Educational Resolution and Reformulation Through Higher Education Based on Multiple Intelligence and Its Implications on The Creation of Quality HR

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Abstract - Education is the most decisive mediator for a nation's growth and development. Education that is built on a fragile foundation will produce a fragile nation and vice versa. An emphasis on the intellectual question on the cognitive aspect is an education system that puts focus on value. This sometimes results in damage to the moral order because students are measured not based on morals but based on the ability to answer questions. Weakness of intelligence that only relies on cognitive abilities can be seen with various problems. Through the synthesis-analysis approach this paper offers a new method in the world of education that measures individual quality on the basis of multiple-intelligence. Students are born according to their skills, interests and talents with pre-presumption that students are quality creatures according to their respective standards. Multiple intelligence moves from the initial understanding that students have abilities that are not possessed by others. This assumption departs from the pre-understanding that all students are qualified. Multiple-intelligence-based schools try to find out where the talents of students and not measure the extent of student intelligence in the hope that this paper can be the answer to some of the problems around the world of education that have existed so far.

1. Background

Education is the basis of improving the quality of human resources. One of the efforts to create quality human resources is through the education process. Until now education in Indonesia has not been able to create a quality and competitive output in the global world. Curriculum changes, the creation of adequate teacher quality, infrastructure development and superstructure that have been carried out are not positively correlated to the creation of quality human resources. Solutions and problems only focus on the surface area. Changes in curriculum only move in the cognitive domain. The creation of teacher quality is also the result of human resources who only have competence in the cognitive domain and the infrastructure and superstructure only focus on texturization.

The root of the problem of national education is not only seen from the correct curriculum arrangement, the right human resources and the right infrastructure. The root of the problem is education that is built is still a dichotomous education. The dichotomous between cognitive and objective, between the educational environment and the social environment, including education that classifies students to intelligent students is only seen from one intelligence, namely cognitive intelligence. Besides that, education is currently mixed only in accordance with the needs of the workforce. The implication is that students only focus on how to get decent work that suits the needs of the market. Education that is mixed with the interests of the world of work will produce

students who only fulfill the world of work and only fulfill market standards. The implication is that Indonesian education is created as a commodity in gaining profit and loss and is not oriented towards improving quality and proper standardization. As long as Indonesian education still functions as a commodity, the integrity of education will create reliable output that will be difficult to realize properly.

One of the efforts to overcome the above problem is an effort to reconcile or reformulate the education base. In recent decades there have been new bases that have refreshed the world of education, both theoretically and practically. This base is called education based on multiple intelligence. Multiple intelligence is a theory that considers that all human resources are quality, depending on the strength of each intelligence. Among the intelligences in the theory of multiple intelligence are cognitive, intrapersonal, interpersonal, verbal / linguistic intelligence and others. Each person has special intelligence. If education only focuses on cognitive intelligence, it will kill students' character and reduce student development and the world of education and creativity of the nation's children.

Therefore, the reconstruction and reformulation of education as a conception deserve special attention. This paper will discuss about multiple intelligence-based education as a problem solving of problematic existing education.

2. Research Methodology

Conceptually, a change in educational paradigm that only creates good cognitive output must be changed to create a quality education that changes the mindset of students thinking that intelligence is not just cognitive intelligence, but students have the right to have special intelligence based on multiple intelligence. In addition, education is not only limited to meeting market needs that will create a dichotomy between education and the social environment. Through the approach of factual analysis, this paper will discuss the extent to which educational problems are well resolved. Epistemologically, this paper intends to explain the principle and foundation and purpose of education. Ontologically, this paper intends to see the substantial meaning of education that does not create a generation that is cognitively intelligent, but more than that education aims to create students who have a positive mind set and good character. Axiologically, this paper intends to create outputs of qualified and globally competitive students with the formalization and new educational substance.[1]

The implication is that Indonesian education must be independent and not only focus on meeting market needs, but more than that, education is formulated to create independent individuals who can compete locally and globally. The ability to compete will be implemented well if education is formulated on the basis of multiple intelligence.

