

**THE LEARNING OF ISLAMIC EDUCATION  
BASED ON MULTIPLE INTELLIGENCES  
AT SDIT HARAPAN BUNDA PURWOKERTO**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training  
State Institute of Islamic Studies Purwokerto  
as a Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan (S.Pd.)* in Islamic Education**

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**The Learning of Islamic Education Based on Multiple Intelligences  
at SDIT Harapan Bunda Purwokerto**

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**ABSTRACT**

Nowadays, education still implements IQ as a determining factor in educational activities that we can see during the learning process, strategies and types of evaluations. Even though we know that every child has a variety of intelligence as explained by Howard Gardner, in his theory Multiple Intelligences. He explains that there are 9 types of intelligence within the children which have the potency to develop, namely: linguistic intelligence, mathematical logic, visual spatial, kinesthetic, music, interpersonal, intrapersonal, naturalist and existential intelligence. Therefore, we need a variety of efforts to develop them, including the learning activities, therefore those student's multiple intelligences can be maximally expressed. This study aims to comprehensively describe and critically analyze the process of the learning of Islamic Education (*PAI*) based on multiple intelligences at SDIT Harapan Bunda Purwokerto.

This research is a descriptive qualitative research. It takes place at SDIT Harapan Bunda Purwokerto, with the object of the learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto. The research subjects are Islamic Education (*PAI*) teachers, principals, head of curriculum and students. Data collection techniques applied in this research are: observation, interviews, documentation, and data triangulation. The data analysis is conducted in qualitative data analysis consisting of some steps, they are the steps of data reduction, data presentation, and drawing conclusions.

The results of this research indicate that the learning process of Islamic Education (*PAI*) based on multiple intelligences at SDIT Harapan Bunda Purwokerto is conducted by implementing an interdisciplinary approach in developing learning materials, using multimodel and multi-strategy and authentic evaluation in learning, which consists of planning stages by making creative lessons plan before the learning process, the implementation stages shows that the lesson plans have been made and the learning process include the use of learning strategies based on multiple intelligences during the learning process to the evaluation stage in the form of authentic evaluation for cognitive, affective and psychomotor aspects, therefore students' multiple intelligences can be well expressed.

***Keyword: The learning of Islamic Education, Multiple Intelligences, student***

## MOTTO

خير الناس أنفعهم للناس

*"The best man among you is the one who contributes the most to the mankind."*

(HR. Ahmad, ath-Thabrani, ad-Daruqutni)



## DEDICATION

*Alhamdulillahirabbil'amin, all praise be to Allah Lord of the world,*

I dedicate this thesis to:

*My beloved parents, Bapa Tiwan and Mama Pariyah the best parents in the world who always pray, guide, motivate, support and give all of their love and efforts to their two daughters.*

*My beloved sister, Nofia Tria Rahmandani who always gives motivation.*

*Mbah Sulkhani Family.*

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**IAIN PURWOKERTO**

Purwokerto, June 2020

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## CHAPTER I INTRODUCTION

### A. Background of the Study

Education is a way to give knowledges and values that will be human prime determinant on their life to improve human civilization.<sup>1</sup> The act of the Republic of Indonesia Number 20 of 2003 concerning National Education System chapter 1 article 1 (*UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional pasal 1 ayat 1*) explained that Education is a conscious and planned effort to create an atmosphere of learning process, therefore students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills which is needed by himself, society, nation and country.<sup>2</sup>

Based on the content of the act, we can conclude that philosophically national education views humans as creatures with all their *fitrah* who are given with different potentials and characteristics. From this philosophical view, we can know that education plays a very important role for humans because education is a product of the nation's civilization which is developed by the human's basic view of life both values, knowledge and norms in society.

This corresponds to the national education goals stated in the act of the Republic of Indonesia No. 20 of 2003 concerning the national education system chapter 2 article 3 which writes "national education functions is to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of students to be a human beings who believe in God the Almighty, noble morals, healthy, knowledgeable, capable,

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<sup>1</sup> Muhammad Fathurrohman and Sulistyorini, *Meretas Pendidikan Berkualitas dalam Pendidikan Islam*, (Yogyakarta: Teras, 2012), p. 1-2.

<sup>2</sup> DPR RI, Undang-Undang Sistem Pendidikan Nasional No. 20 Th. 2003, BAB I Pasal 1 Ayat 1.



creative, independent and being a democratic and responsible citizen.<sup>3</sup> From this formulation we can conclude that national education must be able to shape students into humans who have succeeded in developing their potential and intelligence itself, and must succeed in achieving three aspects in the learning, namely: cognitive, affective and psychomotor aspects.

In the reality, education in Indonesia has not been able to explore these three aspects optimally and has not been able to balance the potential and intelligence possessed by each student. In this case intelligence is understood as an intellectual ability that emphasizes logic in solving problems. A person's intelligence is usually measured through an intelligence quotient (IQ) test.<sup>4</sup> Therefore, intelligence is only seen from one's ability to answer questions which are standard tests in the classroom.

Hoerr, said that although IQ-based tests are reliable and can provide the same or almost the same score throughout the year, they actually only measure intelligence narrowly because it only emphasizes linguistic and mathematical-logical (academic) intelligence.<sup>5</sup> Although standardized tests focused on academic intelligence can predict a person's success in the real world, because success in the real world now includes more than linguistic and mathematical-logical skills. According to Lwin, a study of successful professionals actually shows that one third of them have a low IQ.<sup>6</sup> Therefore, there is actually another intelligence that has a greater influence on one's success.

The education system in Indonesia still has an excessive view of IQ's ability to determine one's success. Education today is still based on IQ as a determining factor in educational activities that we can see in the

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<sup>3</sup> Undang-Undang RI Nomor 14 Tahun 2005 & Peraturan Pemerintah RI Nomor 74 Tahun 2008 Tentang Guru Dan Dosen, (Bandung: Citra Umbara, 2009), p.64.

<sup>4</sup> Abdul Mujib and Jusuf Mudzakir, *Nuansa–Nuansa Psikologi Islam*, (Jakarta: Raja Grafindo Persada, 2002) , p.319.

<sup>5</sup> Thomas R. Hoerr, *Buku Kerja Multiple Intelligences*, terj. Ary Nilandari, (Bandung: Mizan Pustaka, 2007), p.9-10.

<sup>6</sup> May Lwin, *How to Multiply Your Child's Intelligence: Cara Mengembangkan Berbagai Komponen Kecerdasan*, terj. Christine Sujana, (Yogyakarta: Indeks, 2008) , p.ix.

learning process and the types of evaluation used. One of them appears from the strategies and methods used by teachers when giving lessons. According to Suparno, teachers often teach with a rational approach with mathematical logic that is more in line with logical-mathematical intelligence and explains all lessons with lecture models and stories that are more in line with linguistic intelligence.<sup>7</sup>

According to Paul Suparno, this learning methods only gives a benefit for students who have mathematical-logical and linguistic intelligence, while students who do not have intelligence tend to feel bored, do not understand, are alienated, and feel that they have never been noticed and taught at school by the teacher. This is appropriate with Munir Mulkhan's view because the learning models in schools that deviate and violate the basic values of humanity for each student,<sup>8</sup> one of which is the use of learning methods that are not in accordance with prominent intelligence in students.

This equalization process is certainly not appropriate with the concept of learning that is representative with human's *fitrah*, which says that every human being has different and multiple potentials and intelligences (multiple intelligences), and we need different learning strategies and methods for handling it.

