

Lampiran 2

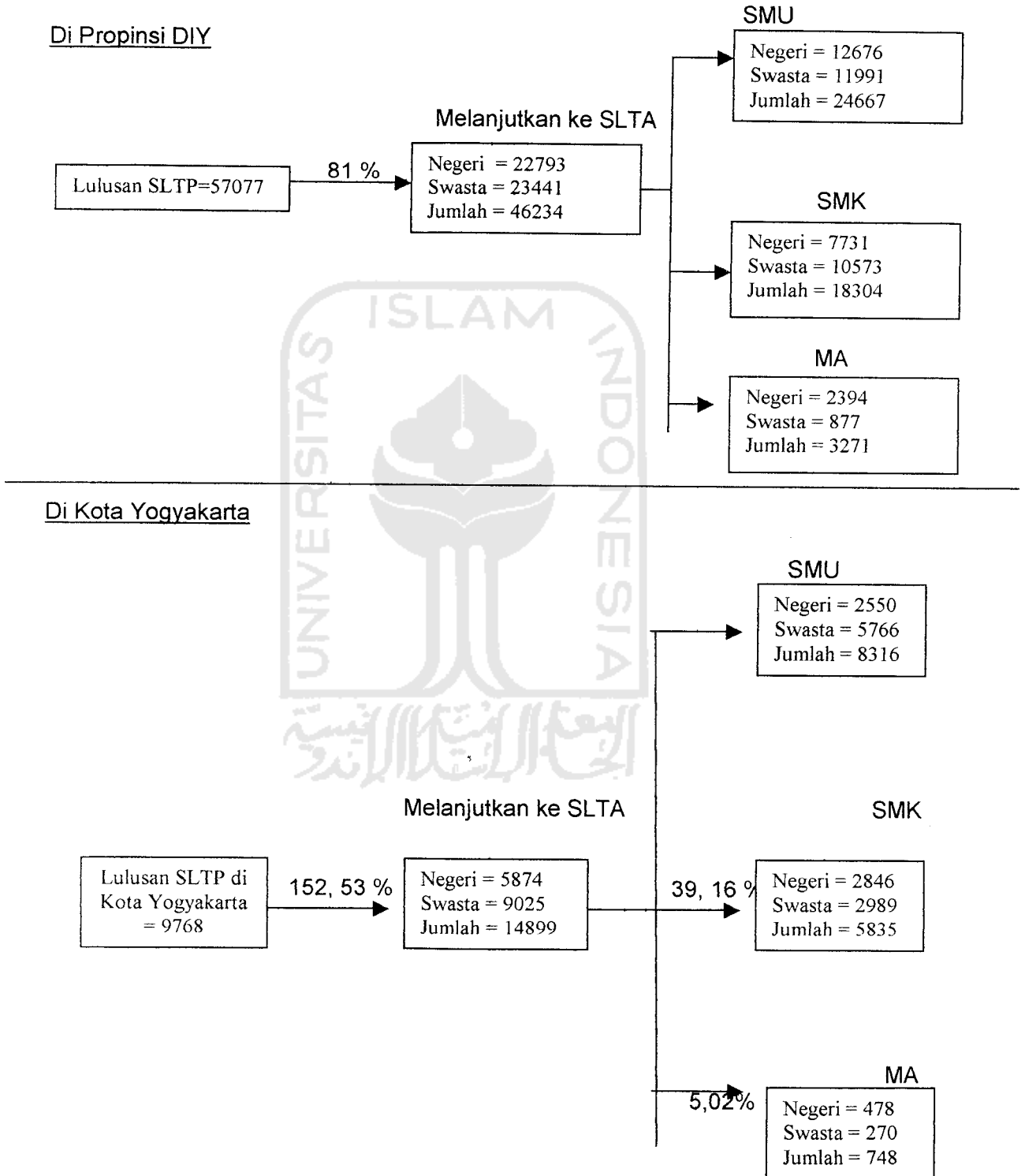
Jumlah Penduduk Usia Sekolah di Propinsi DIY

No	Kota / kab	Jumlah penduduk seluruhnya	Penduduk menurut kelompok umur			
			7-12 th	13-15 th	16-18 th	Jumlah
1	Kulon Progo	357566	33144	22822	24349	80315
2	Bantul	738873	73328	36704	51039	161071
3	Gunung Kidul	630605	70930	41987	51338	164255
4	Sleman	858025	68236	42097	54949	165282
5	Yogya	437689	27559	21918	29081	78558
	Prop. DIY	3022759	273197	165528	210756	649481

Sumber: BPS Prop. DIY



Lampiran 3. Arus Lulusan SLTP ke SLTA di Prop. DIY dan Yogya



Lampiran 4
Metode Quantum Learning

1. Otak

- Otak mempunyai tiga bagian dasar yang dikenal sebagai 'Otak triune', yang masing-masing bagian bertanggung jawab atas fungsi yang berbeda-beda.