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[1] Epistimologi is a branch of philosophy that discusses the nature and scope of knowledge, the basics and accountability of questions about knowledge possessed and produced. See more, Muzairi, Existentialism Jean Paul Sartre: Well without Basic Human Freedom (Yogyakarta: Putaka Pelajar, 2002), p. 131.

3. Discussion

3.1. Educational Institutions in Society

a. Education based on Intellectual Question

In the past education was directed to improving the quality of the Intellectual Question, namely the reminder of the quality of the sharpness of numbers and answering questions for students. Students who are considered to have good quality is when students have a good Intellectual Question ability. This quality is measured by the standard measuring values that exist in school reports and practice questions. Students who are able to answer questions well are the winners. Students like this have their own indicators. Besides being in the ability to answer questions and tasks, the ability lies in the level of attendance in class. Students who have a high level of attendance are certainly easier to answer questions because they understand the right flow and formula to answer the questions and vice versa. There are some drawbacks if someone's quality is only measured by IQ skills, including: First, sometimes students who rarely come to class or sleep when the learning process takes place can answer the questions well because their good abilities get better grades than students who come diligently and follow the teaching and learning process. Secondly, there is an inappropriate assessment because not always students who are diligent are able to answer questions well. Third, education like this emphasizes the best output. So that sometimes students by all means look for good output even though the process is done in a bad way. Saving, occurrence and creation of a person who attaches importance to value as an orientation. which contradicts the educational mission. Eighty, the value cannot be used as a quality standard for children's quality because the quality of the child concerns the teacher's standards and quality, school facilities and so on, not just about individual children's intelligence. In this case the standardization of values cannot be used as a standard to justify self quality.

b. Education Based on Intellectual, Emotional and Spiritual Questions

After realizing that Intellectual Question-based education cannot answer social problems and cannot be used as a standard measure in assessing children's quality and focus on Intellectual Questions can kill empathy between students, so along with changes in thinking, the Intellectual Question intelligence is now added with two other standards namely Emotional Question and Spiritual Question.

Emotional Question moves on the intelligence of caring for others, sympathy, empathy, discipline, hard work, initiative, sensitivity and related things. Intellectual Question forms students to be students who pursue value without paying attention to the surrounding environment, while the Emotional Question invites students to care for the environment and is environmentally friendly. Emotional Questions are usually only taught during mutual cooperation and some out-of-school agendas even though the Emotional Question is one of the right methods to increase students' awareness of the environment outside themselves. This helps students turn on the side of taste compared to the side of the mind. Without realizing it, metamorphosis occurred from focusing on the Intellectual Question to the Emotional Question so that the Intellectual Questiona was considered to not stand alone.

Likewise with the Spiritual Question. Besides students who are required to have a good Intellectual Question, students are also required to have good Emotional

Questions and Spiritual Questions in the hope that the synergy of the three can be a pillar for the growth of human resources in Indonesia.

Spiritual Question moves in the realm of awareness of human relationships with their God. This awareness can increase the exceptions and calmness of students and their confidence because of the assumption that there are external forces that support their movements and steps in life so that if they want, they can demand goodness from God so that their affairs can be facilitated.[2] The combination of these three intelligences was discovered later after it was realized that cognitive abilities could not bring good to students.[3]

3.2. Education Based on Multiple Intelligence as a Solution

As the author explained earlier that the author wants to explain an education in the form of a resolution of all existing educational problems in order to provide blood and fresh air for education in Indonesia by trying to reformulate the Indonesian education system in order to become an education system that is clearly input, clear the process and has quality output. The quality of output that is meant here is not output quality that knows the theory and numbers, but outputs that have good self-concept (Self Concept) Self Concept and self-confidence and goals that are in accordance with their quality. So the quality in education based on multiple intelligence is different from the quality in education that has existed so far. Before talking about education based on multiple intelligence, it is better to pay a moment to consider the theoretical description of this education.[4]

