

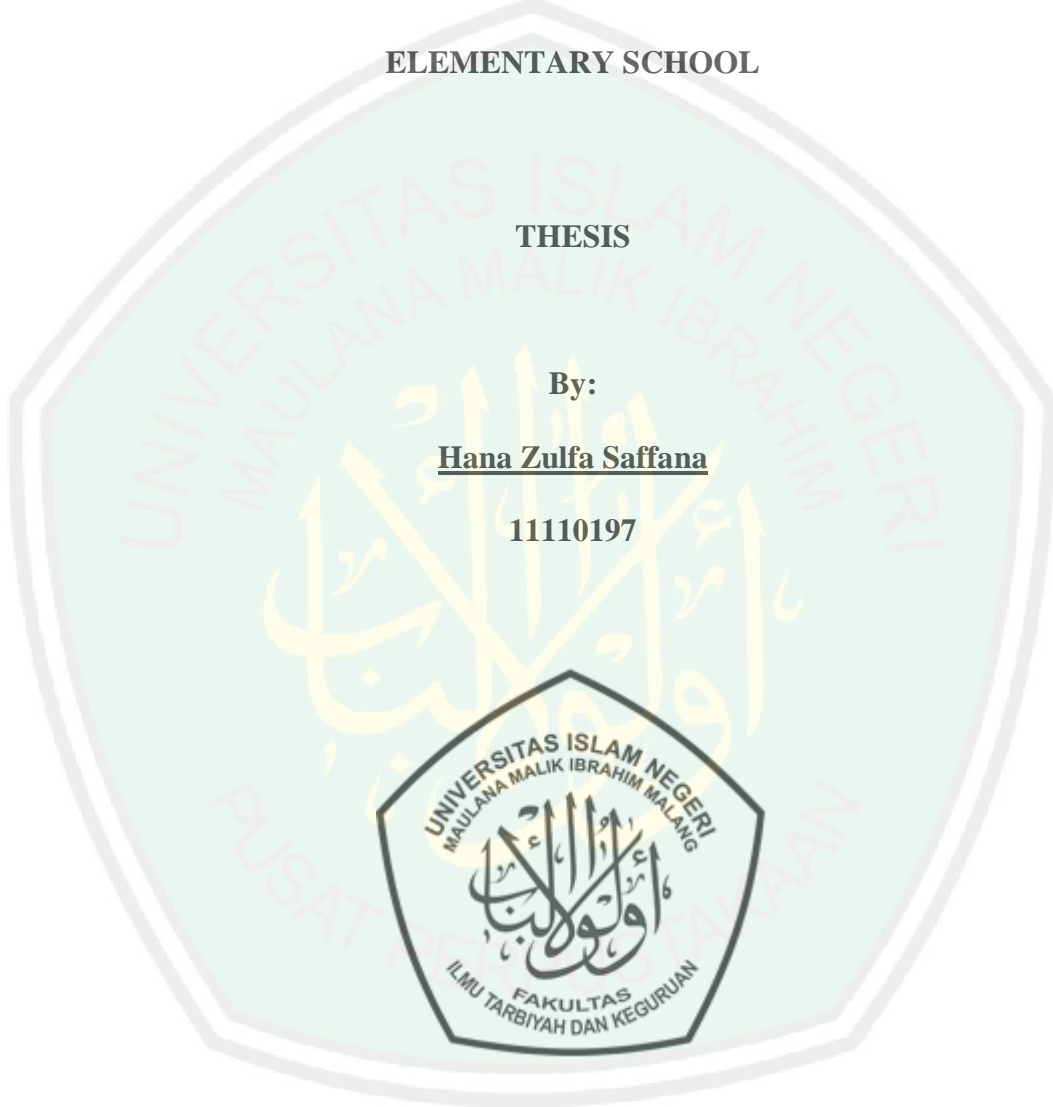
**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCE ON
ISLAMIC EDUCATIONAL INSTRUCTION TO DEVELOP
PEDAGOGICAL COMPETENCE OF TEACHER IN AL-KAUTSAR
ELEMENTARY SCHOOL**

THESIS

By:

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**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2015

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THESIS

*Presented to Faculty of Tarbiyah and Teaching Sciences Faculty of State Islamic
University Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)*

By :

Hana Zulfa Saffana

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ISLAMIC EDUCATION PROGRAM

FACULTY OF TARBIYAH AND TEACHING TRAINING

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2015

APPROVAL SHEET

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**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCE ON
ISLAMIC EDUCATIONAL INSTRUCTION TO DEVELOP
PEDAGOGICAL COMPETENCE OF TEACHER IN AL-KAUTSAR
ELEMENTARY SCHOOL**

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 Appendixes : 4 Exemplars

The Excellency,
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Assalamu'alaikum Wr.Wb.

After carrying out at several times for guidance, both in terms of content, language and writing technique, and after reading the following thesis :

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 Program of Study :PAI
 Tittle of Thesis : The Implementation of Multiple Intelligence on Islamic Educational Instruction to Develop Pedagogical Competence of Teacher in Al-Kautsar Elementary School

As the advisor, we argue that this thesis has been proposed and tasted decent. Thus, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

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STATEMENT LETTER

Hereby state that on thesis there is no work that ever submitted to obtain bachelor degree on one university, and as far as I know, there in no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang,

Hana Zulfa Saffana
11110197

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿١﴾

Karena Sesungguhnya sesudah kesulitan itu ada kemudahan



DEDICATION

Bismillahirrohmanirrahim...

I dedicate my thesis work to my beloved family and friends. Especially to my
loving parent,

Abah Hasyim and Ibu Naely Mawadatirrohmah

For the honesty and purity of their affection, They are my everything

Also thank for my family,

***Iftina Faiz Annisa, Rafif Ziyad Ar-Raihan, Grand Mother, Grand Father and
all of my big family***

Thanks also to all my Lecturers in UIN Maliki Malang, especially to my advisor,
***Dr. Abdul Malik Karim Amrullah, M.Pd.I and all of my lecturer that didn't be
mentioned one by one***

And also all of teacher and staff in ***Al-Kautsar elementary school***

I also dedicated this thesis to my friends and who have supported me in the carry
on the thesis. I always appreciate all they have done, especially for my beloved
friends in

***PMII Rayon Kawah Chondrodimuko, PMII Komisariat Sunan Ampel and ICP
(International Class Program) that didn't be mentioned by me one by one***

I dedicate this work and give special to my best friends

Wiwin Tria Nur Januarti, Ghulan Nurul Wildan, Dian Tri Kurniawan and
especially for ***Aghnia Mursida Hanum*** who become my partner to finishing this
thesis. And to my beloved friends ***Athik Faradisa Maharsari and Ridho Rizqi***
who always beside me in every condition

PREFACE



Praise to Allah The All Gracious and The All Merciful. Thanks to Allah because of all blessing and guidance, so the writer is able to finish the arrangement of Qualitative Research *“The Implementation of Multiple Intelligences on Islamic Educational Instruction to Develop Pedagogical Competence of Teacher in Al-Kautsar Elemnetary School”* as the final instruction activities on The State Islamic University Maulana Malik Ibrahim of Malang.

Shalawat and salam always be with our Prophet Muhammad SAW, who has guide us from the darkness to the lightness in the world as well as in the next world.

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3. Dr. H. Nur Ali, M.Pd as Dean Faculty of Tarbiyah and Teaching Training, Maulana Malik Ibrahim State Islamic University Maulana Malik Ibrahim of Malang.
4. Dr. Marno Nurullah, M.Ag as Chief of Islamic Education Program

5. Dr. H. Malik Karim Amrullah, M.Pd.I as advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
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7. All of teacher and staff of Al-Kautsar Elementary school who help the writer in the process of observation and write this report.
8. All the big family of ICP PAI English 2011 who always support me to the writer in process or arrangement and observation this report.
9. All the colleagues of PMII Rayon “Kawah” Chondrodinmuko and PMII Komisariat Sunan Ampel who always give me support in a process of arrangement and observation this thesis.

The writer needs constructed critical and suggestion from all parties and reader to the next perfect report arrangement.

Malang, 20th of May 2015

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

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

A. Letter

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 =	<u>h</u>	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. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong Vocal

أُ = Aw

أَي = Ay

أُو = û

إِي = î

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ATTACHMENT



ABSTRACT

Saffana, Hana Zulfa. 2015. *The Implementation Of Multiple Intelligences On Islamic Educational Instruction To Develop Pedagogical Competence of Teacher In Al-Kautsar Elementary School*. Thesis, Islamic Education Program, Faculty of Tarbiyah And Teaching Sciences, The State Islamic University Maulana Malik Ibrahim of Malang. Dr. Abdul Malik Karim Amrullah, M.Pd.I

Key Words : *Multiple Intelligences, Islamic Educational Instruction, Pedagogical Competence*

Teacher is the most important component in the education system as a whole, that must be a central of attention, first and principal prime. The main duty of the teacher is to teach and educate students in the classroom and outside the classroom. There are many things that must be considered in the learning process. One of them is pedagogical competence. According to the National Education Standards Agency (2006: 88), pedagogic competence is the ability in the management of learners. Teachers also need to understand that all students in all educational context is unique. Knowing the diversity of the students is very important, including of intelligence, emotional, talent, and language. This theory also appropriate with the theory of multiple intelligence. In this theory explain that all students is smart, but their intelligence is different.

Based on background above, the problem that arise are : (1) how the design of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school? (2) how the application of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school? (3) The evaluation of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school?

This study used qualitative descriptive approach. Qualitative research is research procedure that have result descriptive data by the words, written or spoken from people that observe. That by interview, observation, and also documentation until the researcher get valid and accurate data.

The result of research describe that, (1) the design of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school proved by making lesson plan that always have supervise by GA team so it appropriate with the student competence and student need (2) the application of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school proved by there are many variation of teaching method

that can accept well by student and make good atmosphere of learning process (3) the evaluation of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school also proved by the monitoring by GA team intensively.



الملخص

سقى، هنا زلفى. ٢٠١٥. تنفيذ الذكاءات المتعددة في التعليم التّربية الإسلامية لتطوير قدرة التّربية في المدرسة الابتدائية الكوثر. الرسالة، التربية الإسلامية، كلية التربية والتعليم، جامعة الإسلامية الحكومية (UIN) مولانا مالك إبراهيم مالانج. الدكتور عبد الملك الكريم أمر الله، الماجستير

مدرس هو عنصرا هاما من نظام التعليم كلية، يكون محطة الانظار ، و الفاعل افضل في عملية التعلم. الوظيفة الرئيسية للمعلم هو تعليم وترتي الطلاب في الفصل وخارج الفصل. هناك العديد من الأشياء التي يجب حسابها في عملية التعلم. واحد منهم هو الكفاءة التربوية. وفقا للمعايير الوطنية للتعليم (٢٠٠٦ : ٨٨) الكفاءة التربوية هو القدرة على إدارة المتعلمين. يجب المعلمين تعترف تفرد الطلاب في السياق التعليمي. علم تنوع الطلاب هو شيء مهم للمعلمين، وهذا يشمل الذكي والعاطفي، والمواهب، واللغة. نظرية مذكور بحسب نظرية الذكاءات المتعددة. حسب على الفك أعلاه، الباحث تجرب لضبط تطبيق نظرية الذكاءات المتعددة لتطوير الكفاءة التربوية المدرس لغرض: (١) تعرف تصميم الذكاءات المتعددة لتطوير قدرات التربوي من المعلمين في المدرسة الابتدائي الكوثر (٢) تعرف تطبيق من الذكاءات المتعددة لتطوير قدرات التربوي المعلمين في المدرسة الابتدائي الكوثر. (٣) تعرف وتقييم من الذكاءات المتعددة لتطوير قدرات التربوي المعلمين في المدرسة الابتدائي الكوثر.

لتحقيق هذه الأهداف، تستخدم البحث النوعي وصفي. البحث النوعي هو إجراء بحث التي تنتج البيانات الوصفية في شكل كلمات مكتوبة أو شفوية من شخصية التي يمكن ملاحظتها. يعنى من خلال المقابلة والملاحظة والتوثيق ، حتى الباحث يحصل على بيانات صاحبة ودقيقة.

نتائج الدراسة وضحت أن، (١) إنشاء تصميم من الذكاءات المتعددة لتطوير قدرات التربوية المعلمين في المدرسة الابتدائي الكوثر نفذ بالحسن، والدليل بصنع خطة الدرس التي مراقبتها دائما بفريق من GA. (٢) تنفيذ تطبيق الذكاءات المتعددة لتطوير قدرات التربوية المعلمين في المدرسة الابتدائي الكوثر هو جيد، والدليل بوجود كما متنوعة من طرق التعلم التي يمكن استقبالا جيدة جدًا من الطلاب حتى لخلق بيئة تعليمية جيدة. (٣) عملية تقييم الذكاءات المتعددة لتطوير قدرات التربوية المعلمين في المدرسة الابتدائي الكوثر هي جيدة جدا أيضا ، والدليل بوجود مراقبتها دائما بفريق من GA ونتائجها يمكن تطوير قدرات التربوي معلمين

ABSTRAK

Saffana, Hana Zulfa. 2015. *Implementasi Kecerdasan Majemuk dalam Pembelajaran PAI Untuk Mengembangkan Kompetensi Pedagogik Guru di SD Al-Kautsar*. Skripsi, Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Dr.Abdul Malik Karim Amrullah,M.Pd.I

Kata Kunci : Kecerdasan Majemuk, Pembelajaran Agama Islam, Kompetensi Pedagogik

Guru merupakan komponen penting terhadap sistem pendidikan secara keseluruhan, menjadi pusat perhatian, dan pelaku utama dalam proses pembelajaran. Tugas utama guru adalah mengajar dan mendidik murid di dalam kelas maupun diluar kelas. Ada beberapa hal yang harus dipertimbangkan dalam proses pembelajaran. Salah satunya adalah kompetensi pedagogic. Sesuai dengan Standart Pendidikan Nasional (2006 : 88) kompetensi pedagogic adalah kemampuan manajemen peserta didik. Guru harus mengetahui keunikan murid dalam kontek pendidikan. Mengetahui keragaman murid adalah hal yang penting bagi guru, hal ini termasuk kecerdasan, emosional, bakat, dan bahasa. Teori tersebut sesuai dengan teori kecerdasan majemuk.

