THE IMPLEMENTATION OF MULTIPLE INTELLIGENCE CONCEPT BASED ON ISLAMIC WORLDVIEW AT SMP AL-WASHLIYAH 8 MEDAN

HAIRUL ARIFIN, ADIAN HUSAINI, E. MUJAHIDIN

Hairul Arifin
Universitas Ibn Khaldun

Adian Husaini
Universitas Ibn Khaldun

E. Mujahidin
Universitas Ibn Khaldun

Email

hairularifin25@yahoo.com

Abstract

The education process is an effort to develop and actualize learners according to their talents and interest. Learning system representative, the input, process, and output-based fulfillment and development potential of each element contained in a human being. Multiple Intelligences explained 9 kinds of human intelligence include intelligence languages, musical, logical-mathematical, visual-spatial, body kinesthetic, intrapersonal, Interpersonal, naturalist and existence. This study applied a qualitative, method. SMP al-Washliyah 8 Medan is the only school built at the University of al-Washliyah that applies the concept of Multiple Intelligences. Application of Multiple Intelligences in SMP al-Washliyah 8 globally covers three important stages, namely input, process and output. Design Concept of Multiple Intelligences in SMP al-Washliyah 8 Medan is the improvement quality input and output. The school change the moral quality of the academic and students. The study of theory used learning process improvement. The formula is the teaching style of the teacher should be the same as the student's learning style, the teacher should know how the student's learning style by making the results of MIR (Multiple Intelligences Research) as a guide for teaching.

Keywords : Multiple Intelligence, Islamic Worldview.

A. Introduction

Education is an absolute necessity for human life that must be fulfilled for life. The education process is an effort to develop and actualize learners according to their talents and interest. Institution, both formal and informal, good moral values and religious development course occupies one of the tasks of an institution. Therefore, the development of religious and noble character occupies a special place in the national education. The task of education is to develop personal morals and civilized as a member in the community, surrounding communities, ethnic communities as a member of a civilized human society.

Education refers to mean a fluid mix of insights, understandings, experiences, contextual information and the practical know-how that provides a framework for evaluating new information. It is accumulated over experience, through which one can understand the underlying patterns and principles, so that it can be put in context and combined and applied appropriately resulting in wisdom. This understanding is tacit and intangible and thus knowledge is tacit and intangible. It is the end result of data-information-knowledge continuum, where people

process them with the help of tools and technologies.

Human beings need this knowledge due to the fact that, they need to nourish the transcendental and spiritual, which are essential component resident in their body, i.e., the soul. Another reason is the grandness of the responsibility of man as a servant (*abd*) and vicegerent of Almighty Allah *(khalifah)* on the earth, which is also due the presence of the spiritual soul. The revelation, thus, provides a system of beliefs, which is a direct and immediate disclosure of what God wants man to realize on the earth.

Muslim should develop the idea of knowledge within the purview of faith structure, and thereby providing universal and objective code of virtues which humans need to personalize and realize in the psychosocial and civilizational dimensions of practical life. Thus, in total, there are five structures within the Islamic Worldview (IW): the faith, knowledge, virtue structures which are the theoretical and conceptual foundations of IW, whereas the Psycho-Social and Civilization structures are applied and practical foundations. Essential concepts, themes and practices related to 'knowledge' as well as the

relation, pattern and fundamental principles under each of these five domains or dimensions, therefore should be regulated by the criteria and parameters of the Holy Qur'an and the Prophetic tradition, where the latter is the interpretation of the former.

Learning system representative is required, the system is capable of managing learners starting from the input, process, and output-based fulfillment and development potential of each element contained in a human being. If human needs can be fulfilled, the needs of body, mind, spirit and needs to interact, then it will create a balance that will have an impact on happiness and peace. According to the 'Izz al-Deen at-Tamimy, a perfect balance is the ultimate goal of Islamic education.

Input is how to view the new students by school and stakeholders. The implementation process is how the process of teaching and learning can be carried out effectively. It depends on learning strategy development relates to teacher and students, While *output* is how to make process (assessment) towards the process of learning.

