students makes conclusion about it and arrange it into a good sentence. The sentence that has been made will be read in front of the class. If the students do the observation time in field, then they will read it in the field using microphone. The purpose of doing the activities of *observation time* are, as follows:

#### **a. Developing Visual Intelligence**

The object which is observed students is secondhand goods or garbage that they find in their madrasah environment. The goods is used to makes a good sentence. They will not make sentences without the existence of goods that they observation. For class I, II and III of the object that is examined is simple goods that they can draw and then they color with crayons. From the draw, they make sentences. The rules for the class below make a minimum of five sentences. While for the class IV, V and VI of objects that they carefully be used goods which is they find in the madrasah environment. From the objects that they find, they make value of observation in the form of the sentences. For the high class, they have to make sentences at least ten line.

b. Developing Verbal Intelligence

In the observation time is in addition to make sentences they are also required to deliver what they find on the object that they observed. This transferring process always do in front of the class to read the sentence that they make. If this activity is done in the field, the students will be use microphone to read they sentences.

c. Reduce Garbage in Madrasah Environment

As a school, this madrasah adiwiyata does not remove from the peaceful environment. The first impression when entering this madrasah are green environment, clean and fresh air. In addition to create verbal-visual intelligence students, the other purpose of *observation time* is to maintain the cleanliness of the school environment. Although every morning there is no activity but natural clean environment in the form of signaling uncontaminated wind could not prevent the branches, twigs and leaf to fall and bring the trash can normally housed madrasah. For that with the activity *observation time* expected waste is still remaining in the environment madrasah can be reduced.

**2. The Implementation Process of the *Observation Time* Program**

The activities of *observation time* is was undertaken on the proposed Mr Syaiful as head of the madrasah. The event was held on Saturday after gymnastics. The process of their activities as follows:

a. The role of the School Principal

The activities of *observation time* was originally guided by Bapak Syaiful as head of the madrasah. He ordered the students to

search for the ingredients that will they observation. After the school principal asking for assistance to the teachers to assist students learning in the activities of the observation time.

b. The role of the Teacher

The role of the teacher in the *observation time*. This is assisting students until the completion of this activity. Here the teacher as a facilitator in the learning process. In this activity the teacher instructed her students to make sentences from the results of the observation, then explain or read the result of observation to the class and supplies stage is installing the result of observation of students in the *observation time* is in front of the class. From all the process of this activity would not be unmindful of observation teachers.

c. Apply Round Table Method

The round table method in program of observation time is applied in the second week after students observed or observing the objects they specify. So, in this activity students are instructed to take back the object of their perusal, then formed a group with a circular position. The object of each student will be played in the group while making sentences, and then played again and so on. This method aims to let students do not stucked on its own responsibilities and expected a good cooperation between students with one another

### 3. Support and Restricting Factors

The factors to support the activities of *observation time* as follows:

1. Support from principle of MIN 10 Blitar

2. Support from teachers of MIN 10 Blitar
3. The students are always active and enthusiastic in the process of learning
4. Painting and Calligraphy Extracurricular

The inhibiting factors from this activity as follows:

- a. Training Education Program Teacher and Event

The Program of observation time can not be held every Saturday. Because usually on Saturday bapak ibu teachers get an invitation training education. And certain events are usually held on Saturday. As for the solution, optimizes the implementation of learning processed relating to craft a sentence.

- b. A Short Time

The program of observation time just need ten minutes, this time for class one who's just learning to write in a short time can not carry out observation time smoothly. Therefore, class one need more time in this activity.

- c. Not every student can create a lot of Sentences

The program of observation time, students are required to be able to make sentences from the results of them observations. However, not all the students here can create a lot of sentences from the observations. That for, the effort teachers to developing verbal-visual intelligence students is determine the minimum sentence making. Because to make students capable in this program required training and conditioning

- d. Students who are less enthusiastic in the learning process that is caused by several factors. The solution namely teachers help students with a varietyways so that students can follow the process of the activities of *observation time*.



## CHAPTER V

### DISCUSSION

#### A. The Program of *Observation Time*

Each of the learning activities on a certain institution must have the benefits and purpose in the development of the students themselves, both in terms of cognitive impairment, affective and psychomotoric aspects. On the activity observastion time this can develop multiple intelligence. Now the intelligence according to some opinions is as follows:

According to Burt, intelligence is a general cognitively intact ability carried since birth. For that matter real intelligence test treatments has been influenced by factors in the environment will provide a different consequence to definition of intelligence. While according to do. O. Hebb and RB. Cattell, intelligence is distinguished into two types, namely, intelligence wit type A and type B (*fluid and crystalized than mothers*).<sup>105</sup>

Intelligence type A (*Fluid intelligence*) potentiality is a descendant or bringing quality on the basis of a person's nervous system. While the intelligence type B (*crystalized intelligence*), the intelligence is in the form of learning by experience and factors of nature around, either physical or social community. Both types of intelligence are in fact very difficult to distinguish do we stop? Because the two acres closely interlinked and it is not easy to separate them. It is almost impossible to know the basic of bringing intelligence to the exclusion of

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<sup>105</sup>Purwa Atmaja Prawira, *Psikologi Pendidikan dalam Perspektif Baru*, (Yogyakarta: Ar-Ruzz Media, 2012), hlm. 138-139

influences of practice, experience, and influences from the surrounding environment.

According to Freeman, the intelligence is viewed as a capability that can be divided into three kinds, namely adaptability, ability to learn, and the ability of abstract thinking.

According to David Wechsler, intelligence screened is the global ability to act purposefully, to think rationally and to handle the environment effectively. Meanwhile, according to Charles Spearman (1927), argued others, according to her wit it can be distinguish into two kinds: General Intelligence (general) ability and special intelligence (special ability). Different people in two kinds, the intelligence, but the two kinds of intelligence Screened together determine the levels of handling tasks screened cognitively intact nature.<sup>106</sup>

According to Davit Wechsler, intelligence is the ability to act acres directional, thinking rationally, and facing the environment effectively. "Generally it can be concluded that the intelligentsia is a process that involves a mental ability to think rationally. Therefore, intelligence can not be observed directly, but versions must be concluded from all the real action is a manifestation of rational thinking process.