Batang atau otak reptilia	Sistem Limbik atau otak mamalia	Neokorteks atau otak berpikir
Fungsi motor sensorik Kelangsungan hidup 'Hadapi atau lari' mental	Perasaan/emosional-kognitif Memori Bioritmik Sistem kekebalan	Berpikir intelektual Penalaran Perilaku waras Bahasa Kecerdasan yang lebih tinggi

- Otak secara keseluruhan mempunyai dua belahan yaitu belahan otak kanan dan kiri yang masing-masing belahan bertanggung jawab atas cara kerja otak

Cara kerja Otak	
Otak kiri	Otak kanan
Logis Sekuensial Linear Rasional	Acak Tidak teratur Intuitif Holistik

2 . Metode Quantum Learning menganjurkan untuk selalu mendahului kegiatan dengan pertanyaan AMBAK (Apa Manfaatnya Bagiku).

Tujuan dari **AMBAK** yaitu :

- Belajar membuat diri kita termotivasi untuk mencapai tujuan
- Mengetahui langkah-langkah untuk menumbuhkan minat dalam segala hal
- Mengetahui tentang seluk beluk belajar aktif
- Meningkatkan kualitas hidup

Belajar aktif	<ul style="list-style-type: none"> ▪ Belajar apa saja dari setiap situasi ▪ Menggunakan apa yang anda pelajari untuk keuntungan anda ▪ Mengupayakan agar segalanya terlaksana ▪ Bersandar pada kehidupan
Belajar Pasif	<ul style="list-style-type: none"> ▪ Tidak dapat melihat adanya potensi belajar ▪ Mengabaikan kesempatan untuk berkembang dari suatu pengalaman belajar ▪ Membiarkan segalanya terjadi ▪ Menarik diri dari kehidupan

3. Lingkungan belajar yang optimal baik secara fisik dan mental

Daftar :

1. Perabotan – jenis dan penataan
2. Pencahayaan
3. Musik
4. Visual – poster, gambar, papan pengumuman
5. Penempatan persediaan / lemari untuk buku dan minuman
6. Temperatur

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6. Temperatur
7. Tanaman
8. Kenyamanan
9. Suasana hati secara umum

4. Suasana yang dapat membuat anda berkonsentrasi dengan mudah, bagi beberapa orang suasana terbagi menjadi terstruktur dan tidak terstruktur

Terstruktur dan formal	<ul style="list-style-type: none"> ▪ Meja ▪ Kursi ▪ Tempat belajar khusus ▪ Tempat kerja teratur
Tidak terstruktur dan informal	<ul style="list-style-type: none"> ▪ Meja dapur ▪ Kursi malas ▪ Menggunakan beberapa tempat ▪ Segala sesuatu keluar dari tempatnya, sehingga mudah untuk melihat ke arah luar

5. Teknik-teknik atau ketrampilan akademis yang diajarkan dalam metode Quntum Learning

- Cara mencatat dengan metode Mind mapping /peta pikiran serta memanfaatkan catatan TS
- Cara membaca cepat
- Cara menulis
- Cara meningkatkan daya ingat
- Cara berpikir

Lampiran 5 The Learning Revolution

Musik Georgi Lozanov untuk meningkatkan proses belajar

Metode Georgi Lozanov menggunakan musik dalam tiga cara berbeda untuk mempercepat proses belajar:

1. Musik pembukaan untuk menenangkan peserta dan mencapai kondisi optimal untuk belajar
2. Sebuah 'konser aktif', di dalamnya informasi yang akan dipelajari dibacakan dan diiringi musik yang ekspresif.
3. Sebuah 'konser pasif' yang di dalamnya para pelajar mendengarkan informasi baru yang dibacakan sebagai percakapan diiringi musik barok sebagai latar, untuk membantu memasukkan informasi ke memori jangka panjang

Berikut ini beberapa contoh seleksi :

Untuk konser aktif

Beethoven, concerto untuk biola dan orkestra dalam D mayor, op. 61
 Tchaikovsky, concerto no.1 dalam B mol minor untuk piano dan orkestra
 Mozart, concerto untuk biola dan orkestra, konser no.7 dalam D mayor
 Haydn, symphoni no 67 dan 69
 Beethoven, concerto no.5 (emperor)
 Brahms, concerto for violin