This is consistent with what was stated by Howard Gardner that each student carries a prominent ability in one of the aspects of personality that calls intelligence. He then succeeded in redefining the theory of intelligence by saying that intelligence is the ability to find and solve problems and create products of value in one's own culture. There are 9 intelligences that are often referred to as multiple intelligences discovered by Gardner and have the potential to develop in the personalities of each

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<sup>7</sup> Paul Suparno, *Teori Inteligensi Ganda dan Aplikasinya di Sekolah: Cara Menerapkan Teori Multiple Intelligences Howard Gardner*, (Yogyakarta: Kanisius, 2008), p.6.

<sup>8</sup> Abdul Munir Mulkhan, *Nalar Spritual Pendidikan : Solusi Problem Filosofis Pendidikan Islam*, (Yogyakarta: Tiara Wacana Yogya, 2002), p.80.

child, there are: linguistic, logical mathematical, interpersonal, intrapersonal, naturalist, visual spatial, musical, bodily kinesthetic, and existential, therefore no child is born in a stupid state or have no intelligence.

One of the special subjects given to students at school is the subject of Islamic Education (*PAI*). Islamic Education (*PAI*) is one of the compulsory subjects in the curriculum given to students ranging from elementary to tertiary levels which contains values (illahiyyah, insaniyyah and alamiyyah). Islamic Education (*PAI*) serves to prepare students to get to know, understand, appreciate, believe, be pious, have good morals, practice Islamic teachings from their main sources namely the Qur'an and Hadith through activities of guidance, learning, teaching, training and experience.<sup>9</sup> In general the objectives of Islamic Education include all aspects of humanity, such as: behavior, habits and views. These general objectives are different for each age level, intelligence, situation, conditions and similar framework. The most effective and efficient way to achieve the objectives of Islamic education (*PAI*) is by teaching.

From these problems we can conclude that in order to achieve optimal educational goals, a representative learning system is needed, namely a learning system which is able to manage students starting from input, process and output based on their needs and potential development of each element contained in himself.<sup>10</sup>

It is needed because every human has different potential, intelligence and learning styles. Thus the learning of Islamic education based on multiple intelligences is needed which is able to view students as people who have different potential and characteristics, and can prepare and develop children's potential (human's *fitrah*) as servants of Allah and the caliph in the world which is the main goal of Islamic education (*PAI*).

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<sup>9</sup> Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: Remaja Rosydakarya, 2012), p. 11-12.

<sup>10</sup> Abu Dharin, *Pendidikan Dasar Berbasis Multiple Intelligences (Studi pada SDIT An Nida Sokaraja dan SD 01 Al Irsyad Purwokerto)*, (Purwokerto: Not published, 2015), p.1.

Based on this phenomenon, researchers observed several schools in Purwokerto that apply multiple intelligences in learning such as SDIT Harapan Bunda Purwokerto, SD Al Irsyad Purwokerto, and SDIT Annida Sokaraja. The researcher interest in choosing SDIT Harapan Bunda Purwokerto as the place of the research is because SDIT Harapan Bunda is one of the formal educational institutions in Purwokerto that has implemented the learning of Islamic Education based on Multiple Intelligences since the first two years the school was established in 2012 both in input, process and output of the education and learning system. Even it is a private school, SDIT Harapan Bunda is one of the favorite schools with many interest of students each year. Based on the preliminary observations, according to Mr Purwito, SDIT Harapan Bunda has been implementing multiple intelligences based learning since 2012. Then, SDIT Harapan Bunda Purwokerto has never used the highest grade system or entrance test in the admission of new students, SDIT Harapan Bunda accepts all students who register from any background, and is limited only by student quota. In addition, in the Islamic Education learning process, teachers also use varied learning strategies, methods and media that are adapted to the intelligence of students.

SDIT Harapan Bunda student's also equipped with a variety of extracurricular activities that will develop the nine potentials that exist in each individual. This shows that intelligence is not something that has been patented, but can be sharpened and enhanced. Therefore education and learning process play a role in carrying out functions and responsibilities to help each student's intelligence develop optimally.

Therefore, multiple intelligences as the basis of Islamic Education learning is a representative form of learning to be applied, because it is accordance with the *fitrah* of humans who have different intelligences. Based on the description above, the research are interested in conducting research on the learning of Islamic education (*PAI*) based on multiple intelligences in the thesis entitled **“The Learning of Islamic Education**

**Based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto”.**

**B. Focus of Research**

1. The Learning of Islamic Education (*PAI*)

According to Mayer learning is something which is done by the teacher and learning objectives by advancing student learning. In the learning process, it was deeply explained that included teachers or lecturers, methods, strategies, educational games, books, research projects and web presentation materials.<sup>11</sup> In essence, learning is related to how to teach students or how to make students can learn easily and be encouraged by their own ability to learn what is actualized in the curriculum as the needs of students.<sup>12</sup>

While, Islamic Education is a conscious effort by educators in order to prepare students to believe, understand and practice Islamic teachings through the activities of guidance, teaching or training that have been determined to achieve the goals set.<sup>13</sup>

In the context of this research, what is meant by the learning of Islamic education (*PAI*) is the learning of one of the compulsory subjects in the curriculum given to students ranging from elementary to tertiary levels which contains values (*illahiyah, insaniyah and alamiyah*) whose role is to prepare students to better recognize, understand, appreciate, believe, fear, noble character, practice the teachings of Islam from its main sources namely the Qur'an and Hadith through activities of guidance, learning, teaching, training and experience.

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<sup>11</sup> Sunhaji, *Pembelajaran Tematik-Integratif Pendidikan Agama Islam dengan Sains*, (Purwokerto: STAIN Press, 2013), p. 17.

<sup>12</sup> Muhaimin, *Paradigma Pendidikan Islam: Upaya Mengefektifkan PAI di Sekolah*, (Bandung: Remaja Rosdakarya, 2002), p. 145.

<sup>13</sup> Muhaimin, *Paradigma Pendidikan...*, p. 183.

## 2. Multiple Intelligences

Howard Gardner (the father of multiple intelligence) describe human intelligence offers greater clarity. He states, it is the capacity to do something useful and valued in the society, the ability to respond successfully to new situations and to learn from past experiences and the ability to solve problems encountered in life.<sup>14</sup>

In the context of this research, what is meant by multiple intelligences is the multiple intelligences possessed by children, including: linguistic, logical mathematical, interpersonal, intrapersonal, naturalist, visual spatial, musical, bodily kinesthetic, and existential.

## 3. SDIT Harapan Bunda Purwokerto

SDIT Harapan Bunda Purwokerto is a private school which was established on December 29, 2010. SDIT Harapan Bunda Purwokerto is located on Wahid Hasyim street, Gg. Pesarean RT 01 RW 01, Karang Klesem sub-district, South Purwokerto District, Banyumas Regency.

SDIT Harapan Bunda Purwokerto is one of a schools which has implemented multiple intelligences in its basic learning, which starts from the initial entrance test to find out the type of intelligence and learning styles they have and in the learning process. This program has been started since 2012.

As an Islamic school, SDIT Harapan Bunda explores all the potential intelligence that exists in students so students can master various things. In exploring the potential of school intelligence, it is stated in several school programs, both in curricular or extracurricular program.

### C. Research Question

Based on the background of study, the writer can formulate the problem, as following: “How is the implementation of the learning of

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<sup>14</sup> O' Niel Tobias, “The Conncept of Distributed Intelligence in Gardner’s Theory of Multiple Intelligences”, p. 5.

Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto??".

#### **D. Objective**

This study aims to find out in detail about how is the implementation of the learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto.