Intelligence is not something has state positions. It is like a collection of abilities or skills can be nurtured and developed. Intelligence is the ability to solve

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<sup>106</sup> Dimiyati Mahmud, *Psikologi Pendidikan (Suatu Pendekatan Terapan)*, (Yogyakarta: BPFE Yogyakarta, 2009), hlm. 110

a problem, the ability to create new problems to be solved, and the ability to create something or offer a 'most service in a cultural community'.<sup>107</sup>

Howard Gardner used the word "intelligence" as a substitute for the word "talent". According to him, there are nine intelligence that can be defined as follows:<sup>108</sup> Here the students are instructed to search for used goods around the environment for madrasah examined. From the research or *observation* done students poured into the form of the sentence. The sentence that has been made will be read aloud to the class or even if the activities of observation time was undertaken in the field and the reading of the sentences using *mixrofon*. On the research findings in this activity there are two of the intelligence can be developed namely intelligence visual-verbal. According to Howard Garner, spatial-visual (thinking in imagine image) and for the verbal (thinking in words).<sup>109</sup> The purpose of doing the activities of *observation time* are:

#### 1. Developing Visual Intelligence

The object of the examined the students in the form of used goods that they find the school sites is as their basic ingredients in the making of the sentence. They will not make sentences without the existence of objects that they carefully. For class I, II and III of the object that is examined is simple goods that they can picture and then they color with crayons. From the picture

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<sup>107</sup>Sri Widayati dan Utami Widiyati, *Mengoptimalkan Sembilan Zona Kecerdasan Majemuk anak*, (Yogyakarta: Luna Publisher, 2008), hlm. 2

<sup>108</sup>Sri Widayati, dan Utami Widiyati, *Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak*, (Yogyakarta: Luna Publisher, 2008), hlm.6 [ (1)Logical-mathematical intelligence (2) Verbal-linguistic intelligence (3) Visual-spatial intelligence (4) Musical intelligence (5) kinesthetic-physical intelligence (6) Naturalist intelligence (7) intrapersonal intelligence (8) Interpersonal intelligence (9) Existential intelligence]

<sup>109</sup>Zain El-mubarak, *Membumikan Pendidikan Nilai (Mengumpulkan yang terserak menyambung yang terputus dan menyatukan yang tercerai)*, (Bandung: Alfabeta, 2008). 116-118

they pour in the sentence. The terms for the class below make a minimum of five sentences. While for the class IV, V and VI of objects that they carefully be used goods which they find in the madrasah environment. From the objects that they find that they pour in the form of the sentence. For the making sentence for this class is ten sentences.

Visual intelligence which is called also with spatial intelligence or visual-spatial by Gardner, is the ability to set up and use mental models. Someone who has the kind of intelligence it will be easy to study through the delights of the visual media such as movies, pictures, videos and other.

According to Gardner's visual-spatial intelligence is thinking through the image of the picture. It involves the ability to understand the relationship of space and the mental image and accurately understand the visual world. The ability to is had paid greater attention, sketching, drawing, doodling, visualization, imagery, graphics, design, tables, art, video film and illustration.<sup>110</sup>

Armstrong argues that the visual-spatial is the ability to visualize images in one's mind. This intelligence in flags children to think in the form of visualization and image to solve a problem or find answers.<sup>111</sup>

## 2. Developing Verbal Intelligence

In the activity of the *observation time* is in addition to make sentences they are also required to deliver what they find on the object that they

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<sup>110</sup>Zain El-mubarak, *Membumikan Pendidikan Nilai (Mengumpulkan yang terserak menyambung yang terputus dan menyatukan yang tercerai)*, (Bandung: Alfabeta, 2008). 116

<sup>111</sup>Yuliani Nurani Sujiono dan Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*, (DKI Jakarta: PT Indeks, 2010), hlm. 58

carefully. This extraordinary Delivery done in front of the class to read the sentence that they create. Do not close the possibility if this activity is done in the field and delivery done using *mixrofon*.

From a variety of intelligence that has been ranked by Gardner, for intelligence very related with verbal (oral) intelligence. Someone who has the intelligence of variety will tend to have the ability of reason, convincing people, entertain or teach effectively through words in said. Campbell and dickinson explain that matter,

The purpose of the development of for intelligence is (1) child can able reserves to communicate well verbaling or writing well (2) child have language ability to convince other human (3) child can able reserves to remember and memorize information (4) capable giving explanation, and (5) were able reserves to discuss language itself.<sup>112</sup>

### 3. Reduce Waste Sites Madrasah

As a school adiwiyata this madrasah does not remove from the beautiful environment. The first impression when entering in the madrasah are green environment, clean and fresh air. In addition to train intelligence verbal-visual students purpose other than the activities of *observation time* is to maintain the cleanliness of the school environment. Although every morning there is no activity but clean environment natural activities in the form of signaling uncontaminated wind could not prevent the branches, twigs and leaf to fall and bring the trash can normally housed madrasah. For that with the activity *observation time* expected waste is still remaining in the environment madrasah can be reduced.

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<sup>112</sup>Yuliani Nurani Sujiono dan Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*, (DKI Jakarta: PT Indeks, 2010), hlm. 57

## B. The Process of *Observation Time* Program

The activities of *observation time* is was undertaken on the proposed Mr Syaiful as head of the madrasah. The event was held on Saturday after physical exercise healthy. On a superior schools embraced "the best process" and in a learning process involving some great people that will shape the quality of each student. Now in the process of their activities will involve are:

### 1. The role of the School Principal

The school principal is a teacher who get additional tasks as a leader. For it in its role of the school principal has two tasks as educators and teacher. The activities of *observation time* was originally guided by MrSyaiful as head of the madrasah. He ordered the students to search for the ingredients that will they observation. After the school principal asking for assistance to the teachers to assist students learning in the activities of the *observation time*.

### 2. The role of the Teacher

The role of the teacher in this activity is assisting students until the completion of this activity. Here the teacher as a facilitator in the learning process. In this activity the teacher instructed her students to make sentences from the results of observation, then explain or read the result of observation to the class and supplies stage is installing the result of observation students in the *observation time board* in front of the class. From all the process of this activity would not be unmindful of observation teachers. teachers is the most important element in the learning process. Competencies educators according to Rochman N covers,

“[*Kinerja (performance), penguasaan landasan profesional atau akademik, penguasaan materi akademik, penguasaan ketrampilan atau proses kerja, penguasaan penyesuaian intraksional, dan kepribadian*]. Performance (performance), the mastery of the basis of professional or academic, mastering academic, mastering skills or work process, self adjustments intraksional, and personality.”<sup>113</sup>

### 3. Apply Round Table Method

According to Mccafferty round table method is,

“[*Pembelajaran kooperatif tipe round/ rally table merupakan teknik menulis yang menerapkan pembelajaran dengan menunjuk tiap-tiap anggota kelompok untuk berpartisipasi secara bergiliran dalam kelompoknya dengan membentuk meja bundar atau duduk melingkar*]. Cooperative learning tipe round/ rally table is the technique of writing implement learning by designating each member of the group to participate in turns in his group to form a circular or round table seating”<sup>114</sup>

Method of round table activities in observation time is applied in the second week after students observed or observing the objects they specify. So, in this activity students are instructed to take back the object of their perusal, then formed a group with a circular position. The object of each student will be played in the group while making sentences, and then played again and so on. This method aims to let students do not stuck on its own responsibilities and expected a good cooperation between students with one another.