Untuk konser pasif

Corelli, cincerti grossi
 Handel, the water music
 J. Sebastian Bach, vivaldi
 Couperin, sonatas for harpischord

Otak

Gelombang otak manusia

1. Beta _____ sedang terjaga, pikiran sadar, 13-25 cps (Putaran perdetik)
2. Alfa _____ waspada yang relaks, kondisi ideal untuk belajar, 8-12 cps
3. Theta _____ tahap awal tidur, 4-7 cps, pikiran memproses informasi hari ini
4. Delta _____ tidur nyenyak, 0, 5-3 cps

Lampiran

Learning Through Multiple Intelligences Belajar Melalui Kecerdasan Ganda

INSTRUCTIONAL MENUS

LINGUISTIC MENU:

Use storytelling to explain...

Conduct a debate on...

Write a poem, myth, legend, short play, or news article about...

Relate a short story or novel to...

Give a presentation on...

Lead a class discussion on...

Create a talk show radio program about...

Write a newsletter, booklet, or dictionary about...

Invent slogans for...

Make an audiotape of...

Conduct an interview of... on...

Write a letter to... about...

Use technology to write...

Others of your choice....



Devise a scavenger hunt to...

Make a model of...

Use hands-on materials to demonstrate...

Design a product for...

Select and use technology to...

Others of your choice

VISUAL MENU:

Chart, map, cluster, or graph...

Create a slide show, videotape, or photo album of...

Design a poster, bulletin board, or mural of...

Use a memory system to learn...

Create artwork that ...

Develop architectural drawings that...

Make advertisements for...

Vary the size and shape of ...

Color code the process of...

Invent a board or card game to demonstrate...

Illustrate, draw, paint, sketch, sculpt or construct...

Use the overhead projector to teach...

Use technology to...

Others of your choice...



LOGICAL-MATHEMATICAL MENU:

Create story problems for ...

Translate... into a mathematical formula...

Create a timeline of...

Design and conduct an experiment on...

Make a strategy game that...

Use a Venn Diagram to explain ...

Make up syllogisms to demonstrate...

Make up analogies to explain...

Use... thinking skills to ...

Design a code for ...

Categorize facts about ...

Describe patterns or symmetry in...

Select and use technology to...

Others of your choice...



MUSICAL MENU:

Give a presentation with appropriate musical accompaniment on...

Write song lyrics for...

Sing a rap or song that explains...

Indicate the rhythmical patterns in...

Explain how the lyrics of a song relate to...

Explain how the music of a song is similar to...

Present a short class musical on...

Make an instrument and use it to demonstrate...

Use music to enhance the learning of ...

Collect and present songs about...

Write a new ending to a song or musical composition so that it explains...

Create a musical collage to depict...

Use musical technology to...

Others of your own...



KINESTHETIC MENU:

Role play or simulate...

Create a movement or sequence of movements to explain...

Choreograph a dance of...

Invent a board or floor game of...

Make task or puzzle cards for...

Build or construct a...

Plan and attend a field trip that will...

Use the qualities of a physically-educated person to demonstrate...



INTERPERSONAL MENU:

Conduct a meeting to address...

With a partner, use "out loud problem solving" to...

Role play multiple perspectives on ...

Organize or participate in a group to...

Intentionally use... social skills to learn about...

Participate in a service project to...

Teach someone else about...

With a small group, collaboratively plan rules or procedures to accomplish...

Help resolve a local or global problem by...

Practice giving and receiving feedback on...

Using one of your strengths, assume a role in a group to accomplish...

Create a culturgram or systems wheel (see *interpersonal chapter*) of...

Use a telecommunication program to reach... to...

Others of your choice...



INTRAPERSONAL MENU:

Describe qualities you possess that will help you successfully complete

Create a personal analogy for...

Set and pursue a goal to...

Describe how you feel about...

Explain your personal philosophy about...

Describe one of your personal values about...

Use self-directed learning to...

Write a journal entry on...

Explain the purpose you perceive in studying...

Conduct a project of your choice on...

Receive feedback from another person on your efforts to...

Self-assess your work in...

Use technology to...

Others of your choice...