Berdasarkan uraian diatas, peneliti mencoba meneliti penerapan pendekatan teori kecerdasan majemuk untuk mengembangkan kompetensi pedagogic guru dengan tujuan untuk : (1) mengetahui desain dari kecerdasan majemuk untuk mengembangkan potensi pedagogic guru di SD Al-Kautsar (2) mengetahui penerapan dari kecerdasan majemuk untuk mengembangkan potensi pedagogic guru di SD Al-Kautsar (3) mengetahui evaluasi dari kecerdasan majemuk untuk mengembangkan potensi pedagogic guru di SD Al-Kautsar.

Untuk mencapai tujuan tersebut, digunakan penelitian kualitatif yang bersifat deskriptif. Penelitian kualitatif adalah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata, tertulis, atau lisan dari orang-orang yang dapat diamati. Yaitu melalui wawancara, observasi, dan juga dokumentasi, sehingga peneliti memperoleh data yang valid dan akurat.

Hasil penelitian menerangkan bahwa, (1) pembuatan desain dari kecerdasan majemuk untuk mengembangkan potensi pedagogik guru di SD Al-Kautsar selalu dimonitoring oleh tim GA sehingga dalam penyusunannya disesuaikan dengan kompetensi dan kebutuhan siswa (2) pelaksanaan penerapan kecerdasan majemuk untuk mengembangkan potensi pedagogik guru di SD Al-Kautsar dibuktikan dengan adanya variasi metode pembelajaran yang dapat diterima dengan baik oleh siswa sehingga menciptakan suasana belajar yang bagus (3) proses evaluasi kecerdasan majemuk untuk mengembangkan potensi pedagogic guru di SD Al-

Kautsar dibuktikan dengan adanya monitoring secara intensif oleh tim GA dan hasil dari diterapkannya pembelajaran ini dapat mengembangkan potensi pedagogik guru.



CHAPTER I

INTRODUCTION

A. THE CONTEXT OF STUDY

National Education System Law No. 20 of 2003 explain that the citizens are be entitled to quality of education. To support that expectation, the Indonesian government set standards of academic qualification and competence of teachers as defined in the Regulation of the Minister of National Education No. 16 of 2007.

Teachers are professional agent and have duty to planning and implementing the learning process, assessing the results of learning, coaching and training, as well as conduct research and the dedication to society. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, coached, assess and evaluate students on childhood education in formal education, basic education, and secondary education.

Teacher is the most important component in the education system as a whole, that must to be a central of attention, first and principal prime. This one of figure will always be a strategic spotlight when we talk about educational issues, because teachers are always associated with any component in the education system. Teacher also determine the success of learners, especially in relation to teaching and learning. Teacher is a component that have big influence in achievement of process and outcome

quality education. So, betterment effort that do to increase the quality of education will not give big influence without supported by professional and qualified teachers. In other words, the improvement of education must begin from teachers.

In the national scope, the government helped formulate teacher competence as defined in the government regulation no.19 of 2005 Chapter VI, section of 28 "competences of teaching agent on primary and secondary education as well as early childhood education include: pedagogical competence, personal competence, professional competence , social competence ". In the government regulations, teachers are expected to know and applied good learning process and in accordance with the conditions of learners, has a good and interesting personality, mastering the subject being taught, and be able to make a good relationship with students, teachers, and society.

The main duty of the teacher is to teach and educate students in the classroom and outside the classroom. There are many things that must be considered in the learning process. One of them is pedagogical competence. According to the National Education Standards Agency (2006: 88), pedagogic competence is the ability in the management of learners that includes (a) an understanding or knowledge about educational foundation; (b) an understanding of learners; (c) development of curriculum / syllabus; (d) the design; (e) the implementation of learning that educate and dialogic; (f)

evaluation of learning outcomes; (g) the development of learners to actualize many potential that they have.¹

Teacher is educational growth regulators of student. Teachers should be able to design a learning process which not only emphasizes the cognitive aspects, but also other aspects of being owned by the students to more explore their experience maximally. Teachers also need to understand that all students in all educational context is unique. Knowledge of the diversity of the students is very important, including of intelligence, emotional, talent, and language. Teachers are expected to lead students to focus on their ability in a specific field and shows the right way to achieve it.

The diversity of students in the classroom is more complex than what was ever realized by the educator. According to Lang and Evans, 2006: 60, the students have differences in their learning styles, age, ability, race, geographical origin, gender, sexual preference, economic status, cultural influence, health, religious influence, family influence, influence others, and models teaching.

Each student have the capacity to succeed in school and in life. The duty of teacher is trying to create a teaching process that gives hope and respect for students. This is appropriate with the theory of convergence which says that every student has ability and education give the direction of way to go success.

¹ Jejen Musfah. *Peningkatan Kompetensi Guru*. (Jakarta : Kencana Prenada Media Grup. 2011).
Page : 30

This theory also appropriate with the theory of multiple intelligence. In this theory explain that all students is smart, but their intelligence is different. Good students not only mastery to do math task and physics or speech use English language but also students who like to paint, smart socializing, and mastery in playing music can also be said to the students who are good.

it was explained in the al-Qur'an surah of Al-Mukminun verse 78 :

وَهُوَ الَّذِي أَنْشَأَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

“It is He Who has created for you (the sense of) hearing (ears), eye (sight), and hearts (understanding). Little thanks you give”

Goleman (2000: 44) said that success of person can influence by 20% IQ (Intellectual Quotient) whereas 80% influence by another intelligences.² it also describe by Howard Gardner in his book the title is *Frames of Mind* in the self of human being there are intelligence spectrum that wide. This intelligence is eight intelligences, there are : (1) verbal intelligence, (2) visual intelligence, (3) logic – mathematic intelligence, (4) musical intelligence, (5) kinesthetic intelligence, (6) intrapersonal intelligence, (7) interpersonal intelligence, (8) naturalist intelligence.³

² Agus Efendi. *Revolusi Kecerdasan Abad 21*. (Bandung : Alfabeta. 2005). Page : 80

³ *Ibid*, Page : 136

In the world of education should give more attention with this many intelligence. Applied this multiple intelligence theory exactly more give appreciate and more developing student potency that appropriate with the kinds of intelligences that student have. If it apply in the learning process can give positive effect with student.

School of Al-Kautsar is one of elementary school that applied Multiple Intelligences system in the learning process. In this school, use three special method, there are not use test but use MIR (Multiple Intelligences Research), not apply hood system, apply concept of fun learning.

Many teachers in this school have good qualification to teach based on multiple intelligence that student have. It can be good motivation to other teacher exactly Islamic education teacher. Based on society point of view, islamic education teacher only use classical theory in learning process. Whereas, many Islamic education teacher in this modern era more creative and innovative to make interest learning process based on student condition.

In many arguments above, it be background to researcher to do this research titled “ The Implementation of Multiple Intelligence on Islamic Educational Instruction to Develop Pedagogical Competency of Teacher in Al- Kautsar Elementary School”.

B. THE FOCUS OF STUDY

Based on background of research above, so researcher can get focus of study that will do, there are ;

1. How does the design (teaching preparation document) of Islamic Educational Instruction based on multiple intelligence to develop pedagogical competence of teacher in Al-Kautsar elementary school?
2. How does the application of Islamic Educational Instruction based on multiple intelligence to develop pedagogical competence of teacher in Al-Kautsar elementary school?
3. How does the evaluation of Islamic Education Instruction based on multiple intelligence to develop pedagogical competency of teacher in Al-Kautsar elementary school?

C. THE OBJECTIVES OF STUDY

Based on the focus of study above, so the researcher can get objectives of study, there are ;

1. To understand about the design of Islamic Education Instruction based on multiple intelligence to develop pedagogical competence of teacher in School of Al-Kautsar elementary school.
2. To understand about the application of Islamic Education Instruction based on multiple intelligence to develop pedagogical competence of teacher in Al-Kautsar elementary school.
3. To understand about evaluation of Islamic Education Instruction based on multiple intelligence to develop pedagogical competency of teacher in Al-Kautsar elementary school.

D. THE SIGNIFICANCES OF STUDY

This research expectable can give constructive contribution with educational institution. In detail contribution, the significances of this research are:

1. Theory

Can give contribution about the implementation of multiple intelligence on Islamic educational instruction to develop pedagogical competency of teacher and also as one of strategy to increase pedagogical competency of teacher based on condition of student

2. Practice

a. For educational institution

From the result of this research expectable can give positive contribution as directive opinion to educational about implementation of multiple intelligence in Islamic educational instruction to develop pedagogical competency of teacher and also as one of strategy to increase quality of teacher exactly pedagogical competency.

b. Ministry of Education

This research expectable can be a information by Ministry of education the effort to develop quality of teacher in pedagogical competency.

c. For Al-Kautsar elementary school

As opinion substance about implementation of multiple intelligence in Islamic educational instruction to develop pedagogical competency of teacher and also as one of strategy to increase quality of pedagogical competency of teacher. And as documentation that can increase and completing reference.

- d. For Faculty of Tarbiyah And Teaching Sciences especially Islamic Education Program

This research expectable can give contribution for faculty of tarbiyah and teaching sciences especially Islamic education program to increase quality of instruction and develop pedagogical competency of teacher.

- e. For Researcher

Adding knowledge that more develop especially about implementation of multiple intelligence in Islamic educational instruction to develop pedagogical competency of teacher in educational institution.

E. THE LIMITATION OF STUDY

The discussion about Implementation of Multiple Intelligences is wide discussion. Therefore, for in this discussion not occur misunderstanding, so researcher describe about the scope of implementation of Multiple Intelligence in Islamic educational instruction to develop pedagogical competency of teacher in Al-Kautsar elementary school , there are :

1. Implementation (instructional design, actuating, and evaluation) based on multiple intelligence.
2. Islamic educational instruction.
3. Location of research is in al-Kautsar elementary school.
4. Object of research are teacher of Islamic education in Al-kautsar elementary school.

F. THE TERMS OF STUDY

1. *Multiple Intelligences* : many kinds of an ability to solve a problem, ability to create a new problem that to solve, and ability to create thing or offer a service that valuable in culture society.
2. *Instruction* : Transfer of knowledge between educator and learners in educational environment.
3. *Islamic Education* : aware effort that planed in the preparing learner to know, understand, inspire, believe, faithful, have good attitude, practice the Islamic religion concept from source that are Al-Quran and Hadits, with guidance activity, instruction, exercise, and using experience.
4. *Pedagogical Competency* : The ability to understand and apply the theory of learning and mastery of the class that can be viewed from many aspects.

G. THE PREVIOUS OF STUDY

Research about Multiple Intelligences have been done, there are :

Table 1.1

Former Research

1.	Title	Aplikasi Teori Multiple Intelligences Dengan Pendekatan Kooperatif Dan Proyek Terbuka Dalam Meningkatkan Prestasi Belajar Mata Pelajaran Pendidikan Agama Islam Siswa Kelas VII B SMP Al Munawwariyah Sudimoro Bululawang Malang
	Researcher	Lailatul Badriyah
	Year	2007
	Location	SMP Al Munawwariyah Sudimoro Bululawang Malang
	Focus of Study	1. Application of Multiple Intelligences theory in cooperative approach and opened project. 2. Describe the result and constraints the application of Multiple Intelligences theory with cooperative approach and opened project
2.	Title	Penerapan Konsep Multiple Intelligences Dalam Mewujudkan Sekolah Unggul (studi kasus di SD YIMA Islamic School Bondowoso)
	Researcher	Salim Haddar
	Year	2010
	Location	SD YIMA Islamic School Bondowoso
	Focus of study	1. Describe design concept application of Multiple Intelligences in Elementary school of YIMA Islamic School Bondowoso 2. Describe implementation of multiple intelligences concept in elementary school of YIMA Islamic School Bondowoso can be seen by 3 aspects: input, process, output

To more clearly, there is second table about the differences between former research and this research.

Table 1.2**Differences between former research and this research**

No	Researcher and year of research	Similarity	Differences	Originality of research
1.	Lailatul Badriyah (2007)	The object of research is implementation of multiple intelligences in Islamic Education instruction	Dependence variable use cooperative approach and opened project in junior high school of Al Munawwariyah Sudimoro Bululawang Malang	1. This research more focus with the implementation of multiple intelligences in Islamic Education instruction. 2. Dependence variable more emphasize with the development of pedagogical competency of Islamic education teacher
2.	Salim Haddar (2010)	Object of research is application of multiple intelligences	Dependence variable to give shape to excellent school in elementary schhol of YIMA Islamic School Bondowoso	

From this table researcher identify the differences between this research and former research. This differences are from dependence variable and approach of dependence variable.