### C. Supporting and Restricting Factors of *Observation Time* Program

Factors supporting the activities of *observation time* as follows:

<sup>113</sup>Syamsu Yusuf dan Nani M. Sugandhi, *Perkembangan Peserta Didik*, (Jakarta:PT Raja Grafindo Persada, 2011), hlm. 139

<sup>114</sup>Mccafferty, Steven G.,dkk. *Cooperative Learning dan Second Language Teaching* (New York: Cambridge University Press, 2006), hlm. 191

1. Support from the head of MIN 10 Blitar

The head of the school is the key to the quality of a school. On this activity is very get support from Mr Principal School. This can be seen from the activities of *observation time* is the proposal from Mr Principal of MIN 10 Blitar itself. Beside that, in the process of the activities of *observation time* head of MIN 10 Blitar is always contributed and guides the beginning of the process of the activities of *observation time*.

2. Support from teachers of MIN 10 Blitar

In addition to the school principal, the key to the quality of a school can be determined by the teacher. The most important element in the process of the development of the intelligence of students is a teacher. This can be seen in the activities of *observation time* teachers are very patient in answering all kinds of questions from the students. This is where the teacher as a facilitator for the students. In the process of the *observation time* activity the role of the teacher is needed until the *observation time* program completed.

3. The students are always active and enthusiastic in the process of learning

The activities of *observation time* is supported by the existence of students who are constantly active and enthusiastic in the learning process. The active students will make the class always life. Although this activity done repeatedly on Saturday still many questions that are always asked the students when the process of the *observation time* program.

#### 4. Painting and Calligraphy Extracurricular

Painting and calligraphy is an art. In this painting and calligraphy is highly related to the activities of observation time. For students of classes I, II and III in the activities of observation time they draw and give the color an object that they are thoroughly and then they pour in a sentence. For classes IV, V and VI can make ornaments into their paper so that the results of the observation that they paste looks interesting. Similarly, for calligraphy, when students stuck to their works could just write the sentence "*bismillahirrahmanirrahim*" with a great and beautiful writing.

Now the Inhibiting factors from the *observation time* program is follows:

##### 1. Training Education Program Teacher and Event

The Program of observation time can not be held every Saturday. Because usually on Saturday bapak ibu teachers get an invitation training education. And certain events are usually held on Saturday. As for the solution, optimizes the implementation of learning processed relating to craft a sentence.

##### 2. A Short Time

The program of observation time just need ten minutes, this time for class one who's just learning to write in a short time can not carry out observation time smoothly. Therefore, class one need more time in this activity.

3. Not every student can create a lot of Sentences

The program of observation time, students are required to be able to make sentences from the results of their observations. However, not all the students here can create a lot of sentences from the observations. That for, the effort teachers to developing verbal-visual intelligence students is determine the minimum sentence making. Because to make students capable in this program required training and conditioning.

4. Some of the students who are less enthusiastic

The less enthusiastic students in the learning process can be caused by several factors. On this research less enthusiastic students can be happen because the lost of support from the family students themselves. The school was located near the slopes of Kelud Mount. For that, there are some parents of students work or they are profetion is *pengeruk pasir*. The parents of students out at 03:00 In the early morning and return at 18:00 afternoon. When the parents went to work his son was still fast asleep and when parents in houses until they are tired and must immediately breaks to prepare tomorrow day. Very rarely do they communicate with his son, especially to ask the learning activities in the madrasah. For that teacher at MIN 10 Blitar is already understand the daily participants their students. The solution of the problem is, teachers always help students with a variety of ways so that students can follow the process of the activities of *observation time* just like the other students. A professional teacher always challenged to improve the creativity

of himself. Creative Teachers will always have a way to condition the class so that the process of learning activities run as expected.



## CHAPTER VI

### CONCLUSION

This chapter will explain the conclusion of this thesis. It discusses (1) the program of observation time (2) the implementation process of the observation time program and (3) support and restricting factors.

#### A. Conclusion

##### 1. The Program of *Observation Time*

*Observation time* is one of the activities in the conduct of MIN 10 Blitar in every Saturday after gymnastics. The advantages of *observation time* program are, as follows:

###### a. Developing Visual Intelligence

Visual intelligence can be developed through observation of the students on the secondhand objects they have found in the environs of the madrasah.

###### b. Developing Verbal Intelligence

Verbal intelligence on the activities of the observation time is when students create sentence and presented the results of the observation in front of class.

###### c. Reduce Garbage in Madrasah Environment

This time observation activities can reduce the waste that exists in the environment of the Madrasah. Because the media are learning that their use is secondhand.

## 2. The Implementation Process of the *Observation Time* Program

The activities of *observation time* is was undertaken on the proposed Mr Syaiful as head of the madrasah. The event was held on Saturday after gymnastics. The process of their activities as follows:

### a. The role of the School Principal

The activities of *observation time* was originally guided by Bapak Syaiful as head of the madrasah. He ordered the students to search for the ingredients that will they observation. After the school principal asking for assistance to the teachers to assist students learning in the activities of the observation time.

### b. The role of the Teacher

The role of the teacher in the *observation time*. This is assisting students until the completion of this activity. Here the teacher as a facilitator in the learning process.

### c. Apply Round Table Method

The round table method in program of observation time is applied in the second week after students observed or observing the objects they specify.

## 3. Support and Restricting Factors

The factors to support the activities of *observation time* as follows:

- a. Support from principle of MIN 10 Blitar
- b. Support from teachers of MIN 10 Blitar
- c. The students are always active and enthusiastic in the process of learning

d. Painting and Calligraphy Extracurricular

The inhibiting factors from this activity as follows:

- a. Training Education Program Teacher and Event.
- b. A Short Time
- c. Not every student can create a lot of Sentences
- d. Students who are less enthusiastic in the learning process.

**B. Recommendation**

So that the process is enjoyable learning activities, then researcher providing advice to principle of MIN 10 Blitar related activities of *observation time*. Where the researcher suggested to improve the creativity of the students in processing garbage materials into artistic things like a beautiful collage. The steps of an other activities to complete the observation time are:

1. The students are instructed to search secondhand materials such as usual thing around them to activities of *observation time*. The material can be a branches, leaf, newspaper, snack plastic container and etc.
2. Then from the secondhand materials can be made into a collage that draw. The collage produced in accordance with the creativity of the students or can with the guide of teachers MIN 10 Blitar.
3. After making collage finished, the students were asked to explain the results of collage in front of the class.
4. The sticking process the results of collage in front of the class.
5. This activity can be done by individuals and groups.