Lampiran

Learning Through Multiple Intelligences
Belajar Melalui Kecerdasan Ganda

**INTERDISCIPLINARY UNIT PLAN
WITH DEVELOPMENTAL SEQUENCES**

Theme: Colonial Life in America Resources and Materials Quilt and music supplies, cleared space for dance' research project format

	LINGUISTIC SKILLS	MATHEMATICAL SKILLS	KINESTHETIC SKILLS	VISUAL SKILLS	MUSICAL SKILLS	INTERPERSONAL SKILLS	INTRAPERSONAL SKILLS
Student Outcomes:	Write a biographical character sketch	Apply geometric shapes to quilting	Dance a reel or traditional square dance	Make a quilt or wall hanging	Provide musical accompaniment	Gain diverse perspectives on land use	Conduct research project of one's choice
Developmental Tasks:	<ol style="list-style-type: none"> 1. Choose an individual from colonial America 2. Gather information from three sources 3. Write draft according to teacher criteria 4. Solicit teacher and peer feedback 5. Rewrite draft 	<ol style="list-style-type: none"> 1. Using colored construction paper, cut out squares, rectangles, trapezoids, right, isosceles, and scalene triangles 2. Arrange in quilt patterns 3. Identify geometric parts, congruent angles, and symmetry 	<ol style="list-style-type: none"> 1. Walk through steps of Virginia Reel 2. Perform steps with music 3. Practice dance 4. Perform dance for another class 	<ol style="list-style-type: none"> 1. Transfer construction paper quilt designs to fabric 2. Learn piecing and quilting techniques 3. Sew a quilt or wall hanging together 	<ol style="list-style-type: none"> 1. Listen to music of colonial America 2. Select an instrument to make 3. Make the instrument 4. Practice playing the instrument 5. Play accompaniment for colonial song 	<ol style="list-style-type: none"> 1. In pairs, role-play a European Colonist and an American Indian 2. Discuss land use rights 3. Join another pair 4. Identify diverse points of view 	<ol style="list-style-type: none"> 1. Identify an interest sparked in colonial unit 2. Follow research format provided by teacher 3. Identify a product or form for sharing research 4. Share research with class
Assessment Measures:	Submit final copy of character sketch	Submit a quilt pattern with identified geometric shapes	Perform dance for others	Submit sewn quilt or wall hanging	Accompany a recorded song with one's own instrument	Explain diverse perspectives of land use	Present independent research project

Unit Sequence: Concurrent through centers

Unit Closure: Colonial fair for another class

When extensive planning is undertaken as the above interdisciplinary units require, it is useful to share such work with other colleagues. In fact, some teachers and schools create portable lessons that are boxed with all the necessary resources, a brief teacher's guide, and an

inventory list for refurbishing supplies. Many schools and districts catalogue such portable lessons, making them available to interested colleagues, and preventing the proverbial, time-consuming re-invention of the wheel.

Lampiran

Learning Through Multiple Intelligences Belajar Melalui Kecerdasan Ganda

SIMILARITIES IN MULTIPLE INTELLIGENCE SCHOOLS

While each MI teacher and school is distinct from every other, there are similarities among school programs. All MI schools attempt to teach the multi-faceted minds of their students. To do so, most find it necessary to revise their classroom environments, curriculums, parental relationships, and assessment techniques. The authors have identified ten common characteristics of MI pilot schools which are listed below. Not all schools exhibit all ten, but most include several of the following:

Characteristics of Multiple Intelligences Schools:

1. The learning environment provides all students with easy access to tools that engage each of the seven intelligences.
2. The schoolwide curriculum is well-rounded providing opportunities for each student to explore and develop all seven intelligences.
3. School faculty use the seven intelligences as tools of instruction.
4. Parents and teachers work as educational partners. Parents teach social skills at home as well as take an active interest in their children's schooling. Such interest may be evident in parents discussing school with their children at home, informing teachers about their children's strengths, participating in assessment questionnaires or conferences, volunteering time in the classroom, serving on school committees, or acting as mentors.
5. Curricular offerings include multi-age groupings so that students observe and work with others of varying abilities. Students learn basic literacies with an infusion of diverse cultural perspectives. Classroom lessons feature activities that extend from the classroom to the home and into the community. At the secondary level, students learn about the core issues and problems of diverse disciplines and have opportunities to explore and challenge traditional knowledge. Their vocational interests are also encouraged.
6. A curricular goal is to teach for student understanding. The curricular scope is narrowed to enable students to achieve in-depth of knowledge of core disciplinary concepts.
7. Students develop autonomous learning skills through initiating and completing projects of their choice.
8. The school program alternates unstructured exploration of student interests with intentional skill development. Both general knowledge and creativity are fostered.
9. Individual talents and interests of the students are identified and nurtured. Students have opportunities to participate in long-term extracurricular, mentoring, or apprenticeship programs of their choice.
10. In collaboration with the teacher, students identify the criteria by which they will be assessed. Students receive feedback and evaluation from numerous sources: from their teachers, from their peers or other individuals, and from self-reflection. In addition, "intelligence fair" assessment tools are used to assess student work. Reports to parents and students include suggestions for follow-up work at home, at school, and in the community for both student strengths and weaknesses.