CHAPTER II

THEORITICAL PARADIGM

A. MULTIPLE INTELLIGENCES

a. Definition of intelligence

The theory of multiple intelligences (MI) was developed by Harvard psychologist Howard Gardner and the first presented in *Frames of Mind : The Theory of Multiple Intelligences* (Gardner, 1983/1993). In *Frames of Mind*, Gardner took issue with the way that most psychologists had characterized intelligence since the beginning of the twentieth century. That traditional psychological view was based largely on studies of mental test.¹

An intelligence is the existence of *one or more* basic information-processing operations or mechanisms, which can deal with specific kinds of input.² In other reference, According to David Wechsler, intelligence is ability to do by aimed, thinking rationally , and faced environment effectively.³ According to Jean Piaget Intelligence is what you use when you don't know what to do.

¹ Mindy Kornhaber, Edward Fierros, Shirley Veenema, (*Multiple Intelligences*, USA : Pearson Education, Inc, 2004), p : 4

² Howard Gardner, (*Frames of Mind*, New York : The Perseus Book Group, 2011), p : 68

³ Sri Widayanti, (*Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak*, Jogjakarta : Luna Publisher, 2008), p :2

So, it can give a conclusion that intelligence is an ability to solve a problem, ability to create a new problem that to solve, and ability to create thing or offer a service that valuable in culture society. Characteristic of intelligence is not permanent. Intelligence like group of volition or skill that can be develop.

According to Alfred Binet and Theodore Simon, Intelligence consist with three components, they are :

- 1) Ability to direct mind and or action
- 2) Ability to change the direction of action if the action have been done
- 3) Ability to criticize ourselves⁴

To determine whether a capacity should be called an intelligence, Gardner argued that each possible intelligence should meet most, if not all of the following criteria:⁵

- 1) It should be seen in relative isolation in prodigies, autistic savants, stroke victims, or other exceptional populations
- 2) It should have a distinct developmental trajectory
- 3) It should have some basis in evolutionary biology
- 4) It should be captured in symbol of systems

⁴ Agus Efendi, (*Revolusi Kecerdasan Abad 21*, Bandung : Alfabeta , 2005), p : 81

⁵ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *op.cit.*, p : 5

- 5) It should be supported by evidence from psychometric test of intelligence.
 - 6) It should be distinguishable through experimental psychological tasks
 - 7) It should demonstrate a core, information-processing operation.
- b. The Kinds of Intelligence

Using the definition and criteria of intelligence, Gardner has now identified eight intelligences.

Linguistic Intelligence is highly valued and rewarded in school. It allows individual to communicate and make sense of world through language. Those who have a keen sensitivity to language in its spoken and or written forms demonstrate this strength as poets, writers, lawyers, and public speakers.⁶ The characteristic of linguistic intelligence are : sensitive with pola, systematic, can give good argumentation, interest in listening, interest in read, easy to spell, have a good memory with a simple thing, good speaker.⁷

Logical-mathematical intelligence is emphasized in school. It enables individuals to use, appreciate, and analyze abstract relationships. This capacity is often harnessed in mathematical reasoning and scientific

⁶ *Ibid*, p : 5

⁷ Femi Olivia, (*Petualangan Menemukan Multiple Intelligence Anak Anda*, Jakarta : Prime Publisher , 2008), p : 13

investigations. Mathematic, scientists, and engineers deploy this intelligence at high levels.⁸ The characteristic of logical mathematic intelligence are : thinking abstract, interest in accounting, use logical structure, interest with experiment activity.⁹

Spatial intelligences enables people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Blind people skillfully employ this intelligences, using it to create mental maps of their environment.¹⁰ The characteristic of this intelligence are : think with picture, interest with art and painting, easy to read map and graphics, interest with text that use color.¹¹

Musical intelligence allows people to create, communicate, and understand meanings made out of sound. It is manifested to high degrees among composers, musicians, and acoustics engineers.¹² the characteristic of this intelligence are : can play instrument of music, sensitive with rhythm and intonation, interest with voice art.¹³

Bodily- kinesthetic intelligence entails using all or part of the body to solve problem or create products. This intelligence seems to stand in stark

⁸ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit.*

⁹ Femi Olivia, *op.cit.*, page : 25

¹⁰ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *op.cit.*, p : 6

¹¹ Femi Olivia, *op.cit.*, p : 35

¹² Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit.*

¹³ Femi Olivia, *op.cit.*, p : 57

contrast to the reasoning prized in traditional test of intelligence. Yet, advanced forms of problem solving and creativity are evident in the activities of choreographers, rock climbers, and skilled artisans.¹⁴ The characteristics of this intelligence are : mechanical thinking, effective study with move, interest with play and touch something, interest with physical sport.¹⁵

Interpersonal intelligence is the capacity to recognize and make distinction among others feelings and intentions and to draw on these in solving problems. Successful teachers, actors, therapists, political leaders, and salespeople rely on strong interpersonal intelligences.¹⁶ The characteristics of this intelligence are : ability to negotiation, easy to have relation with another person, emphatic, interest with team work.

Intrapersonal intelligence enables individuals to recognized and distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Intrapersonal intelligences is sometimes seen in skillful autobiographies and, more generally, among those individuals who make sound choice about their life and work.¹⁷ The characteristic of this

¹⁴ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit.*

¹⁵ Femi Olivia, *op.cit.*, p : 47

¹⁶ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit.*

¹⁷ *Ibid.*

intelligences are have high motivation, can analyze themselves, can learn dependently.

Naturalist intelligence allows people to solve problems by distinguishing among, classifying, and using features of the natural world. This intelligence is commonly seen in people's ability to categorize different kinds of plants and animals and has been harnessed to the task of distinguishing among human-made objects. It is essential to the work of landscape architects, hunters, archeologists, and farmers.¹⁸

The location of intelligences in the brain are :

Table 2.1

Location of intelligence in brain

NO	Kinds of Intelligence	Location in brain
1	Linguistic intelligence	In the left of <i>lobus temporal</i> and the front of <i>lobus</i>
2	Logic-mathematic intelligence	Left in front of <i>lobus</i> and the right of <i>pariental</i>
3	Spatial intelligence	Behind of right <i>hemisfer</i>
4	Kinesthetic intelligence	<i>Serebelum, basal ganglia, motor korteks</i>

¹⁸ *Ibid.*

5	Musical intelligence	Right of <i>lobus temporal</i>
6	Interpersonal intelligence	In front of <i>lobus, lobus temporal, limbic system</i>
7	Intrapersonal intelligence	In front of <i>lobus, lobus pariental, limbic system</i>
8	Natural intelligence	Left of <i>lobus pariental</i>

B. INSTRUCTION

According to Oemar Hamalik instruction is procedure and method that do by educator to give easy to learner for doing learning process actively to get the purpose of instruction.¹⁹

According to Mulyasa, the essential of instruction is interaction between learner and their environment and change of behavior to be better. In instruction there are many factor that influence, it is internal factor that from individual and external factor that from environment.²⁰

It can give conclusion that instruction is transfer of knowledge between educator and learners in educational environment.

¹⁹ Oemar Hamalik, (*Media Pendidikan.*, Bandung: Citra Aditya Bhakti, 1994), p : 69

²⁰ Ismail SM, (*Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, Semarang : RaSAIL Media Group, 2008), p : 10

In the al-Qur'an, there are many verses that have relation with instruction. The famous one is QS. Al-Alaq verse 1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read! In the Name of your Lord Who has created (all that exist). Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by pen. He has taught man that which he knew not.”

Five of this verses is order to read, its mean read text by verbal and non verbal. Not only read, but also write. This verses showing about instruction, because in the instruction process, write and read are the important one that learner do.

a. The Component of Instruction

There are five components of instructional system, there are: purpose of instruction, material of instruction, strategy and method of instruction, media of instruction, and evaluation of instruction.²¹ Interaction between component in this instruction can be give conclusion with this chart:

²¹ Fatoni T, Riyana (*Komponen – Komponen Pembelajaran*, Bandung : UPI) , p : 137

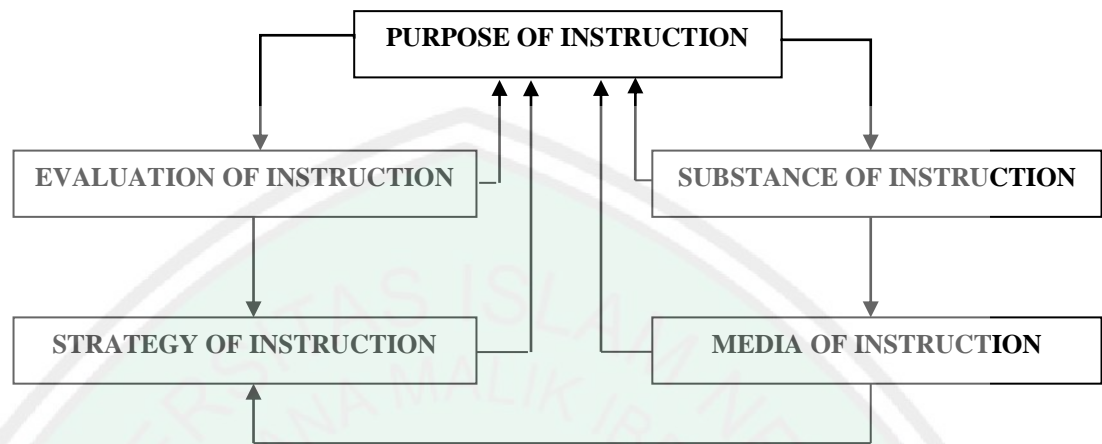


Chart 2.1
Instruction System

In the above picture on the indicate that the instruction component and the other one interconnected to achieve a instruction goal.

To get the good purpose of instruction, then every component in the instructional system should have and fulfill a particular criteria. Fathoni & Riyana (2009: 150) have told about many criteria of it, there are:

- 1). Have high epistemology relevance stage, it mean in the process of learning that do by learner have relevance with the essential of science that learn by learner.
- 2). Have psychological relevance stage. In this case, science viewed as thinking instrument. More high stage of student thinking in the learning activity, more have quality of learning process.

3). Have high sociological relevance stage. This criteria seen by learner opportunity to inspire social values. The example of this learning process are: give appreciate with mutual arguments, good collaboration. So, seen by this criteria, its process is good.

4). give opportunity to learner for have participation optimally. Learning process that too domination by teacher is not good.

5). Have high efficiency and effectiveness stage. This stage can seen by attainment purpose stage that optimal and comprehensive with the sources that thrifty relative.²²

b. Purpose of Instruction

The purpose of instruction is a target that will be achieve in conducting an activity of instruction. This component of instruction is the center of another component of instruction. So, the purpose of instruction is compass to plan an instruction in learning process.

The main purpose of instruction is develop ability of learner by individually to can solve the problems that faced.²³ This purpose of instruction have stage and every stage will accumulated for achieve the next higher stage.²⁴

²² *Ibid.*, page : 150

²³ Ismail SM, *op.cit.*, page : 17

²⁴ Fatoni T, Riyana, *op.cit.*, page : 138

C. PEDAGOGICAL COMPETENCY

1. Definition of Pedagogical Competency

Pedagogical competency comes from two words, “pedagogic” and “competence”. According to many figure, competence are :

- a) According to Debling competence is a broad concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area.
- b) According to Burke competency statements describe outcome expected from the performance of professionally related functions, or those knowledge, skill, and attitudes thought to be essential to the performance of those functions.
- c) According to Eraut competence is the ability that assessed by direct observation of job performance and that this assessment constitutes the largest and most essential part of the teaching qualification.²⁵

So it can be conclude competence is ability to perform based on professionally that come from knowledge, skill and attitude.

According to many figures, pedagogical competence are :

- 1) In the National Education Standards, the explanation of Article 28 paragraph (3), state that pedagogical competence is the ability to manage the learning of learners that includes an understanding of the learners, the design and

²⁵ Jejen Musfah. 2012. *Peningkatan Kompetensi Guru*. Jakarta : Kencana Prenada Media Group. p : 30

implementation of learning, evaluation of learning outcomes, and the development of learners to actualize their various potentials.²⁶

- 2) Pedagogic competence is a set of abilities and skills (skills) related to teaching and learning interactions between teachers and students in the classroom. Pedagogical competence covers, Traffic teacher in explaining the material, carry out the method of learning, asking questions, answering questions, manage the classroom, and an evaluation²⁷

It can be conclude that pedagogic competence is the ability to understand and apply the theory of learning and mastery of the class that can be viewed from many aspects.

2. Component of Pedagogical Competence

Pedagogical competence is the ability of teachers in the management of student learning that at least the following:

a. The understanding of Learner

Understanding of the learners is one of pedagogical competence of teachers that must have. At least, there are four things about learner that must be

²⁶ Presiden Republik Indonesia, “Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan”, <http://www.bpkp.go.id/unit/hukum/pp/2005/019-05.pdf>, page. 33.

²⁷ M. Saekhan Muchith, *Pembelajaran Kontekstual*, (Semarang: Rasail Media Group, 2008), cet.1, page. 148.

understood by teachers, the level of intelligence, creativity, physical disabilities and cognitive development .²⁸

1) The Intelligence

In development of thinking ability coincide with age, it was found the difference in stage of ability of student. The results of tests under five years old is not stable. Stability occur after a child get five years old. For example, Bayley (1949) found a correlation between IQ test scores of six years old and seventeen years old is + 0.92 (very high). Whereas, Macfarlane and Allen (1948) reported that between six years old and eighteen years old are 50 percent of children who experience a change (increase) 15 points or more. After get eighteen years old, usually there are no changes. Because of it, there are 18 coloums in table of IQ.²⁹ Besides the differences between individuals, there are also differences in the individual himself, or differences inside of individual.