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# APPENDIXS

## Appendix I Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

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Nomor : 36 /Un.03.1/TL.00.1/01/2018 10 Januari 2018  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala MIN Sukosewu Blitar  
di  
Blitar

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nisfatul Puadiyah  
NIM : 13140091  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester - Tahun Akademik : Ganjil - 2017/2018  
Judul Skripsi : **Developing Verbal-Visual Intelligent Through Observation Time Among Students at MIN Sukosewu Blitar**  
Lama Penelitian : **Januari 2018 sampai dengan Februari 2018**  
(2 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
Dekan,  
  
Dr. H. Agus Maimun, M.Pd  
MIP. 19650817 199803 1 003

Tembusan :  
1. Yth. Ketua Jurusan PGMI  
2. Arsip

## Appendix 2. Letter of Achievement

  
KEMENTERIAN AGAMA  
MADRASAH IBTIDAIYAH NEGERI 10 BLITAR  
KEC. GANDUSARI KAB. BLITAR  
*Jl. Ds. Sukosewu Telp. 085101708870 Email : minsukosewu@ymail.com*

---

Nomor : B-34/Mi.13.31.9/Hm.003/2/2018 Blitar, 10 Februari 2018  
Sifat : Penting  
Lamp : -  
Hal : **Balasan Permohonan Izin Penelitian**

Kepada  
Yth. Dekan Universitas Islam Negeri  
Maulana Malik Ibrahim Malang  
di tempat

*Assalamu'alaikum Wr. Wb*  
Salam silaturahmi kami sampaikan semoga kita senantiasa dalam lindunganNya.  
Menanggapi surat saudara Nomor: 36/Un.3.1/TL.00.1/01/2018 tanggal 10 Januari 2018 perihal: Izin Penelitian, maka dengan ini kami mengizinkan kepada:


Nama : Nisfatul Puadiyah  
NIM : 13140091  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester-Tahun Akademik : Genap – 2017/2018  
Judul Skripsi : Developing Verbal-Visual Intelligent Through Observation Time Among Students at MIN 10 Blitar  
Lama Penelitian : Januari 2018 sampai dengan Februari 2018 (2 bulan)

Untuk mengadakan penelitian dalam rangka penyusunan Karya Tulis Ilmiah di MIN 10 Blitar.  
Demikian surat balasan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.  
*Wassalamu'alaikum Wr. Wb*

Kepala MIN 10 Blitar

  
H. SYAIFUL RIDHWAN M, M.A  
NIP. 197104091994021001

### Appendix 3. Evidence of Consultation

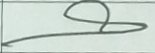
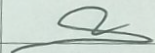
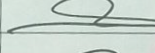


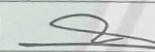
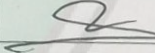
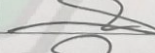
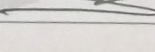
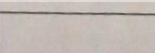



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
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 http:// fitk.uin-malang.ac.id/ email : fitk@uin-malang.ac.id


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**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

Nama : *Nisfatul Puadriyah*  
 NIM : *13140091*  
 Judul : *Developing Verbal-visual Intelligent Through Observation time Among Students at MIN 10 Blitar*  
 Dosen Pembimbing : *Dr. Mochammad Yahya Ph.D*

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	<i>6 februari 2018</i>	<i>Introduction</i>	
2.	<i>13 februari 2018</i>	<i>Chapter 1</i>	
3.	<i>20 februari 2018</i>	<i>Chapter 2</i>	
4.	<i>27 februari 2018</i>	<i>Chapter 3</i>	
5.	<i>16 maret 2018</i>	<i>Chapter 4</i>	
6.	<i>20 maret 2018</i>	<i>Chapter 5</i>	
7.	<i>27 maret 2018</i>	<i>Chapter 6</i>	
8.	<i>8 April 2018</i>	<i>Final Draft . 1</i>	
9.	<i>8 April 2018</i>	<i>Final Draft . 2</i>	
10.	<i>13 April 2018</i>	<i>Final Draft Done.</i>	
11.			
12.			

Malang, *13 April* ..... 20*18*..  
 Mengetahui  
 Ketua Jurusan PGMI,  
  
 H. Ahmad Sholeh, M.Ag  
 NIP. 197608032006041001



Certificate No. ID08/1219

## Appendix 4. Interview Guidebook

### PEDOMAN WAWANCARA

#### Rumusan Masalah

1. Apa dan bagaimana program *observation time* di MIN 10 Blitar?
2. Bagaimana proses implementasi program *observation time* dalam mengembangkan kecerdasan verbal-visual di MIN 10 Blitar?
3. Apa faktor pendukung dan penghambat dalam proses implementasi *observation time* di MIN 10 Blitar?

No	Rumusan Masalah	Pertanyaan	Sumber Data	Narasumber
1	RM 1	1. Bagaimana latar belakang berdirinya MIN 10 Blitar?	Dokumen dan wawancara	Kepala sekolah
		2. Kurikulum apa yang digunakan di MIN 10 Blitar?	Dokumen dan wawancara	Kepala sekolah dan waka kurikulum
		3. Apakah program <i>observation time</i> yang di terapkan di MIN 10 Blitar?	Wawancara	Kepala sekolah, waka kurikulum dan guru
		4. Apakah tujuan di buatnya program <i>observation time</i> di MIN 10 Blitar?	wawancara	Kepala sekolah dan waka kurikulum
2	RM 2	1. Bagaimana wujud kegiatan <i>observation time</i> di MIN 10 Blitar?	Observasi dan wawancara	Kepala sekolah, waka kurikulum dan guru
		2. Bagaimana perencanaan proses program <i>observation time</i> di MIN 10 Blitar?	Wawancara	Kepala sekolah, waka kurikulum dan guru
		3. Bagaimana penerapan program <i>observation time</i> di MIN 10 Blitar?	Wawancara dan observasi	Kepala sekolah, waka kurikulum dan guru
		4. Kapan program <i>observation time</i> dilaksanakan?	Wawancara dan observasi	Kepala sekolah, waka kurikulum dan

				guru
		5. Dalam kegiatan <i>observation time</i> kecerdasan apa saja yang di kembangkan?	Wawancara dan observasi	Kepala sekolah, waka kurikulum dan guru
		6. Apakah kegiatan <i>observation time</i> dapat mengembangkan kecerdasan verbal-visual siswa?	Wawancara dan observasi	Kepala sekolah, waka kurikulum dan guru
		7. Bagaimana peran Guru dalam proses kegiatan <i>observation time</i> ?	Wawancara dan observasi	Kepala sekolah dan guru
		8. Apa yang dilakukan siswa selama proses kegiatan <i>observation time</i> ?	Wawancara dan observasi	Kepala sekolah dan guru
		9. Apakah wujud yang di hasilkan siswa dari kegiatan <i>observation time</i> ?	Wawancara dan observasi	Kepala sekolah dan guru
		10. Apakah siswa antusias dalam proses melaksanakan kegiatan <i>observation time</i> di MIN 10 Blitar?	Wawancara dan observasi	Kepala sekolah dan guru
3	RM 3	1. Faktor apa saja yang mendukung kegiatan <i>observation time</i> di MIN 10 Blitar?	Wawancara	Kepala sekolah, waka kurikulum dan guru
		2. Apa saja kendala dalam proses kegiatan <i>observation time</i> di MIN 10 Blitar serta bagaimana solusinya?	Wawancara	Kepala sekolah, waka kurikulum dan guru

