**ABSTRAK**

KHAERANI.*Pengaruh Intelegensi Ganda terhadap Kemampuan Menyelesaikan Soal Cerita pada Pokok Bahasan Geometri Siswa Kelas X di SMA Negeri Kota Makassar.* (dibimbing oleh M. Arif Tiro dan Suwardi Annas)

Kemampuan verbal, kemampuan logika matematika, kemampuan visual dan intrapersonal sangat dibutuhkan siswa untuk dapat menyelesaikan soal cerita pada pokok bahasan geometri, sehingga intelegensi ganda memiliki pengaruh terhadap kemampuan siswa menyelesaikan soal cerita pokok bahasan geomteri. Penelitian ini bertujuan untuk mengetahui dan menjelaskan intelegensi verbal linguistik, intelegensi logika matematika, intelegensi visual spasial siswa berpengaruh positif, baik secara langsung maupun secara tidak langsung melalui intelegensi intrapersonal, terhadap kemampuan menyelesaikan soal cerita pada pokok bahasan geometri.

Jenis penelitian ini adalah *ex-post facto* yang bersifat kausalitas. Populasi dalam penelitian ini adalah siswa Kelas X SMA Negeri di Kota Makassar tahun pelajaran 2012/2013. Sampel yang diambil menggunakan *equal size stratified random sampling* sebanyak 211 orang. Instrumen yang digunakan: (1) tes intelegensi verbal linguistik, (2) tes intelegensi logika matematika, (3) tes intelegensi visual spasial, (4) skala intelegensi intrapersonal, (5) tes soal cerita pokok bahasan geometri. Data dianalisis dengan statistik deskriptif dan analysis jalur (*path anlysis*).

Hasil penelitian menunjukkan bahwa; (1) Intelegensi verbal linguistik berpengaruh positif terhadap kemampuan siswa menyelesaikan soal cerita pada pokok bahasan geometri baik secara langsung maupun tidak langsung melalui intelegensi intrapersonal. (2) Intelegensi logika matematika secara langsung berpengaruh positif terhadap kemampuan siswa menyelesaikan soal cerita pada pokok bahasan geometri, namun secara tidak langsung melalui intelegensi intrapersonal intelegensi logika matematika berpengaruh negatif terhadap kemampuan menyelesaikan soal cerita pokok bahasan geometri. (3) Intelegensi visual spasial secara langsung berpengaruh positif terhadap kemampuan siswa menyelesaikan soal cerita pada pokok bahasan geometri, namun secara tidak langsung melalui intelegensi intrapersonal intelegensi logika matematika berpengaruh negatif terhadap kemampuan menyelesaikan soal cerita pokok bahasan geometri. Dari hasil tersebut, dapat disimpulkan bahwa kontribusi variabel intervening memberikan pengaruh negatif pada dua variabel eksogen yaitu intelegensi logika matematika, dan intelegensi visual spasial terhadap variabel endogen.

**ABSTRACT**

KHAERANI.*The Influence of Multiple Intellegence toward the Ability to Solve Story Questions on Geometry Subject of Grade X Students in Public Senior High Scholl in Makassar* (supervised by M. Arif Tiro dan Suwardi Annas)

Verbal skills, logical mathematic skills, visual skills, and intrapersonal skills needed for students to complete the story on the subject matter of geometry, that multiple intellegence has influences on students ability to solve story questions on geometry subject. This research aimed to examine and describe the possitive influence of linguistics verbal intellegence, logical mathematics intellegence, and spatial visual intellegnce of students both dirctly and indirectly through intrapersonal intellegence toward the ability to solve story questions on the subject of geometry.

This was a causality ex-post study. Population of this research was grade X students at public senior high school of academy year 2012/2013. Samples were selected by employing equal size stratified random sampling technique and obtained 211 students. The instruments used in the study were: (1) verbal linguistic intelligence tests, (2) logical-mathematical intelligence tests, (3) visual-spatial intelligence tests, (4) intrapersonal intelligence scale, (5) the subject of the story about the test geometry. Data were then analyzed with descriptive statistics and the analysis paths.

The results showed that: (1) Intelligence verbal linguistic positive effect on students' ability to solve problems on the subject of geometry story either directly or indirectly through intrapersonal intelligence. (2) Intelligence mathematical logic direct positive effect on students' ability to complete the story on the subject matter of geometry, but indirectly, through the intelligence intrapersonal logical mathematical intelligence negatively affect the ability to finish the story the subject matter of geometry. (3) Intelligence visual spatial direct positive effect on students' ability to complete the story on the subject matter of geometry, but indirectly, through the intelligence intrapersonal logical mathematical intelligence negatively affect the ability to finish the story the subject matter of geometry. From these results, it can be concluded that the contribution of intervening variables had a negative impact on the two exogen variables, namely mathematical logic intelligence, and visual-spatial intelligence of the endogen variables.