Multiple intelligence-based education is meant here is education that emphasizes the aspects of children's skills and talents and not just one aspect. Students are calculated for their quality levels not because of their cognitive and ability to theoreticalize one thing but because of their ability to know themselves and their ability to find their own talents. Schools and education based on multiple intelligence are education that does not know who the input is, does not pay attention to the previous value and does not pay attention to the background of the family. This education considers that anyone who enters his school is valuable and will be something of value. There are some uniqueness of this school based on multiple intelligence, among others:[5]

a. The Best Input

What is meant by the best input here is not every child who wants to go to school is a child who must have high grades and high achievement. But what is meant by the best input here is that schools have a paradigm that children are all born in the best conditions with their respective standards. So that incoming students are considered to have the title and report the best.

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[2] Read, Ari Ginanjar A, The Secret to Success in Building Emotional and Spiritual Intelligence (Jakarta: Arga, 2003)

[3] Read, Syahid Az Za'Balawi, Youth Education between Islam and Life Sciences (Jakata, Gema Insani Press, 2003)

[4] Howard Gardner, Compound Intelligence: The Theory and Practice of Alexander Sindoro (Jakarta: Interaksara, 2005)

[5] Read, Munif Chatib, School of Humanity Based on Multiple Intelligences, (Jakarta: Kaifa, 2009). Also read, Julia Jasmine, Method of Teaching Multiple Intelligences, (Jakarta: Nuasna Cendikia, 2012).

b. The Best Procces

What is meant by the best procces here is that incoming students are invited to go through the process well. All students undergo the process with their respective standards and talents. Each student has a different process with different standards. Students who have good verbal power undergo a good verbal process. At the process stage all students are involved and none of them are not involved. Student involvement in him and his ability is valid throughout the learning process. The teaching and learning process of students is divided into several groups according to their individual abilities and talents. Students who have good visual-spatial intelligence are combined into one group and teachers who have visual-spatial intelligence as well and so on so that no student is not as frequent as his teacher.

c. The Best Output

What is meant by the best output here is that students will be expelled from their schools by carrying output that knows themselves and their abilities. None of the students left without knowing their abilities and talents because the function of the school is to find their talents. If the student has not been able to find it means that the school has not managed to find its talent and that it is considered to have to clean up is not a student but the school where the student is based.

d. No Number (all students are champions)

Pre-assumption of this education system based on multiple intelligence is that all students are born in a state of champion in accordance with their abilities and talents. This is certainly different from other formal education which considers that there is only one champion child and the other is a defeated child so that the most painful day is often the report taking is the largest period of cylindrical productivity. Multiple intelligence systems are not number-based systems. To assess the quality of children, there are reports of qualitative and not quantitative explanations. As for the report concerning the description of students' shortcomings and strengths, their ability to recognize their talents and their ability to master their intelligence well. This shows that all students win with their interests and talents. They will appear as winners and feel that they are true winners and superior people because they are valued according to their abilities.

e. Schools find intelligence and not measure intelligence

Multiple intelligence schools are schools that try to find the intelligence of each student and not just measure the intelligence of students. Sekola with this education system competes to find students' interests and talents. The extent to which schools are able to find the intelligence and talent of students, so far is the success of the school. After school helps students find their intelligence, the next stage of the school is in charge of helping students with maximum methods and processes.

f. The kinds of intelligence found in multiple intelligence methods

Education based on multiple intelligence consists of various types and characters of intelligence. This type and character of intelligence has been shared by scientists into seven types of intelligence:

First, verbal intelligence.

This intelligence is intelligence and the ability to speak to students. Students who have verbal intelligence have the power of speaking. Its characteristics are its ability to interact in the surrounding environment and interact with the new environment. He feels happy to meet new friends. Happy to appear before the public and appear to present themselves before the audience. Students who have verbal intelligence are students who usually have extroverted and open personalities. The habit of this student is to like the crowd, not happy to be alone and like and not afraid of his teacher.