## **Appendix 5. Imperative Sentence Process of Observation Time Program**

### **IMPERATIVE SENTENCE**

#### **Kalimat Perintah Kepala Sekolah**

1. Anak-anak silahkan kalian cari benda yang tidak terpakai di sekelilingmu, seperti ranting dan daun kering yang jatuh, bekas snack dan lain-lain. Kemudian buatlah minimal 5 kalimat untuk kelas I,II, III, dan 10 kalimat untuk kelas IV,V dan VI dari benda yang kalian temukan!
2. Kepada bapak dan ibu guru mohon didampingi anak didiknya!

#### **Kalimat Perintah Guru**

1. Anak-anak yang sudah selesai membuat kalimat, boleh maju kedepan untuk mempresentasikan hasil tugasnya!
2. Bagi anak-anak yang telah mempresentasikan kalimat yang telah di buat, silahkan tempel hasil tugasnya di mading depan kelas masing-masing!

## Appendix 6.Observation Guidebook

### PEDOMAN OBSERVASI

1. Lokasi MIN 10 Blitar
2. Visi Misi MIN 10 Blitar
3. Kurikulum yang digunakan di MIN 10 Blitar
4. Ekstrakurikuler di MIN 10 Blitar
5. Data guru di MIN 10 Blitar
6. Data Karyawan di MIN 10 Blitar
7. Kegiatan Program Observation Time (Obstime)
8. Dokumentasi MIN 10 Blitar

## Appendix 7. Transcript of Interview with Principal

### Transcript of Interview with Principal

- Peneliti :“Assalamu’alaikum bapak?”
- Informan :“Wa’alukum salam.”
- Peneliti :“Mohon maaf sebelumnya bapak, kedatangan saya disini yang pertama yaitu untuk silaturahmi dan yang kedua ingin menanyakan beberapa pertanyaan mengenai kegiatan *observation time* yang dilaksanakan di MIN 10 Blitar.”
- Informan :“Oh iya, silahkan.”
- Peneliti :“Langsung saja bapak, untuk pertanyaan pertama bagaimana latar belakang berdirinya MIN 10 Blitar?”
- Informan :“MIN 10 Blitar semula didirikan oleh Bapak H. Dawud Sunarto dan kawan-kawan pada tahun 1984 dengan nama Madrasah Diniyah Awaliyah status Swasta. Atas dasar kehendak masyarakat Muslim Madrasah tersebut dirubah menjadi Madrasah Ibtidaiyah Swasta pada tahun 1986. Pada tahun 1993 menjadi Madrasah Ibtidaiyah Sabilul Muttaqin II status terdaftar menjadi diakui. Pada tahun 1997 ada peningkatan lagi dari Madrasah Ibtidaiyah Sabilul Muttaqin menjadi Madrasah Ibtidaiyah Negeri Sukosewu Gandusari. Dan pada januari 2018 MIN Sukosewu diresmikan kembali menjadi MIN 10 Blitar.”
- Peneliti :”*Enggeh* bapak, untuk kurikulum yang digunakan di MIN 10 Blitar?”
- Informan :”Iya, Sebagai sekolah pada tingkat dasar, mohon maaf MIN 10 Blitar memiliki ciri yang berbeda dengan sekolah lainnya atau tidak semua sekolah memiliki seperti apa yang dimiliki MIN 10

Blitar ini. MIN sendiri adalah singkatan dari Madrasah Ibtidaiyah Negeri yang mana sudah pasti dalam kurikulumnya memadukan ilmu umum dan ilmu agama. Dalam hal ini dapat di rinci bahwa kurikulum yang dipadukan MIN 10 Blitar, yang pertama yaitu menggunakan kurikulum 2013 yang mana panduan ini tertulis pada misi MIN 10 Blitar yakni (Menyusun Kurikulum Madrasah yang Relevan atau Sesuai dengan perkembangan zaman) disini berguna agar madrasah kita tidak tertinggal dan anak-anak mendapatkan pendidikan yang sesuai. Yang ketiga, keterpaduan pendidikan Madrasah, keluarga dan masyarakat. Terlebih dalam peningkatan mutu tenaga pendidik dan peserta didik serta kelengkapan sarana prasarana Madrasah. Jadi, sebisa mungkin kita selalu melibatkan wali murid atau masyarakat dalam perkembangan madrasah ini. Kita juga sering menampilkan ekstrakurikuler anak-anak yang dimana penontonnya itu wali murid atau masyarakat. Nah, ini bertujuan untuk meyakinkan wali murid dan membuatnya merasa bangga dapat melihat anaknya tampil. Kemudian yang keempat, kita memadukan madrasah dengan pendidikan agama islam yang berdasarkan pada Al-qur'an dan Al-hadits. Selain materi Al-qur'an dan Al-hadits yang mereka dapatkan dikelas, seperti yang *njenengan* tau sendiri disini ada pembelajaran BTQ (baca tulis qur'an) yang dilakukan ba'da dhuhur. Jadi, disini anak-anak kita biasakan untuk membaca al-quran, sholat dhuha bersama, sholat dhuhur berjama'ah untuk melatih kecerdasan spiritual siswa. Kita tanamkan nilai agama sedini mungkin agar kelak mereka ketika remaja atau dewasa telah memiliki pedoman dasar yaitu Al-qur'an dan Al-hadits tersebut. kemudian yang kelima, yaitu keterpaduan Madrasah dengan budidaya lingkungan. Hal ini dikarenakan MIN 10 Blitar ini merupakan Madrasah adiwiyata.”

Peneliti :”Baik bapak, mengenai latar belakang berdirinya MIN 10 Blitar dan kurikulum yang digunakan sampun jelas, untuk pertanyaan selanjutnya, bagaimana kegiatan pembelajaran diMIN 10 Blitar ini?”

