ORGANIZE AND OPTIMIZE
MULTIPLE INTELLIGENCES OF STUDENTS

[1]**Islamiyah**
Program Studi Ilmu Al-Qur'an dan Tafsir, STIU Darussalam Bangkalan
E-mail: islamiyah@stiuda.ac.id

[2]**Mushohihul hasan**
Program Studi Pendidikan Agama Islam,
STAI Darul Hikmah Bangkalan

[3]**Nair Shankar**
Department of Religious Studies,
University of Virginia

ABSTRACT

Intelligence, experts generally define it through a learning theory approach, a neurobiological theory approach, a theoretical approach psychometry, and approach development theory. Whatever approach the experts take, at least, to this day, in practice, there are still many educators who place the status of a student's intelligence as "intellectually intelligent". As a result, services for optimizing the intelligence of students other than intellectual intelligence tend to be neglected. So, here is the problem, which in many ways is the focus of this research. The method used in this research is a comparative study , library research, involving various points of view of experts, so that a comprehensive conclusion is produced on how to organize and optimize the multiple intelligences of students, without privileging one of the intelligences possessed by students from other intelligences. Which he has. Thus, the expected result of this research is "students will get the same appreciation from each other, from their teachers and/or educator

Keyword: *organize, optimize, multiple intelligences*

Introduction

Every child in world this have various intelligence in level and indicator different thing this shows that all child, on in fact, is intelligent. Difference located on level and indicator his intelligence. Difference the determined by various factor. One of them is stimulation which given on moment child still aged early. Difference intelligence in Among child educate demand method think fair and existentialist educator. Therefore, educators need to ask on self alone associated with child intelligence teach him. Question that can arise in educators, among others, is whether when children no follow instructions he no intelligent? is educator has use the right way of thinking when teaching students? is instructions which given by educator has in accordance with age and trend child? Good educators are able to detect a child's intelligence by observe behavior, trend, interest, method and quality child moment react to a given stimulus. All intelligence indicators can be recognized by educators and then made a profile of intelligence. Every human being has intelligence, but there are differences in each individual. Sometimes there are only a few that are dominant or prominent in a person. We often think of people who have mathematical intelligence (logic smart) as smart people. However, the survey proves that those who used to be known to be naughty and stubborn in class, can actually be successful at work and become leaders over people who are known to be diligent and smart in class.

For para educator and implication for education, theory multiple intelligences sees children as unique individuals. Educators will see that there is various variation in study, in where every variation cause consequences in method look and the evaluation. Intelligence, according to paradigm multiple intelligences (Gardner, 1993) , could defined as ability which have three component main, namely: the ability to solve problems what happens in real life everyday day ; ability for produce problems new which faced for resolved; the ability to create something or offer a service that will cause appreciation in culture somebod

