



## THE IMPLEMENTATION OF MULTIPLE INTELLIGENCE-BASED SCHOOL MANAGEMENT

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### Abstract

This study investigates the implementation of school management which accommodates the potential intelligence of each student in order to foster the quality of education in Indonesia. The concept of Multiple Intelligences is in accordance with RI Act. No. 20 of 2003 on National Education System listed in Chapter I of Article 1, paragraph 1, which states that Education is a conscious and deliberate effort to create an atmosphere of learning and learning process so that learners are actively developing their potential to have the spiritual power on religion, self-control, personality, intelligence, noble character, and acquiring necessary skills for the society and nation. Multiple Intelligences-based school management takes into account the potential of students' potentials in accordance with various intelligences. Management will be successful if the management significantly concerns with the stage of inputs, processes, outputs, and outcomes. This is necessary for an effective school management model based on the concept of Multiple Intelligences starting from the input, process, output and outcome.

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## INTRODUCTION

Philosophically, national education of Indonesia views human beings as a creature of God Almighty with all their nature, individual beings with all the rights, obligations, and social beings with all the responsibilities of living in the midst of a global society with all its challenges. Based on the national philosophy, education aims to develop the potential of students in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (MoE, 2004: 12)

There are at least three factors causing the quality of education cannot be increased significantly: (1) the policy and implementation of national education approach of input-output analysis which is not implemented consistently and too focused on inputs but less attention to the process, while the process really determines the output, (2) the implementation of national education carried out is bureaucratically-centralized. Therefore, sometimes, policies issued are not in accordance with the condition of the school, (3) participation of citizens, especially school, teachers, community, and parents' participation in education is still very minimum (MoE, 2007: 2).

Management of education is the emphasis in this national standard and becomes an important part in improving the quality of national education. Article 50 Paragraph 5 of National Education Act states that the district/city government is responsible for managing basic education and secondary education as well as educational units based on local advantages. This responsibility is then realized by granting autonomy in managing education. For primary and secondary education, right to autonomy is realized by implementing the school management with the principles of the School Based Management (SBM). The elucidation of Article 51 paragraph (1) Education Act No. 20 2003 states that the definition school/madrasah based management of education is a form of management autonomy

in the educational unit, in this case the head of school/madrasah and teachers are assisted by a committee of school/madrasah in managing educational activities.

Munif Chatib in his book entitled *Sekolahnya Manusia* (2009: 22) states that there is still a majority of students who experience boredom in following the learning process in schools and result in non-optimal learning outcomes. Students feel the school as a prison and not a pleasant place for students to learn. Teacher as facilitator in the classroom has yet to optimize its ability to make the learning process in the classroom which is fun and looks "alive". The teacher has not been able to show an attractive learning model for students; even they tend to prefer the conventional teaching. Not many schools give attention to a balanced management of the Multiple Intelligences of students.

The concept of Multiple Intelligences actually is in accordance with Indonesian Act. No. 20 of 2003 on National Education System listed in Chapter I of Article 1, paragraph 1, which states: Education is a conscious and deliberate effort to create an atmosphere of learning and learning process so that learners are actively developing their potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and the necessary skills for them, society, and nation. RI Act. No. 20 2003 Chapter I Article 1 states clearly that National Education is the creation of an atmosphere of learning that can develop the potential of learners. Multiple Intelligences is a learning approach which greatly appreciate any potential possessed by students.

Therefore, the statement of the problem in this study is how the implementation of balanced school management is able to give attention to all students based on intelligence plurality of inputs, processes, outputs and outcomes?

Mulyasa (2003: 20) defines management as everything that is related to the process management to achieve the goals set, including short-term, medium-term and long-term goals.

Sergiovanni, Coombs, and Thurson define management as "the process of working with and through others to Accomplish organizational goals efficiently" (Ibrahim Bafadal 2003: 39) which means that the process of working with and through (leverage) of others to achieve organizational goals efficiently.

Engkoswara (2010: 86) states that the function of management as a process consists of planning, organizing, actuating, and (controlling) which is conducted to determine and achieve the objectives that have been set through the utilization of human resources and other resources.