Informaan :”Seperti yang *njenengan* tau, anak-anak mulai berangkat dari jam 06:00 kemudian bersalaman dengan guru yang piket sambut pagi dilanjutkan kegiatan bersih lingkungan yang bertujuan untuk menambah kepedulian siswa atau siswi terhadap lingkungan sekolah. Adapun pembagian tugas dari kegiatan bersih lingkungan ini ada yang bagian menyapu, *mencikrak*, membawa tong sampah, membuang sampah, membersihkan sampah daun yang ada dikolam ikan, dan menyiram tanaman. Kemudian setelah selesai kegiatan bersih lingkungan dilanjutkan dengan kegiatan rutin sholat dhuha yang di ikuti siswa atau siswi dari kelas I sampai kelas VI. Kemudian, selesai sholat dhuha biasanya ada salah satu siswa yang ditunjuk untuk memimpin doa sholat dhuha. Adapun tujuan dari kegiatan ini diharapkan dapat menumbuhkan kecerdasan Spiritual siswa dan menanamkan nilai keagamaan dalam diri siswa seperti yang sudah saya jelaskan tadi. Kemudian pada pukul 07:15 kegiatan belajar mengajar dimulai, sebelum memulai pembelajaran pada jam pertama diwajibkan kepada Bapak atau Ibu guru untuk membimbing siswa atau siswi membaca Al-qur’an bersama terlebih dahulu. Setelah jam pertama, kedua, ketiga dan jam keempat berahir tiba waktunya istirahat, tepatnya pada pukul 09:35-10:05. Pada waktu istirahat ini biasanya siswa atau siswi membeli makanan dikantin yang telah disediakan sekolah, yang mana makanan yang disediakan adalah makanan-makanan sehat yang terbebas dari 5 P (Pewarna, pengawet, pengenyal, penyedap dan pemanis). Siswa atau siswi tidak kami izinkan untuk membeli makanan diluar kantin. Ini merupakan tindak

kepedulian kami pada siswa atau siswi untuk menghindari makanan-makanan yang tidak sehat yang mengandung 5 P. Pada pukul 10:05-12:25 adalah waktu masuk jam kelima, enam, tujuh dan delapan. Kemudian jam 12:25-12:55 waktu jama'ah sholat dhuhur. Adapun untuk imam adalah dari Guru yang digilir atau bergantian sesuai jadwal. Kegiatan selanjutnya yaitu CALISTUNG (baca, tulis, hitung) untuk siswa atau siswi kelas I, II dan III sedangkan untuk siswa kelas IV, V dan VI adalah BTQ (baca tulis qur'an). Pengecualian di hari senin adalah pada jam pertama seluruh Guru dan siswa MIN 10 Blitar mengikuti upacara pengibaran Bendera Merah Putih. Pada kegiatan ini petugas upacara bergantian sesuai jadwal siswa atau siswi. Sedangkan untuk pembina upacara dari Bapak atau Ibu guru yang bertugas menyampaikan nasehat kepada siswa. Pengecualian kedua yaitu pada hari jum'at diadakan Apel Pagi. Apel Pagi adalah kegiatan upacara penurunan Bendera Merah putih yang dilaksanakan pada pukul 07:00, seperti halnya kegiatan Upacara Pengibaran Bendera Merah Putih dihari senin para petugas upacara bergantian sesuai jadwal siswa atau siswi. Sedangkan untuk pembina upacara dari Bapak atau Ibu guru yang bertugas menyampaikan nasehat kepada siswa. Setelah selesai Apel Pagi ada *kultum* yang disampaikan siswa atau siswi yang bertugas baik menggunakan bahasa Indonesia, Inggris dan Arab. Pada hari jum'at kegiatan pembelajaran selesai pada pukul 10:30. Mengapa kegiatan pembelajaran pada hari jum'at lebih cepat dari hari yang lain? tidak lain yaitu untuk persiapan para siswa untuk melaksanakan sholat jum'at. Kemudian pada pukul 13:00 sampai selesai adalah kegiatan wajib kepramukaan. Sedangkan pada hari sabtu seluruh guru dan siswa MIN 10 Blitar melakukan senam sehat. Setelah selesai kemudian dilanjutkan dengan kegiatan *observation time*. *Observation time* adalah

kegiatan observasi yang dilakukan siswa dengan membuat kalimat dari benda yang siswa temukan disekolah. Benda itu berupa sampah bekas yang ditemukan siswa di lingkungan sekolah. Setelah pembuatan kalimat selesai perwakilan dari siswa ditunjuk untuk membacakan hasil observasinya didepan kelas atau terkadang di lapangan depan sekolah dengan menggunakan *microphone*.”

Peneliti :”Iya bapak, disini saya sangat tertarik dengan salah satu program yang dilaksanakan di MIN 10 Blitar, sebenarnya apa itu program *obstime* atau *observation time*?”

Informan :” Program *observation time* adalah program yang dilaksanakan setiap hari sabtu sesudah kegiatan senam sehat. Kegiatan ini memiliki banyak dampak positif bagi siswa dan lingkungan, dampak positif yang diperoleh siswa diantaranya, siswa dapat membuat kalimat dengan baik dan benar dari apa yang mereka teliti atau observasi (cara untuk menumbuhkan kecerdasan visual siswa).Setelah siswa selesai membuat kalimat kemudian guru memerintahkan siswa untuk menyampaikan tugas berupa kalimat tersebut yang kemudian dibaca di depan kelas atau didepan lapangan (cara untuk melatih kecerdasan verbal siswa). Dampak positif lain yang didapat dari siswa yaitu siswa juga dilatih untuk memiliki rasa percaya diri yang tinggi. Adapun dampak positif untuk lingkungan yaitu berkurangnya sampah dilingkungan sekolah. Mengapa kegiatan *observation time* ini dapat mengurangi sampah yang ada dilingkungan sekolah? Karena, dalam kegiatan ini siswa dituntut untuk mencari benda bekas yang ada disekitar lingkungan sekolah seperti, daun kering dan ranting yang jatuh, sampah snack yang tidak ikut terbuang diwaktu kegiatan bersih lingkungan setiap pagi. Penerapan kegiatan ini akan sangat mendukung sekali dalam MIN 10 Blitar yang mana madrasah ini termasuk madrasah

adiwiyata yang telah mendapat penghargaan tingkat Nasional pada tahun 2017 lalu.”

Peneliti :”Bagaimana perencanaan proses program *observation time* di MIN 10 Blitar?”