Allah has created humans as perfect creature. In Qur'an, Allah has created humans as well as possible form.

Meaning: "Verily, We has created humans as perfect form as well as possible" (at-tin, 4).

Concept of Multiple Intelligences emphasizes unique and find out their merit. Moreover, this concept states that there is no stupid child stupid because every child definitely has at least one merit. If it can be detected at first, automatically it regarded as child skill. Based on that condition, school should realize to receive new students within any condition. School should research students' intelligences to know the students through research methods, it is called Multiple Intelligences Research (MIR).

The curriculum needs to be updated and adapted to the age requirement for preparing the skill of generation. Government through the Minister of Education and Culture of the Republic of Indonesia, launched a new curriculum, it is called Curriculum 2013 (K-13), as substitute previous curriculum, KTSP 2006.

K13 learning activities in the scheme organized to form a character, building, attitudes and habits to improve

the quality of life of learners. The learning activities are expected to improve all potential learners to master the competencies. Empowerment is directed to encourage the achievement of competence and special behavior so that each individual can become learning throughout long life education and realize a learning society.

Multiple Intelligences is a relatively new compound intelligence introduced by Howard Gardner. Multiple Intelligences is one of the most important developments and most promising in education today. Multiple Intelligences deeper into explaining there are 9 kinds of human intelligence include intelligence languages, musical, logical-mathematical, visual-spatial, body-kinesthetic, intrapersonal, Interpersonal, naturalist and existence.

SMP Al Washliyah 8 Medan is one school that organizes learning concept of Multiple Intelligences. SMP Al Washliyah 8 Medan is one of the schools of hundreds of schools under the auspices Aljam'iyatul Washliyah. as an organization of educational reformers of Islam, Al Washliyah highly committed to improve the quality of education in Indonesia. In the Statutes and Bylaws Aljam'iyatul Washliyah mentioned that

one of Al Washliyah efforts in achieving its objectives-namely to uphold the teachings of Islam to the creation of a community of faith, devout, intelligent, trustworthy, fair, prosperous and pleasing to God.

In this paper, the authors will examine a Implementation of Multiple Intelligence Concept based on Islamic Worldview at SMP Al Washliyah 8 Medan.

B. Theoritical Review

Intelligence is one of the great gift of God to man and it is now one of the advantages compared with other creatures. With his intelligence, man can continue to maintain and improve the quality of life in an increasingly complex, through the process of thinking and learning continuously. In addition to human, animal indeed been given intelligence, but in a very limited capacity. Therefore in order to survive more done instinctively (intuitively).

David Weschler provides a summary of intelligence general capacity of the individual to act, think rationally and effectively interact with the environment. According to some theories, intelligence or intelligence related to the way individuals do, whether to do with how intelligent or

less intelligent or not intelligent at all. An act of intelligent marked by acts quickly and accurately.

Gardner also defines that intelligence is an ability to solve problems and produce products in a setting that assortment and in a real situation. Based on the understanding can understood that a person's ability to answer IQ test questions in a closed room separate from the environment.

C.P. Chaplin gives the sense of intelligence as the ability to cope and adapt to new situations quickly and effectively. Meanwhile, Anita E. Woolfolk pointed out that according to the old theory, intelligence includes three terms, namely:

1. The ability to learn.

2. Overall acquired knowledge.

3. Ability to adapt to the new situation or environment in general.

If we refer to the opinion of Howard Gardner, he provides a definition of intelligence as follows :

1. Ability to resolve problems encountered in life.

2. Ability to develop a problem to be solved.

3. Ability to make something or do something useful in life.

From the definition of intelligence of the experts above it is clear that intelligence is not a person's ability to answer IQ test in a closed room, but that intelligence can be seen from how a person's ability to solving real problems in diverse situations in this life.

Intelligence is formed when the growth of brain structure and function reaches the highest stage. This condition occurs over a time span of 12 years first. During the time span of 0-3 years and 6-9 years is the largest number of the establishment of conditions that the possible loss of the connection point connection point and the possible loss of these pathways in the nervous system.