From this definition, it can be concluded that in the process of achieving the objectives, everything is started with planning, organizing, actuating, and controlling which is done by mobilizing and utilizing the existing resources.

Multiple Intelligences is a term or a theory in the study intelligence which means "double intelligences" or "diverse intelligences". The theory was discovered and developed by Howard Gardner in 1983, a developmental psychologist and professor of education from the Graduate School Of Education, Harvard University, USA. Gardner is the author of the book *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books, 1983/1993), *Multiple Intelligences: The Theory in Practice* Intelligence Reframed: *Multiple Intelligences for the 21st Century* (Basic Books, 1993), and (Basic Books, 1993).

Howard Gardner (1983) in his book entitled *Frames of Mind* states that Multiple Intelligences is a change in the concept of the meaning of a fundamental intelligence that is totally different from previous concepts. There are at least three fundamental paradigms that make the Multiple Intelligences why it receives a lot of attention to the world of psychology and education, namely:

1) Intelligence is not limited to formal test. Someone's intelligence is impossible to be limited by the indicators in the achievement test (formal test) because after investigation, someone will always evolve their intelligence (dynamic) and it is not static. Tests are

performed to assess someone, practically only to judge the intelligence at the time, not for another month, let alone ten years. According to Gardner, intelligence can be seen from one's habits. In fact, the habit is a behavior that is repeated.

2) Someone's Intelligence can be seen from many dimensions, not just verbal intelligence (language) or logical intelligence. Gardner eloquently defines intelligence as wide (plural or diverse). Gardner seems deliberately not to give a specific label on the meaning of intelligence as what has been done by the inventors of other intelligence theory, for example, Alfred Binet with IQ, Emotional Quotient by Daniel Goleman, and Adversity Quotient by Paul Scholtz. However, Gardner uses the term "multiple", allowing the intelligence sphere continues to grow.

3) Intelligence is the process of discovering abilities which is the process of finding one's ability. Gardner believes that everyone must have the tendency of certain types of intelligence.

According to MunifChatib (2010) in his book, *Sekolahnya Manusia*, the source of a person's intelligence is his habit to create new products that have cultural values (creativity) and his habit of solving problems independently (problem solving). Multiple Intelligences which includes eight intelligences is essentially coming from the concept development on intelligence quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ). All types of intelligence need to be stimulated in children from an early age, ranging from birth to school beginning period (7-8 years).

Multiple Intelligences theory states that intelligence includes eight intellectual abilities. The theory is based on the premise that the intellectual abilities which are measured by IQ tests are limited because IQ tests only measure the ability of logic (mathematics) and language. Everyone has a unique way to solve the problems that they encounter. Intelligence is not only seen from the value obtained by someone in the test. Intelligence is the ability of a person

to see a problem, then solve the problem or make something that can be useful for others.

Thomas Armstrong (2009), an expert and practitioner of Multiple Intelligences mentions in his book that Multiple Intelligences refer to the eight kinds of intelligence that Gardner introduces namely: Linguistic intelligence (word smart); Logical-mathematical intelligence (number/reasoning smart); Spatial intelligence (picture smart); Bodily-Kinesthetic intelligence (body smart), Musical intelligence (music smart), Interpersonal intelligence (people smart), Intrapersonal intelligence (self-smart); and Naturalist intelligence (nature smart), and in 1989 Gardner added an existentialist intelligence.

## METHODS

This study employed descriptive qualitative approach. Qualitative research aims to understand the phenomenon of what is experienced by research subjects holistically, and through description in the form of words and language, in a specific context that is natural and using various scientific methods (Moleong, 2007: 6). The type of qualitative research used in this study was intended to obtain information on the implementation of the multiple intelligences-based school management.

The research was conducted in two primary schools in Central Java, at SDIT Harapan Bunda, Semarang and SDIT Lazuardi, Surakarta. Researchers took the data by conducting interviews of the Foundation Board, Principals, Teachers, and Students. Besides, researcher also made observations and document of study.