Lampiran

Learning Through Multiple Intelligences
Belajar Melalui Kecerdasan Ganda

**ELEANOR ROOSEVELT ELEMENTARY SCHOOL'S
 COMPREHENSIVE ASESMENT APPROACH**

At Eleanor Roosevelt Elementary School in Vancouver, Washington, teachers, parents, and students are all actively involved in assessment as the sample chart indicates:

TEACHER EVALUATION	STUDENT EVALUATION	PARENT EVALUATION
Portfolios	Portfolio	Portfolio
Anecdotal reports	Anecdotal self-assessment	Observations made while in classroom
Interviews	Self-reflection	Goal-setting with child
Multi-media performance assessments with specified criteria	Evaluation of one's own and peer projects	Review videotapes of projects
Mental notes from "kid watching"	Interest inventories	Formal and informal conferences
Checklists	Peer evaluation	Participation in classroom and schoolwide meetings
Teacher-made tests	Evaluation of teacher	Program surveys
Relevant published tests	Self-reflection	Phone contacts
Trimester report cards	Evaluation of course	Written comments

Ultimately, each teacher must decide how best to assess student learning in his classroom. Realistically, both standardized as well as alternative forms of evaluation will co-exist in most classrooms, and yet, by expanding the assessment repertoire, students discover enhanced

opportunities for demonstrating what they know. They also may feel a keener sense of ownership in their learning if they collaborate with their peers and teacher about what constitutes good work in the first place.

Lampiran 7 : Perhitungan Besaran Ruang

Tabel III. 7. Besaran Ruang

Note	Jenis dan Kebutuhan Ruang	Jumlah Pemakai	Jumlah Ruang	Standar (orang / m ²)	Sumber standar	Besaran Ruang m ² (Minimal)
	Belajar Mengajar					
A ₁	R. Kelas Indoor	25 orang	12	2,5	□	± 750
B ₁	R. kelas Outdoor Lapangan	*	9	*	@	± 360
A ₉	L. Olahraga Indoor	*	1	*	@	± 200
B ₂	Lapangan Olahraga	175 orang	3	1,5	□	± 788
A ₅	Outdoor	200 orang	2	2	□	± 800
	Laboratorium Komputer & Internet	100 orang	1	1,6	□	± 160
A ₆		50 orang	1	0,75	□	± 38
A ₇	Hall	40 orang	1	0,75	□	± 30
A ₈	Auditorium	75 orang	1	1,6	□	± 120
A ₉	Panggung Teater Tertutup	6	1	3	□	± 18
B ₃	Panggung Teater Terbuka	*	15	3,0	#	± 100
A ₁₀	Perpustakaan	*	1	4,2 dan 2	#	± 180
A ₁₁	Studio Musik	*	1	3		18
C ₁	Lavatory	*	15	3	#	100
C ₂	Parkir	*	1	4,2 dan 2	#	180
	Sirkulasi 40 %					± 1537
	Total					± 5380
	Ruang Khusus					
A ₂	Kelas matematika	40	1	1,72	!	± 70
A ₂	Kelas sosial	30	1	1,68	!	± 50
A ₂	Labororium biologi	30	1	1,9	!	± 57
A ₂	Laboratorium kimia	30	1	2,6	!	± 78
A ₂	Laboratorium fisika	30	1	2,62	!	± 79
A ₃	Drawing studio	16	1	3,5	!	± 56
A ₃	Graphic art and block	10	1	12,2	!	± 122
A ₃	Fabric printing	16	1	6,0	!	± 96
A ₃	Spinning anf weaving	10	1	7,2	!	± 72
A ₃	Leather, clay and ceramics	16	1	2,5	!	± 40
A ₃	Woodwork	20	1	6,0	!	± 120
A ₃	Metalwork	20	1	3,90	!	± 78
A ₃	Mechanical electrical workshop	24	1	5,30	!	± 127
	Sirkulasi 40 %					± 418
	Total					± 1463