2) Creativity

Generally the teachers are expected to create good conditions, which make possible each learner to develop their creativity, among others, the engineering of small group work, and assignments. Student that have creativity are not always clever.

Understanding that argument, it can be argued that the creativity of learners in learning dependent on teacher creativity in developing standards of competence,

²⁸ E.Mulyasa, *Standar Kompetensi Sertifikasi Guru*, (Bandung : PT Remaja Roda Karya, 2007), page : 25

²⁹ *Ibid.*

basic competence and standard materials, and create the effective learning environment. Teachers can use many approaches to improve the creativity of learner.³⁰

3) Physical Condition

Physical condition is relation between vision, hearing, speech. Teacher has to be more patient and painstaking but conducted properly so as not to cause a negative impression.³¹

4) Cognitive Development

Growth and development can be classified on the cognitive, psychological and physical, growth and development associated with changes in the structure and function of human characteristics. This changes are not general, but rather is the result of interaction potential and environment. Smart student or torpid student, have a interesting personality or discompose, high or low, most of it dependent on interaction between the innate potential and environmental influences (convergence, as William Stern said).³²

Teacher has to understand about of the psychological development of children. So that he truly understands the good approach for students. Teachers can guide the student passing through difficult times experienced in their age, beside that teachers have understanding about background of student, so it can identify many problems of student and to determine appropriate solutions.

³⁰ *Ibid*, page : 86

³¹ *Ibid*, page : 94

³² *Ibid*, page : 95

b. Development Curriculum / Syllabus

Teachers is the central position, because their role is important, he should be able to interpret and describe the values contained in the curriculum, and then transform these values to students through the teaching process at the school.

Teacher does not make or prepare the curriculum, but they used the curriculum, describe it, and carry it out through a process of teaching. The curriculum is designed for students, through teachers who significantly influence to the students in the learning process.³³

With the curriculum, the task of teachers or educators more focused. Education also one of the factors that determine and very important in the educational process and is one component that interacts actively with students in education.³⁴ The relations curriculum with teaching in other forms is the curriculum document is usually called by syllabus that is more limited than the curriculum, as stated in the syllabus that included in subjects that must be taught during a year or semester.³⁵

Generally the process of syllabus development based on competency consists of seven main steps as specified in the General Mannual of Syllabus Development (MONE, 2004), namely: (1) writing the identity of the subjects, (

³³ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung : Sinar Baru Algensindo, 2005), page : 1

³⁴ Abdullah Idi, *Pengembangan Kurikulum Teori dan Praktik*, (Yogyakarta : Ar-Ruzz Media, 2007), page : 207

³⁵ Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi*, (Bandung: PT. Rosdakarya Offset, 2008), page : 39.

2) formulation of standards of competence, (3) the determined of basic competence, (4) the determined of the main subject and the explanation, (5) determined of the learning experience, (6) the determined of time allocation and (7) the determined of the material source.³⁶

c. Planning and Implementation of Instruction.

1) Instructional Planning

The design of learning is one of the pedagogical competence that should have by every teacher, which have a source to the implementation of instruction, instructional planning includes at least three activities, there are:

- a) Identification of Needs
- b) Identification of Competence
- c) Arranging Learning Program³⁷

2) Implementation of Instruction

Implement or manage teaching and learning program is a step of the program have been made. In the implementation of learning process the capabilities required is being active of teacher to create and develop student learning activities in accordance with the plans that have been arranged in the planning. Teachers should be able to take decisions based on appropriate assessment. At this step also need proficiency and skills teaching techniques. For example the principles of teaching, using the instructional tool, use of teaching methods,

³⁶ *Ibid*, pages : 41-42

³⁷ E.Mulyasa, *Op.Cit*, page : 100

skills to apply , skills to choose and use strategy or failure of the implementation of learning.³⁸

In the teaching and learning activities, there are two things that can determine the success, there is setting of teaching and learning process. The ability to manage a good learning process, will create a situation that allows the child to learn, so it is a starting point for success teaching. Students can learn in a good situation , without compulsion and in in to stimulate learning activities.

In the teaching and learning activities students need something that allows him to communicate well with teachers, friends, and with their environment. The need for guidance, different help and concern from teachers for each student.³⁹

To create a situation that make passion to learn, improve student achievement, they need good organization of learning process. Teaching and learning process is a series of teacher activities to develop effective organizational learning process, which include: the purpose of teaching, regulating the use of outdoor time, setting space and fittings in class, as well as grouping students in learning activities.⁴⁰

d. Evaluation of Learning Result

Evaluation of learning result conducted to determine behavior change and the formation of student competence, which can be done with the class assessment,

³⁸ *Ibid*, page : 20

³⁹ Syaiful Bahri Djamarah, dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta : PT Rineka Cipta, 2002). Pages 37-38

⁴⁰ Syaiful Bahri Djamarah, *Op.Cit.*, page : 38

basic ability test, the final assessment of educational and certification, benchmarking, and program assessment.⁴¹

To determine measure attainment of instruction and education purpose, need to organize an evaluation and assessment. Assessment or evaluation is basically giving consideration or value based on certain criteria. Teaching and learning process have a purpose. The objectives finding in the formulation of behavior that hopefully implementable by the student after completing the learning experience.⁴²

Classroom based assessment should influence by three aspects, there are knowledge (cognitive), attitudes (affective) and skills (psychomotor). This aspects must appropriate with the characteristics of each subject.⁴³ function of assessment in teaching and learning process have two functions, it is for student and teacher. Assessment of learning result can be done by two phases. First, short-term stage, teacher doing assessment conducted at the end of the learning process. This assessment is called formative assessment. Second, long-term phase, the assessment carried out after several times or certain period, for example middle test or final test. This assessment is called summative assessment.⁴⁴ In the teaching and learning process, assessment of learning result is very important to be implemented. Because with this learning result

⁴¹ E.Mulyasa, *Op.Cit.*, page : 108

⁴² Nana Sudjana, *Op.cit.*, page. 111

⁴³ Abdul Majid, *op.cit.*, 87

⁴⁴ *Ibid*,page :112

assesement teacher can determine the attainment of learning purpose and the effectiveness of instruction that do by the teacher.

e. Development of Students to Actualize Their Many Potential.

Development of learners is part of the pedagogical competence that must have by teacher to actualize many potentials of learners. Development of learners can be done by the teacher with many way including extracurricular activities (extracurricular), enrichment, remedial and guidance and counseling (BK) .⁴⁵ The teacher has the ability to guide the student, make place for student to identify and explore their potential.

⁴⁵ E.Mulyasa, *Op.cit.*, page. 111

CHAPTER III

METHODOLOGY OF RESEARCH

1. APPROACH AND TYPE OF THE RESEARCH

This study used a descriptive-qualitative paradigm approach, because researcher will report data about The Implementation of Multiple Intelligences on Instructional of Islamic Education to Develop Pedagogical Competency of Teacher in Al-Kautsar Elementary School.

Kirk and Miller define Qualitative Methodology is certain custom in social science fundamentally related to human observe as well as location or definition. Qualitative research is research that intends to understand the phenomenon of what is experienced by the subject for example behaviors, perceptions, motivations, actions, and more holistically, and by means of the description in the form of word and language, a special natural context and by utilizing various method of natural.¹ Bogdan and Taylor defines methodology of qualitative research procedure that produces descriptive data in the form of words written or spoken of the people or behaviors that can be observed.²

¹ Baverley Hancock (*An Introduction to Qualitative Research*. Trent Focus Group, 2002), p : 2

² J. Lexy Moleong, (*Metodologi Penelitian Kualitatif : Edisi Revisi*. Bandung : PT Rosdakarya, 2006), p : 4

The main activities in this study is to describe and analyze intensively on all the social phenomenon studies, in the design of Islamic education instruction based on multiple intelligences , in the application of Islamic education instruction based on multiple intelligences, and in the evaluating of Islamic education instruction based on multiple intelligences to develop pedagogical competency of teacher.

2. PRESENCES OF THE RESEARCHER

In this research, the position of researcher in the location of research is absolute and very needful as important instrument. Sugiyono said qualitative researcher as human instrument, set the focus of the research function, selecting informants as a sources of data, data collection, assessing the quality of data and the analysis of data, interpret the data and make conclusions of the findings.³

3. THE SITE OF RESEARCH

Research site is place that used by researcher to get many information about this research and do observation to get data that researcher need. This research will be held in Al-Kautsar elementary school on Jln. Simpang L.A. Sucipto Malang- East Java. This school is one of school that applied Multiple Intelligence method.

³ Sugiyono, (*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan RND*. Bandung : Alfabeta, 2009), p : 306

In this site of research, researcher doing the observation, interview and getting many documentation about implementation of multiple intelligence on Islamic educational instruction to develop pedagogical competency of teacher in al-kautsar elementary school Malang.

4. THE SOURCE OF DATA

The source of data are subject from where the data can be acquired.⁴ Meanwhile, according to Lofland, the main data sources in qualitative research are the words or action, the test in additional data such as document and others.⁵

There are two sources of data in this research, they are :

1) Primary data

Primary data is data that obtainable directly, observed and recorded directly, like interview, observation etc that obtainable from primary sources. In this research that would be a source of primary data is deputy of headmaster, teacher and students school of Al-Kautsar.

2) Secondary data

Secondary data is data obtained from existing data and have examined the relationship problems that includes the existing literature. That may include books, papers, achieves, personal papers etc.

⁴ Suharsimi Arikunto, (*Prosedur Penelitian : Petunjuk Praktis untuk Peneliti Pemula*. Jakarta : PT Rineka Cipta, 2002), p : 107

⁵ Lexy, *op.cit*, p 157

5. DATA COLLECTION

Collecting data is something that very important in scientific research. The data collection is systematic and standardized procedures to obtain the necessary data. In this research use three technical data collection, they are:

1) Observation

Observation is method of collecting data with write data and supervision systematically by many facts that observe. Observations by the fact, describe with words carefully and precisely what is observed, record it and then process it in order to be scientifically studied problem is not an easy job.⁶ In this study the researcher will do observation in the many activities, they are :

- a. Learning process of Islamic education subject based on multiple intelligences
- b. Activities of students and teacher that done during the learning process
- c. Teachers obstacles in the learning process
- d. Response of student with the subject

It aims to determine the implementation of multiple intelligences on islamic educational instruction to develop pedagogical competency of teacher in Al-Kautsar elementary school.

⁶ Suharsimi Arikunto, *op.cit*, p 189

2) Interview

Interview also called oral questionnaire is a dialogue that doing by interviewer to get information from interviewee.⁷ In qualitative studies, interviews often take place while one is a particular observer, although people in the setting may not realize that the informal conversations they have been engaged in are interviews. In the field it is sometimes possible to arrange interviews with the people whom the researcher believes may add to her or his understanding of the phenomenon being studied.⁸

In this study, researcher use structural interview. Characteristic of structural interview list of question has prepared before interview occur, the interviewee answer many question that included interview framework and definition of problem. This method will be use with researcher to getting the data and many information about implementation of multiple intelligence on Islamic education instruction to develop pedagogical competency of teacher in Al-Kautsar elementary school. Collecting data in this research from many interviewee, they are :

- a. Headmaster deputy of al-Kautsar elementary school (curriculum field)
- b. Teacher of Islamic education subject
- c. Student of Al-Kautsar elementary school

3) Documentation

⁷ Suharsimi Arikunto, (*Prosedur Penelitian suatu Pendekatan Praktik* , Jakarta: PT Rineka Cipta, 2006), p. 155

⁸ M. Djunaidi Ghony, Fauzan Almanshur. (*Metodologi Penelitian Kualitatif* , Jogjakarta : Ar-Ruzz Media, 2012) p ; 175-176

Documentation method is research method to get information by investigate and write document report. Documentation to assist researcher in collecting data for more relevant research, the researcher added a documentation method in this study, which is looking for data in the form of notes, photographs, profile of school, and so on.

6. DATA ANALYSIS

After collecting data, the next step is analyzing the data. Data analysis was performed at the time and after of data collection. Data analysis is the process of finding and arranging data systematically that is obtain from interview outcome, field note and documentation, by organizing data in category, describe into units, conduct synthesis, arrange into pattern, choose which one is important and will be studied, and make conclusion until easier to understand by himself and another person.⁹ The main data principle of data analysis technique is processing and analyzing data collected to be systematic, organize, and structured data and also have meaning.

On other hand, according to Seiddel cited by Moeleong that qualitative data analysis process runs as follows:¹⁰

- 1) Record the result in court record, the case was give the source code so that the data can still be traced,

⁹ Sugiyono. (*Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta, 2010), p : 244

¹⁰ Lexy J. Moleong, *op.cit.*, p : 248

- 2) Collect, selecting classify, synthesis, making overview, and create the index,
- 3) Think, by way of making that category of data that has meaning, search for and find patterns and relationships, and make the findings public.

In this study, researcher used the descriptive research method. Descriptive research is a research that tries to describe phenomena. In the meaning of describe research, this method accumulates basic data descriptively. It does not need to find or describe the interdependent correlations, synthesizing hypothesis, make prediction, find the meaning or involvement, although the research purposes to find something covering descriptive method. This kind of research is called research trying to find actual detail information by describing its symptoms and trying to define the problem or get justification of condition and happening practice.¹¹

In the data analysis the researcher describes and elaborates on the implementation of multiple intelligences on islamic educational instruction to develop pedagogical competency of teacher in al-Kautsar elementary school.