The way to train students who have this intelligence is to get used to speaking in public with the form of speeches, debates, dramas, MCs, training students' analysis by increasing vocabulary, and the like. These students must be trained in their talents and skills in this way.

The output of students who want to be produced in this multiple intelligence are orators, marketing, negotiators, public speaking, managers, lecturers, teaching staff, board members and matters related to verbal abilities.

Second, linguistic intelligence.

Linguistic intelligence is intelligence and the ability to string words, express words and clarity of words. Students who have linguistic intelligence usually have the ability to debate and make speeches because they have a lot of beautifully arranged vocabulary. His habit is to always repeat the words he hears, is able to understand something through the medium of hearing and has the ability to repeat the words he heard. The output of the student who has this intelligence is the orator, marketing, speaker, writer, drama player, artist, music player, story writer, storyteller, short story writer and related to language.

When, mathematical intelligence

Mathematical intelligence is intelligence and mathematical ability. The habit of students who have mathematical intelligence is their willingness and desire to count and judge things by numbers. When given a mathematical problem and explanation, it is easier to absorb and remember and easily answer it. Usually students who have mathematical intelligence are different from other colleagues who have intelligence that tends to be considered difficult by others. Mathematical intelligence on how to live it is by giving mathematical questions, inviting counting, inviting market shopping, drawing with mathematical drawings, drawing and learning and playing space-building games involving mathematical theories and the like. The output produced by students who have mathematical intelligence is to become architects, traders, tailors, architects of building materials and things related to other mathematical intelligence.

Fourth, spatial visual intelligence

Spatial visual intelligence is the intelligence to describe an object in the brain so that the object can be clearly seen for later use. There are objects that clearly include three-dimensional objects so that students who have visual-spatial intelligence can usually repeat objects in the form of words and in the form of images. The ability and strength lies in being able to re-pour objects in the form of writing and painting and drawing. The habit of students who have visual-spatial intelligence is the habit of playing pictures, coloring, composing puzzles, playing unloading and the like. The way to train students who have visual-spatial strength is by inviting them to draw, play, install puzzles, compile puzzles in the form of

buildings, color, paint and imagine and then demand them to describe their imagination. The output of students who have this intelligence is that these students are able to become great painters, great dancers, great interior and exterior designers, and become creators of high-dimensional building works, salons, facial painters, facials and the like.

Fifth, intrapersonal intelligence
Intrapersonal intelligence is the most mysterious intelligence. This intelligence moves in the self-order, self-evaluating intelligence, intelligence in self-management, intelligence to find potential and self-talent, self-control intelligence. Self-control here including intelligence in a lazy condition and intelligence in a condition that is not interest in any one. This intelligence is most mysterious because this intelligence is a rare intelligence in a person. Students who have intrapersonal intelligence usually always evaluate their work, ask the teacher about their performance and work, are willing to accept input and are willing to accept criticism. Criticism is considered an opportunity because of criticism he can find out the error. The input is considered a momentum because he feels unable to see his own mistakes. Need someone else to correct and see his mistakes. Students who have intrapersonal intelligence are not competitors for others but they always compete with their desires and ideals. He is not a strong player for others but he is a strong player for him. He has a successful standard of living that he assembles alone and is different from others. Sometimes for other people to succeed, but it has not been successful according to him because he has his own standards of imagination. Students who have intrapersonal intelligence must be left alone if they want to be alone because the process itself is to think about what things he must do, what things he must think about and what things he must ignore. Students who have intrapersonal clarity and pleasure will usually maintain their progressiveness well.
The output of students who have this intelligence is to be thinkers, writers, story writers, directors and the like.