Multiple intelligences

Multiple intelligences were first introduced in 1983 by Howard Gardner at the Harvard School of Education and Harvard Project Zero. This theory refutes tests such as the Stanford Binet Test which is said to be a traditional measure that does not adequately assess intelligence. According to Gardner, intelligence is more than just IQ (Intelligence Quotient) because a high IQ without any productivity is not a good intelligence. Children should be judged on what they can do, not what they can't do. Intelligence is defined as the ability to solve problems and have more value in a society's culture . Intelligence is the biopsychological potential to process information so that it can solve problems, create new results that add to local cultural values. This new view is very different from the old view which always relies on two judgments, namely verbal and computational. The eight kinds of intelligence are , (1) Linguistic intelligence, (2) Logical-mathematical intelligence, (3) Gesture intelligence, (4) Musical intelligence, (5) Visual-spatial intelligence, (6) Interpersonal intelligence, (7) Intrapersonal intelligence, and (8) Naturalist intelligence. Therefore that, should every educator child age early knowing method develop the intelligence of their students, by identifying every indicator of a child's intelligence and realize the importance of development all the intelligence that the child has. Another educational expert from Harvard University named Howard Gardner argues that no human being is not intelligent. Paradigm This contradicts the intelligent-unintelligent dichotomy theory. Gardner is also against the assumption of "smart" in terms of IQ (intellectual quotion), which according to him only refers to three types of intelligence, namely logico-mathematical, linguistic, and spatial. For Furthermore, Howard Gardner, then bring up term multiple intelligence. Term this then developed Becomes theory through complex research, involving anthropology, cognitive psychology, psychology development, psychometry, studies biography, physiology animal, and neuroanatomy For para educator and implication for education, theory multiple intelligences sees children as unique individuals. Educators will see that there is various variation in study, in where every variation cause consequences in method look and the evaluation. Intelligence, according to paradigm multiple intelligences (Gardner, 1993) , could defined as ability which have three component main, namely: the ability to solve problems what happens in real life everyday day ; ability for produce problems new which faced for resolved; the ability to create something or offer a service that will cause appreciation in culture somebody. The theory of multiple intelligences (Multiple Intelligences) has shown that there is   no best learning strategy or model. A learning strategy or model may be suitable for some students, but will not be suitable for others. This has to do with the type of intelligence you tend to have. Therefore, it is recommended for teachers to use various strategies and learning models so that all students are accommodated based on the type of intelligence they have so that each student can be involved during learning at school. Munif Chatib, an Indonesian education expert brings the paradigm new in education in this country, he designed a typical multiple intelligences model Indonesia with based on on the concept that Correct. In the book School Man, he serve school concept superior by bringing theory

multiple intelligences Howard Gardner, where the very diverse intelligence and competence possessed by each students will be valued and considered special. These diverse intelligences are explored continuously in the right way , then superior humans will emerge in the fields of linguistics, visual-spatial, mathematical-logical, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

Miscellaneous multiple Intelligences

Intelligence Verbal-Linguistics

Intelligence verbal-linguistic or known with term clever say is ability in using language and words both orally and in writing, including in understand language mother and languages foreign in express what which there is in in his mind. Using words is the main way of thinking and solving problem for people which have intelligence this, they also smart in understand others. This ability was demonstrated by Abraham Lincoln, President of America Union 16th. Style study best for children which have trend intelligence Linguistics is learning by reading , writing, telling stories, recording, listening, memorize and ask questions about letters, words, and sentences. Therefore, bring the children to shop book, give opportunity speak, provide many books, recording, as well as create opportunity them for write.

Intelligence Mathematical-logical

Mathematical intelligence is also called logical intelligence, because this intelligence is base in solve problem with understand principles which underlying system causal or could manipulate number, quantity, and operation. Intelligence logical-mathematical called also with term intelligent number including also in inside scientific ability (scientific) which is often referred to as critical number thinking . One of figure in this intelligence is Albert Einstein. The best way of learning for children who logical-mathematical intelligence is through numbers, certain structured patterns, thinking logic, question story or problem real, experiment and make hypotheses/estimates.

Intelligence Visual-spatial

Visual-spatial intelligence or called visual intelligence is the ability to understand Images and form, including ability for interpret dimensions invisible space. So do not be surprised if this intelligence is associated with talent arts, especially painting and architecture. People with high visual intelligence tend to think with picture and very good when study through presentation visual like picture, videos, and demonstration with use tool display.

Child which have intelligence language which tall generally be marked with ability draw ideas interesting, proficient read map and floor plan, capable create works of art using a variety of media. Therefore, career which in accordance with people who have intelligence visual-spatial so that ability could developed well including becoming an architect, tailor, artist, sculptor, etc. One of these abilities was possessed by Louis Henri Sullivan, one of the architect most take effect world.