#### **E. Benefits of the Research**

The expected benefits are following:

##### 1. Theoretical Benefits

The results of this study are expected to provide scientific contributions to the reference of Islamic education related to the model/process of implementation multiple intelligences based learning in Islamic Education.

##### 2. Practical Benefits

###### a) For Schools

The results of this study are expected to be used as a reference for developing and evaluating the learning based on multiple intelligences.

###### b) For Islamic Education Teacher

The results of this study are expected to be useful as input for teachers to continue developing the learning of Islamic education based on multiple intelligences.

###### c) For Community

The results of this study can be used as a reference in selecting schools which apply multiple intelligences on their learning.

#### **F. Literature Review**

Research results related to the research theme:

Research conducted by Aprilia Widi Puspita entitled "Pengembangan Kurikulum Berbasis *Multiple Intelligences* di Sekolah Dasar Islam Terpadu (SDIT) Harapan Bunda Kecamatan Purwokerto

Selatan Kabupaten Banyumas”. This research is a thesis of a graduate student of IAIN Purwokerto Department of Management in Islamic Education in 2018. This study discusses the development of a curriculum based on multiple intelligences at SDIT Harapan Bunda Purwokerto which consists of several stages, namely: First, planning has been carried out in the form of an annual work meeting that discusses about curriculum formulation. Second, the organization has been formulated in the formation of the school organizational structure. Third, mobilization has been carried out with the development of RPP based on multiple intelligences. Fourth, supervision is carried out by the principal and the supervision team to evaluate the curriculum development process carried out by the curriculum development team. The similarity of this research is that both of them discuss about multiple intelligences, while the difference is the research in the thesis of Aprilia Widi Puspita focuses on developing curriculum based on multiple intelligences, while this research focuses on learning of Islamic Education based on multiple intelligences.

Research conducted by Rizki Hidayat entitled "Pengaruh Pembelajaran Berbasis *Multiple Intelligences* Terhadap Motivasi Belajar PAI di SDIT Annida Sokaraja Kabupaten Banyumas”, which is a thesis undergraduate student at IAIN Purwokerto 2018. The research concluded that: First, the application of learning based on multiple intelligences in the learning of Islamic Education are implemented by using strategies, methods, and learning media that support student intelligence. Second, the motivation to study Islamic Education at SDIT Annida Sokaraja is evidenced by the enthusiasm of students in the learning of Islamic Education and good relations between clerics or clerics. Third, there is an influence between the learning of Islamic Education and learning motivation at SDIT Annida Sokaraja, Banyumas Regency. This is evidenced by the results of the regression test obtained t value of 3.193 with a significance level of 0.003 smaller than 0.005. The equation of this research is that both of them discuss about learning based on multiple



intelligences. While the difference is the research conducted by Rizki Hidayat is a quantitative study that aims to determine the effect of multiple intelligences based learning on student motivation. While this study is a qualitative study that aims to find out how is the learning of Islamic Education based on multiple intelligences.

Research entitled "*Penggunaan Multiple Intelligences Pada Pembelajaran PAI menurut perspektif Munif Chatib*" written by Qori Rahmawati Nur Hamidah. This research is a thesis written by undergraduate students at UIN Walisongo. This study discusses the use of multiple intelligences strategies in Islamic Religious Education subjects to improve student achievement. The similarity of this research is that both discuss the learning of Islamic Education based on multiple intelligences, while the difference is the research conducted by Qori Rahmawati emphasizing the learning of Islamic Education based on multiple intelligences according to the perspective of Munif Chatib, while this study focuses on learning Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto.

### **G. Systematics of Writing**

The Writing in this research was compiled by using systematic discussion normatively in scientific works. The systematic discussion in this research is the subject of the discussion that will be carried out by the researcher. There are 3 parts in this writing system namely the beginning, the core and the end.

The initial part consists of a title page, an authenticity page, a validation page, a memorandum page, abstracts, a motto page, an offering page, an introduction and a table of contents.

The contents part consists of five chapters.

The first chapter contains an introduction, which contains the background of the problem, the formulation of the problem, conceptual definition, literature review, objectives and benefits of research and systematic writing of the thesis.

The second chapter is the basic theories. This chapter contains the description and analysis, which consists of three subchapter. The first subchapter contains the learning of Islamic education, which includes the definition, objectives, components, stages and scope of the learning of Islamic education. The second subchapter contains multiple intelligences which includes the definition of multiple intelligences, the types of multiple intelligences, and the development of multiple intelligences in learning. The third subchapter contains the learning of Islamic education based on multiple intelligences, which includes definitions, and implication of the theory of multiple intelligences in the learning of Islamic Education.

The third chapter is a research methodology which include the type of research, research location, object and subject of research, techniques of data collection, and techniques data analysis.

The fourth chapter contains research result and discussion which consists of two parts. The first part is an overview of SDIT Harapan Bunda Purwokerto, the second part is a description of the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto.

The fifth chapter is a closing. This chapter contains conclusions from the contents of the discussion, suggestions for various parties, bibliography, and appendices.

## CHAPTER II

### THE LEARNING OF ISLAMIC EDUCATION AND MULTIPLE INTELLIGENCES

#### A. The Learning of Islamic Education

##### 1. Definition of The Learning

According to Mayer learning is something which is done by the teacher, and learning objectives by advancing student learning. In the learning process, it was deeply explained that included teachers or lecturers, methods, strategies, educational games, books, research projects and web presentation materials.<sup>15</sup> In essence, learning is related to how to teach students or how to make students can learn easily and be encouraged by their own ability to learn what is actualized in the curriculum as the needs of students.<sup>16</sup>

In simple terms, learning means an effort to learn a person or group of people through various efforts, strategies, methods and approaches to learning towards achieving the planned objectives. Learning can also be interpreted as teacher activities programmed in instructional design to make students learn actively that emphasizes the provision of learning resources.<sup>17</sup>

##### 2. Definition of The Learning of Islamic Education

Learning can be interpreted as teacher activities programmed in instructional design to make students learn actively that emphasizes the provision of learning resources. From the definition above, it can be concluded that learning is a process that is deliberately designed to create learning activities in individuals.

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<sup>15</sup> Sunhaji, *Pembelajaran Tematik-Integratif Pendidikan Agama Islam dengan Sains*, (Purwokerto: STAIN Press, 2013), p. 17.

<sup>16</sup> Muhaimin, *Paradigma Pendidikan Islam: Upaya Mengefektifkan PAI di Sekolah*, (Bandung: Remaja Rosdakarya, 2002), p. 145.

<sup>17</sup> Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam* (Bandung: Remaja Rosdakarya: 2014), p.109.

According to Zakiyah Drajat, the learning of Islamic Education is an attempt to foster and care for students so that they can always understand the contents of Islamic teachings throughout, live up to the meaning of purpose, which in turn can practice and make Islam as a way of life.<sup>18</sup> In the Islamic Education curriculum, it is explained that Islamic Education is a conscious and planned effort in preparing students to recognize, understand, appreciate, to believe, have faith and have good character in practicing the teachings of Islam from its main sources namely the Qur'an and The hadiths, through activities of guidance, teaching, training and use of experience, are accompanied by demands to respect adherents of other religions in relation to harmony between religious communities in the community to realize national unity.<sup>19</sup> Islamic Education courses as a whole include Al-Qur'an Hadith, faith, morals, jurisprudence/worship and history as well as illustrating that the scope of Islamic Religious Education includes the embodiment of harmony, harmony, and balance of human relations with God Almighty, self, others humans, the environment and other creatures.