¹¹ Sumardi Suryabrata, (*Metode Penelitian*, Jakarta : PT Raja Grafindo, 1987), p : 141

7. CHECKING THE VALIDITY OF DATA

Checking the validity of data of research is the important activity for researcher in the effort of guarantee and convinces the other side, the finding of data that research is really valid. The valid finding will be very important for the effort to discuss the position of research finding to the theories and findings before, and the interpretation and explanation from theory or finding from research field.

In the qualitative research, commonly the terms of credibility, transferability, dependability, and conformability. Those terms are criteria that aimed to guarantee the trustworthiness for a research. Those terms are summary from data validity checking steps, that is part that very important from qualitative research.¹²

To make this research feasible to believed, the researcher conducts data checking technique as follows :

1. Credibility (internal validity) in qualitative research is conducted by observation, improving persistence observation of research, triangulation, discussion, and member check. In this study, researcher uses triangulation technique of data. Triangulation data conducted by using some different methods to crosscheck the credibility for the obtained information.

¹² Lexy Moleong, *op.cit.*, p : 324-325

2. Transferability (external validity) is validity that show the level of accuracy of research result that is implemented into population where the sample is taken. In this study, researcher tries to report the research result in detail that especially express anything that necessary.
3. Dependability (reliability) is criteria to assess the quality of research technique from its process side. A reliability research is when another person can repeat the process of the research.
4. Conformability (objectivity) is defined as checking the research objectivity. To determine data certainly, the researcher confirms the data with informants or other competent informant.

8. STAGES OF RESEARCH

1. Pre Research Stage

In this stage, the researcher submit a proposal title in office of Islamic education program. After department give a supervisor, the researcher write the proposal with the research design. Then, researcher manage the time of permissions, survey and assess the field of research, choose and utilize the informant and prepare the equipment of research.

2. Field Work Stage

In this stage, the first thing that research do is file a research permit shall be accompanied by a proposal thesis to the institution concerned.

The researchers trying to obtain as much information about the implementation of multiple intelligences on islamic educational instruction to develop student achievement in school of Permata Jingga Malang and the things that are related. Before doing the interview, the researcher prepare a list of questions, but the researcher can develop the question if the answer of informants is too short and not focus.

3. Data Analyzing Stage

The data that has been obtained by researcher will be analyzed until researcher know about information and everything about the implementation of multiple intelligences on islamic educational instruction to develop student achievement in school of Permata Jingga Malang, in order the researcher know and understand about the obstacles faced by teacher on the development of lessons study.

To make clearly, researcher make a table of activity research. Start from pre research stage until data analyzing stage.

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. DESCRIPTION OF OBJECT RESERCH

1. History of Al-Kautsar elementary school of Malang

This research was conducted in the city of Malang, a city known as the city of education, tourism city, and the industrial city. In this city there are also many institutions, especially educational institutions, as for a many variety of educational institutions there is an educational institution that is a pride for the people of Malang that institution Al-Kautsar elementary school under the auspices of the foundation Pelita Hidayah. This institution has its own characteristics in managing education is primary school education Plus Integrated Islamic atmosphere.

As for the background of the establishment of an integrated Primary Schools Plus is the expectation of parents TK Plus Al-Kautsar which is under the auspices of the foundation Pelita Hidayah calls for an integrated basic education, because it is education in Kindergarten Plus Al-Kautsar give a positive value for learners, not only values affective, or psychomotor, but also religious education. According to the Mr. Imam

Shafi'i as the head of public relations Al-Kautsar elementary school, while doing the interview, He said :

“Bermula dari TK Plus Al-kautsar yang berdiri sejak 3 s.d. 4 Tahun wali murid serta masarakat sekitar mendorong pada yayasan untuk mendirikan lembaga yang lebih tinggi lagi yaitu tingkat dasar terpadu. Sehingga ada tingkatan pendidikan yang mana memiliki dasar filosofis yang searah atau sama. Selain itu pada Tahun 2004 silam juga belum banyak Sekolah Dasar Plus swasta yang berbasis Islam, mampu bersaing dengan Sekolah Dasar Plus negeri yang termasuk sekolah favorit atau bermutu. Dan pendirina Sekolah Dasar Plus ini untuk mengangkat sekola berbasis Islam agar bisa dikenal oleh kalangan masyarakat.”¹

Parents who has urged the establishment of further education is received by the foundation Pelita guidance, thoughtfulness from the foundation that Islamic education institution are not capable compete with the non-moslem institution, also the background for the emergence of Primary Plus Al-Kautsar, after the foundation do observation and consultation with education experts, the foundation established the Al-Kautsar elementary school have characteristic to manage education in the field of religion, it compared with other private schools and the one characteristic that special in this school is using multiple intelligence theory in the learning process.

¹ Interview result with Mr.Imam Syafi’I at 9th of April 2015 on 09.05 am in the administration office of Al-Kautsar elementary school.

Name Al-Kautsar elementary school has characteristic philosophy, the philosophy is applying additional curriculum or known as (Hidden Curriculum), which was apply in the out of formal teaching and learning process that except curriculum provided by the government.

While Al-Kautsar itself has a meaning that grace, which meant that basic of school institution offering the benefits trending. So the standing of Al-Kautsar elementary school give a blessing, not only for internal (for community of academic course,) through the Hidden Curriculum or education plus applied, but also provide the blessing for other society with the social activities and others.

The beginning of the establishment of the School in the 2004, Al-Kautsar elementary school occupies a large house that belonged to the Arab nation, and has been purchased by the foundation Pelita Hidayah that range with a land area of 1,080 m², The house is in use as a school building consisting of headmaster space, headroom field, as well as room administration section. In the first year there were 110 students enrolled, then because of the increased every year, in 2005 in begining building, until in 2008, which reached the first floor up to third floor.²

Mrs. Diah Saptorini, M.Pd adalah headmaster that have choosen by authority of foundation, dengan bahan with the consideration that she is a decent person and deserve to be head of the school since the foundation

² Documentation from school that get on 30th april 2015

of Al-Kautsar elementary school from 2004 until this time. Beside being teacher and headmaster in this school, Mrs. Rini also a motivator and trainer that famous in national stage, because that Mrs. Rini still as headmaster of Al-Kautsar elementary school of Malang until this time.

Knowing the territory memories Pelita foundation of this guidance on the determination that the basic concept and provision of infrastructure educational facilities and only school building. While the organization of a purely educational authorities of the school.

It is indeed visible and attractive of these schools is a form of curriculum, integrated curriculum between al-Kautsar elementary school and kindergartens of Al-Kautsar. If we look at other schools in Malang, there are many school have competition to make full day school, SD Al-Kautsar is school that applying the normal school. The standing of Al-Kautsar elementary school in Malang is to make an alternative education that is expected to answer the challenges of the world, the challenge of human resources, the future of the faith, have a conception and cultured through by IMTAQ and science and technology.

2. Vision and Mision of Al-Kautsar Elementary School of Malang

To make elementary school that has characteristics faith-based, insightful, and cultured the Al-Kautsar elementary school has great vision and mission, there are:

a. Vision

School vision is a common goal to make the school and all parties capable of providing inspiration, motivation, and strength in the school community in the mandate. The Vision of Al-Kautsar elementary school is:

“Being an ideal school to cultivate the Indonesian people that Islamic, intelligent, creative, cultured, and care for the environment”.³

b. Mision

While the mission is, an act or an attempt to bring into reality of the vision. The mission is a form of service to meet the demands set forth in the vision of the various indicators. The mission of the Al-Kautsar elementary school of Malang are:

1. Prepare a superior generation that has competition in the field

IMTAQ measured from their *akhlaq*, and science and

³ *Ibid*

technology as measured from the way of thinking and scientific skills.

2. To produce graduates that superior and competitive in aspects of affective, psychomotor, and cognitive.
3. Grow and develop the noble values to all members of school.
4. Guiding the students become a source of healthy human, Islamic, active, creative, and innovative, in accordance with development era.
5. Build the image of school as educational institution that has trust from the society, with giving service and high-grade of education.
6. Build a quality school system that comprehensively covers the management of input, process and output of education.
7. Grow and develop culture of school community in the efforts to protect environment and natural resources.
8. Grow and develop school community culture in the effort to perpetuation with the environment and natural resources.
9. Grow and develop school community culture in the effort impairment preventive and environment contamination and natural resources contamination .⁴

⁴ *Ibid*

3. The Purpose of Al-Kautsar Elementary School of Malang

If the vision and mission that correlate with a relatively long period of time, then the goal is associated with medium term. Thus the goal is basically a stage or step to make real the vision and mission of the school. The purpose of Al-Kautsar elementary school of Malang are:

1. Educate student that Faithful, and devoted to Allah SWT, love spiritual life and have good attitude , health in spiritual and physical.
2. Develop all student competence and uniqueness optimally with synergy support by the family.
3. Giving provisions graduate to be able compete another unit of education graduate, in the cognitive aspect, affective aspect, and pcycomotor aspect.
4. Transfer and transform science knowledge is that students have basic knowledge, patterns, thought, and life skills to continue to pursue higher education, as well as a man who is responsible for God, themselves, their families, communities and country.
5. Growing the patriotism spirit and love the nation.
6. Growing the concept of long life education so that students are able to develop themselves, by independent and sustainable.
7. Provide a quality service to the community as accompanist aspect in education.

8. All of school community doing protect effort to environment and natural resources.
9. All of school community doing preservation effort to environment and natural resources.
10. All of school community doing impairment preventive effort to contamination environment and natural resources.

4. Organization Structure

In arranging existing organizational structures in SD Al-Kautsar Malang, This structure arrange systematically. The school also works closely with the school committee. In the organizational structure of the school, and the role of the principal is not the highest leadership in a school. In performing its duties, there are Pelita Indah foundation that guide the school. And under the headmaster of this school there are many headmaster deputy that have many field. There are four areas namely field of student, academic field, the field of public administration, and public relations field. And structure change not every year, but the change of structure here according to the needs. Mr. Imam Syafi'I, as headmaster deputy of public relation field, said :

” pergantian strukur terjadi karena memang suatu adanya suatu kebutuhan, semisal adanya pengalihan struktur bidang kewirausahaan yang dulunya di bawah PSB , kini beralih di bawah nanungan bidang

humas. Jadi memang tidak setiap tahun pergantian struktur dalam pengelolaan lembaga ini”⁵

5. The Condition of Teache and Official Employee

Since the establishment of Al-Kautsar elementary is the educators whose numbers 45 teachers with discipline specification scientific respectively, the teaching force in accordance with their respective duties. Which amounts to 12 personnel, since that's why this institution is known by the characteristics of educational management was right distinctive and different from other institutions. Because of the total of students from many years always increase, so in this year the educators and education personnel have total 81 people that are going to work with their fields, and come from different regions and output that from university in the city of Malang.

The success story of this agency is not only an attractive design education but also in terms of all personnel and management in the tasks and obligations is really responsible and trustworthy. In doing its work in a systematic and professional institution is currently recruiting educator or administrative personnel, the agency prefers professional personnel to have superiority in the particular field.

⁵ Interview result with Imam Syafi’I, S.Ag at 9th of April 2015 on 09.05 am in the administration office of Al-Kautsar elementary school.

Because of school idealism bring in to reality in the field of education with the concept of the creation of superior human resources. In addition to his duties as an educator, both administrative staff and lecturers, they also given additional duties and responsibilities in accordance with in accordance with their competence in accordance with the existing programs in the institution. In addition to fostering the performance and morale of lecturers giving duties and responsibilities that the aim is also to facilitate the educational program. And it will be on view in the detailed list of educators in this thesis attachment sheet.

6. Geographical Location

Name of Location	: Perum Graha Pelita Asri
Area	: Pandan Wangi
Street	: Simpang Laksda Adi Sucipto, No. 2 A
Sudistrict	: Blimbing
District	: Malang

7. Condition of Student

Total of student in Al-Kautsar elementary school in year of 2014-2015 , has recapitulation as follow:

Table. 4.1 Total of student in the year of 2014 – 2015

No	Sex	Class	Class	Class	Class	Class	Class	Total
		I	II	III	IV	V	VII	
1	Male	45	53	59	52	37	50	296
2	Female	41	46	49	42	30	50	258
TOTAL		86	99	106	94	67	100	554

8. Coddition of Facilities

(attachment)

9. Student Achievement

(attachment)

10. Extra Curricular

Extra cullicular in Al-Kautsar elementary school apply 3rd-5th class. there are :

- a) Pramuka
- b) Sport (Karate, tennis, basket, catur and futsal)
- c) Art (paint, music, band, vocal, drama theater, qiroah, tartil, calligraphy, vocal group, marching band and banjari).
- d) Scientific (mathematic olympiad, science olimpiad)

e) Skill : crafting

B. THE RESULT OF RESEARCH

1. Design of Islamic educational instruction based on multiple intelligence in Al-Kautsar elementary school

Associated with indicators of teacher competence, the learning process must prepare teachers to prepare some of the preparations that are documentation such as lesson plan and syllabi. In that regard, the exposure data obtained by researchers in the field are:

a) The condition of learner

Al-Kautsar elementary school is the one of schools that apply the theory of multiple intelligences in teaching and learning process. It is proved by the test MIR (Multiple Intelligence Research) for students who want to join in this school. So the tendency of intelligence of each student can be known and be a reference to the learning process.