Intelligence Kinesthetic

According to Sonawat & Gogri, who quoted by Muhammad Yaumi and Nurdin Abraham: "Intelligence kinesthetic is ability for use whole body in express idea, feeling, and use hand for produce or transform something. Intelligence this covers Skills special like coordination, balance, dexterity, strength, flexibility and speed. Intelligence this also cover Skills for control movements body and ability for manipulate object." 25

Children who have kinesthetic intelligence need opportunities to move, and control the movement. They need to be encouraged to develop their fine motor skills such as cutting, folding, sewing, pasting, knitting, joining, painting, and write. As well as gross motor skills such as running, jumping, rolling, crawling, and long distance running short.

Intelligence Musical

Intelligence Musical is capacity think in music for capable listening for patterns and recognizing and perhaps manipulating them. Children who have a high musical intelligence have a sensitivity to listen to patterns, humming and could play in accordance with rhythm. A good way of learning for children who have musical intelligence tendencies is with tone, rhythm, and melody music. 26 By because that, teacher need facilitate child so that could expressively musical with using tools music or with simple activities such as singing together, clapping, and differentiate sound or voice in surroundings.

Intelligence Interpersonal

Gardner define intelligence interpersonal as ability understand thought, attitude, and behavior person other. In understanding other Mork define intelligence interpersonal skills with the ability to read signs and social cues, verbal communication and non-verbal, and able to adjust style communication by appropriate. Ability which includes this intelligence possessed by teachers, politicians, and religious leaders such as Gus Dur (Abdurrahman Wahid).

Method best for child which intelligent interpersonal is through interaction with person other, work group, collaboration, simulation, and debate. Child with intelligence this will appears as a sweet, kind, and peace-loving individual. To develop With this intelligence, educators need to provide interesting tasks that children must complete in pairs and group.

Intelligence Intrapersonal

Intelligence intrapersonal could defined as ability understand self themselves and act on that understanding. This core component of intelligence is the ability to understand oneself accurately includes strengths and limitations, intelligence will atmosphere heart, motivation, temperament and wish, as well as ability self-disciplined, self-understanding and self-respect. 30 Children who stand out more intelligence intrapersonal can develop into expert poets, motivators, psychologists, philosophers, and etc if get guidance and education which worthy.

Children which intelligent by intrapersonal study through self they alone, understand and express self, and connect Theory with life personal. With so, child need given Duty which must done alone, given confidence to be creative, and encouraged to be independent. Encouraging the growth of intelligence Intrapersonal must be accompanied by a positive attitude, give sincere praise, appreciate children's choices, as well as the willingness to listen to children's stories and ideas are great stimulation in accordance for intelligence intrapersonal this.

Intelligence Naturalis

According to carvin, intelligence naturalist is ability somebody in identify and classify patterns natural (nature). Temporary, Armstrong give limitations on naturalistic intelligence as expertise in the recognition and classification of the numerous species the flora and fauna of an individual's environment. It means, Naturalistic intelligence is the ability to recognize and classify various types of intelligence species including flora and fauna in an environment. 32 Children who have intelligence naturalistic have an interest in world outside or world animal which usually showed since age early. Children with high naturalist intelligence are suited to the way of learning in nature open by connecting flora, fauna, and natural phenomena with learning materials, and apply animal and plant as practice study. 33 By because that for encourage the development of naturalist intelligence in children, educators should not judge children's activities in the open as activities that are disgusting and consider naughty children.

RESEARCH METHODS

The method used in this research is a comparative study , library research, involving various points of view of experts, so that a comprehensive conclusion is produced on how to organize and optimize the multiple intelligences of students, without privileging one of the intelligences possessed by students from other intelligences. Which he has. Thus, the expected result of this research is "students will get the same appreciation from each other, from their teachers and/or educators, on the basis of their personal intelligence, which of course is different from one another…

RESEARCH RESULTS

The assessment system required by schools that apply the theory of multiple intelligences is different from the assessment system used in conventional schools. Schools that apply the theory of multiple intelligences basically assume that all individuals are intelligent. The assessment used is not oriented to input from the learning process but is more process oriented and the progress shown by students in learning a specific skill. The valuation method that is suitable for such a system is the portfolio assessment method. The portfolio assessment system emphasizes the gradual development that students must go through in learning a skill or knowledge...