From the explanation, we can concluded that the learning of Islamic Education (*PAI*) is compulsory subject learning that exist in every level of education from elementary, junior high, high school or tertiary level consisting of the Qur'an and Hadith, faith, morals, fiqh/worship and history, aims to actively develop students' potential to possess spiritual strength, self-control, intelligence, noble character, and other skills needed by themselves, society, nation and country.

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<sup>18</sup> Abdul Majid, *Belajar dan Pembelajaran...*, p.12.

<sup>19</sup> Abdul Majid, *Belajar dan Pembelajaran...*, p.12.

### 3. Learning Components of Islamic Education

Learning components of Islamic Education are the parts of the Islamic Education learning system that determine the success or failure of the Islamic Education learning process. The components of Islamic Education learning include:

#### a. Learning Objectives of Islamic Education

Learning objectives are very dominant in learning activities. Breiter revealed that the goals of education are:

“Education is a matter of purpose and focus. To educate a child is to influence the child’s development as a whole person. What you do may vary. You may teach him, you may play with him, you may structure his environment, you may censor his television viewing, or you may pass laws to keep him out of bars.”

While the national education goals listed in Act no. 20 of 2003 is national education aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible.

From the formulation of the objectives of national education, it is stated that one of the goals of education is to make qualified human beings in terms of faith, piety, and noble character. This goal can be achieved by learning Islamic Education. Therefore, the learning of Islamic Education in schools or *madrasah* aims to foster and enhance faith through the provision and fertilization of knowledge, appreciation, experience and practice of students about Islam so that they become *muslim* who continue to develop in terms of faith, piety, nationhood and state, as well as for can continue at a higher level of education.

#### b. Students

Students are one of the most important components of learning. In Act number 20 of 2003 concerning the national education system it is explained that students are members of the community who are trying to develop the abilities, potential or talents that exist in themselves through the learning process provided by educational institutions at certain levels, levels and types of education.

From the explanation, it can be concluded that students are the main and vital component in learning. In the learning process, students must be made the center of learning. Therefore, everything related to the design and planning of learning must be adapted to the conditions of students, which include basic abilities, talents, interests, motivations and a variety of students in the learning environment.<sup>20</sup>

#### c. Educators

According to the Big Indonesian Dictionary (*KBBI*) the term educator is defined as someone who educates.<sup>21</sup> According to Abuddin Nata, educators are adults who are responsible for giving help to their students in their physical and spiritual development, to reach maturity, be able to be independent in fulfilling their duties as servants and caliphs of Allah Swt., and able to perform duties as social creatures and as individual creatures independent.<sup>22</sup>

Whereas according to the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers chapter I article 1 states that the teacher (educator) is a

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<sup>20</sup> A Rifqi Amin, *Sistem Pembelajaran Pendidikan Agama Islam pada Perguruan Tinggi Umum*, (Yogyakarta: Deepublish, 2014), p. 38.

<sup>21</sup> Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 263.

<sup>22</sup> Abuddin Nata, *Ilmu Pendidikan Islam*, (Jakarta: Prenada Media Group, 2010), p. 159.

professional educator with the main task of educating, teaching, guiding, directing, training, and evaluating students in children's education early childhood formal education, basic education, and secondary education.<sup>23</sup> From the various meanings above it can be concluded that educators are people who have the responsibility of providing knowledge and values, guiding, and directing students towards better cognitive, affective and psychomotor aspects.

d. Material

Learning material is a substance that will be given in the learning process based on instructional goals and as a source of learning for students, this can be tangible objects, and educational content in the form of knowledge, behavior, values, attitudes and methods of acquisition.<sup>24</sup> Without the material, the learning process will not be carried out.

e. Approach and method

The learning approach is our starting point or perspective on the learning process, which refers to the view of the occurrence of a process that is still very general in accommodating, inspiring, strengthening, and underlying the learning method with a certain theoretical scope.<sup>25</sup> Therefore, the learning approach is a learning scenario that will be implemented by the teacher by designing certain models, strategies, methods and teaching skills to achieve the learning objectives. Judging from the approach, there are 2 types of learning approaches, namely: student-centered approach and teacher-centered approach.

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<sup>23</sup> Undang-Undang Guru dan Dosen (UU RI No. 14 Th. 2005), (Jakarta: Sinar Grafika, 2010), p. 3.

<sup>24</sup> Syiful bahri & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), p. 45

<sup>25</sup> Abdul Majid, *Belajar dan Pembelajaran...*, p. 125.

f. Media

According to the etymology, the term media comes from Latin, “*medius*” which means middle, intermediary, or introduction.<sup>26</sup> While in terms of the media are any tools that can be used as a distributor of messages to achieve learning objectives.<sup>27</sup> Therefore, learning media are all things that are used by teachers in learning to clarify the delivery of learning materials to achieve optimal learning objectives, both in the form of blackboard, film, radio, television, computers, and other props.

g. Learning resources

Learning resources are materials to add knowledge that contains things that are useful for students.<sup>28</sup> Learning resources are not only in the form of books but include everything that has the ability to fill and add to the knowledge and experience of learning experiences for students.

h. Evaluation

Evaluation is the process of determining a certain object based on certain criteria. In learning, evaluation functions to find out whether learning objectives are achieved and as an ingredient in improving the learning process of Islamic Education.<sup>29</sup>

#### 4. The Scope of The Learning of Islamic Education

The scope of Islamic Education in schools has 4 basic aspects, namely:

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<sup>26</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 3

<sup>27</sup> Djamarah, Syaiful Bahri and Aswan Zain. *Strategi belajar Mengajar*, (Jakarta : PT. Rineka Cipta, 2006), p. 136

<sup>28</sup> Damiyati & Mudjiono, *Belajar Dan Pembelajaran*, (Jakarta: Rineka Cipta, 1999), p. 33-34

<sup>29</sup> A Rifqi Amin, *Sistem Pembelajaran...*, p. 39.



a. Al-Qur'an and Hadith

The Qur'an and Hadith at school emphasize the ability to read and write the Qur'an correctly, understand its meaning textually and contextually, and practice the contents of its contents in daily life.

b. Aqeedah

The aspect of aqeedah in the learning of Islamic Education in schools emphasizes the ability to understand and maintain beliefs or faith correctly, and to live up to and practice the values of *asmaul husna*.

c. Morals

The moral aspect of the learning of Islamic Education in schools emphasizes the habituation of students to conduct commendable morals and avoid disgraceful morals in daily life.

d. Fiqh

The aspect of jurisprudence emphasizes the ability of how to carry out worship and *muamalah* properly by Islamic law.

e. History of Islamic Civilization

The history of Islamic civilization in schools emphasizes the ability to take *ibrah* (examples or wisdom) from historic Islamic events, emulate outstanding figures, and relate them to social phenomena, culture, science and technology and others to develop Islamic culture and civilization.<sup>30</sup>

## 5. Stages of The Learning of Islamic Education

a. Planning

According to Husaini Usman in a book entitled *Manajemen Teori Praktek dan Riset Pendidikan* expressed the

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<sup>30</sup> Muhaimin dkk, *Paradigma Pendidikan Islam* (Bandung: Rosdakarya, 2012), p. 79.

opinion of Bintoto Tjokroaminoto that planning is the process of preparing activities systematically to be carried out to achieve certain goals.<sup>31</sup> In the context of learning, planning can be interpreted as the process of preparing material, learning, the use of instructional media, the use of learning approaches and methods, assessment in a time location that will be carried out at a certain time to achieve the goals that have been determined.<sup>32</sup>

Learning planning is structured so that learning can be carried out effectively and efficiently, in addition to the existence of planning can also measure the objectives set, whether the objectives are appropriate or not, if not then analyzed what are the obstacles, so it can be an evaluation material for determine the next process.

