Teacher's Effort In Improving Student Intrapersonal Intelligence Through Student Facilitator And Explaining (SFAE) Method In IPS Learning
(Descriptive Study of IPS Teachers VIII K SMP Negeri 29 Bandung)

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**ABSTRACT--This study is motivated by the low of students intrapersonal intelligence in IPS learning and still lack of implementation of learning method that can improve students intrapersonal intelligence. The formulation of the problem that will be answered in this study is how the learning plan implemented by the teacher to improve students intrapersonal intelligence through Student Facilitator And Explaining method (SFAE), how the implementation of learning by teachers to improve students intrapersonal intelligence through SFAE method and how the obstacles encountered by teachers in attempt to improve students' intrapersonal intelligence through the SFAE method. The purpose of this study is to describe the efforts of teachers in improving students' intrapersonal intelligence in IPS learning through SFAE method. This study method is descriptive study by using data collecting technique of interview, observation and documentation study. The subjects of this study are IPS teachers and 33 students of class VIII-K. Based on the data obtained, the following results are obtained. First, IPS learning planning using SFAE method has been prepared and prepared by teachers well, teachers are guided by the syllabus and pay attention to RPP components. Second, the implementation of the SFAE method in improving the intrapersonal intelligence goes well, the teacher carries out the learning with respect to the provisions and learning steps in accordance with the SFAE method. Third, the obstacles encountered in applying the SFAE method to improve students 'intrapersonal intelligence are the lack of students' knowledge of the SFAE method and concept maps as well as the limited time available for learning execution. The solution to solve the problem is the teacher should introduce the learning method used, introduce the concept map and manage the learning time effectively.
Keywords: Intrapersonal Intelligence, Method Student Facilitator And Explaining (SFAE), IPS Learning**

INTRODUCTION

Education is a process that aims to develop the character, attitude, intelligence, skills and potential possessed by individuals. To be able to realize education that can develop individual intelligence optimally, it is required role of formal education institution that is school. Schools play a role to foster and develop the potential and intelligence of students through learning activities. This is in line with the opinion expressed by Djahiri (1985) which states the school is one of the educational institutions where the students will try to foster, develop and perfect the potential of themselves, their life and their future. Thus, school has an important role in facilitating students to do the learning process. The process of developing the intelligence of students is done through learning activities developed in each subject. One of the subjects that can develop and optimize the intelligence of students is the subject of Social Sciences (IPS).

Social Science (IPS) is a subject that can develop the knowledge, intelligence, skills and attitudes of students, and optimize the potential they have. This is in line with what the Bank has stated in Sapriya (2002: 9) which reveals that IPS is part of the primary and secondary school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values required in the life of the state in the community. Meanwhile, according to Komalasari (2010) IPS learning can be defined as a system or process to teach students that are planned or designed, implemented and evaluated systematically so that students can achieve the learning objectives effectively and efficiently. Based on the above understanding, it can be said that the subject of IPS should be able to help students to achieve learning objectives. One of the goals of IPS learning is to form the intelligence of the individual/students. One of the intelligences that students need to develop is intrapersonal intelligence. According to Wahyudi (2011) by having intrapersonal intelligence one can

optimize other intelligence such as intelligent math, intelligent visual spatial, intelligent music and so on. Based on these opinions, it can be said that intrapersonal intelligence is one of the intelligence that is important to be developed by students because it can optimize their ability. To make students having intrapersonal intelligence, a teacher should be able to make students active in developing intelligence in learning activities. So the learning done, especially IPS learning can be more meaningful for the life of students in the future. However, in reality IPS learning process is still not effective in developing the intelligence of students. As seen from the observation in class VIII-K SMPN 29 Bandung that there are still many students who do not have skills. It can be seen from the condition of less-conducive learning and student behavior in the classroom. In more detail the author describes the class situation as follows: first, the students still lack of self-control. It is seen when most students do not pay attention to the teacher who is explaining the subject matter and disturb the friend who is paying attention to the teacher. Second, most students are lack of confidence. This condition is seen at discussion activities, where most students are reluctant and timid to ask questions, express opinions and present the results of the discussion in front of the class. Third, students are lack of introspection and excess themselves well. It is seen when most students still cannot receive comments/criticism from other students well, students do not accept with the criticism and finally say rude words. Fourth, students still cannot do the task given by the teacher independently. It is seen when the teacher gives independent task to the students, it looks still many students who ask for help to their friend.