Informan :”Iya, pada awalnya kita melihat anak-anak itu susah untuk menciptakan bahasa dengan kalimat sendiri, jadi latar belakangnya anak untuk menulis itu dengan kalimat yang muncul dari pikirannya sendiri itu susah untuk dituangkan dalam bahasa tulis, kedua mereka sebenarnya mempunyai keberanian dalam bahasa lisan tetapi belum tentu dengan bahasa lisan itu bisa ditulis. nah, untuk membiasakan mereka membuat kalimat dengan bahasa sendiri kita perlu menciptakan sesuatu yang fakta tidak opini. karena sekolah kita itu berupaya bagaimana bebas sampah, ahirnya kita juga membelajarkan anak. latar belakang yang ketiga, membelajarkan anak untuk mencari sampah dari barang-barang yang tidak berguna apakah itu daun, stick aqua, ataukah itu bungkus permen atau barangkali sampah yang terjadi di sekolah itu kita manfaatkan barangkali dari barang yang ada itu menjadi sumber belajar. Yang keempat latar belakangnya, kita mencoba mengkreasikan siswa agar memilih sumber belajar sesuai yang mereka inginkan, tidak harus ditentukan oleh guru. Yang kelima, kita membelajarkan siswa untuk melakukan pengamatan atau observasi karena kita faham bahwa ketika anak dalam usia perkembangan selanjutnya masa remaja atau masa dewasa yang terjadi proses untuk bisa membiasakan observasi dan pengamatan terhadap suatu objek itu perlu pembiasaan sejak kecil. Jadi itu proses pertama, proses kedua, kita menciptakan bagaimana program ini menjadi salah satu sarana yang mendukung pembelajaran di kelas supaya anak terbiasa membuat kalimat. Maka ahirnya kita membuat satu nama program yang dilaksanakan satu minggu sekali setelah

selesai senam sehat setiap hari sabtu selama sepuluh menit yang diberi nama *observation time*.”

Peneliti :”Program *niku* atas usulan *sinten* bapak?”

Informan :”Atas usulan saya yang kemudian kita musyawarahkan, kemudian ini menurut bapak ibu guru juga bisa diterima kita sampaikan kepada anak-anak mulai dari kelas satu sudah bisa membuat kalimat walaupun satu kalimat hanya terdiri dari dua kata. Yang pertama penekanannya adalah fakta bukan opini. Ahirnya mereka menempel satu benda apapun yang ditemukan dilingkungan sekolah sambil mencari sampah, mereka hanya memilih satu walaupun mereka dapatkan sampah itu lebih dari satu mungkin lima,sepuluh tapi yang tidak terpilih itu dimasukkan di tempat sampah. Berarti membelajarkan anak mengambil sampah, yang kedua menentukan objek. Setelah menentukan objek, mereka harus membuat kalimat sebanyak-banyaknya dari hasil pengamatan tadi. Contoh misalkan mereka punya bungkus permen, kebetulan permen itu misalnya kopiko. Jadi fakta yang harus ditulis karena bungkusnya berwarna coklat, kemudian misalnya ditulis yang pertama (ada warna coklat) berarti kan sudah satu kalimat. Tetapi dia juga menggunakan bahasa sendiri, walaupun tidak sesuai dengan SPO (subjek, predikat, objek) yang kedua dia menemukan kata (ada tulisan kopiko), kan fakta. Karena memang ada tulisan itu. yang ketiga (ada warna merah) Berarti dalam satu waktu satu menit itu, mereka sudah menemukan tiga kalimat. Walaupun sepuluh menit, berarti mereka akan menentukan lagi. Kita berikan masukan bagaimana kalau hubungannya dengan matematika? mengukur lebarnya berapa centi? Terus kemudian mereka membuat kalimat (lebarnya 1,2 mili, panjangnya 1,7 mili atau 2 cm) sesuai dengan penggaris yang mereka pakai, berarti kan fakta bukan opini lagi. Ketika kita membelajarkan

anak di *obstime* (*observation time*) itu adalah bicara tentang fakta. Kemudian setelah mereka menulis sebanyak-banyaknya dari hasil kalimat, tentu saja ada batas minimal. Kalau mereka tidak dibatasi minimal mereka akan hanya menemukan satu atau dua saja. Proses selanjutnya minggu depan dengan objek yang sama misalnya tadi kopiko. Itu juga akan kita ulang lagi untuk memperbanyak susunan kalimat lagi. Kemudian yang selanjutnya target kelas I-VI tidak sama. Misalnya kelas VI kita target minimal sepuluh kalimat. Nah itulah yang nanti akan kita terapkan dengan sistem *round table*. Misalnya lima anak kita jadikan satu kelompok dengan objek berbeda satu anak stick aqua, satu anak bungkus permen, satu anak lagi batang, satu anak lagi daun, satu anak lagi misalnya bungkus roti atau plastik roti. Itu pertama mereka menemukan tiga kalimat, kemudian digeser diberikan teman yang lain. Teman yang lain akan mengobservasi lagi apa yang akan ditemukan dari objek itu. Kemudian objek yang satunya juga digeser sehingga mereka dalam satu waktu itu akan bisa melakukan observasi dengan banyak benda tapi objek milik teman yang lain. Tujuannya agar tidak terkungkung bahwa ini tanggung jawab saya, tapi terjadi pola kerja sama.”

Peneliti :”Dalam Program *obstime* ini, kecerdasan apa saja yang dikembangkan?”

Informan :”Yang pertama visual (mereka harus mengamati). Kemudian yang kedua, kemampuan untuk menulis bahasa dan menjelaskan di depan kelas yaitu kecerdasan verbal. Kemudian yang ketiga yang jelas pengetahuan. Jadi ketika mereka melihat suatu benda itu secara tidak langsung mengamati, kemudian menyusun bahasa, dan pengetahuannya akan berbicara bagaimana untuk menemukan sebuah ide, Ide dalam fakta tadi. Selain itu juga terdapat kecerdasan sikap juga karena mereka harus bersikap

kerjasama antara siswa satu dengan siswa yang lain. Ini sudah berjalan sekitar dua setengah tahun. Ketika saya mulai disini belum, tetapi kemudian kita musyawarahkan bagaimana anak-anak ini bisa membuat kalimat dengan mereka tidak tertekan. Kemudian kalau kita tuangkan menjadi mengarang. Silahkan mengarang bebas, akan diteruskan teman-teman yang lain.

Peneliti :”Berarti program ini atas idenya guru-guru yang lain juga bapak?”

Informan :”Iya.”

Peneliti :”Kalau untuk faktor pendukung dan penghambat?”

Informan :”Untuk faktor dukungnya selain atas kerja sama bapak ibu guru juga kita punya kertas bekas, kemudian kita punya ekstra melukis. kemudian kita punya ekstra kaligrafi. mengapa itu saya katakan menjadi pola dukung? karena untuk memajang ternyata juga perlu seni. Untuk memajang itu mungkin mereka perlu menghias pajangannya agar menarik, kemudian mungkin ketika mereka melakukan *obstime* berdasarkan fakta itu mungkin atasnya itu ditulis “Bismillahirrahman nirrahim” dengan kaligrafi yang bagus. Kemudian kita punya kertas bekas karena tidak semua barang yang ditempel itu serba baru. Kita punya modal kertas bekas. Kemudian yang selanjutnya kita punya modal dari pembelajaran bahasa indonesia. perbedaan antara opini dan fakta. Jadi ini modal dari pembelajaran bahasa indonesia yang kita kuatkan dengan *obstime* pembiasaan tadi.