The learning of Islamic education is one of the subjects in schools that are subject to the content of the values of Islamic life, need to be pursued through good learning planning in order to influence the choices, decisions and development of student life. Therefore, one of the abilities that must be possessed by the teacher is to make learning plans in a professional manner in carrying out their duties and responsibilities as a learner educator, and at the same time as a learning designer.

The learning of Islamic Education planning is designed in the form of a syllabus and lesson plan (*RPP*) that refers to the Content Standards. Preparation of syllabus and lesson plan

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<sup>31</sup> Husain Usman, *Manajemen Teori Praktik dan Riset Pendidikan*, (Jakarta :PT. Bumi Aksara, 2006), p. 8.

<sup>32</sup> Husain Usman, *Manajemen Teori...*, p. 17.

(*RPP*) adjusted to the learning approach.<sup>33</sup> The forms of lesson plan of learning of Islamic education are:

1) Syllabus

The syllabus is a set of plans and arrangements regarding curriculum implementation, which includes learning activities, school-based curriculum management, curriculum and learning outcomes, and authentic classroom-based assessment.

Syllabus is a more detailed elaboration of Core Competencies and Basic Competencies (*KI-KD*) which at least contain core competencies, basic competencies, standard material, learning methods, and learning outcomes that students must have in a particular subject.

In *Permendikbud* No. 22, 2016 it is stated that the syllabus contains at least ten things as follows:

- i. Subject Identity
- ii. School identity includes the name of the education unit and class
- iii. Core competence
- iv. Basic competence is a specific ability that includes attitudes, knowledge, and skills related to content or subjects.
- v. Theme
- vi. The main material, contains facts, concepts, principles, and relevant procedures, and is written in the form of items in accordance with the formulation of indicators of competency achievement.
- vii. Learning, namely activities carried out by educators and students to achieve the expected competencies

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<sup>33</sup> Tatang Hidayat, Makhmud Syafe'i. Filsafat Perencanaan dan Implikasinya dalam Perencanaan Pembelajaran Pendidikan Agama Islam di Sekolah. *Lentera Pendidikan*, VOL: 21 NO. 2 Desember, p. 196-197.

- viii. Assessment, is the process of gathering and processing information to determine the achievement of student learning outcomes.
- ix. Time allocation is in accordance with the number of hours of study in the curriculum structure for one semester or one year.
- x. Learning resources, can be in the form of books, printed media, and electronics, natural surroundings or other relevant learning resources.<sup>34</sup>

b) Lesson Plan (*RPP*)

The success of a teaching and learning process can be achieved by marking the collaboration between a teacher and his students. The beginning of that success can be marked by planning done by the teacher before teaching. That planning is in the lesson plan (*RPP*).

The lesson plan is a plan that describes the procedures and organization of learning to achieve a basic competency set in the content standards and outlined in the syllabus. The lesson plan serves as a reference for the teacher to carry out the teaching and learning process (learning activities) so that it is more targeted and runs effectively and efficiently.<sup>35</sup> The development of an *RPP* in outline can follow the steps as follows:

- i. Fill in the identity column
- ii. Fill in the allocation of time needed for the application that has been determined.
- iii. Determine core competencies, and basic competencies, and indicators of student learning outcomes.

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<sup>34</sup> E. Mulyasa, *Implementasi Kurikulum 2013 Revisi*, Jakarta: PT. Bumi Aksara, 2018, p. 69-71.

<sup>35</sup> Juniriang Zentrato, Tingkat Penerapan Rencana Pelaksanaan Pembelajaran di Kelas, *Scholaria*, Vol. 6 No. 2, 2016, p. 59-61.

- iv. Formulate learning objectives based on core competencies and basic competencies, and indicators that have been determined.
- v. Identify the standard material based on the subject matter/learning contained in the syllabus. Standard material is a description of the subject matter/learning.
- vi. Determine the learning approaches and methods to be used.
- vii. Determine the steps of learning that consists of initial, core, and final activities.
- viii. Determine the learning resources used.
- ix. Determine authentic assessment criteria that include attitudes, knowledge, and skills as a whole.<sup>36</sup>

a) Implementation

The implementation of learning in Islamic education learning is the same as the implementation of learning in general which is the implementation of the lesson plan, which consists of preliminary activities, core activities, and closing activities. The level of implementation of the lesson plans prepared by the teacher with the implementation of learning in the classroom will be seen according to the suitability of planning and implementation. To implement factors that involve, among others: student responses, learning principles, educational insights, goals/competencies, and unanticipated challenges.<sup>37</sup>

b) Evaluation

Evaluation is the process of determining a certain object based on certain criteria. In learning, evaluation functions to find out whether the learning objectives are achieved and as an

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<sup>36</sup> Juniriang Zentrato, *Tingkat Penerapan...*, p. 65.

<sup>37</sup> Juniriang Zentrato, *Tingkat Penerapan Rencana Pelaksanaan, ...*, hlm. 65.

ingredient in improving the learning process of Islamic Education and making a diagnosis of the learning difficulties of students who are then used as an effort to make improvements to the way of learning and teaching that have been carried out. Therefore, the evaluation goal is not only aimed at evaluating students, but also aims to evaluate educators, namely the extent to which educators carry out their duties as educators in order to achieve educational goals, specifically the objectives of Islamic education.<sup>38</sup>

In the implementation of evaluations or assessments of the learning outcomes of groups of religious and moral subjects, evaluation or assessment can be done through: observing changes in behavior and attitudes to assess the development of students' affection and personality, and tests or assignments to measure cognitive aspects of students. In order to assess the morale of students, teachers can observe the behavior of students both in the classroom and outside the classroom to assess student behavior related to religious practice such as discipline, cleanliness, responsibility, honesty, and the implementation of ritual worship.<sup>39</sup>

## **B. Multiple Intelligences**

### **1. The Definition Multiple Intelligence**

In defining the term intelligence, scientists have different meanings. In popular terms, intelligence is often defined as a general mental ability to learn and apply knowledge in manipulating the environment, as well as the ability to think abstractly.<sup>40</sup> A person's intelligence is usually measured from the

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<sup>38</sup> Rohmad, *Pengembangan Instrumen Evaluasi dan Penelitian*, (Yogyakarta: Kalimedia, 2017), p. 15.

<sup>39</sup> Rohmad, *Pengembangan Instrumen Evaluasi...*, p. 286.

<sup>40</sup> Thomas Armstrong, *Multiple Intelligences in the Classroom*, (USA: ASCD Publication, 2000), p.7.

results of IQ tests.<sup>41</sup> Hoerr said that although IQ tests can be used and provide scores that are almost the same over the past year, IQ tests actually only measure intelligence narrowly because they only emphasize mathematical linguistics and logic. The following understanding of intelligence, or better known as general intelligence, is suggested by several psychologists:

- a. E.G Boring, defines intelligence as what the intelligence tests test.<sup>42</sup>
- b. Ebbinghaus (1897), defines intelligence as the ability to make combinations.
- c. Terman (1921), defines intelligence as the ability to think abstractly.
- d. Thorndike defines intelligence as something that can be assessed with the level of incompleteness rather than the possibilities in the struggle of human life.

