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A MODEL OF MADRASAH BASED-MULTIPLE INTELLIGENCES (A study in Madrasah Pembangunan, Lab School of UIN Syarif Hidayatullah Jakarta)

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Abstract. Developing madrasah is basically developing the excellence of human resource. Yet, today, unfortunately, there seems to be a lot of madrasahs hamper students' intelligence to grow. Madrasah Pembangunan (MP) is a laboratory madrasah (lab school) of Faculty of Tarbiyah and Teaching Science UIN Syarif Hidayatullah Jakarta. To keep its excellence in the field of innovation, Madrasah Pembangunan integrates "multiple intelligences" into its education system. Madrasah based-multiple intelligence is sort of madrasah that appreciates various intelligence possessed by students. Regarding with its education system, the following are some of its implementations; Using "Multiple Intelligences Research" (MIR) as a students recruitment method, changing some indicators toward the excellence of the madrasah, teachers' teaching and learning paradigm in the class, and learning evaluation model. MIR is a research method to identify the tendency of the most influenced and outstanding intelligence owned by students. Through MIR, students and teachers are informed various issues such as students' intelligence tendency graphic, students' learning style as well as recommended creative activities. Data resulted from MIR is used to develop learning process. To put it another way, the data is not used to decide whether students are accepted or not. Indicators of the best madrasah is a madrasah that concerns the quality of learning process "the best process" rather than the quality of input of its students. Besides, not only are teachers in this type of madrasah believed to be able to guarantee if students are led toward the right and better changes but also teachers in madrasah based multiple intelligences adopt such a paradigm that every single student is a star. Through this paradigm, all teachers are demanded to demonstrate their best effort to develop all of the student's intelligence through the implementation of learning based-multiple intelligence which is oriented to enhance all of the intelligence and to adjust teachers' teaching style with students' learning style. Authentic assessment adopts ipsative concept which means students learning progress is measured by the progress of students itself recognized through before and after getting learning materials. As its consequence, this assessment does not allow students to be compared with others.
Keywords: Madrasah, Multiple Intelligences

A. INTRODUCTION

Education is about the future. Education is about preparing a new generation. Education is not shaping, but education is growing. Because it cultivates, the fundamentals needed are fertile soil and also a good climate. The purpose of the fertile soil is the madrasah that respects and develops all the intelligence that the learner has, while the good climate is a fun learning environment, the teacher's style that fits the learning style of the learner, and the teachers who focus on the quality of the learning process " best process ".

In the life of society at this time still many assumptions that say that if someone has a high IQ (intelligence quotient), then he will succeed in his life. IQ has long been one of the most important measures in determining a person's likelihood of success. In reality today, it can be seen that people with high IQ are not necessarily successful and living happily.

The theory of multiple intelligences opens the horizon and a new understanding that IQ is not everything in determining one's success. Multiple intelligence sees intelligence not only based on logic or language skills but has other intelligence that has not been a concern. Intelligence is not seen as successfully performing tests or considering certain tasks but as the ability to solve problems and produce something of value in the environment. As Kuhn (1962) explains that: (a) intelligence is not a fixed or static value at birth; (b) intelligence is not learned, taught, and enhanced; and (c) intelligence is a phenomenon that is multidimensional and can arise in varying degrees in the brain/mind/system of our needs.

In the opinion of Howard Gardner (1983) on Multiple Intelligences, it has created a new paradigm for educators in understanding human intelligence and learning, so the central point in learning is understanding the potential of learners. There are no smart or stupid learners, who are prominent learners of one or several types of intelligence. Each learner has a special way of understanding and learning. These differences should be appreciated if we want to get a comprehensive picture of how learners learn in broad terms and help them achieve success in madrasas.

This paper describes the experience of Madrasah Pembangunan (MP) as a laboratory madrasah (lab school) Faculty ILmu Tarbiyah and Teacher Training UIN Jakarta in implementing Multiple Intelligence System as its superiority.

B. DISCUSSION

1. Application of Multiple Intelligences System in Madrasah Pembangunan UIN Jakarta

a. A brief history of Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta

Development Madrasah was born from the desire of the figures in the Department of Religious Affairs and IAIN Syarif Hidayatullah Jakarta will be a representative Islamic education. Construction of the building began in June 1972 which marked the first stone laying by the Minister of Religion of Indonesia at that time, namely Prof. HA. Mukti Ali and Rector of IAIN Syarif Hidayatullah, Prof. H.M. Toha Yahya Omar.