According to Gardner, the measurement of intelligence that emphasizes the logical and linguistic mathematical ability has been denying the other intelligences. The discovery of intelligence Gardner someone has changed the concept of intelligence. The intelligence of a person is measured not by a written test, but how one can solve the problem. For Gardner, an ability called intelligence could show a person's proficiency and skills to solve problems and difficulties found in her life.

Furthermore, these skills can create a new product and it can even create the next problem to develop new science is more advanced and sophisticated.

The essence of the theory of multiple intelligences by Gardner is appreciate the uniqueness of each person, a wide variety of learning styles, embodies a number of models to assess them, and almost unlimited ways to actualize themselves in this world in a particular field are finally recognized.

According to the research results, Gardner states that within each person there are eight types of intelligence logical-mathematics such as intelligence, linguistic (language), visual-spatial, kinesthetic (body movement), musical, interpersonal, intrapersonal, and naturalist.

Multiple Intelligences help parents recognize the strengths and short comings of their children. But do not hurry to conclusions intelligence of the child, for example, fit to be an athlete, be an accountant, being a musician or others without giving him the opportunity to explore the world, working with his own skills and develop their own abilities.

According to Thomas Armstrong, one of the best ways to identify the

most developed intelligence of the students is by observing their misbehavior in the classroom. Students who are high in linguistic intelligence will often interrupted the conversation, students who have interpersonal intelligence high chatty, and students who have the intelligence kinesthetic-corporal could not sit still, while students with a strong interest in nature will probably bring the animals into the classroom without permission.

C. Research Methods

The approach in this study is a qualitative, descriptive method, the research methods used for finding facts on natural objects with the correct interpretation.

Qualitative research is also called research with a naturalistic approach, because the situation in the field of research is natural or normal, it is, without being manipulated, regulated by experiment or test.

D. Result and Discussion

1. Design Concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

SMP Al Washliyah 8 Medan is the only educational institution / school complex built at the University of Al

Washliyah field that applies the concept of Multiple Intelligences. Application of Multiple Intelligences in SMP Al Washliyah 8 This field globally covers three important stages, namely input, process and output. And the third important step is incorporated in a system called Multiple Intelligences System (MIS). MIS is all a holistic system of education process from start to input, process and output.

Basically learning on the subject or subjects of any kind must be pursued actively underway, creative, effective and fun. Multiple Intelligences and the application itself actually help teachers in realizing the achievement of learning goals, so there is no excuse for teachers to maintain conventional learning patterns that tend to make students learn saturated. It also expressed by an expert consultant Laila Sari, said:

"It is the design concept of the application of Multiple Intelligences essentially rests on three important things that is input, process and output. So those three things must be in accordance with the pattern of Multiple Intelligences owned by students. And how to make the learning process fun and tailored to the student's learning style is based on Multiple Intelligences

has. The formula is the teaching style of the teacher should be the same as the student's learning style, so the teacher should know the student's learning style by making the results of MIR (Multiple Intelligences Research) at the input as a guide for teachers in teaching."

Design concept of Multiple Intelligences applied by SMP Al Washliyah 8 This field is emphasized in the process learning, due to the learning process based on Multiple Intelligences expected the school will achieve the goal of education as stated in the Law on National Education System, Article I, Section I:

"Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation and country."

In learning process teachers are required to be creating a good learning atmosphere, making it possible to encourage learners are free to develop their creativity by teachers. This is where the importance of the ability of teachers to create an atmosphere and a way of

learning by using a variety of methods and approaches are attractive, able to stimulate the senses of learners that will lead to the three aspects of the output, the authentic assessment is based on the cognitive, affective, and psychomotor.

2. Implementation of the Concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

As noted by Laila Sari, as CEO consultant at SMP Al Washliyah 8 Medan, the implementation of Multiple Intelligences in this school globally covers three important stages, namely input, process and output.