In general, the definition of intelligence above still defines intelligence narrowly and is centered on IQ. The biggest problem with standardized tests and the IQ model is that they measure intelligence narrowly, based on how well the student reads and computes. Only a few of a student's abilities, the "scholastic" intelligence, chiefly the linguistic and logical mathematical are assessed. Although unfortunate, this tendency to assess only the linguistic and logical-mathematical intelligences is not surprising because for decades schools have focused sometimes almost exclusively on the scholastic intelligence.<sup>43</sup>

The definition of intelligence proposed by these experts still tends to see human intelligence in a limited scope. Further,

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<sup>41</sup> Abdul Mujib and Jusuf Mudzakir, *Nuansa-nuansa Psikologi Islam*, (Jakarta: Raja Grafindo Persada, 2002), p.319.

<sup>42</sup> Mike Fleetham, *Multiple Intelligences in Practice* (Network Continuum Education, 2006) p. 18.

<sup>43</sup> Thomas R. Hoerr, *Becoming Multiple Intelligences School*, (USA: ASCD Publication, 2000) p.2.

Gardner's pragmatic definition of intelligence renders this usually murky construct manageable and concrete.<sup>44</sup> In *Frames of Mind*, Gardner (1983) describes intelligence as the ability to solve a problem or create a product that is value in culture, then known as multiple intelligences. Gardner developed a set of criteria to determine what set of skills make up intelligences. These criteria are focused on solving problems and creating products, they are based on biological foundations and psychological aspects of intelligence. The definition of intelligence that is supported by these criteria "*the ability to solve a problem or create a product that is valued in a society*" is very different from the definition of intelligence implicit in standardized I.Q. and aptitude tests (one based on verbal fluency, wide vocabulary, and computational skills). While the traditional definition of intelligence focuses on inert knowledge and skills that are especially valuable in school, Gardner's definition is far wider. "Creating a product" could encompass transforming a blank canvas into a picture that evokes emotion, or it might mean forming and leading a productive team from a group that couldn't agree on anything. The definition of "solving a problem or creating a product" is a pragmatic one, focusing on using an ability in a real-life situation. Applying his criteria resulted in Gardner asserting that there are more intelligences than those relied upon in I.Q. tests and typically valued in school.<sup>45</sup>

In other words, the definition of intelligence from Gardner or later referred to as multiple intelligences focuses on dynamic processes-problem solving and contributing to others-common activities in most classrooms. Nor does the definition limit intelligence to a static, quantifiable number. Instead, it frees

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<sup>44</sup> Linda Campbell and Bruce Campbell, *Multiple Intelligences and Student Achievement Success Theories from Six School*, (USA: ASCD Publication, 1999) p.4.

<sup>45</sup> Thomas R. Hoerr, *Becoming a Multiple...*, p.16.



teachers from concerns of whether intelligence is genetically determined at birth to creating environments and instructional methods that develop all children's competencies. The definition emphasizes the cultural relativity of what is considered "intelligent behavior" and expands teachers' appreciation of diverse value systems and behaviors. As language arts teacher Chris Morgan at Lincoln High School says, "MI has made teachers more open and accepting of all students, which are growing minority population requires." According to the theory of multiple intelligences, the mind's problem solving capacities are multifaceted, exceeding the traditional view of intelligence as being verbally and mathematically bright.<sup>46</sup>

## 2. Types of Multiple Intelligences

There are 9 types of intelligence that have the potential to develop expressed by Howard Gardner, namely:

### a. Linguistic Intelligence

Linguistic intelligence is intelligence related to sensitivity to the meaning and order of the word.<sup>47</sup> Children who have linguistic intelligence can use words effectively both verbally and in writing, because this intelligence has four aspects of skills, namely listening, reading, writing and speaking.<sup>48</sup>

### b. Logical Mathematical Intelligence

Logical mathematical intelligence can be defined as intelligence related to the ability to handle chains of reasoning and to recognize patterns and orders.<sup>49</sup> Logical mathematical intelligence refers to the ability to explore patterns, categories,

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<sup>46</sup> Linda Campbell and Bruce Campbell, *Multiple Intelligences...*, p.5.

<sup>47</sup> Thomas R. Hoerr, *Becoming a Multiple...*, p.4.

<sup>48</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran Berbasis Multiple Intelligence* (Banyumas: Rizquna, 2019), p.3.

<sup>49</sup> Thomas R. Hoerr, *Becoming a Multiple...*, p.4.

and relationships with the manipulation of objects or symbols to conduct experiments in a controlled and orderly manner.<sup>50</sup>

The logical mathematical intelligences is often referred to as the intelligent number. Intelligent numbers are included in scientific abilities which are often referred to as critical thinking skills. Children who have this intelligence tend to do an activity with data to see patterns and relationships that exist. The characteristics of children with mathematical logic intelligence are able to think inductively, deductively and rationally. Besides, they also tend to like numbers, counting, asking, conducting trials or experiments and can interpret data and analyze abstract patterns easily.<sup>51</sup>

#### c. Bodily- Kinesthetic Intelligence

Bodily-kinesthetic intelligence is intelligence related to the ability to use the body skillfully and handle the object adroitly.<sup>52</sup> This intelligence includes specific physical skills, such as coordination, balance, dexterity, strength, flexibility and speed, as well as proprioceptive, tactile, and haptic capacities.<sup>53</sup> Children with bodily kinesthetic intelligence have characteristics such as: have a need to move and do activities, have great physical memory, are gifted in sports, dancing, and other activities, have coordinated movements, have good instincts about body movements, easy to lose interest in a thing, difficulty in understanding the procedures or steps of activity and easily distracted by the environment. Artistically children with bodily-kinesthetic intelligence can dance and move their bodies flexibly and flexibly, tend to like to move, can not sit

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<sup>50</sup> Yaumi Muhammad and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences) Mengidentifikasi dan Mengembangkan Multitalenta Anak* (Jakarta: Kencana Prenada Media Group, 2013), p. 14.

<sup>51</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 30.

<sup>52</sup> Thomas R. Hoerr, *Becoming a Multiple....*, p.4.

<sup>53</sup> Thomas Amstrong, *Multiple Intelligences....*, p.2

still for long, tapping something, and like to imitate the movements or behaviors that attract their attention.<sup>54</sup>

A child who has bodily-kinesthetic intelligence has skills in coordinating the mind and body organs in various forms of movement that strengthen self-confidence in children. Therefore, in the hearts of children or students that he is able to do the task or work with maximum results. On the other hand, these feelings will encourage children to carry out various learning activities with enthusiasm, pleasure and happiness. Even a child can have a sense of optimism about the success of his efforts.<sup>55</sup>

d. Spatial-Visual Intelligence

Spatial Visual Intelligence is the ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions. This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.<sup>56</sup>

The characteristics of children who have spatial-visual intelligence are: like to scribble on paper or books, easier to understand images than words, easy to recognize objects that have just been seen, good at sketching, imitating pictures, painting, quite well in conveying thoughts by giving a clear visual picture, recognizing where (direction and location) of a place well, see images, photos and films, like to imagine, good enough in making interesting three-dimensional shapes, have

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<sup>54</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 59.

<sup>55</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 54.

<sup>56</sup> Thomas Amstrong, *Multiple Intelligences....*, p.2

artistic expertise such as making forms or construction such as: sculpture, carvings and everything related to handicrafts.<sup>57</sup>

e. Intrapersonal Intelligence

Intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. These intelligences include having an accurate picture of oneself (one's strengths and limitations), awareness of inner moods, intentions, motivations, temperaments and desires, and the capacity for self-discipline, self-understanding and self-esteem. While Campbell said that intrapersonal intelligence is the intelligence of the inner world, intelligence that comes from a comprehensive understanding of self to face, plan, and solve various problems.