In 1974, the first Madrasah Pembangunan opened the Ibtidaiyah level. The number of new students is 58 people, consisting of Class I: 43 people, Class II: 8 people, and Class III: 7 people. The beginning of the teaching and learning activities began on January 7, 1974. This date was later defined as the "Birthday" of the Development Madrasah. In accordance with the decision of IAIN Rector Syarif Hidayatullah Jakarta, since early September 1974 development Madrasah Development carried out by the Coaching Team led by the Dean of the Faculty of Tarbiyah. The task of this team is to prepare the Madrasah Pembangunan as a 'madrassa laboratory' Faculty of Tarbiyah IAIN Syarif Hidayatullah Jakarta.

Beginning in 1988, based on the Decree of the Rector IAIN Syarif Hidayatullah Jakarta Number: 06 The year 2008, the authority of coaching and management of Development Madrasahs was delivered to Yayasan Syarif Hidayatullah Jakarta. The development as a "laboratory madrasah" was carried out jointly with the Faculty of Tarbiyah IAIN Syarif Hidayatullah Jakarta.Lesson Year 1991/1992 Development Madrasah opened the Aliyah level. the first received students as many as 32 people consisting of 10 men and 22 women. after four years, in relation to the government's policy on education (especially Madrasah Aliyah), in the 1995/1996 Lessons of Development MA does not accept new student enrollment yet. In 1996/1997, a total of 31 final students graduated from MA Development IAIN Jakarta.

Along with the change, IAIN Syarif Hidayatullah Jakarta became State Islamic University (UIN) Syarif Hidayatullah Jakarta, since 2002 IAIN Jakarta Development Madrasah following the name change to Madrasah Pembangunan UIN Jakarta. 2006/2007 Lesson Year

on the encouragement of Rector UIN Syarif Hidayatullah Jakarta and the many demands of the community, Madrasah Pembangunan UIN Jakarta re-opened Aliyan level. The number of first students received was 47 people divided into 2 study groups. After three years running, the end of 2009 Madrasah Aliyah Pembangunan UIN Jakarta has been accredited with grade A results of a Very Satisfactory category. And In 2015 Development Madrasah open level Kindergarten located on Jl. Siliwangi No. Pamulang West Tangerang Selatan. And officially receive new learners in academic year 2015/2017. The first time students received as many as 55 people.

b. The Theory of Multiple Intelligences

The theory of multiple intelligences was discovered and developed by Howard Gardner, a developmental psychologist, and professor of education from the Graduate School of Education, Harvard University, USA. Initial ideas about this double intelligence he put forward in 1983 in his book Frames of Mind. Subsequently, in 1993 he published his book entitled Multiple Intelligences. In 2000 this theory was supplemented by the release of Intelligence Reframed.

Gardner defines intelligence as the ability to solve problems and produce products in a variety of settings and in real situations. Gardner believes that a new person is highly intelligent when he can solve problems in real life, not just in theory (Susan: 2005). The higher his intelligence if he can solve problems in real life and various situations, life situations that are really complex. So to understand the intelligence of a prominent person it is necessary to see how that person faces a real problem in life, not just with a test on the table. One's intelligence can not only be measured by a written test but rather fits the way in which the person solves the problem in real life; one's intelligence can be developed through education and intelligence that many in number.

Multiple Intelligences or multiple intelligences (Gardner: 1983, Thomas Armstrong: 2009,) are as follows:

a) Linguistic

The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself).

b) Logical-mathematical

The capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing.

c) Spatial

The ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

d) Bodily-kinesthetic

Expertise in using one's whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific

physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities.

e) Musical

The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. One can have a figural or "top-down" understanding of music (global, intuitive), a formal or "bottom-up" understanding (analytic, technical), or both.

f) Interpersonal

The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).

g) Intrapersonal

Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

h) Naturalist

Expertise in the recognition and classification of the numerous species—the flora and fauna of an individual's environment. This also includes sensitivity to other natural phenomena (e.g., cloud formations, mountains, etc.) and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers.

For Gardner, an ability is called intelligence when it shows a person's skills and skills to solve the problems and difficulties found in his life. In general, Gardner provides a condition of ability that can be considered as intelligence in his dual intelligence theory, which is universal. That ability should apply to many people, not just to some people. Second, that ability is essentially a biological element, that is because a person's brain is not something that happens because of training or training.

c. The Excellence of Madrasah Indicator

The concept of Multiple Intelligences focuses on the realm of uniqueness that always determines the strengths of each child. Furthermore, this concept believes that not a child is foolish because every child must have at least one advantage. If the excess can be detected from the beginning, the automatic excess is the potential intelligence of the child.Based on this, Madrasah should accept new learners in any condition. The task of madrasah to examine the condition of students psychologically by knowing the tendency of students' intelligence through research methods, according to Munif Chatib (2009) called Multiple Intelligences Research (MIR).