Kendalanya satu, tidak setiap sabtu kita bisa lakukan *obstime* karena biasanya hari sabtu itu terkendala dengan bapak ibu guru ada undangan diklat, ada mungkin kegiatan yang mungkin kita lakukan hari sabtu. Karena biasanya hari sabtu ada kegiatan. kalau senin sampai jum’at untukhari efektif pembelajaran. Sabtu itu katakan *njenengan* tau sendiri, kita olah raga bersama, *obstime* dan ekstra. Kendalanya yang kedua waktunya hanya

sepuluh menit. Waktu sepuluh menit itu bagi anak kelas satu yang baru saja belajar menulis tidak bisa dalam waktu singkat dapat melaksanakan *obstime* dengan lancar. Kendala yang ketiga, tidak setiap siswa bisa menciptakan kalimat hasil observasi itu dengan banyak. tetapi perlu pembiasaan dengan waktu yang panjang. kendala yang keempat, yaitu dari siswa itu sendiri. Seperti yang kita tahu bahwa siswa itu kan berbeda-beda ada yang malas dan rajin. Dalam hal ini penyebabnya juga berbeda-beda tapi mayoritas siswa yang agak *glonoh* itu sebab mereka jarang sekali berkomunikasi dengan orang tua dan jarang mendapatkan perhatian dari orang tua siswa. Sebagian dari mereka ada yang orang tuanya bekerja di lereng gunung kelud sebagai *pendulang pasir*. Mereka berangkat pada pukul 03:00 dini hari dan pulang jang 18:00 sampai dirumah sudah lelah dan tidak sempat menanyakan pekerjaan rumah anak (PR) begitu kegiatan setiap harinya. Dalam hal ini para guru pendamping harus senantiasa dapat menjadi seorang fasilitator yang profesional yaitu dapat menguasai kelas agar kegiatan pembelajaran berjalan sesuai dengan yang diharapkan”

Peneliti :“*Enggeh*, dari beberapa kendala *wau* solusinya bagaimana bapak?”

Informan :”Solusi yang kita terapkan adalah ketika kita pembelajaran dikelas, karena sekarang pembelajaran tema. maka ketika ada materi yang berhubungan dengan penyusunan kalimat, kita optimalkan disitu. iya, apa lagi?”

Peneliti :”Kalau untuk faktor alam seperti hujan itu apakah menjadi kendala dalam kegiatan *obstime* dan bagaimana solusinya?”

Informan :”Kan *obstime* tidak selalu dilakukan diluar kelas, jadi didalam kelaspun mereka bisa memilih objek. contohnya tutup bulpoin, mungkin dikelas ada stik yang bisa jadi salah satu objek. Dan kita tidak selalu melakukan di luar kelas, teras, tetapi juga dapat

dilakukan didalam kelas. Mungkin tidak hanya tutup bulpoin atau penghapus. mungkin disitu ada sisa rautan. Boleh saja sisa rautan. berapa cm panjang dan lebarnya? kemudian berbentuk apa? misalnya berbentuk spiral. Jadi, pembelajaran dapat dilaksanakan didalam kelas, diteras depan kelas dan juga diluar kelas.”

Peneliti “*Enggeh* bapak, saya rasa untuk informasinya sudah cukup, terimakasih banyak atas bantuan *njenengan*.”

Informan “ Oh Iya.”

Peneliti :”Mohon maaf *sampun* menyita waktu *njenengan*. *Ngapunten lo bapak sampun* merepotkan.”

Informan :”*Ndak*, silahkan kalau memerlukan bantuan lagi *njenengan* kesini.”

Peneliti :”*Enggeh bapak, matur nuwun sanget*. Assalamu’alaikum!”

Informan :”Wa’alaikum salam.”

## Appendix 8. Piagam Documentation

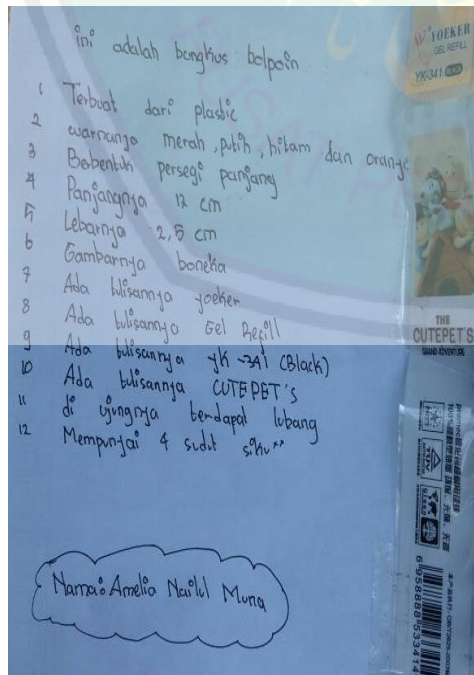
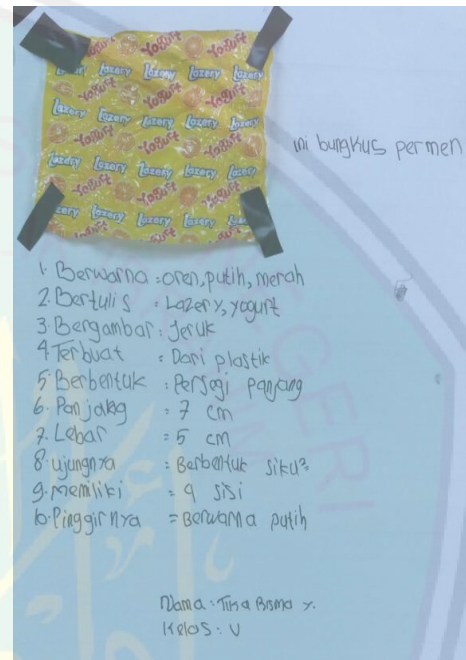


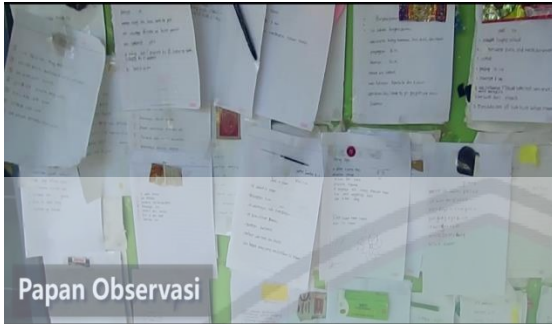




## Appendix 9. Documentation

### HASIL OBSERVATION TIME





Papan Observasi



BERSIH LINGKUNGAN SETIAP PAGI



Banyak pajangan kelas yang mendukung proses pembelajaran



Ekstra Melukis & Kaligrafi



Pemeliharaan Tanaman



## Appendix 10: Curriculum Vitae

### CURRICULUM VITAE



Name : Nisfatul Puadiyah  
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Malang, April 13<sup>th</sup> 2018

Nisfatul Puadiyah