Children who have intrapersonal intelligence usually have the characteristics: have time to reflect, self-introspection, and think about various problems, like the topic of personality development, able to deal with problems, obstacles and failures well, have short-term and long-term life goals that are continuously thought out, able to analyze the weaknesses and strengths of the self in terms of the views of others, prefers to spend time alone and away from the crowd, has strong principles of independence and desire, and is able to express feelings and write his personal experiences in a diary book.

f. Interpersonal Intelligence

Interpersonal intelligence is an ability to perceive and make a distinction in the moods, intentions, motivations and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures, the capacity for discriminating among many different kinds of interpersonal cues, and the ability to respond effectively to those cues in some pragmatic

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<sup>57</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 83.

way. Interpersonal intelligence is the ability to connect with others. Interpersonal intelligence is related to the ability to understand and interact effectively with others by distinguishing and responding to the moods, motivations and desires of others appropriately.<sup>58</sup>

Characteristics of children who have interpersonal intelligence include: being able to develop and create new social relations effectively, being able to empathize with others or understand others well, being able to maintain social relationships effectively so that they are always developing deeply, being able to realize verbal and nonverbal communication raised by others, able to solve problems that occur in social relations with a win-win solution approach, have communication skills that include effective listening, speaking and writing skills, and are able to display physical by the demands of their social environment.

g. Naturalist Intelligence

Naturalist intelligence is an ability to expertise in the recognition and classification of the numerous species the flora and fauna of an individual's environment. This also includes sensitivity to other natural phenomena, and in the case of those growing up in an urban environment, the capacity to discriminate among nonliving forms such as car sneakers and music CD covers.

The characteristics of naturalist intelligence: have an interest in activities exploring the natural environment and the human environment, like observing, recognizing, interacting, or caring about objects, plants or animals, can classify objects according to their characteristics, like using equipment such as microscopes, binoculars, telescopes and a computer to study an

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<sup>58</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 140.

organism or system, likes to study the life cycles of flora and fauna, and wants to know how the way things work.<sup>59</sup>

#### h. Musical Intelligence

Musical intelligence can be defined as the capacity to perceive, discriminate, transform and express musical form. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. One can have a figural or “top-down” understanding of music, a formal or “bottom-up” understanding, or both. Without us knowing, musical intelligence is the earliest intelligence that grows and develops in someone, because since in his mother's womb, he always listens to music scientifically, namely the sound of his mother's heartbeat.

Children who have musical intelligence usually have certain characteristics, such as: fluency, namely the ability to express similar ideas to solve problems, flexibility, namely the ability to produce various ideas to solve a problem outside the usual category, originality, namely the ability to provide unique or external responses usual, elaboration, namely the ability to state the direction of ideas in detail to turn ideas into reality, and sensitivity, namely the sensitivity to capture and produce problems in response to a situation.

#### i. Existential Intelligence

Existential intelligence is a person's ability to answer the deepest problems of human existence. More broadly existential intelligence can be defined as the ability to enjoy thoughts and want to know about life, death, and existing reality. Children with high existential intelligence may show curiosity about how they were jailed years ago, why I was in this school, and so on.

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<sup>59</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 170.

Existential intelligence is more concerned with one's sensitivity and ability to answer the deepest problems regarding human existence. The characteristics of children who have existential intelligence, among others: questioning the nature of things, questioning the existence of one's own role in nature or world, when working often talk to oneself, are more calm and self-controlled and are more likely to prioritize the interests of beliefs or religion.

### **3. Development of Multiple Intelligences in Learning**

Multiple intelligences is one of the new perspectives in the world of education related to the meaning of intelligence. The emergence of the concept of multiple intelligences has implications for the treatment of students in learning, especially in consideration of choosing and implementing learning strategies that are tailored to the uniqueness of each student. This is because the size of a student's prowess is not single, but diverse. The application of the development of multiple intelligences in learning includes:

#### **a. Learning strategies for developing linguistic intelligence**

Linguistic intelligence is very important to be developed in children. The implementation of linguistic intelligence development strategies is carried out using a scientific approach, which is a learning process that is designed therefore children can actively observe, ask questions, gather information, reason, and communicate whether related to themselves, the environment or events.<sup>60</sup> Linguistik intelligence is perhaps the easiest intelligence to develop strategies for, because so much attention has been given to its cultivation in the school. The five strategies described here are accessible to a broader range of learners because they emphasize open-ended language activities that bring out the linguistic intelligences in

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<sup>60</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 10.

every learner.<sup>61</sup> Learning strategies that can be done to develop linguistic intelligence in children include:

1) Storytelling

Storytelling is the oldest learning method in the world. Storytelling should be viewed as a vital teaching tool, for so it has been in cultures all over the world for thousands of years. Students are often impressed simply by a teacher's willingness to be creative and speak from the heart about the subject.

How to present storytelling in learning can be given in the form of short stories or serialized stories. Short stories are stories that can be presented in a period of one to five minutes, while serial stories are stories that are presented in a series and continuous manner. The purpose of storytelling learning is so that children can use critical and creative thinking to develop various speaking skills and improve listening skills.

The steps in storytelling are:

- a) The teacher divides groups consisting of groups of story-bearers and listeners to the story ideas.
- b) The teacher determines the topic of the story or asks the type of story that interests the child.
- c) The teacher appoints several children to portray the characters in the story.
- d) The teacher divides the text of the story or the child looks for himself who was assigned on the previous day.
- e) Children take the essence of the story that will be explained.

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<sup>61</sup> Thomas Amstrong, *Multiple Intelligences...*, p.2



f) The teacher provides a list of questions that can be answered by the child after the story is presented.<sup>62</sup>

## 2) Brainstorming

Lev Vygotsky once said that a thought is like a cloud shedding shower of words. During brainstorming, students produce a torrent of verbal thoughts that can be collected and put on the board or an overhead transparency. The brainstorming can be about anything, such as: word for a class poem, ideas for developing a group project, thoughts about material in the lesson being taught, and so forth. The general rules for brainstorming are: share whatever comes to mind that is relevant, no put-downs or criticisms of an idea, and every idea counts. You can place ideas at random on the board, or use a special system such as an outline, a mind map, or a Venn diagram for organizing them. After everyone has had a chance to share, look for patterns or grouping in the ideas, invite students to reflect on the ideas, or use the ideas in a specific project as in a group poem. This strategy allows all students who have an idea to be given special acknowledgement for their original thoughts.<sup>63</sup>

## 3) Tape Recording

The tape recording is probably one of the most valuable learning tools in any classroom. This is because it offers students a medium through which to learn about their linguistic powers and helps them employ verbal skills to communicate, solve problems, and express inner feelings. Students can use a tape recorder to talk out loud about a problem they are attempting to solve or a project they are

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<sup>62</sup> Muhammad Yaumi, *Pembelajaran Berbasis...*, p.51

<sup>63</sup> Thomas Amstrong, *Multiple Intelligences...*, p. 52.

planning to do. In this way, they reflect on their own problem-solving processes or cognitive skills. They can also use the tape recorder to prepare for writing, helping to loosen the soil, so to speak of their topic. Students who are not good writers may also want to record theory thoughts on tape as an alternative mode of expression. Some students may use the tape recorder to send oral letters to other students in the class, to share personal experiences, and to get feedback about how they are coming across to others in the classroom.