Based on the observation that has been described above, it can be said that the problems contained in the students of class VIII-K is still low in students intrapersonal intelligence. Lwin, et al (2003) who explained that intrapersonal intelligence is the intelligence of self. This opinion is in line with what was proposed by Thomas Armstrong (2009) which defines intrapersonal intelligence as self-knowledge and the ability to act adaptively based on that knowledge. It is then made clear by Campbell in Minsih (2014) which reveals that intrapersonal intelligence is the ability to make accurate perceptions of self and use such knowledge in planning and directing one's life. The low intrapersonal intelligence of class VIII-K students of SMP Negeri 29 Bandung is seen

from the attitude and behavior shown at learning. As Howard Gardner pointed out in Agustin (2014) which revealed that individuals with intrapersonal intelligence can be seen from the indicator shown, that is able to recognize the advantages and weaknesses themselves, correct the shortcomings and weaknesses and then try to improve themselves and appreciate the value (rules), ethics (courtesy) and morals. Based on the indicators presented by Gardner and matching with the results of observations, it can be said that the attitudes and behaviors shown by students contrary to indicators of intrapersonal intelligence proposed by Gardner, so it can be said that the students of class VIII-K SMP Negeri 29 Bandung do not have intrapersonal intelligence yet.

Based on the problems found in the field, it is necessary an effort to improve students' intrapersonal intelligence, namely by applying the appropriate learning model, not monotonous and encourage students in developing intrapersonal intelligence. Because if this problem is left continuously then it is feared that students will have less good self-control, lack of confidence, cannot get used to work independently, do not know the advantages and disadvantages and lack of introspection themselves. One method of learning that can encourage the increased intrapersonal intelligence of students is the learning method Student Facilitator And Explaining (SFAE).

Huda (2013: 228) explains that the SFAE model is a set of presentation of teaching materials that begins with an open explanation, giving students the opportunity to explain back to their peers, and end with the delivery of all materials to students. The SFAE method enables students to develop their intrapersonal intelligence, because in this method students will be given the opportunity to develop their abilities. The SFAE method encourages students to do the task independently and allows the student to develop self-confidence by re-explaining the subject matter to their peers. In addition, the SFAE method also allows students to be active in discussion activities so that students can develop their ability to ask questions and express opinions. Based on the problems that have been presented, the author is interested to do a study about teacher's effort in improving student intrapersonal intelligence in IPS learning through Student Facilitator And Explaining (SFAE) method. The type of study that selected

is descriptive study. The type of study is selected in order to describe the teacher's efforts in improving students intrapersonal intelligence in more detail. Therefore the author decided to conduct study by taking the title "Teachers Efforts in Improving Student Intrapersonal Intelligence through Student Facilitator And Explaining (SFAE) Methods in IPS Learning (Descriptive Study of IPS Teachers VIII K SMP Negeri 29 Bandung)"

The formulation of the problem in this study is "How is the effort done by the teacher in improving students intrapersonal intelligence through Student Facilitator And Explaining (SFAE) method of IPS learning?". Operationally, the author formulated some formulation of the problem. First, how is the teacher planning to improve students' intrapersonal intelligence through Student Facilitator And Explaining (SFAE) method of IPS learning in class VIII-K SMP Negeri 29 Bandung? Second, How is the implementation of learning by teacher to improve intrapersonal intelligence students through the method of Student Facilitator And Explaining (SFAin IPS learning in class VIII-K SMP Negeri 29 Bandung? Third, what is the obstacle encountered by teacher in improving students intrapersonal intelligence through Student Facilitator And Explaining (SFAE) method of IPS learning in class VIII-K.

STUDY METHOD

The location of this study is SMP Negeri 29 Bandung which is located at Jalan Geger Arum, No.11 A Bandung City. The author consideration in choosing this place is due to some findings, that is the low of students intrapersonal intelligence in class VIII-K and lack of utilization of learning method that can develop students intrapersonal intelligence. Subjects to be taken data consist of an IPS teacher and 33 students of class VIII-K who follow the subjects IPS. One subject of social studies is a subject that will make efforts to improve students' intrapersonal intelligence through the application of SFAE method in the learning process in the classroom, while 33 students of class VIII-K are the subjects who participate in IPS learning activities and become the subject to be enhanced their intrapersonal intelligence.

