

**ABSTRAK**

**NIKOLAUS MOI. 2009. *Inteligensi Ganda dan Implementasinya dalam Pembelajaran untuk Meningkatkan Prestasi Belajar Matematika Siswa Kelas VIII SMP Kanisius Gayam Yogyakarta Tahun Pelajaran 2008/2009.* Skripsi, Program Studi Pendidikan Matematika, Jurusan Matematika dan Ilmu Pengetahuan Alam FKIP Universitas Sanata Dharma**

Penelitian ini bertujuan untuk mengetahui Inteligensi Ganda dan Implementasinya dalam Pembelajaran Matematika antara lain (1) sejauh mana profil inteligensi ganda siswa kelas VIII, (2) sejauh mana ragam inteligensi ganda yang diterapkan guru dalam proses pembelajaran, (3) sejauh mana kesesuaian antara inteligensi ganda siswa dan ragam inteligensi yang digunakan guru serta (4) sejauh mana kesesuaian antara proses pembelajaran yang diberikan guru, inteligensi ganda yang dimiliki siswa dan prestasi belajar siswa. Penelitian ini dilaksanakan di SMP Kanisius Gayam Yogyakarta, pada bulan Maret sampai April 2009. Populasi dan sampel dalam penelitian ini adalah siswa kelas VIII A dan VIIIB yang terdiri dari 37 siswa. Penelitian ini menggunakan instrumen: (1) angket profil inteligensi ganda siswa, (2) lembar observasi proses pembelajaran yang diberikan guru, dan (3) daftar wawancara dengan guru dan siswa dan (4) pemeriksaan dokumen yang berupa nilai siswa dan instrumen yang dipakai guru dalam mengukur prestasi siswa. Semua instrumen dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa (1) profil inteligensi ganda siswa sangat beragam namun dapat ditunjukkan tiga tipe inteligensi yang menonjol secara klasikal yaitu inteligensi interpersonal, inteligensi lingkungan dan inteligensi matematis logis, (2) ragam inteligensi yang digunakan guru belum merata masih didominasi oleh inteligensi matematis logis, inteligensi interpersonal dan inteligensi kinestetik badani (3) dari kesembilan tipe inteligensi ganda, maksimal ada dua tipe inteligensi ganda yang sesuai antara inteligensi ganda siswa dan ragam inteligensi yang digunakan guru dalam proses pembelajaran dan (4) kelompok siswa yang memiliki dua kesamaan tipe inteligensi ganda dengan ragam inteligensi yang digunakan guru memperoleh prestasi rata-rata 4,14, yang memiliki satu kesamaan memperoleh prestasi rata-rata 3,27 dan tidak memiliki kesamaan satupun memperoleh prestasi rata-rata 2,6. Dari hasil pada butir 4 tersebut tampak bahwa semakin banyak kesesuaian antara profil inteligensi ganda siswa dengan ragam inteligensi yang digunakan guru dalam proses pembelajaran maka prestasi siswa cenderung semakin baik.

**ABSTRACT**

**Nikolaus Moi. 2009. *Multiple Intelligences and Their Implementation in Learning for Increasing the Quality of Students' Mathematics Learning in Grade VIII of Kanisius Junior High School of Gayam Yogyakarta in the Academic Year of 2008/2009. A Thesis in Mathematics Education, Department of Mathematics and Science Education, Faculty of Teacher Training And Education, Sanata Dharma University***

This research was intended to know the Multiple Intelligences and their implementation in learning such as (1) how is the profile of multiple intelligences of grade VIII students, (2) how is the variations of multiple intelligences that are implemented by teachers in the learning process, (3) to what extent is the appropriateness between the students' multiple intelligences and variations of multiple intelligences which are used by the teacher, and (4) to what extent is the appropriateness between the learning process given by the teacher, multiple intelligences owned by students and students' learning achievement. This research was conducted in Kanisius Junior High School of Gayam Yogyakarta, in March to April 2009. The population and sample in this research were the grades VIII A and VIII B students, comprising 37 students. This research used the following instruments: (1) questionnaire of students' multiple intelligence profile, (2) observation form of learning process given by teacher, and (3) interviews with the teacher and students and (4) document examination concerning students' achievement scores that were given by the teacher. All of these instruments were analyzed descriptively, either qualitatively or quantitatively. The result of this research shows that (1) the profile of students' multiple intelligences is very varied; however it can be shown that there are three prominent types of intelligence specifically, i.e. interpersonal intelligence, environmental intelligence and logico-mathematics intelligence, (2) the variations of intelligences used by the teacher have not been evenly distributed, these are still dominated by logico-mathematics intelligence, interpersonal intelligence and physical-kinesthetic intelligence, (3) from the nine types of multiple intelligences, maximally there are two types of multiple intelligences that are used appropriately by the teacher in the learning process, and (4) the group of students that had two similarities in the multiple types of intelligence with the intelligence variations used by teacher gained average achievement score of 4.14, those which had one similarity gained average achievement score of 3.27, and those that didn't have any similarity gained average achievement score of 2.6. From the result of these four analyses, it seems that the more appropriate the relations between students' multiple intelligences and the intelligence types used by teacher in learning process is, the better the students' achievement will be.