Therefore, the pattern of acceptance of new learners in Development Madrasahs applying Multiple Intelligences does not apply formal tests to screen learners. The number of learners who register according to the capacity of the learner will be accepted. Unlike other madrassas that open registration as much as possible, then held a selection test. For example, 500 applicants, received only 200 people, those who ranked 1 to 200 out of 500 prospective learners or may be able to donate large amounts of funds to madrassas.According to Munif Chatib (2009), the superior madrasah is a madrasah that focuses on the quality of the learning process, not on the input quality of the learners. The quality of the learning process depends on the quality of teachers working in the madrasah. If the quality of teachers in the madrasah is good, they will act as "change agents" of their students.

A superior Madrasah is a madrasah whose teachers are able to ensure that all learners will be guided toward better change regardless of the academic and moral qualities they

possess. In other words, madrasah whose teachers are able to change the academic and moral quality of learners from negative to positive, that is madrasah. As a consequence of this system, Madrasah Development management should be happy to accept all students as they are, without choosing learners who have good academic value, because the principle of Development Madrasah is "all children are stars". In conclusion, a superior madrasah is a madrasah that humanizes humans, in the sense of appreciating every potential that exists in the learners themselves. Madrasahs that focus on the quality of learning conducted by the teachers in the classroom or outside the classroom.

d. New Student Acceptance Model Based on Multiple Intelligences Research (MIR)

Development Madrasah (MP) boldly differs in the process of receiving new learners, MP uses a research tool called Multiple IntelligencesResearch (MIR) in PPDB. This MIR is not a selection test tool, but a research that is shown to learners and their parents to know the tendency of the most prominent and influential children's intelligence. Through MIR, learners and teachers can learn many things, such as the graph of students 'intelligence, students' learning styles, suggested creative activities and suggested types of games that differ between one learner and another (Munif Chatib: 2009).

Each MIR states that there is essentially no stupid learners. Each learner must have a tendency of intelligence that is the result of the learners' habits in interacting, either with himself or with other parties.

In the UIN Jakarta Development Madrasah, every learner who enrolls and follows the MIR process is directly accepted. MIR results are used by each teacher to learn the learning style of each learner. Then, the teachers constructed a lesson plan based on the analysis of MIR results. By analyzing the results of this MIR, teachers should try to adjust their teaching styles according to the learners' learning styles. Therefore, in Madrasah Pembangunan found many models of learning subjects individually and learners are always in a pleasant atmosphere in the move. As the opinion of Ki Hadjar Dewantara, the teachers of Madrasah Pembangunan should make the learning process as fun as being in the "Park" as the institution founded by Ki Hajar Dewantara "Taman Siswa". The garden is a fun place to learn. Children come to the park with pleasure, are in the park also with pleasure and at the time must leave the garden then the child will feel heavy heart. Thus, the MIR Result becomes the teacher's guide to the learning scenario material.

Teaching style is owned by the teacher, in essence, the teaching style is the information transfer strategy provided by the teacher to the students. While the learning style is how an information can be well received by learners. Based on research conducted by Howard Gardner, the learning style of learners is reflected by the tendency of intelligence possessed by these learners.MIR on the acceptance of new learners becomes important data for teachers to know the condition of learners, especially knowing information about learning style. Furthermore, MIR can be implemented on an annual grade increase. Last year's MIR data can be used as input for MIR implementation next year. This is in accordance with Gardner (1999) concept that one's intelligence is developing, not static. One's intelligence is more related to habit, that is repeated behavior.

e. Principles of Learning-Based Multiple Intelligences

The emergences of the concept of multiple intelligences has brought implications to the viewpoints and paradigms of educators in understanding human intelligence and the learning process. The central point of learning becomes more directed at how to understand student potential and its diversity.In relation to learning, the theory of multiple intelligences in its implementation suggests the following principles as proposed by Haggerty (in Suparno, 2004):

1) First, education must pay attention to all intellectual abilities (multiple intelligences). Teaching should not focus solely on abilities that focus only on logic and language alone because it is not enough to answer the whole human problem.
2) Second, education should be individualized. Education should be more personal, with attention to the intelligence of each learner. Teaching all learners with the same materials,

ways, and times is clearly not beneficial for learners who are different in their intelligence and do not pay attention to the differences. Teachers need to use many ways to help students.