1. Input

At the input stage, the school was using Multiple Intelligence Research (MIR) in enrollment of students new, new admissions process in SMP Al Washliyah 8 uses a quota system means that If the school has a capacity of 100 students in enrollment of students new, then when the registrant has reached 100 students, registration will be closed. So this school admission test does not apply in enrollment. Then students who have been accepted will follow the process of Multiple Intelligences Research (MIR). This data is used so that teachers know the learning styles of each

student. And from the analysis of the tendency of intelligence, we can conclude the best learning style for someone.

Description above according to the interview with the head of SMP Al Washliyah 8 Medan Cut Putri Elda Vivibach, said:

"Looking at the increasing number of students who enroll in this school, then in the process of admission of new students in junior Al Washliyah 8 Medan using the quota system means that If the school has a capacity of 100 students in enrollment of students new, then when the registrant has reached 100 students, enrollment will be closed , So we as the principal does not apply admission test in the PSB. Students who are accepted will follow the process of Multiple Intelligences Research (MIR). Each result MIR claimed that virtually no student is ignorant. Each student must have had a tendency intelligence which is the result of the habits of these students interact, both with themselves (knowing potential) as well as with others."

Learning styles mean the manner and pattern of how information can be properly and successfully received by a person's brain. Therefore, every teacher should have data about the learning

styles of each student. Then each teacher must adjust his style in teaching and learning styles of students who have MIR known from the results. Bobbi De Porter in his quantum learning.

MIR can be carried out at each year grade. This is consistent with the statement of Cut Putri Elda Vivibach, as Principal:

"MIR at this school at least once a year to do exactly the PSB (Admission) and subsequently held every year on the grade. MIR is usually carried out three months before grade. MIR in this school aims to determine the class and learning styles of students during class."

The implementation of the MIR in SMP Al Washliyah8 is very simple that a special team consisting of some of the teachers entrusted with the implementation of the MIR. In the execution of parent are asked to accompany their children to the teachers who will not only know the intelligence of the students but also their parents. A teacher checked 3-4 students, and each student takes approximately 2 hours. Its execution time is during school hours effective and housed in the lab or in the hall. The form of examination MIR form a kind of psychological tests include how students' tendency intelligence,

affectivity students when at home, and so on. And the results of the analysis of MIR analysis used as a reference in teaching, because inside contains directives to teachers to teach in accordance with the tendency of the intelligence of the students.

In connection with this also, M. Ikhsan Rangkuti, as Teachers of Mathematics SMP Al Washliyah 8 Medan said:

"This school is unique and different in enrollment process (PSB). SMP Al Washliyah 8 Medan using a research tool called Multiple Intelligent Research (MIR) in the PSB. This is not a selection test buta research directed at students and parents to know the tendency of intelligence of students most prominent and influential."

Cut Putri Elda Vivibach, also explained:

"Besides being used to determine the tendency of students' learning styles appropriate intelligence, MIR also be used for the process of class division. So each child each class divided according tendency of intelligence. But we may not divide the class based on the entire amount of intelligence of the students, but we share it only with three classes, according to the third intelligence the

most prominent among them, namely linguistic, logical mathematical, and kinesthetic."

Based on the above statements, the researchers are confident that the MIR is outstanding research to help teachers find the student's learning style.MIR conducted regularly every year, every student will have the data history of intelligence that allows a person more quickly find the best final conditions. MIR are periodically made to a person in relation to the learning process will be an accelerator for someone to find the best conditions.

2. Process

This stage is the stage in the learning process, in which the teacher's teaching style will be the same with the learning styles of their students. Researchers observe in some classes in junior Al Washliyah 8 Medan, learning strategies Multiple Intelligences looks very easy to apply there, it is not because the teachers in these schools have adjusted very well how to teach it in accordance with the student's learning style based on the MIR. Implementation of learning in SMP Al Washliyah 8 Medan is learning with the approach of Multiple Intelligences, then step training provided to teachers is how to know

how the brain works the students so as to facilitate and conditioning classes, the first teacher must know how to set up the conditions of the class corresponding student's learning style. Second, the training also taught how the process of making lesson plans which include activities start to finish the process. It was delivered by Cut Putri Elda Vivibach:

"The future of a school is determined by a force. And if only we have the power, the strength is the main program at our school, namely teacher training. Teachers do not just simply read the latest teaching methods, teachers should train, like an actor or poet need to practice. After that new teachers can teach it to others."