Grouping of classes are also adapted from intelligence tendency of student. As has been explained in the interview with the Islamic Education

teacher who also served as head of public relations is the Mr. Imam Shafi'i, he said that:

*“Di sekolah ini, siswa dikelompokkan sesuai dengan rumpun kecerdasan mereka masing-masing. Contohnya, kelas kinestetik, naturalis dan interpersonal. Ketiga kecerdasan ini mendominasi dalam pertumbuhan anak di usia sekolah dasar. Kenapa kok kami tidak mengelompokkan dalam satu kecerdasan saja?, karena ditakutkannya adanya ketidakseimbangan. Contohnya, dalam satu kelas ada dua puluh siswi dan dua siswa. Tentunya, dua siswa tersebut perkembangan belajarnya kurang maksimal, mungkin dikarenakan minder. Sebaliknya, jika dalam sebuah kelas didominasi oleh laki-laki dan perempuan hanya sedikit saja, maka siswi tersebut akan merasa terganggu. Oleh karena itu, pengelompokkan kelas selain mempertimbangkan rumpun kecerdasan siswa-siswi, juga mempertimbangkan keseimbangan variasi antara laki-laki dan perempuan”.*⁶

It also describe by deputy headmaster of curriculum filed, Mrs. Emy said that:

*“Untuk pengelompokan kelas disesuaikan dengan jenis kecerdasan masing-masing siswa. Namun, bukan dalam per masing-masing kecerdasan, melainkan dalam kelompok kecerdasan tersebut. Seperti siswa yang memiliki kecenderungan body kinesthetic yang dalam belajarnya lebih menyukai gerakan tubuh, di kelompokkan dengan siswa yang memiliki kecenderungan naturalis yang mereka lebih menyukai belajar di alam. Kalau diterapkan dalam metode pembelajaran kan bisa sejalan”.*⁷

At the age of student in elementary school, the most of student have body-kinesthetic intelligence , naturalist intelligence , and interpersonal intelligence.

⁶ *ibid*

⁷ Interview result with Endang Tri Emiati, S.Pd at 9th of April 2015 on 09.05 am in the administration office of Al-Kautsar elementary school

This statement describe by headmaster deputy of academic field , Mrs. Emy, she said:

*“Dalam usia –usia sekolah dasar seperti ini, siswa paling banyak memiliki kecenderungan body kinesthetic dan naturalis. Ketika siswa diajak untuk belajar diluar kelas dan menikmati alam sekitar, siswa lebih aktif dan senang. Kecenderungan ini yang membuat para ibu guru menerapkan student center dalam proses pengajaran di kelas”.*⁸

Explanation from Mrs.Emy as headmaster deputy academic field also describe by Mr.Imam Syafi’I as headmaster deputy of :

*“Kebanyakan, siswa-siswi disini memiliki kecerdasan Interpersonal, Naturalis, dan kinestetik. Makanya guru-guru disini sering memakai pembelajaran diluar kelas. Untungnya, kondisi lingkungan sekolah sangat mendukung. Banyak pepohonan hijau yang berada di halaman kelas dan sekolah. Jadi suasanaanya sejuk dan mendukung. Tak heran kalau banyak siswa yang kelesotan di halaman kelas karena mereka menikmati proses belajar”.*⁹

It appropriate with the supervision by the researcher when doing observation in Al-Kautsar elementary school. There are many green trees in the yard of classroom make atmosphere of school more. The classroom yard appears some students accompanied by a teacher is in the process of learning. Students appear to be active and happy, do not look listless and bored because they enjoy the learning process.¹⁰

b) The Making of Lesson Plan

⁸ Ibid

⁹ Imam Syafi’I, *Op.Cit*

¹⁰ Observation result at 9th of April 2015 on 08.00 am in foront of class of Al-Kautsar elementary school

In this school, Al-Kautsar elementary school, the preparation of learning process will be write in a document, it called “lesson plan”. The making of lesson plan should be done by many steps and judgment. It also describe by Mr. Imam Syafi’I as the Islamic education teacher, he said :

*“ Sebelum melakukan proses belajar mengajar di kelas, guru harus membuat lesson plan. Lesson plan itu disesuaikan dengan kondisi kelas dan kecerdasan anak yang ada didalamnya. Jadi para guru harus punya referensi mengenai strategi pembelajaran dan model pembelajaran yang berkaitan dengan macam-macam kecerdasan siswa. Sebenarnya agak ribet sih, tapi Alhamdulillah sekolah sudah memberikan beberapa pengarahan mengenai itu”.*¹¹

The statement of Mr.Imam Syafi’I also said by Mr.Didik, one of Islamic education teacher in Al-Kautsar elementary school, He said :

*“Sebelum masuk kelas, saya dan guru-guru lainnya membuat lesson plan. Dalam lesson plan itu berisi tentang pedoman kita mengajar. Seperti penggunaan metode pembelajaran, kegiatan dalam mengajar, materi pembelajaran, dan masih banyak lainnya.”*¹²

It also said by Mr.Soleh, Islamic education teacher in Al-Kautsar elementary school, he said :

“Kewajiban guru disini sebelum mangajar yakni membuat lesson plan. Lesson plan ini disesuaikan dengan kondisi kelas dan materi yang diajarkan. Guru dituntut untuk kreatif dalam menciptakan pembelajaran

¹¹ *Ibid*

¹² Interview result with Didik Anam Subchan, S.PdI at 11th of April 2015 on 09.45 am in the TI Laboratorium of Al-Kautsar elementary school

yang menarik, apalagi dalam memilih metode yang akan diterapkan di kelas.”¹³

In the process of make lesson plan, there is supervise team that have role to control the teacher to make lesson plan and to apply teaching and learning process. This team namely “Guardian Angel” or shortened to "GA". The team consists of four people appointed by the school to assist the teachers in implementing the learning process and prepare and evaluate. This is described by one of the team "Guardian Angel" which also to be one of the teachers of Islamic Education, namely Mr. Imam Shafi'i, he said:

“Biasanya, guru berkonsultasi dengan Tim G.A sebelum membuat lesson plan. Tim G.A memberikan beberapa catatan untuk dijadikan rekomendasi dalam penerapan pembelajaran di kelas. Adanya tim ini untuk mempermudah dan membantu guru dalam proses belajar mengajar.”¹⁴

It also describe by Mr. Soleh, as one of Islamic education teacher in Al-Kautsar elementary school, he said :

“Sebelum membuat lesson plan atau mengajar, biasanya kami sms tim GA atau menemui langsung. Biasanya kami minta rekomendasi untuk mengajar di kelas. Jadi kami merasa terbantu dan tugas kami menjadi lebih ringan” .¹⁵

¹³ Interview result with Muhammad Sholeh at 11th of April 2015 on 10.15 am in the administration office of Al-Kautsar elementary school

¹⁴ Imam Syafi'i, *Op.Cit*

¹⁵ Muhammad Sholeh, *Op.Cit*

That tradition has been built in SD Plus Al-Kautsar. Before performing the process of teaching the teachers ask for recommendations or suggestions for teaching and learning processes can be run with the maximum. It also strengthens the controlling system of schools to the teachers who teach.

2. Application of Islamic educational instruction based on multiple intelligence in Al-Kautsar elementary school

The application of multiple intelligence theory is used in the application of learning methods. In such cases, the teacher must be able to first identify the needs of students, and then determine the appropriate method to be applied in the teaching and learning process. It is make students more enthusiastic in learning in the classroom. As said by Mr. Imam Shafi'i, he said that:

“Pengaplikasian dari teori multiple intelligence disini dipakai dalam penerapan metode pembelajaran. Jadi sifatnya lebih kepada fun learning. Siswa sangat antusias dan aktif dalam pembelajaran. Contohnya, dalam pembahasan iman kepada Allah siswa diajak keliling halaman sekolah melihat kebesaran ciptaan Allah.”¹⁶

His argument also said by headmaster deputy of academic filed,

Mrs.Emy said :

¹⁶ Imam Syafi'i , *Op.cit*

“Teori MI ini diterapkan dalam penyusunan lesson plan dan dilaksanakan dalam metode pembelajaran. Guru harus lebih mengerti keadaan murid sehingga bisa menentukan metode apakah yang cocok untuk siswanya. Selain itu kami juga menerapkan seen setting yaitu teori yang mengatakan bahwa kondisi alpha otak anak hanya berkisar 5-10 menit, jadi hal tersebut dimanfaatkan untuk menyampaikan materi pokok. Selebihnya diisi dengan metode pembelajaran.”¹⁷

Islamic education subject have abstract and dogmatic character. The blend of subject characteristic and student intelligence also influence the method of teaching and learning process. It also describe by Mr.Imam as Islamic education teacher, he said:

“Pelajaran PAI yang bersifat abstrak ini tentunya mempengaruhi dalam penggunaan metode pembelajaran. Apalagi siswa SD kan berfikirnya nyata, makanya kita sering mengajak siswa untuk terjun melihat lingkungan sekitar dan memanfaatkan lingkungan yang ada”¹⁸

It also supported by the argument of Mr. Didik,as one of Islamic education teacher. He said :

“Dalam penerapan metode pembelajaran, mata pelajaran yang lebih bersifat abstrak biasanya kami kaitkan dengan lingkungan sekitar. Kalau yang bersifat ibadah biasanya kami menerapkan metode demonstrasi atau praktek”¹⁹

¹⁷ Endang Tri Emiati, *Op.cit*

¹⁸ Imam Syafi’I, *Op.cit*

¹⁹ Didik Anam Subchan, *Op.cit*

In the implementation and application of multiple intelligence in Al-Kautsar elementary school, also support by using media, example : LCD, IT, visual tool, etc. It also describe by Mr. Imam Syafi'I, he said :

*“Dalam proses pembelajaran didukung dengan beberapa media, contohnya, setiap kelas dilengkapi LCD. Selanjutnya, berbagai peraga juga kami buat untuk mendukung proses pembelajaran. Contohnya kartu sholat dan kartu asmaul husna”.*²⁰

It also said by one of Islamic education teacher, Mr.Didik said:

*“Biasanya kalau mengajar saya dan para guru membuat media pembelajaran. Salah satu contohnya kartu asmaul husna. Dalam kartu ini berisi tentang list asmaul husna yang harus dihafalkan oleh siswa-siswi. Dengan adanya kartu tersebut siswa akan lebih termotivasi untuk menghafal”.*²¹

Using the media in learning process also make a good response of student. The student more attractive and enjoy to follow the learning process. So the purpose of learning process can attain easier.²²

3. Evaluation of Islamic Educational Instruction based on multiple intelligence to develop pedagogical competency of teacher

Evaluation of Islamic educational instruction in Al-Kautsar elementary school be done by teacher and Guardian Angek team. This evaluation relates

²⁰ Imam Syafi'I, *Op.cit*

²¹ Didik Anam Subchan, *Op.cit*

²² Observation result result at 16th of April 2015 on 08.00 am in the class of Al-Kautsar elementary school

to the competence of student achievement and attainment of KKM. In the result of evaluation, the attainment of Islamic studies has been very good. It also describe by Mr.Imam Syafi'I as one of Islamic education teacher and the member of Guardian Angel. He said :

“Evaluasinya dalam ulangan harian dan ujian semester maupun tengah semester, karena siswa menikmati proses belajar mengajar KKM pun tercapai dengan baik, bahkan nilainya bisa dibilang tinggi.”²³

Then, this statement also said by Mr. Sholeh, as Islamic education teacher, he said:

“Alhamdulillah, untuk pelajaran PAI ini siswanya mendapatkan nilai bagus bagus. Hampir tidak ada yang remidi. Ini disebabkan karena antusias siswa dalam pembelajaran di kelas serta usaha guru dalam mempersiapkan dan mengaplikasikan proses pembelajaran”.²⁴

In the application of multiple intelligence theory, there is little obstacle. It describe by headmaster deputy of curriculum field, Mrs.Emy. She said that :

“Dalam penerapan ini, kekurangannya biasanya ada di pengaturan waktu. Waktu yang sudah diatur dalam sebuah lesson plan biasanya tidak berjalan sebagai semestinya. Siswa terlalu asyik dalam proses pembelajaran tapi tidak memperhatikan waktu yang sudah berjalan. Hal

²³ Imam Syafi'I, *Op.cit*

²⁴ Muhammad Sholeh, *Op.cit*

*rekomenadasi seperti ini biasanya oleh para guru ditulis di lesson plan agar bisa menjadi saran bagi guru dalam proses belajar berikutnya”.*²⁵

Then, this argument also said by Mr. Imam Syafi’I, he said that :

*“ Hambatan dari penerapan teori MI dalam kelas nyaris tidak ada, tapi biasanya berkaitan dengan waktu agar sedikit molor. Ini disebabkan karena siswa terlalu asyik oleh metode pembelajaran yang dipakai”.*²⁶

Be related to evaluation and pedagogical competence of teacher, the duty of teacher in the class also supervise by means of Guardian Angel team and curriculum field. It also said by Mrs. Emy, she said :

*“Dalam proses mengajar, guru dipantau oleh bidang kurikulum dan tim Guardian Angel. Pemantauan ini berlangsung mulai dari penyusunan lesson plan, proses pembelajaran dalam kelas, dan hasil pembelajaran dari siswa. Biasanya kami melakukan musyawarah kecil untuk membahas terkait itu”.*²⁷

This statement also supported by the argument from Mr.Imam Syafi’I, he also said that :

“Selain evaluasi murid melalui nilai ulangan, kinerja guru pun dipantau oleh tim GA dan bidang kurikulum. Guru yang dirasa kurang dalam

²⁵ Endang Tri Emiati, *Op.cit*

²⁶ Imam Syafi’I, *Op.cit*

²⁷ Endang Tri Emiati, *op.cit*

*penyampaian dan penguasaan materi biasanya kami tegur dan kami beri saran untuk memperbaiki kinerjanya”.*²⁸

The evaluation process of multiple intelligence theory on Islamic educational instruction to develop pedagogical competence of teacher occur in the school comprehensively. Whether it is done by the students or by teachers. This condition can make the attainment of purpose easier. Teachers become more orderly and disciplined while the students more motivated and develop their ability and skill.