3) Third, education should motivate learners to be able to define their learning objectives and programs. Learners need to be given the freedom to use learning and how to work based on their interests. Learners need to be helped to understand their intellectual potential and how to develop it.
4) Fourth, the madrasas themselves must provide facilities and facilities that can be used by learners to train their intellectual abilities based on double intelligence.
5) Fifth, learning evaluation should be more contextual and not a written test. Evaluation should be a direct field experience and can be observed how the performance of learners, whether really advanced or not.
6) Sixth, education should not be restricted within the madrasah building. Multiple intelligence allows for education to be conducted outside the madrasah, through society, extra activities, and contact with outsiders and experts.

In Madrasah Pembangunan, all teachers study the results of MIR learners who follow the lesson. Based on the learning style data, creative methods and suggested games that exist in the MIR results of each learner, the teachers develop the lesson plan by determining the varied learning model in accordance with the learning style of the learners and have the skills to design the class (Munif Chatib: 2013). With this endeavor, the learners will feel enjoy following the learning process by the teacher and feel the atmosphere is in the park.

f. Assessment Based Multiple Intelligences

The assessment of learning used in madrasah based on multiple intelligences is an authentic assessment (Hoerr:2000). Authentic assessment has a diverse model. In any authentic assessment of the forms of tests and non-tests provided, as well as how to provide an assessment as well as reporting, has several concepts (Munif Chatib: 2009), among others:

1) Qualified test = Test Can be done. The question of the test made by the teacher is tested to the learner and most learners do not succeed in doing it according to the standard of mastery, it can be interpreted that the problem made by the teacher is of low quality. This concept must have shocked many troublemaking teachers who have a hobby of making difficult questions. Because there are still many teachers who think that difficult is a good thing.
2) Ability Test, not Disability Tests. Authentic assessment embraces the concept of an ability test, the ability test, not the disability test or the disability test. Philosophically, the meaning of this test is very appropriate because the test is intended to determine the ability of learners, not an even disability.Capability tests are tests that contain content and instructions that reflect the ability of learners in the wider field. Meanwhile, the disability test characteristics are:
    a) Problems given emphasize unfamiliar tests, which are not unusual questions obtained from the process of daily learning, both content, and type of questions.
    b) Problems that have no agreed range.
3) Discovering abilities. Discovering ability is the activity of the teacher to explore the ability of learners when the test results of the learners are below the standard of mastery. Discovering ability can also be interpreted to require learners to answer the same problem in another way. If discovering ability is not successful, then do remedial test
4) Process-Based Assessment. The majority of teachers use cognitive tests as a means to determine whether learners have mastered the understanding of each lesson. In an authentic assessment, the teacher has the opportunity to assess the activities of the learner whenever he or she is meeting face-to-face with the learners. Assessment that focuses on this process also applies to the content of cognitive problems that require translation and analysis. Teachers do not jump to the end of the analysis. One rubric assessment should

also contain points about how the pattern and flow of thinking learners in solving the problem.

5) Ipsative Concepts. Authentic assessment embraces ipsative concepts, namely the development of learning outcomes learners measured from the development of students themselves before and after getting the learning materials. The development of one learner should not be compared with other learners. Therefore, authentic judgments do not recognize rankings. With rankings, only the existence of certain learners is appreciated, while others are not getting attention from the teacher.

Some of the forms of evaluation emphasized in multiple intelligence learning (Armstrong, 1994) are as follows:

1) Portfolio, ie all reports of student tasks during the learning process. These include written reports, group discussion results, personal reflection results, assignments, drawings, and so on.
2) Assessment during the learning process. Teachers need to constantly monitor and provide a brief assessment to each student during the learning process: during the discussion, as long as they play together according to the material, and during their active participation in learning.
3) The written question given to the students should also be formulated in accordance with the nine dual bits of intelligence.

C. CONCLUSION

Based on the description of Madrasah Development experience in applying Multiple Intelligences as education system mentioned above, it can be concluded several things, among others:

1. The superior madrasah indicator is a madrasah that focuses on the quality of the "best process" learning process.
2. The recruitment model of new learners does not use academic tests, but uses a research method of mapping the intelligence of learners called "Multiple Intelligences Research (MIR)".
3. The learning model used in MP based on Multiple intelligences is Variable Learning Model which is suitable for learning style and students' intelligence.
4. The Concept of Assessment Learning based on Multiple Intelligences refers to the ability test, discovering ability, process assessment, and ipsative.

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