The approach used in this study is a qualitative approach. Qualitative preference is chosen to examine the condition of the object naturally and to describe the results according to what happened during the study. Sugiyono (2012) mentioned that qualitative study is a study method used to examine the condition of natural objects (as opposed to experiments) where the author is as a key instrument, collecting technique with triangulation (merges), data analysis is inductive and qualitative study results more emphasis meaning rather than generalization. While the method used in this study is descriptive method. Descriptive study is a study that intends to conduct examination and measurement of certain indication. The procedures undertaken in this study is to prepare the study design, take care of licensing, the implementation of study and data collection, the stage of data processing and presentation of study results. Data collection techniques used in this study are interviews, observation and documentation studies. While the stages of data analysis techniques used in this study are Data reduction, Triangulation, Data display and Conclusion/Verification.

RESULTS AND DISCUSSION

A. Planning by teacher to improve students' intrapersonal intelligence through the SFAE method

Based on RPP analysis that has been done, it can be said that IPS learning planning using SFAE method to improve students intrapersonal intelligence has been done well. Teacher-arranged RPPs have been created based on the syllabus and follow the rules contained in the instruction plan. The RPP prepared by the teacher has included all the components that should be in the RPP. As stated by Komalasari (2010, p. 194) who stated that "There are components that should be included in the RPP, namely the RPP's identity, learning objectives, teaching materials, learning methods, learning steps, learning resources and assessment of learning outcomes" .

B. Implementation undertaken by teachers in improving students' intrapersonal intelligence through the SFAE method

Based on the result of observation that has been done, it can be said that the implementation of learning activities undertaken by teacher to improve students' intrapersonal intelligence has been done well and follow the steps or steps learning SFAE method. Implementation of learning conducted by teacher can be said to be good because it has carried out all the activities listed in the observation sheet and have increased. The increase of teacher activity can be seen from the percentage of activities obtained at observation.

The percentage is illustrated through the following percentage diagram.
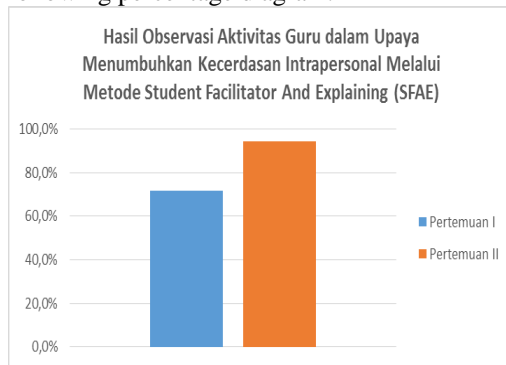
The results shown in the diagram shows that there is an increase in the quality of teacher activity in learning activities. At the first meeting obtained a percentage of 71.6%. The percentage reflects that the teacher has been good enough in implementing the lesson, but still lacks. At the first meeting the teacher forgot to say hello to open the lesson and pay less attention to the learning device. This can be seen from the lack of writing materials to write on the blackboard so that teacher has to borrow the stationery to the students, the teacher is still less than maximal in developing students' intrapersonal intelligence by using SFAE method, such as less motivate students to recognize their ability, pay attention to certain students so that there is little discrimination in giving treatment to the students, and the teacher does not have time to provide opportunities for students to make learning conclusions. While at the second meeting, the percentage obtained is 94.1%. The results show that the teacher has performed very well. This is evidenced by the increase and changes made by teacher to correct the deficiencies that existed in the first meeting.