Later in the training was also explained how or on things that support the learning process such as, breaking the ice in the classroom, scene setting, how to memorize quickly, writes by way of mind mapping, provoke questions, punish, give reward, analyzing the activities of students, until assessment.

Researchers realized that for a few days to conduct research, researchers found a lot of learning strategies with examples of activities that attract students and all of the strategy and

examples of such activities are not capable researchers in the exposure of this description. As noted by the head of the class in junior high school that Al Washliyah 8 Medan is divided into three classes according to the most outstanding student of intelligence based on the MIR. Researchers make observations on the class VIII only. Because class VIII rated researchers already fairly representative of the implementation of Multiple Intelligences based learning applied this school. Class VIII are divided into five classes, namely three groups; VIII-1, VIII-2, VIII-3, VIII-4 and VIII-5 in accordance with the tendency of intelligence of its students with details of classes: class VIII-1 and VIII- 2 is a collection of students who have a tendency to logical-mathematical intelligence, VIII-3 and VIII-4 visual-spatial intelligence and VIII-5 naturalist intelligence. Researchers conduct classroom observations on August 1 to 3, 2016. Here are the observations of researchers in classes:

a. Class VIII-1

Researchers observe in class VIII-1 On August 1, 2016. As is known this class is the class that students have a tendency to logical-mathematical intelligence. In the morning at around 07.00 before investigators into class VIII-1 turned out to all students in grade VIII-1 are already lined up in front of his class. Researchers asked Mr. Ikhsan as a mathematics teacher, turns these students will march for implementing learning outside the classroom. Cheerful faces with a sweet smile student to the bright morning sun. Appropriate scenario in the lesson plan, when the investigators asked Mr. Ikhsan, "What are they learning?" And then Mr. Ikhsan answered "they learn factoring using sliding board. Basically, the material is delivered by direct learning. But we try to combine with sliding board. Formal impression learning in the classroom we replace the outside of class, it is necessary to create a learning environment that is cool. "Children understand directly how factoring, and how to resolve it. Learning atmosphere to be crowded because the sound of children a joyous sound to give an answer that must be filled on board. The children were also seriously hear instructions and explanations of Mr. Ikhsan. It is remarkable learning strategies implemented by Mr. Ikhsan, where he can adjust to the students' learning styles so that all material in the lesson plan conveyed properly. Learning

math is considered a serious turn into a fun learning.

b. Class VIII-3

Researchers observe in class VIII-3 On August 2, 2016. As is known this class is the class that students have a tendency to visual-spatial intelligences. When researchers want to class VIII-3, researchers looked at the lab personnel carry the projector into the classroom, it turns out after further observed that projector used as teacher Mrs. Teti PKN to hold a movie learning is one instructional strategies related to visual spatial artificer. Impressions video to watch is the plenary session of the House of Representatives - MPR. The video footage was assessed as giving little input or lessons for student behavior. Students were divided into several groups. Each group was given the important questions to be analyzed when a video display. Occasionally they record things that are important and related to the question shared by the teacher.VIII-3 grade students are able to make a good analysis of the behavior of the hypotheses that have not been there before. Method of learning movie turned out to be well-liked by students. Power their analysis so that they are encouraged to be creative in the opinion

expert observers like to comment on a person's behavior to the student's personal life. Learning activities like these in addition to visual-spatial intelligence can also improve linguistic, interpersonal and musical intelligence.