A C	Kepala Sekolah					
	R. Kepala sekolah	1 Orang	1	2	#	+2
	R. tamu	4 Orang	1	2	#	+8
	R. Arsip	1 Orang	1	1	#	+1
	R. rapat	10 Orang	1	1	#	+10
	R. Pengolahan Kurikulum	2 Orang	1	2	□	+4
	R. Komputer & Internet	2 Orang	1	1,5	#	+3
	Lavatory	1 Orang	1	3,0	#	+3
A C	Administrasi					
	R. Pengajaran & akademik	25 Orang	1	2	□	+50
	R. Tata Usaha	4 Orang	1	6	□	+24
	R. arsip	8 Orang	1	1	#	+8
	R. Inventarisasi	4 Orang	1	1	#	+4
	R. Tamu	2 Orang	1	2	#	+4
	R. Pembukuan	6 Orang	1	4	#	+24
	Lavatory	2 Orang	2	3,0	#	+12
	Bank	*	1	3,0	^	+10
	Sirkulasi 25 %					+42,00
Total					+210	
A C	Konsultasi					
	R. Konsultasi	2 Orang	1	2	□	+4
	R. Konsultan	3 Orang	3	2	□	+6
	R. Rapat	5 Orang	1	2	#	+10
	R. Tamu	4 Orang	1	2	#	+8
	R. Arsip	2 Orang	1	1	#	+2
	R. komputer & Internet	3 Orang	1	1,5	#	+4,5
	R. Pengembangan mutu & Pengolahan kurikulum	1 Orang	1	2	#	+2
	R. simpan	2 Orang	1	2	□	+4
	Lavatory	1 Orang	1	3	#	+3
		*	*	@		
	Sirkulasi 20 %				+9	
	Total				+46	
A C	Medis					
	R. Perawat & Dokter	2	2	2	□	+8
	R. Periksa	2	1	3	□	+6
	R. Rawat	2	1	3	□	+6
	R. Obat	1	1	1	□	+1
	R. Cuci	2	1	3	#	+6
	R. Arsip	1	1	1	#	+1
	R. Simpan	1	1	2	#	+2
	Dapur	4	1	2	#	+8
	Lavatory	1	1	3	#	+3
	Sirkulasi 20 %				+8,2	

	Total						+49, 2
A	Dewan komisaris						
	Ruang pengolahan data	1	1	1	#		+1
	Ruang komputer	2	2	1, 5	#		+6
	R. arsip	1	1	2	#		+2
	Sirkulasi 20 %						+1, 8
	Total						+10, 8
	Sirkulasi 20 %						+2
	Total						+11
A C	R. Pengelola Laboratorium						
	R. Kerja Pengelola	2 Orang	8	2	#		+32
	R. Arsip	1 Orang	8	1	#		+8
	R. Simpan	1 Orang	8	2	#		+16
	R. Penelitian	4 Orang	8	3	#		+96
	R. komputer & Internet	2 Orang	8	1, 5	@		+24
	R. Rapat	10 Orang	1	1	#		+10
	R. Pengolahan	3 Orang	8	2	#		+48
	Lavatory	1 orang	8	3	#		+24
							+52
							+310
A C	Service						
	R. Simpan alat	3	2	2	#		+12
	Gudang	2	2	3	#		+12
	R. Kontrol	2	2	1, 6	#		+6, 4
	Dapur	4	1	2	#		+8
	R. Arsip	1	1	1	#		+1
	R. Kerja	3	1	2	#		+6
	R. Cuci	3	1	3	#		+9
	Lavatory	1	1	3	#		+3
		Sirkulasi 20 %					
	Total						+68, 88
C C C	Pendukung						
	Musholla	100	1	0, 72	#		+72
	Kantin	50	1	0, 80	#		+40
	Parkir	*	2	4 dan 2	#		+100
	R. Kegiatan siswa	5	2	2	#		+20
	Sirkulasi 30 %						+47
	Total						+279
	Jumlah Keseluruhan (Asumsi Minimal)						+6300

Sumber : analisis

□ = de Chiara, Joseph., Callendar, John., Time saver standard, McGraw-Hill Book, NY, 1981