Sixth, interpersonal intelligence
Interpersonal intelligence is the intelligence to get along with others, negotiate with others. Students who have interpersonal intelligence have a cheerful soul, love to play, like to meet others, like new friends, new teachers and new situations. He tends to easily adapt to places and the environment and new people. He cannot be silent, alone. He is a human who is full of joy, likes challenges and is friendly with others. The first time people meet him will feel happy, his presence awaited, his departure is sadness for others. His expertise lies in his ability to please others with words. The way to respond to students who have interpersonal intelligence is to listen to them, praise them, raise their complaints, become good stories to them, teach them how to tell stories, read stories and present their stories. He would be happy if his teacher joked with him.
The output of students who have interpersonal intelligence is that they will be excellent negotiators, tough marketing, directors, film players, drama players, artists, orators, lecturers, storytellers, comedians and the like.

Seventh, musical intelligence
Musical intelligence is the intelligence to recognize music, recognize the tone and recognize the type of music he hears. Usually students who have musical intelligence are able to repeat the music they hear and are able to repeat and

sing it. He also has a tendency to play musical instruments and is usually easy to play existing musical instruments. The habit is sensitive to tones and marks. He will reflexively listen to the sound source of the music if the sound of the music is clearly coming out and reflexively move his limbs to follow the music. These students should be taught musical instruments, and how to play music, vocal and music-related activities. He loves music more than other lessons. He can also be taught to sing and dance and play tones. The output of students who have this intelligence is to become singers, music players, tone creators, songwriters, and things related to music.

3.3. Resolution and Reformulation of Education through Multiple Intelligence-Based Education

The author has written above that education based on multiple intelligence is education that does not measure how high the intelligence of students but the school is tasked with finding students' intelligence so that students understand their own concepts, understand their interests and talents as high as students can map things that they like and they do not like. There are several things that become the resolution of the current education system:

a. Schools must pay attention to processes and not output.
This is because a good personality is a person who goes through the process well even though the output and results are not as desired. This is where students learn how to get up in a condition of failing to survive in a pinched situation and stay cheerful when the situation presses.

b. Schools should not focus on values and numbers.
The school should ideally focus on the process, not on results because the seriousness of the student is judged on the extent to which he is able to go through the process well, not to produce something well. If the school is still focused on results, cheating, competition and the like cannot be handled properly.

c. The function of the school is to find the location of student intelligence rather than measuring the extent of student intelligence.
The Intellectual Question is out of date. Measuring how smart other people prove is not directly proportional to one's quality. Now the reconstruction of thought in the world of education moves to finding intelligence and sharpening it well, not just measuring intelligence based on values and numbers. By looking for intelligence, it will create quality human resource productivity.

d. Students who enter school without selection due to the paradigm of all intelligent students with their respective capacities.
Cognitive-based schools always sort out intelligent and non-intelligent students with value and number capacities so that they want to enter an intellectual-based school must meet the standard values and numbers. So that there is often a quality school and there are schools that are not qualified. The implication is that there is a division of school types, class types and others. Students who attend school A are smart students and students who are in school B are not smart. Students entering class A are smart students and students who enter class B are students who are not smart.

This boxing will result in global cylinders. School based on multiple intelligence builds a paradigm that all intelligent students and every student has the intelligence and function of the school is to build and choose student intelligence. So, every student may enter any school according to their wishes without global compartmentalization and memory. This paradigm is that all people have the right to study.

e. The intelligence found was then followed up so that it could be implemented and developed properly.

Students who already have this intelligence are then trained by teachers who have the same intelligence so that the learning process becomes the same frequency so that the effectiveness of a good teaching and learning process is created.

Thank-you note

The author would like to thank the entire academic community of the RIau Islamic University, including the Chairperson of YLPI Foundation, Chancellor of the Islamic University of Riau, along with related staff for the support and all moral and material assistance that has been given until finally the author can present the thoughts of the author to this International Conference. The gratitude also goes to the Dean of the Faculty of Law of the Islamic University of Riau along with all staff and fellow lecturers and friends who have provided support to the author. The authors hope to contribute well in the scientific world.

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