c. ClassVIII-5

Researchers observe in class VIII-5 on August 3, 2016. This class is the has a tendency naturalist intelligence. Students in class VIII-5 was filled curiosity when researchers and Mrs. Hamamah as a science teacher brought two rabbits into the classroom. Then Mrs. Hamamah asks some students to help prepare a number of varieties of vegetables and other objects. There are a handful of green beans, corn, rice, vegetables, spinach, kale, carrots, and other vegetables. Two rabbits were then placed in the middle class. With immediate view of all the students in the class were on the table where the rabbit and vegetables and it will "interact". While little involved in pushing and shoving, the students are very enthusiastic about the rabbit and vegetables gathered around it. There are 10 kinds of fruits, vegetables, and grains that are placed on the table. Hamamah ask all the students to guess ten it anywhere into rabbit food. Children immediately asked one another about

green beans and so on. After all the students to guess, it was now proving hypothesis. One by one the students came forward to give each food are on the table to the rabbit and asked to record the food anywhere are eaten by rabbits and which are not. The atmosphere in the class rumble lively. There are students who asked the teacher why the beans green is not preferred by the rabbit, and many more interesting events that can researchers observe and record, gather and analyze. At first the researchers estimate children will not be interested at this stage. Apparently, investigators alleged wrong, dozens of questions which signifies a great curiosity of the students appear. All these questions are recorded by Ms. Hamamah and answered according to the students level of understanding. From this model the researchers draw the conclusion that this learning method is suitable to apply to students who have a tendency naturalist intelligence is above average. Besides naturalist turns learning actually is a combination of several other intelligences, of which there are a blend of logical-mathematical intelligence, linguistic intelligence, intrapersonal intelligence and interpersonal intelligence.

3. Output

This stage is the last stage of the three important stages of the application of the concept of Multiple Intelligences in school. In the Multiple Intelligences learning assessment approach used is authentic assessment. It could be said also of authentic assessment are based assessment process, meaning that this vote was taken by a continuous process which is done from the beginning of the meeting, the process of learning to be a final report. As described by Darlius:

"In authentic assessment, students progress seen from the students competence in receiving lessons. Competence of students can be seen from the overall learning process. By the time a process takes place, then that is where the time is right to receive or take a vote. So that when the teacher finished teaching, the teachers have got the value of the processthe learning."

Similar feelings were expressed by the school Cut Putri EldaVivibach:

"Authentic Assessment applied on the learning process rather than the end of the lesson. So with this authentic assessment model school may at any time determine student outcomes without waiting until the end of learning."

3. Multiple Intelligence Perspective in Islamic Worldview

The basic concept of Islamic education, can actually be analyzed in the sense of growing and develop gradually through out the history of human life to develop the potential of nature as leader. Islamic education is one of the strengths of national education. Islamic education as a continuation of the traditional educational system appreciated the idea of a unified national education system.

The Islamic Worldview (IWV) is basically a theistic and ethical worldview which contrasts sharply with the secularist or atheistic alternatives. This worldview emanates from the fundamental belief that life and existence came into being as a result of the will, desire and design of the One and Only Creator. The Islamic conception of God has therefore to precede any discussions on the nature of the universe and man's relation to it.

In applied of SMP Al Washliyah 8 Medan, all of the teachers are suggest to integrated the lesson is taught based on Islamic. Moreover, all the teacher are supposed belong to Islamic Worldview knowledge enough.

To increase the teachers of Islamic Worldview knowledge, SMP Al Washliyah 8 Medan establishes the circle of recitation. It discusses about knowledge off Islamic Worldview. The activity of the recitation circle is held once a month. It is lead by the person who belong widest knowledge consist of religious, education, and technology.

By establishing the circle of recitation, the teachers make sure to integrated Islam Worldview for each of lesson.

4. Design Concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

School is a school that excels when quality input and output quality is outstanding. The school is able to change the moral quality of the academic and students from negative to positive, that's the winning school. From the study of theory in chapter two and the results that were outlined in chapter four. In the study of theory explained that to make it into a superior school would first have to be improved is a learning process, ie how learning styles and teach teachers and students in the classroom to produce a high quality graduates. The design concept of the

application of MI (multiple intelligences) in these schools essentially rests on three important things that is input, process and output. So those three things must be in accordance with the pattern of multiple intelligences owned by students. And how to make the learning process fun and tailored to the student's learning style is based on multiple intelligences. The formula is the teaching style of the teacher should be the same as the student's learning style, so the teacher should know how the student's learning style by making the results of MIR (Multiple Intelligences Research) at the input as a guide for teachers in teaching.