* = D.K.Ching, Interior Design

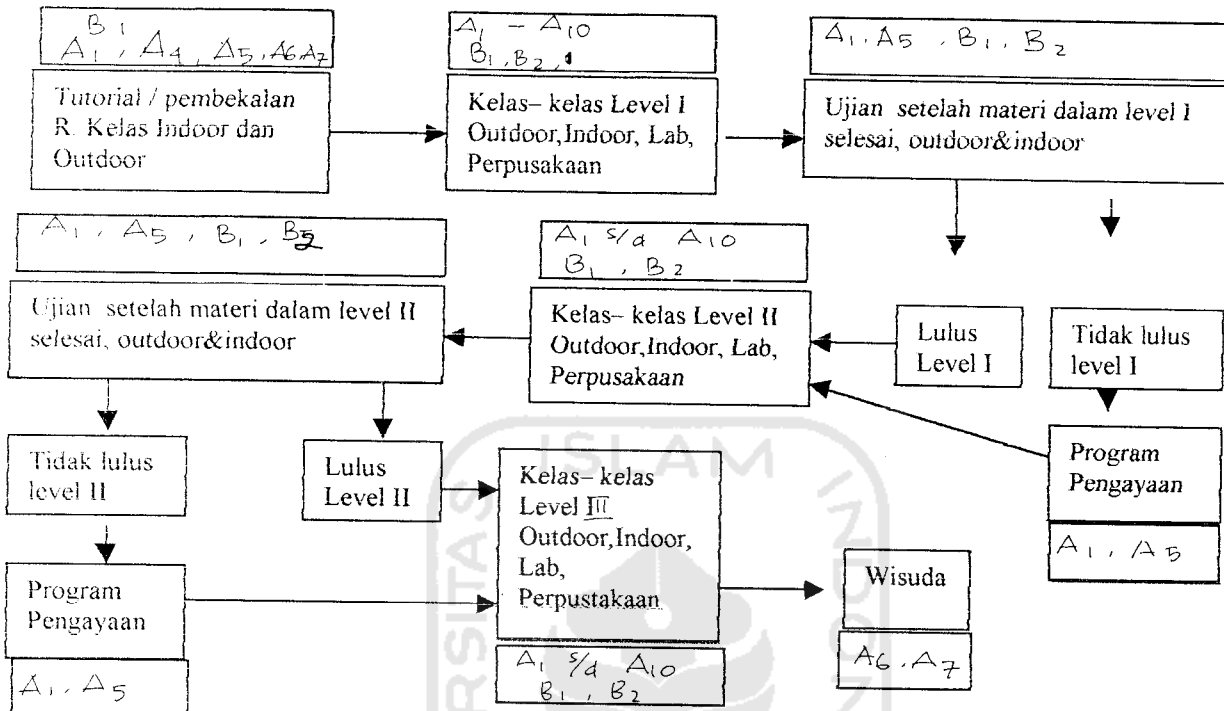
= Neufert, Ernest., Architect Data, london, 1970