The implementation of the theory of multiple intelligences in learning activities requires the support of the components of the school system as follows:
1. Parents of students
2. Teacher
3. Curriculum and facilities
4. Scoring system

The community component, in this case parents, needs to provide optimal support so that the implementation of the theory of multiple intelligences in schools can be successful. Parents, in the context of developing multiple intelligences, need to give their children a little freedom to be able to choose the competencies they want to develop according to their intelligence and talents.

Teachers play a very important role in the implementation of the theory of multiple intelligences. In order for the implementation of the theory of multiple intelligences to achieve the desired results, there are two things that need to be considered, namely:
1. The teacher's ability to recognize the individual intelligence of students
2. Ability to teach and utilize teaching time proportionally.

The ability of teachers to recognize the multiple intelligences possessed by students is very important. This factor will be very decisive in planning the learning process that must be taken by students. There are many ways that teachers can do to identify the specific intelligence possessed by students. The closer the relationship between teachers and students, the easier it will be for teachers to recognize the characteristics and levels of student intelligence.

After knowing the intelligence of each individual student, the next steps are to design learning activities. Armstrong (2004) suggests the proportion of time that can be used by teachers in implementing the theory of multiple intelligences, namely:
1. 30 % hands-on learnin
2. 30% cooperative learning
3. 30% independent stud

The implementation of the theory of multiple intelligences implies that teachers no longer act as resources, but must play a more role as managers of learning activities. In applying the theory of multiple intelligences, the school system needs to provide teachers who are competent and able to bring children to develop their intelligence potentials. For example, a music teacher, apart from being able to play musical instruments, must also be able to teach them so that they can be good role models for students who have musical intelligence.

Schools that apply the theory of multiple intelligences also need to provide supporting facilities other than qualified teachers. These facilities can be used by teachers and students to improve specific intelligences.

Facilities can be in the form of learning media and learning tools and equipment that can be used to increase multiple intelligences. Examples of learning facilities that can be used to improve multiple intelligences include: musical equipment, sports equipment and learning media that can be used to train specific intelligences.

The assessment system required by schools that apply the theory of multiple intelligences is different from the assessment system used in conventional schools. Schools that apply the theory of multiple intelligences basically assume that all individuals are intelligent. The assessment used is not oriented to input from the learning process but is more process oriented and the progress shown by students in learning a specific skill. The valuation method that is suitable for such a system is the portfolio assessment method. The portfolio assessment system emphasizes the gradual development that students must go through in learning a skill or knowledge.

DISCUSSION

After exploring a number of theories proposed by experts, it is found some facts that intelligence, according to paradigm multiple intelligence, could defined as ability which have three component main, namely: First, the ability to solve problems what happens in real life everyday day; Second, ability for produce problems new which faced for resolved; and Third, the ability to create something or offer services that will cause appreciation in culture somebody. All ability the owned by all man, though man have method which different to show it. Children's intelligence is also based on the main view of multiple theory intelligences as follows ;

1. Every child has capacity to have nine intelligences. Intelligences the there is which could very develop, quite developed, and less develop.
2. All children, in general, can develop every intelligence to a sufficient degree of mastery when he acquires enough Support, enrichment, and teaching.
3. Intelligence works together in daily activities. Children singing requires musical intelligence and kinesthetic.
4. Children have various ways to show their intelligence in every category. Child possible no so smart jump but able to dance well (kinesthetic intelligence), or do not like it tell stories, but quickly understand when spoken to (intelligence) linguistics).
5. Teachers, as educators, must be able to take inventory of the natural potential of students and organize it in various forms of learning according to their needs, based on the inherent potential they have. Thus, they will be able to grow and develop optimally according to their respective talents
6. It is not justified for a teacher or educator to impose a certain method in teaching and or providing services to the "raw" potential of students, because they are born and grow based on their respective potentials….