Based on the correspondence between the study of theory and data obtained by researchers, then in this case the researchers conclude the learning process is the spirit of a school. So, if the soul is lost, the school will be destroyed and useless even though the physical condition of the school is very good and can be emphasized again that the superiority of a school is the quality of the learning process.

5. Implementation of the Concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

Field Theoretically, a good school is a school improve its performance continuously and use of its available resources optimally to grow and develop student achievement overall. And how wonderful a learning process in a classroom when the teacher looked at all of their students are smart, and students feel all lessons are taught easy and interesting. The class is life and feels comfortable.

1. Input

At the input stage, the school was using Multiple Intelligence Research (MIR) in enrollment of students new and new admissions process in SMP Al Washliyah 8 Medan using the quota system means that if the school has a capacity of 100 students in enrollment of students new, then when the registrant has reached 100 students, registration will be closed. So this school admission test does not apply in the PSB. From the findings of the researchers obtained the above, it is clear how the SMP Al Washliyah 8 Medan strive to create a learning process that is highly qualified by identifying the intelligence of the students first. In the learning process is

not uncommon condition that students look happy and actively participating in the learning. In the study theorized that featured school is a school that is able to bring every student achieves measurably ability and capable demonstrated through achievement. MIR (Multiple Intelligences Research) is the first step how a student can find the original capabilities that will be useful to him during the process of learning takes place.

2. Process

This stage is the stage in the learning process, in which the teacher's teaching style will be the same with the learning styles of their students. At the time of observation in some classes that students have a tendency to logical-mathematical intelligence, visual-spatial and naturalist, researchers found a wide variety of learning strategies in it ranging from visiting the supermarket, watching movies to bring two rabbits into the classroom. The students also looked happy and has a very high enthusiasm in following the learning process. In chapter study of the above theory, Thomas Armstrong in his book Paul Suparno explained that:

"Teaching strategies that should be used by teachers in developing multiple

intelligences strategies in the learning process must take place in accordance with intelligence dominant in students with attention to every intelligence possessed by the students. "

Researchers found a lot of correspondence between the teacher's teaching styles and learning styles of students who have a tendency intelligence assortment as has been disclosed above.

3. Output

This stage is the last stage of the three important stages of the application of the concept of Multiple Intelligences in school. This is the latest stage of the assessment process of the learning process. Authentic assessment in schools is done to the overall competence of the students learned through learning activities. It could be said also of authentic assessment are based assessment process, meaning that this vote was taken by a continuous process which is done from the beginning of the meeting, the process of learning to be a final report.

6. Evaluation of the implementation of the concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

Superior school is a school that the teacher is able to guarantee that all students will be guided towards change for the better, however, academic and moral qualities that they have. Adjusting from what has been gained in the study of theory, teachers have the greatest role in the multiple intelligences learning , the school also provides specialized evaluation for teachers with teacher expectations can improve the quality of learning. In this case the required quality of human resources mainly on teacher educators, because teachers are a major factor in learning both in the classroom and outside the classroom. SMP Al Washliyah 8 Medan give special attention to the evaluation of teachers by applying several process stages of evaluation from consultation lesson plan (lesson plans), classroom observation by consultants and evaluation of the latter in the form of feed back or feedback to follow up results of observations about the class.

The quality of the learning process depends on the quality of teachers working in the school proficiency level. And this is in accordance also with the statement Munif Chatib in his book "The school of Man" that:

"School is a school that excels the teacher is able to guarantee that all students will be guided towards change for the better, however academic quality and moral values they have. In other words, a school teacher is able to change the academic quality and moral students from negative to positive school."

E. Summary

A. The description in the chapters that have been mentioned above brings researchers to the conclusion as follows :

The design concept of Multiple Intelligences in SMP Al Washliyah 8 Medan globally covers three important stages, namely input, process and output. On input, this school uses Multiple Intelligence Research (MIR) which is a kind of psychological research tools that issued descriptions of the tendency of the multiple intelligences of children and teaching style. In the process, the teaching style of the teacher should be the same as learning styles of their students. In this process teachers use an individual approach in accordance with the intelligence of students during teaching. At the output,

this school uses authentic assessment, cognitive, psychomotor and affective.