²⁸ Imam Syafi’I, *Op.cit*

CHAPTER V

DISCUSSION

To apply the multiple intelligence on Islamic educational instruction, especially to develop pedagogical competence need to discuss about the plan, application, and evaluation. The plan is about teacher preparation to teach and to make learning process. The application is about teacher ability to teach, in this scope is more emphasized in pedagogical competence of teacher. And the last is about evaluation. The scope of evaluation is for teacher and for student.

The implementation of this theory be in mutual accord with the components of instructional system, there are : purpose of instruction, material of instruction, strategy and method of instruction, media of instruction, and evaluation of instruction.¹

The purpose of instruction will be discuss in the design of Islamic educational instruction based on Multiple intelligence. The material of instruction, strategy and method of instruction, media of instruction will be discuss in the application of Islamic educational instruction based on multiple intelligence. And the evaluation of instruction will be discuss in evaluation on Islamic educational instruction based on multiple intelligence. Exactly, this discussion have correlation with pedagogical competence of teacher.

¹ Fatoni T, Riyana, *Op.cit.*, page : 137

A. The Design of Islamic Educational Instruction Based on Multiple Intelligence to Develop Pedagogical Competence of Teacher in Al—Kautsar Elementary School

In this scope, researcher discuss about the document preparation of teacher to prepare learning activity in the classroom. The document preparation that discuss is about lesson plan. To develop pedagogical competence deeply, teacher has to mastery to make lesson plan. In the National Education Standards, the explanation of article 28 paragraph 3, state that pedagogical competence is the ability to manage the learning of learners that includes an understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize their various potentials.²

According to E Mulyasa, Instructional planning includes at least three activities, there are : identification of needs, identification of competence, arranging learning program³.

1) Identification competence

In Al-Kautsar elementary school, student that learn in there must get Multiple Intelligence Research (MIR) to identify many intelligence of each

² Presiden Republik Indonesia, *Op.cit.*

³ E. Mulyasa, *Op.cit.*, page : 100

student. Beside that teacher must pay attention for student to identify their competence and their condition.

According to Mrs. Emy argument, as the headmaster deputy curriculum field, teacher in Al-Kautsar elementary school should know about the condition of their student. Knowing the condition of student is step to make a good learning process. It also has correlation with pedagogical competence of teacher. She describe about the condition of student in Al-Kautsar elementary school. The condition of student, almost of them, have body – kinesthetic intelligence, naturalist intelligence, and interpersonal intelligence. This argument also said by Mr. Imam Syafi’I as teacher of Islamic education.

Bodily- kinesthetic intelligence is entails using all or part of the body to solve problem or create products. This intelligence seems to stand in stark contrast to the reasoning prized in traditional test of intelligence. Yet, advanced forms of problem solving and creativity are evident in the activities of choreographers, rock climbers, and skilled artisans.⁴ The characteristics of this intelligence are : mechanical thinking, effective study with move, interest with play and touch something, interest with physical sport.⁵

Whereas naturalist intelligence is allows people to solve problems by distinguishing among, classifying, and using features of the natural world. This intelligence is commonly seen in people’s ability to categorize different kinds of plants and animals and has been harnessed to the task of

⁴ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *op.cit.* page : 6

⁵ Femi Olivia, *op.cit.*, page : 47

distinguishing among human-made objects. It is essential to the work of landscape architects, hunters, archeologists, and farmers.⁶

Interpersonal intelligence is the personal capacity to recognize and make distinction among others feelings and intentions and to draw on these in solving problems. Successful teachers, actors, therapists, political leaders, and salespeople rely on strong interpersonal intelligences.⁷ The characteristics of this intelligence are : ability to negotiation, easy to have relation with another person, emphatic, interest with team work.

According to Mrs. Emy and Mr. Imam, it can be conclude that the majority of intelligence student in Al-Kautsar elementary school are naturalist intelligence, body kinesthetic intelligence and interpersonal intelligence. They argument also proved that teacher in this school can identify the competence of student. It can develop pedagogical competence of teacher because one of pedagogical competence component is the understanding of learner.

2) Identification need

After the teacher know about competence of student, exactly they know about the student need. It proved by the argument of Mr.Imam Syafi'I. He describe that learning process which appropriate with the intelligence of student is happen in outdoor. It appropriate by the theory of multiple intelligence. Naturalist intelligence is essential to the work of landscape

⁶ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit*

⁷ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit*.

architects, hunters, archeologists, and farmers.⁸ And the characteristics of this interpersonal intelligence are : ability to negotiation, easy to have relation with another person, emphatic, interest with team work.

Furthermore, Mrs. Emy as headmaster deputy of academic field describe that to make student more active, learning process occur in the yard of class, especially the student that have body kinesthetic intelligence. The characteristics of body kinesthetic intelligence are : mechanical thinking, effective study with move, interest with play and touch something, interest with physical sport.⁹ This theory has correlation with result of interview. So, the condition in Al-Kautsar elementary school appropriate with the theory of multiple intelligence.

3) Arranging learning program

About the technique to make a lesson plan, teacher must do many steps and judgment. It can make a good preparation to do it. It also said by Mr. Imam Syafi'I as Islamic Education teacher, he describe about the manner to make lesson plan. To get recommendation to make lesson plan, teacher must know the condition of student.

Teacher must have many competences, there are : professional competence, pedagogical competence, personality competence and social competence. Make a teacher preparation or lesson plan is one component of pedagogical competence. So, teacher should do it by maximal.

⁸ Mindy Kornhaber, Edward Fierros, Shirley Veenema, *loc.cit*

⁹ Femi Olivia, *op.cit.*, page : 47

Teacher in Al-Kautsar elementary school must make a lesson plan. The making of lesson plan that appropriate with the condition of student make teacher more creative and innovative to choose learning method. It was explained by Mr. Didik as one of Islamic education teacher.

From the discussion above, the design of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher can give conclusion from this chart :

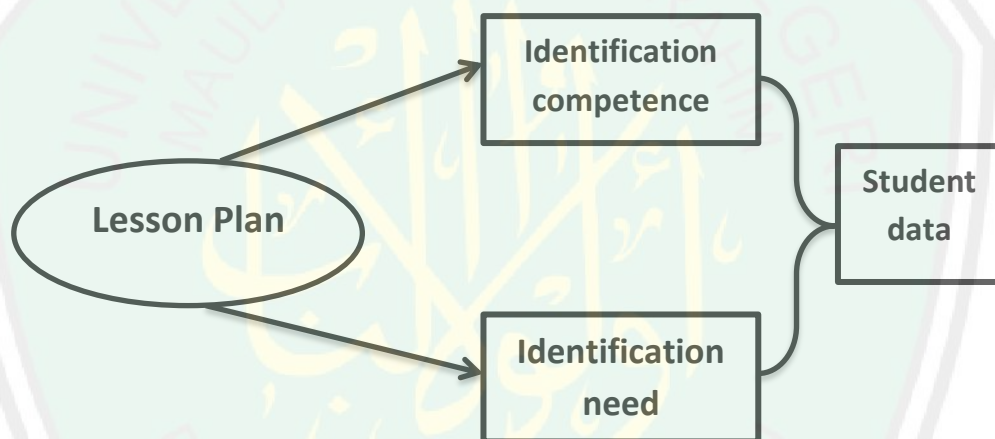


Chart 5.1

Conclusion of instructional design

B. The Application of Islamic Educational Instruction based on Multiple Intelligence to Develop Pedagogical Competence of Teacher in Al-Kautsar Elementary School

There are five components of instructional system, there are: purpose of instruction, material of instruction, strategy and method of instruction, media

of instruction, and evaluation of instruction.¹⁰ On occasion of this theory, the application of educational instruction based on multiple intelligence has scope in strategy and method of instruction and media of instruction.

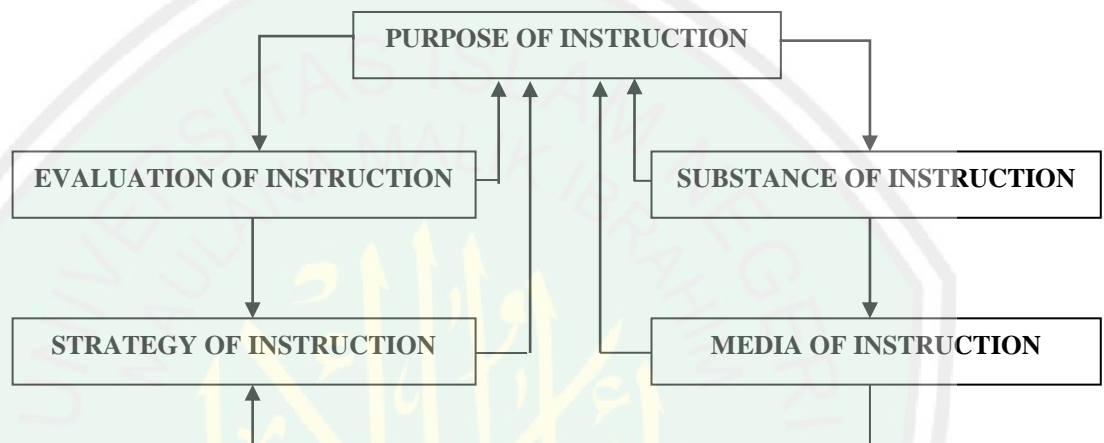


Chart 5.2

Instruction System

In Al-Kautsar elementary school, strategy and method of instruction applied based on multiple intelligence of student. It can make student more active and enjoy to follow teaching and learning process. This condition can make the purpose of teaching and learning process attainable easier.

In the application of educational instruction based on multiple intelligence in Al-Kautsar elementary school also used media of instruction. As Mr. Didik said, in the Islamic educational instruction that occur in Al-Kautsar elementary school also use many media to support the attainment the purpose of teaching

¹⁰ Fatoni T, Riyana (*Komponen – Komponen Pembelajaran*, Bandung : UPI) , p : 137

and learning process. He give example in Islamic education instruction that discuss about Iman to Allah and Asmaul Husna. In this material, student get monitoring card. This card have function to make student easier to memorize asmaul husna.

It can be concluded that the application of multiple intelligence on Islamic educational instruction to develop pedagogical competence in Al-Kautsar elementary school has scope in strategy and method of instruction and media of instruction. Based on the multiple intelligence of student, teacher more creative to apply many teaching method in the class. it also has correlate with the pedagogical competence of teacher.

From the discussion above, the application of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school can give conclusion from this chart :

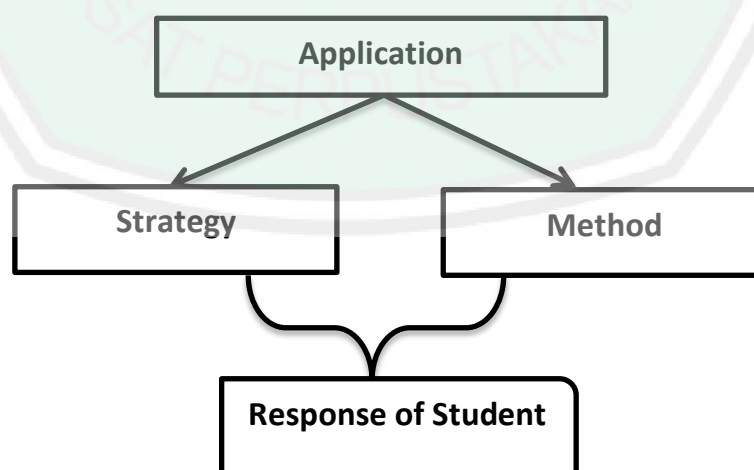


Chart 5.3

Conclusion of application

C. The Evaluation of Islamic Educational Instruction based on Multiple Intelligence to Develop Pedagogical Competence of Teacher in Al-Kautsar Elementary School

If we talk about instruction, the one thing that can't we leave is about evaluation. The evaluation in this discussion is from the student and teacher. Because of this scope is pedagogical competence of teacher, so the evaluation more emphasize with teacher activity in learning process.

The scope of evaluation that come from student is about the response of student from happening learning process, especially in Islamic educational instruction. The scope of evaluation that come from teacher is about the quality of pedagogical competence. It is more emphasize to teaching ability, knowing the condition of learner, and ability to make lesson plan.

Evaluation of learning result conducted to determine behavior change and the formation of student competence, which can be done with the class assessment, basic ability test, the final assessment of educational and certification, benchmarking, and program assessment.¹¹

Assessment of learning result can be done by two phases. First, short-term stage, teacher doing assessment conducted at the end of the learning process. This assessment is called formative assessment. Second, long-term phase, the

¹¹ E.Mulyasa, *Op.Cit.*, page : 108

assessment carried out after several times or certain period, for example middle test or final test. This assessment is called summative assessment.¹²

As Mr. Imam said, in the short term stage and long term phase of assessment student can get good achievement. Good student achievement is one proof of a good teaching and learning process. Exactly, it has influence with the pedagogical competence of teacher. Pedagogic competence is the ability to understand and apply the theory of learning and mastery of the class that can be viewed from many aspects. The one of this aspects is evaluation or assessment. Classroom based assessment should influence by three aspects, there are knowledge (cognitive), attitudes (affective) and skills (psychomotor). This aspects must appropriate with the characteristics of each subject.¹³

In Al-Kautsar elementary school there is a team that clamp down on activity of teaching process. The name of this team is “Guardian Angel” or GA. Exactly, Guardian Angel team working together with academic field. Mrs. Emy as headmaster deputy of academic field describe about the duty of Guardian Angel team specifically. Guardian angel team have role to controlling teacher from planning of teaching and learning process, implementation of learning process, and evaluation of learning process.