The technique of data analysis used in this study was conducted through the following steps: data collection, data reduction, data display, and verification and affirmation conclusions (Bungin, 2003: 70)

## RESULTS AND DISCUSSION

Multiple Intelligences-based school is a school that accommodates nine human intelligences and provides educational services

in accordance with various intelligences. To be able to properly manage a multiple intelligences-based school, it is necessary for a school to have management guidelines. The Multiple Intelligences-based school is done through the stages of planning, organizing, actuating, and controlling on each school component which includes components of inputs, processes, outputs, and outcomes.

### Input Components

Schools are required to plan, organize, actuate, and control several aspects, such as schools need to have clear vision, mission, goals, and quality objectives based on Multiple Intelligences, to have quality human resources (teachers and staffs) who are committed and dedicated to serve according to the multiple intelligences on children, to manage curriculum which is modified based on the concept of Multiple Intelligences, to have adequate school infrastructures for the educational process, to conduct recruitment of learners by using MIR (Multiple Intelligences Research) and based on quota, to have education outreach programs that focus on serving the needs of diverse intelligences of students, to have a partnership program with parents and the community, and to have teachers' professional development program and training based on Multiple Intelligences concept.

### Process Components

Management of the process shows the strength of the implementation of school program based on Multiple Intelligences. Therefore schools need to plan, organize, actuate and control several aspects, such as the effective leadership of principals and commitment to implement Multiple Intelligences based school; The schools have a culture of quality; The teachers are able to organize lesson plans to accommodate a variety of intelligences of students; The teachers implement appropriate instructional lesson plans; Building noble characters in the educational process in schools; Inviting learners to appreciate the diversity of students'

intelligences (Multiple Intelligences); The schools develop standard competence of minimum passing attainment (KKM); The teachers implement authentic assessment; Building a school culture that is characterized by appreciating the diverse intelligences of students; Creating effective teamwork and communication; Having teachers' performance and creativity reports; Having students' reports that portray the type of intelligences (Multiple Intelligences); Providing transparency and accountability of financial management of the school; and giving learners the skills provision through self-development /extracurricular activities.

### **Output Components**

The quality of school is seen from the output. In order to produce quality graduates, the schools need to plan, organize, actuate, and control various aspects which support the output components to become a superior, character, and quality-cultured school based on Multiple Intelligences; having noble character graduates, respecting diversity of intelligences, and being confident with the type of intelligences (Multiple Intelligences); having graduates who are able to memorize Surah in the Quran minimal juz 30; and having achievement by the process of learning and school management in both academic and non-academic affairs.

### **Outcome Components**

Quality schools will provide outcome (impact) that significantly affects the successful management of Multiple Intelligences based school. Schools need to plan, organize, actuate, and control several supporting aspects of outcome components such as forming a community of alumni and monitoring professional development of school alumni database by referring to the vision, mission and objectives of the school; having the accomplishment achievement data of alumni on the next education level; and cooperating with relevant parties (Department of Education, Industry, and community) for the development of Multiple Intelligences based schools. If every

component from the input, output, process, and outcome is done from the planning, organizing, actuating, and controlling, it will further clarify, strengthen and help schools to manage the implementation of Multiple Intelligences based schools.

### **CONCLUSION**

The implementation of multiple intelligences-based school management was done through the stages of planning, organizing, and monitoring continuously using available resources optimally to grow and develop students' overall achievement. Such circumstance means that not only particular intelligences are mainly cultivated, but also all potential of intelligences such as kinetic, musical, visual-spatial, interpersonal, intrapersonal, and naturalist intelligences. The type of intellectual intelligence is known as multiple intelligences.

The role of all school members from Foundation Board, Supervisors, Principals, teachers, parents/guardians, and community becomes an important factor of the success of an educational program. School must accommodate various types of human intelligences and provides education services that can accommodate a variety of intelligences, so that all students can be served in accordance with the potential intelligences. This definitely requires the commitment of all members in school so that the Multiple Intelligences based school program can be implemented in accordance with the expectation, starting from the components of inputs, processes, outputs, and outcomes.

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