CLOSING

From the results of this research, it can be concluded that teachers are obliged to organize every variant of the potential of students, to direct and lead them to the peak of their success in the future. In addition, as a form of service maximization, data collection on the potential of students needs to be done at the beginning of the new school year, when they have just entered the educational institution in question. This is intended so that the school does not make the wrong policy regarding what form of service needs to be provided to students. For example, providing learning support facilities that are in accordance with the characteristics of students.

In addition, this initial data must have been pocketed by educators, as initial data that connects them to the use of teaching methodologies that are in accordance with the potential of students

BIBLIOGRAPHY

Ahmad Warson Munawwir, Al-Munawwir :Dictionary Arab – Indonesian , (Surabaya: progressive,1997)

Abidin Ibnur rush, Thinking Al-Ghazali About Education (Yogyakarta: References Student , 1998), cet. Number 1

Abdul Mujib, Joseph Mudzakkir, Knowledge Education Islam, (Jakarta: dating, 2017) Muhammad son of Jesus son of Sarah At-Tirmidhi, Sunan At-Tirmidhi, (Egypt: Society Library of Wa Matba'ah Mustafa Al-Bâbî Al-Halabî, 1395 h)

Azyumardi Azra, Esei-Esei intellectual Muslim in Education Islam , (Jakarta: logos, 1999

Armstrong, Thomas. (2002). Every Smart Child: A Guide to Helping Children Study with Utilise multiple his intelligence. Trans. Rina roundabout. Jakarta: Gramedia Main Library.

Bredekamp, Sue & Copple, Carol. (1999). Developmentally Appropriate Practice in Early Childhood Programs. Washington, D.C.: National Association for the Education of Young Children

Chabib Thoha, et al, Methodology of Religious Teaching , (Yogyakarta: Pustaka Pelajar, 1999)

Eva Latipah, Psychology Base For Teacher, (Bandung: PT Teenager Rosdakarya, 2017)

Guidance. N and M Ramli. 2002. "Multiple Intelligences and Their Implications for Learning". National IPS and PMP Instructor Training Materials. Malang: PPPG IPS and PMP Malang

Howard Gardner, multiple intelligence , (Jakarta: Daras books, 2013)

Indra-Supit, Milly C., et al. (2003). Multiple Intelligences: Recognizing and Stimulate Potential Child Intelligence. Jakarta: Father mother.

Larson, Donna. (2001). Multiple Intelligences: A Perspective in Learning and Applicability . http://www.ddlarson.com/mipaper.html

Muhammad Atiyah Al-Abrasy, At- Tarbiyah Al -Islamiyah O Philosopher, Move language

Bustami Abdul Ghani and Djohar bahry, (Jakarta: Month Star, 1980)

Muhaimin, Development Curriculum Education Religion Islam in School, madrasa, and College height , (Jakarta: King Grafindo Homeland, 2005)

Muhammad Yaumi and Nurdin Abraham, Learning Based on Intelligence Plural, (Jakarta: Prenamedia Group, 2016), cet. 2nd

Mahmoud Jonah, Trees Education and Teaching (Jakarta: PT. Hidakarya Great, 1990), paint the 3rd

Nurul Hidayati Rofiah, "Apply multiple Intelligences in Learning in School Basic" , in Journal Educational Dynamics basic , Vol. 8 Number 1 March 2016

Sarlito W. Sarwono, Introduction to General Psychology, (Jakarta: Rajawali Pers, 2012)

Suparno, Theory Intelligence Double and Application in school, (Yogyakarta: canisisus,2004)

Wasty Soemanto, Psychology Education Base Work Leader education , (Jakarta: Rineka Cipta, 2012)

Sama'un Bakry, Initiating Islamic Education (Bandung: Bani Quraish Library, 2005)

Zakiah Daradjat, Knowledge Education Islam (Jakarta: Earth Script, 1992), cet. 5th