Teacher that has less discipline get admonition from guardian angel team. This team give an advise for this teacher to make learning and teaching

¹² Abdul Majid, *op.cit* ,page :112

¹³ Abdul Majid, *op.cit.*, 87

process better. This statement have been explained by Mr. Imam Syafi'I as a member of guardian angel team.

Learner and educator are unsure of instruction. So, both of them must have evaluation. Evaluation process of implementation of multiple intelligence on Islamic educational instruction to develop pedagogical competence of teacher do by school comprehensively. So, the purpose of school can get easier.

From the discussion above, the evaluation of Islamic educational instruction based on multiple intelligences to develop pedagogical competence of teacher in Al-Kautsar elementary school can give conclusion from this chart :

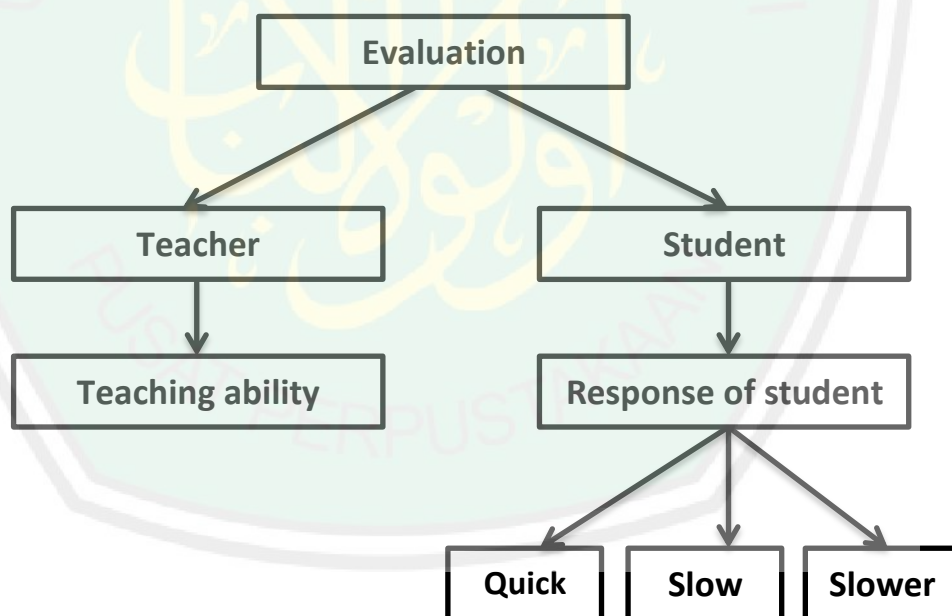


Chart 5.4

Conclusion of evaluation

CHAPTER VI

CLOSING

A. CONCLUTION

Based on this research, can get conclusion that :

1. The document preparation that discuss is about lesson plan. To develop pedagogical competence deeply, teacher has to mastery to make lesson plan. Instructional planning includes at least three activities, there are : identification of needs, identification of competence, arranging learning program. Knowing the condition of student is step to make a good learning process. It also has correlation with pedagogical competence of teacher. After the teacher know about competence of student, exactly they know about the student need. And the last step about the planning is make a lesson plan. About the technique to make a lesson plan, teacher must do many steps and judgment. It can make a good preparation to do it.
2. There are five components of instructional system, there are: purpose of instruction, material of instruction, strategy and method of instruction, media of instruction, and evaluation of instruction. On occasion of this theory, the application of educational instruction based on Multiple intelligences has scope in strategy and method of instruction and media of instruction. In Al-Kautsar elementary school,

strategy and method of instruction applied based on Multiple intelligences of student. It can make student more active and enjoy to follow teaching and learning process. This condition can make the purpose of teaching and learning process attainable easier

3. The scope of evaluation that come from student is about the response of student from happening learning process, especially in Islamic educational instruction. The scope of evaluation that come from teacher is about the quality of pedagogical competence. It is more emphasize to teaching ability, knowing the condition of learner, and ability to make lesson plan.

B. SUGGESTION

To increase the quality of Islamic education in the school, so the researcher think that need to give suggestions as allow:

1. For Educational Institution

The educational institution has authority to make education more develop. So, to develop pedagogical competence need to apply multiple intelligences theory in the learning process.

2. For Teacher

The competences of teacher are : pedagogical competence, professional competence, personal competence and social competence. To develop pedagogical competence, teacher ought apply multiple intelligences theory in learning process by maximal.

3. For Further Research

Need to make another research about the implementation of Multiple Intelligences with using different variable and method to get deep understanding about it.



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07 April 2015

Kepada
Yth. Kepala SD Plus Al-Kautsar Malang
di
Malang

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 : Hana Zulfa safana
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Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2014/2015
Judul Skripsi : *The Implementation of Multiple Intelelegences on Islamic Educational Instruction to Develop Pedagogical Competency of Teacher in Elementari School of Al-Kautsar Malang*

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.



Dr. H. Nur Ali, M.Pd

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Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip



Certificate No. ID08/1219



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Yang bertanda tangan dibawah ini :

Nama : **Dhiah Saptorini, SE, M.Pd**
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Menerangkan dengan sebenarnya bahwa,

Nama Mahasiswa : **Hana Zulfa Saffana**
Tempat, Tanggal Lahir : Jember, 14 Oktober 1993
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Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan Penelitian dengan judul "The Implementation of Multiple Intelligence on Islamic Educational Instruction to Develop Pedagogical Competence of Teacher in Al-Kautsar Elemntary School" yang dilaksanakan mulai 9 April – 9 Mei 2015.

Demikian surat keterangan ini dibuat harap dipergunakan sebagaimana mestinya.

Malang, 21 Mei 2015

Kepala SD Plus Al-Kautsar


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EVIDENCE OF SKRIPSI CONSULTATION
ISLAMIC EDUCATION PROGRAM

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Pedagogical Competence of Teacher in
Al-Kautsar Elementary School
Advisor : Dr. Abdul Malik Karim Amrullah, M.Pd.I.

NO	Date	Materi	Signature
1	2 nd of April '15	Revision chapter I, II, III	
2	6 th of April '15	Revision chapter II	
3	13 th of April '15	Chapter IV	
4	27 th of April '15	Chapter IV (revision)	
5	6 th of May '15	Chapter V	
6	11 th of May '15	Chapter V (revision)	
7	13 th of May '15	chapter I, II, III, IV, V and VI	
8	20 th of May '15	Finishing the thesis	

Malang, 22th of May, 2015

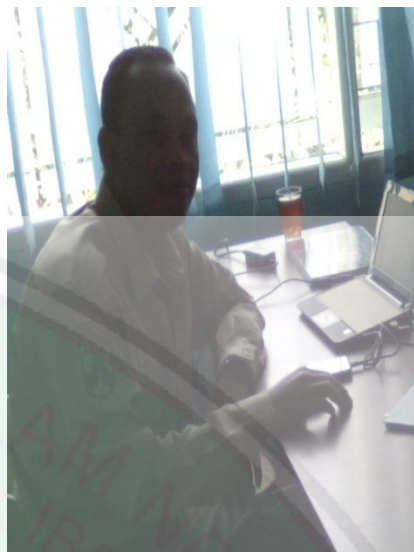
Acknowledged by,
Dean Faculty of Tarbiyah and
Teaching Science

Dr H. Nur Ali, M.Pd
NIP.196504031998031002

DOCUMENTATION



Interview with Mr.Imam Syafi'i



picture of Mr. Didik after doing interview



The Achievement of school



Yard of school



Mrs. Emy after interview



The cover yard of school



PEDOMAN WAWANCARA PENELITIAN
Bagi Waka Kurikulum

NO	FOKUS MASALAH	ITEM	SUMBER
A	Desain Pembelajaran	1. Bagaimanakah peranan guru PAI dalam mempersiapkan pembelajaran PAI berbasis Multiple Intelligence?	• waka kurikulum
B	Penerapan	1. Bagaimanakah pembelajaran yang berbasis multiple intelligence? 2. Bagaimanakah respon atau antusias siswa dalam pembelajaran yang berbasis multiple intelligence?	• waka kurikulum
C	Evaluasi pembelajaran	1. Bagaimanakah hambatan dari penerapan pembelajaran berbasis multiple intelligence? 2. Bagaimanakah kekurangan dan kelebihan dari pembelajaran berbasis multiple intelligence? 3. Bagaimanakah hasil belajar siswa terhadap pembelajaran berbasis multiple intelligence?	• waka kurikulum

PEDOMAN WAWANCARA PENELITIAN
Bagi Guru Mata Pelajaran Pendidikan Agama Islam

N O	FOKUS MASALA H	PERTANYA AN PENELITIA N	ASPEK	DATA YANG DIPERLUK AN	ITEM	SUMBE R
A	Desain Pembelajaran	Bagaimanakah desain pembelajaran pendidikan agama islam berbasis multiple intelligence di SD Plus Al-Kautsar ?	Desain Pembelajaran PAI	RPP Silabus	<ol style="list-style-type: none"> 1. Bagaimanakah desain pembelajaran PAI berbasis Multiple Intelligence? 2. Perlengkapan apa sajakah yang diperlukan guru PAI sebelum mengajar dikelas? 3. Bagaimanakah RPP mata pelajaran PAI berbasis Multiple Intelligence? 4. Bagaimanakah silabus mata pelajaran PAI berbasis Multiple Intelligence? 	<ul style="list-style-type: none"> • Guru mata pelajaran Pendidikan Agama Islam
B	Penerapan	Bagaimanakah penerapan pembelajaran pendidikan agama islam berbasis multiple intelligence di SD Plus Al-Kautsar ?	Penerapan pembelajaran PAI	-	<ol style="list-style-type: none"> 1. Bagaimanakah respon atau antusias siswa dalam pembelajaran PAI berbasis multiple intelligence? 2. Bagaimanakah teknis 	<ul style="list-style-type: none"> • Guru mata pelajaran Pendidikan Agama Islam

					<p>pembelajaran pendidikan agama islam sesuai multiple intelligence?</p> <p>3. Apa media yang cocok dalam pembelajaran PAI berbasis multiple intelligence?</p> <p>4. Strategi pembelajaran seperti apakah yang cocok dalam pembelajaran PAI berbasis multiple intelligence?</p>	
C	Evaluasi pembelajaran	Bagaimanakah evaluasi pembelajaran pendidikan agama islam berbasis multiple intelligence di SD Plus Al-Kautsar ?	Evaluasi pembelajaran PAI	Hasil ulangan atau ujian	<p>1. Bagaimanakah hambatan dari penerapan pembelajaran berbasis multiple intelligence?</p> <p>2. Bagaimanakah hasil belajar siswa terhadap pembelajaran berbasis multiple intelligence ?</p>	<p>• Guru mata pelajaran Pendidikan Agama Islam</p>

CURRICULUM VITAE

Full Name	:	Hana Zulfa Saffana
Address	:	Dsn Krajan RT 02 RW 02 Sidodadi Tempurejo City: Jember Postal Code: 68173
Place, Date of Birth	:	Jember, 14 Oktober 1993

A.PERSONAL DATA

Age	:	21
Gender	:	Female
Study	:	State Islamic University of Malang
Department	:	Islamic Education
IPK	:	3,89 (7 semester)
Tel (mobile)	:	+628563132316
E-mail	:	hana.zulfa@gmail.com
Motto	:	فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

B. EDUCATIONAL BACKGROUND

Date attended	Institution
1999	SDN Curahnongko III
2005	SMP "Plus" Darussolah
2008	MAN Jember 1
2011	UIN Maulana Malik Ibrahim Malang

C. WORKING EXPERIENCE

Date attended	Company / Institution	Brief description of duties / responsibilities
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2014	SMPN 2 Malang	As tutor of Islamic Education
2015	MI Khodijah Malang	As Educator (teacher)

D. ACHIEVEMENT and AWARDS

Date awarded	Brief Remarks
2014	PKM (research competitive) 2014
2012	PKM (research competitive) 2012
2012	3 rd winner LKTIQ (Research competition) Dies Natalis UIN Malang

E. ORGANIZATIONAL EXPERIENCES (including seminars/workshops, camps, trainings, etc.)

Date attended	Brief Remarks
2012	Training ESQ (Emotional Spiritual Quotient) 145
2012	Chief of Mukharikah MSAA
2012	CO. Journalism PMII Kawah Chondrodinuko
2013	Chief of HMJ PAI (student association of Islamic education student)

2013	CO. KOPRI PMII Rayon Kawah Chondrodinuko
2013	Training of teacher “Arabic-English Quantum”
2013	International seminar of Islamic Education (to faced ASEN Community)
2013	Training of character building
2014	DEMA-FITK as co Mendagri (student association in faculty)
2014	International seminar of the power of Islamic Education in Globalization
2015	Training of woman program (Sekolah Kader Putri) National
2015	PKL (Praktek Kerja Lapangan) in Sekolah Menengah Putri Kebangsaan Titiwangsa-Kuala Lumpur

E. FOREIGN LANGUAGE SKILL

Items	Spoken	Written
English	excellent	good
Arabic	fair	fair