B. Implementation of the Concept of Multiple Intelligences in SMP Al Washliyah 8 Medan has been running very well. In this case can be seen three important stages, namely input, process and output.

1. Input

At the input stage of the school is not included in the selection test to apply new admissions (PSB). Students who have been accepted will follow the process of Multiple Intelligences Research (MIR). MIR at this school at least once a year to do exactly the PSB (Admission) and consequently held every year on the grade. MIR is held 3 months before grade. MIR in this school aims to determine the class and determine the tendency of student learning styles in the classroom at the time later.

2. Process

This stage is a learning process. Multiple Intelligences based learning process that is applied in SMP Al Washliyah 8 Medan using a variety of learning methods including learning environment. On learning found a lot of compatibility between the teacher's

teaching styles and learning styles of students. Almost all learning activities focused on the condition of students. Teachers in junior Al Washliyah 8 Medan also been experienced in the use of Multiple Intelligences learning strategies in the learning process.

3. Output

This stage is the last stage of the three important stages of the application of the concept of Multiple Intelligences in school. This stage is the assessment of the learning process. Authentic assessment in schools is done to the overall competence of the students learned through learning activities and in the assessment of these students are assessed from three domains, namely cognitive, psychomotor and affective.

C. Evaluation of the implementation of the concept of Multiple Intelligences in SMP Al Washliyah 8 Medan

Overall effectiveness lies in the performance of teachers in teaching using the concept of Multiple Intelligences, this evaluation be seen the extent to which a teacher succeeded in applying the appropriate teaching method or style of Multiple Intelligences students. Technically evaluating SMP Al Washliyah 8 Medan is divided into three phases :

1. Lesson Plan

Before teaching teachers are required to make preparations in the form of a lesson plan to go through the stage of consultation with the consultants. It aims to determine the quality of a lesson plan that will be used as a reference for teachers in the classroom.

2. Observation Class

Classroom observation was carried out by consultants and principals to find out directly how the teachers teach. And see the synchronization between the lesson plan created with the reality on the ground.

3. Feed Back

Feed back is the final evaluation of the consultant to explain the results of the observations made in the learning process. It aims to find a style of teaching and learning styles matched.

REFERENCES

Gardner, Howard. Development and Education of the Mind. New York: Basic Books, 1992.

Gardner, Howard. Intelligence Reframed: Multiple Intelligences for the 21st Century. New York: Basic, 2000.

Izz al-Diin al Tamimy, Kitab al-Karamwa al-Jud wa al-Sakha` al-Nufus. (Beirut: Daaribn Hazm. 1991), 37, dan Shaikh Muhammad Sa'id Murshi. "FannTarbiyahalAwlaad fi al-Islaam" dalam al-Gazira (terj). Seni Mendidik Anak Jakarta: Arroyah, 2001

Imanuella F. Rachmani, Multiple Intelligences Mengenali Dan Merangsang Potensi Anak. Jakarta: PT Aspirasi Pemuda, 2003.

Lexy J. Moleong, Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya, 2009.

Munif Chatib, Sekolahnya Manusia: Sekolah Berbasis Multiple Intelligences di Indonesia, Bandung: Kaifa, 2012.

Nana Syaodih Sukmadinata, Landasan Psikologi Proses Pendidikan. Bandung: Rosda Karya, 2005.

Nana Syaodih Sukmadinata, Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta: Pusat Data dan Informasi, Balitbang, 2004.

Paul Suparno, Teory Intelligensi Ganda Dan Aplikasinya Di Sekolah. Yogyakarta: Kanisius, 2004

Thomas Amstrong. Sekolah Para Juara. Bandung: Kaifa, 2002.

Zakiah Darajat, Pendidikan Islam dalam keluarga dan Sekolah. Jakarta: Bulan Bintang, 1996.