In addition, the efforts made by teacher to improve students' intrapersonal intelligence through the SFAE method can be said to be successful. The increase of intrapersonal intelligence of students can be seen from the percentage of student activity obtained at observation. The percentage is illustrated through the following percentage diagram.
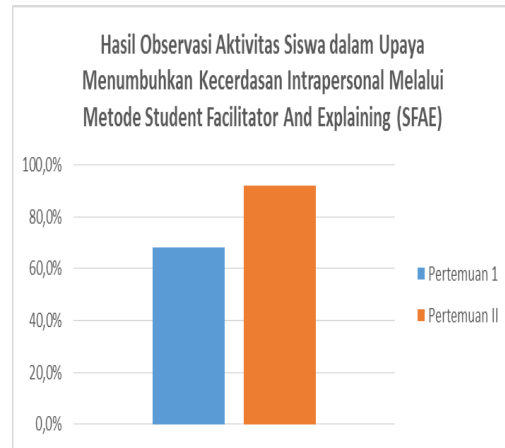
Based on the percentage diagram above, it shows that there is an increase percentage of student activity. These results show that there is an increase in the quality of student activity in learning activities. At the first meeting obtained a percentage of 68.1%. The percentage reflects that student activity in learning is good enough, but still lacks. At the first meeting the intrapersonal intelligence indicator has not been fully achieved by the students. There are some students who have not achieved the intrapersonal intelligence indicator properly. While at the second meeting, the percentage obtained is 92.2%. These results show that student activity in learning is very good. This is evidenced by the increase and changes in attitudes and behavior of students who showed the achievement of indicators of intrapersonal intelligence.

C.   Obstacles encountered in improving students' intrapersonal intelligence through the SFAE method

Each learning method has its own advantages and disadvantages, as well as the SFAE method. Lack of SFAE method can be an obstacle in its implementation. Huda (2013: 229) explained that the SFAE method also has shortcomings, namely:

1) Shy students are often difficult to demonstrate what the teacher is instructing. 2) Not all students have same opportunity to do so (limited learning time). 3) The existence of the same opinion so that only some are skilled. 4) It is not easy for students to create concept maps. 5) It is not easy for students to briefly explain the teaching materials.

Based on the data obtained, there are obstacles found by teacher in implementing SFAE methods to improve students' intrapersonal intelligence. These obstacles are

largely consistent with what Huda has found. The first obstacles encountered were students ignorance of the learning method used and students ignorance of concept maps. Student ignorance about SFAE learning method becomes an obstacle in implementing the method because the students look confused with the steps that must be done. In addition, students' ignorance about the concept map is also an obstacle in implementing SFAE method because students do not know what to do when creating concept maps.

The second obstacle is the limited time of learning. In SMP 29 Bandung, the curriculum used for class VIII is the Education Unit Level Curriculum (KTSP). In KTSP, IPS subjects only get four hours or four lessons a week, which means there are two meetings a week and lessons are allocated for only two hours of lessons at each session. The duration is still perceived as lacking to implement the SFAE method because the steps in this method are quite time consuming. So at the time of student presentation activities, there are many students who do not have the opportunity to present their work or express their opinions due to the limited time of learning.

The third obstacle felt by students is that there are some students who feel less confident to explain back the subject matter to their friends. There are some students who do have a lack of self-confidence so that the increase in intrapersonal intelligence is less visible because students feel inferior to forward the class for presentation or express opinions in learning.

CONCLUSION

Based on the results and discussions that have been explained, it can be concluded in general that the efforts of teachers to improve students' intrapersonal intelligence through SFAE method In learning IPS has been implemented well and has succeeded in improving the intrapersonal intelligence of students of class VIII K SMP Negeri 29 Bandung. In addition to the above general conclusions, the author also formulated specific conclusions from this study that can be described as follows:

First, IPS learning planning using SFAE method has been prepared and prepared by the teacher well. In the IPS lesson planning, teacher is guided by IPS learning syllabus to make RPP. Second, the implementation of the SFAE method in improving students' intrapersonal intelligence has done well.

Teacher carries out learning with respect to the provisions and learning steps by using the SFAE method. In addition, the implementation of SFAE method in IPS learning has succeeded in improving students' intrapersonal intelligence. This is evidenced by the achievement of indicators of intrapersonal intelligence shown by students through attitudes and behavior in learning.

Third, the obstacles encountered in implementing SFAE method to improve students' intrapersonal intelligence are the lack of student knowledge of the SFAE method and concept maps as well as the limited time available for learning execution. Efforts to overcome the problem is that the teacher must first explain the learning method that will be used, utilize the learning media to introduce concept maps and apply the time division of learning implementation effectively and efficiently so that the overall steps in learning can be done well.

THANK-YOU NOTE

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