! = Xantharid Virochsiri, Design Guide for Secondary School in Asia

@ = asumsi

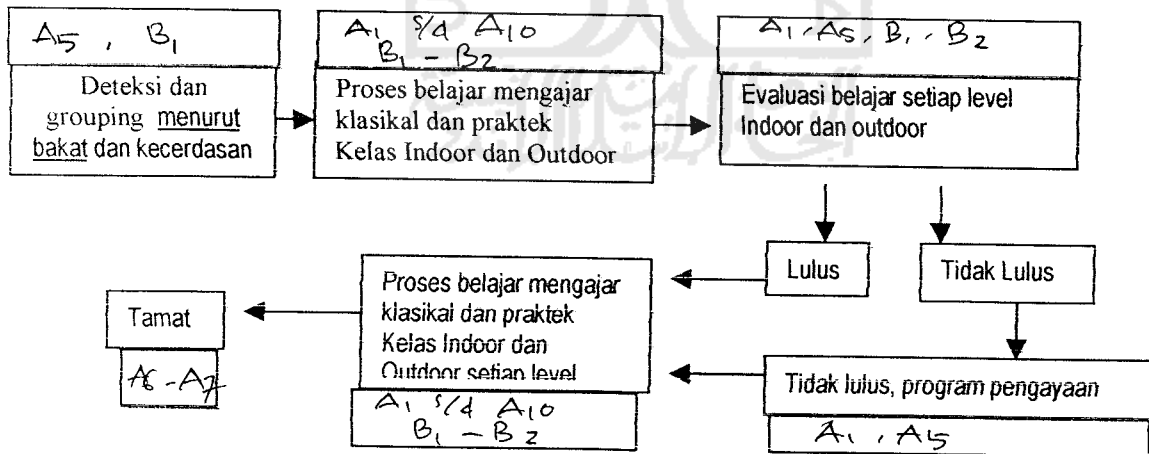
SKEMA PROSES KEGIATAN BELAJAR

1. METODE QUANTUM LEARNING



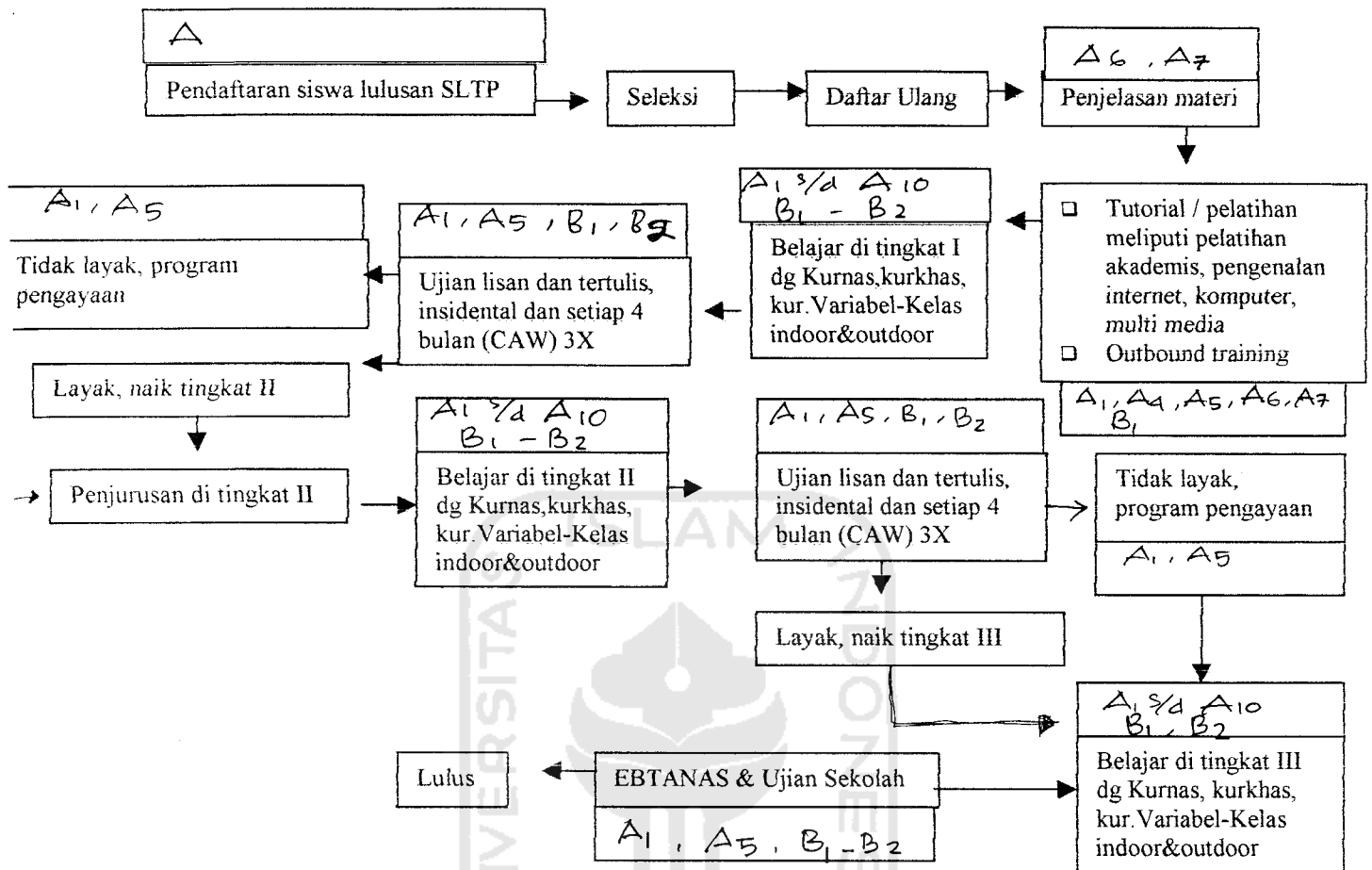
Gambar II. 1. Proses Kegiatan Siswa Selama Sekolah
 Sumber : www.supercamp.com

2. The Learning Revolution



Gambar II. 2. Proses Belajar pada SMU dengan konsep The Learning Revolution
 Sumber : www.thelearningweb.net

3. PROSES BELAJAR PADA SEKOLAH MENENGAH UMUM (Plus) YOGYAKARTA



Skema. Proses belajar siswa

Sumber : analisis