The tape recorder can be used as a collector of information in interviews, for example, and as a reporter of information as in talking books. Tape recorders can also be used to provide information. For instance, one can be placed in each activity center so students can listen to information about the topic in that center. Every classroom should have several tape recorders available, and teachers should plan on using them regularly to promote the growth of student's minds.<sup>64</sup>

#### 4) Journal writing

Journal writing is a form of regular writing about experiences and thoughts in the learning process. The journal includes a concrete picture of the learning experience, reflection of feelings and emotions, a state of understanding and forms of skills that may be obtained from the results of learning activities. Keeping a personal journal involves students in making ongoing written records related to a specific domain. The domain can be broad and open-ended.<sup>65</sup>

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<sup>64</sup> Thomas Amstrong, *Multiple Intelligences...*, p. 53.

<sup>65</sup> Thomas Amstrong, *Multiple Intelligences...*, p. 53.

The steps of learning activities by writing a journal, include:

- a) The teacher determines the topic of discussion be written in a journal.
  - b) The teacher should determine the duration of the child in journal writing
  - c) The teacher insults the child to reflect on the learning experience about a subject matter that has been obtained including knowledge, feelings and abilities, then write it down.
  - d) The child associates what is learned with previous knowledge or experience.
  - e) The child constructs new knowledge as a result of the combination of the knowledge gained with previous experience, then writes it down.
  - f) The teacher evaluates the learning outcomes.<sup>66</sup>
- 5) Publishing

Writing is a powerful tool for communicating ideas and influencing people. By providing students with opportunities to publish and distribute their work, a teacher can strongly make this point. Publishing takes many forms. Student's writing can be photocopied and distributed or keyed into a word-processing program and printed in multiple copies. Students can submit their writing on a class or school newspaper, a city newspaper, a children's magazine, or some other publishing source that accepts student work. Student's writing can also be bound in book form and made available in a special section of the class or school web site.

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<sup>66</sup> Muhammad Yaumi, *Pembelajaran Berbasis...*, p.57.

After publication, encourage interaction between the authors and the readers. You might even have special student autographing parties and book circles to discuss student's writing. When children see that others care enough about their writing to duplicate, discuss it, and even argue about it, they become linguistically empowered and are motivated to continue developing their writing craft.<sup>67</sup>

b. Learning strategies for developing mathematical logic intelligence

The following are five major strategies for developing logical-mathematical intelligence that can be employed in all school subjects:

1) Calculations and quantifications

In line with current reform efforts, teachers are being encouraged to discover opportunities to talk about numbers both inside and outside the math and science arena.<sup>68</sup> Calculation of numbers can be applied in story problems, by paying attention to numbers in non-mathematical logical subjects by involving more students who have logical-mathematical inclinations, and other students can understand that math does not only exist in mathematics, but also in life.

2) Classifications and categorizations

The value of this strategy is that disparate fragments of information can be organized around central ideas or themes, making them easier to remember, discuss, and think about. The examples logical frameworks in classifications and categorizations include: Venn diagrams, timelines, attribute webs (listing the attributes of a person,

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<sup>67</sup> Thomas Amstrong, *Multiple Intelligences...*, p.53.

<sup>68</sup> Thomas Amstrong, *Multiple Intelligences...*, p.54.

place, or thing as spoken around the subject), 5W organizers (diagrams that answer who, what, when, where, and why), and mind maps.<sup>69</sup>

### 3) Think critically

Critical thinking is a cognitive ability to say something confidently because it relies on logical reasoning and strong evidence. According to Johnson in Muhammad Yaumi (2012), in a school environment critical thinking is an organized process that allows students to evaluate the facts, assumptions, logic and language that underline the statements of others.

The steps of critical thinking learning can be done as follows:

- a) The teacher gives an assignment or teaching material to be studied.
- b) The teacher conveys the rules of the game in studying the teaching material (may be done independently or in groups).
- c) Children identify nature or object being studied.
- d) The child uses the point of view or determines the approach used in analyzing the teaching material.
- e) The child makes the reasons that underline his findings.
- f) The child makes assumptions that might occur, (for example using statements if ... then ...).
- g) The child formulates the view accordingly.
- h) Children provide empirical evidence based on data.
- i) Children make decisions based on empirical evidence.

The teacher and the child evaluate the implications that result from the decision.

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<sup>69</sup> Thomas Amstrong, *Multiple Intelligences...*, p.54.

#### 4) Problem-solving

Problem-solving is finding ways of solving problems (finding patterns, rules, or algorithms). The syntax is starting from presenting the problem, students are asked to identify, explore, investigate, suspect and finally find a solution.

The steps of learning problem solving include:

- a) The teacher gives problem-based assignments to children and asks them to study and study the problem (can be done in groups or individually).
- b) The child identifies the type of problem being solved.
- c) Children see the power of rational thinking in analyzing problems (including gathering information that is relevant to the problem).
- d) The child chooses the best form of solution to overcome the problem (including comparing several possible solutions).
- e) Based on the solution chosen, the child evaluates the solution to determine compatibility.
- f) The child develops an action plan that will be taken in overcoming the problem.
- g) After making an action plan, the child carries out the action by monitoring, assessing the results obtained and considering.

#### 5) Scientific reasoning

This strategy can be done in several ways. With this strategy, students are directed to study global cases by looking at science perspectives and connecting with their reasoning.

c. Learning strategies for the development of kinesthetic intelligence

1) Roleplay

Roleplay is a learning strategy in the form of activities that involve students in situations that seem to occur in the real world. In this role play strategy, students are tasked to act by the roles played through acting as a form of character development.

To bring out the actor in each student, ask them to enact the text, problems, or other material to be learned by dramatizing or role-playing the content.<sup>70</sup> With the roleplay strategy, students will get sufficient insight, experience and observation of something that was originally still abstract.

Steps in the role play learning strategy:

- a) The teacher demonstrates the basic techniques of role play, makes a scenario, and describes it to students.
- b) The teacher asks four students to assume the role of characters in learning role play.
- c) The teacher assigns a student to remain as a standard character and instructs the other three students that they will play roles according to the scenario in turn.
- d) The teacher evaluates the results of the learning that has been done.

2) Kinesthetic concepts

The kinesthetic concepts strategy involves either introducing students to concepts through physical illustrations or asking students to pantomime specific concepts or terms from the lesson. This activity requires students to translate information from linguistic or logical symbol systems into purely bodily-kinesthetic expression.

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<sup>70</sup> Thomas Amstrong, *Multiple Intelligences...*, p.57.

The range of the subject is endless. Simple pantomimes can also be extended into more elaborate creative movement experiences or dances.<sup>71</sup>

### 3) Hands-on thinking

Hands on thinking is a learning strategy by manipulating objects or by making things with their hands. Many educators have already provided such opportunities by incorporating manipulatives, such as: Cuisenaire rods, dienes blocks into math instruction and involving students in experiments or lab work in science. In the thematic projects, students use hands on thinking for instance, in building dioramas of the rain forest for an ecology theme. The teacher can extend this general strategy into many other curricular areas as well. At a rote level, students can study spelling words or new vocabulary words by forming them in clay or with pipe cleaners. At a higher cognitive level, students can express complex concepts by creating clay or wood sculptures, collages, or other assemblages.<sup>72</sup>

### 4) Body answers

Body answers adalah is a learning strategy that asks students to respond to instruction by using their bodies as a medium of expression. The simplest and most overused example of this strategy is asking students to raise their hands to indicate understanding. This strategy can be varied in any number of ways, however. Instead of raising hands, students could smile, blink one eye, hold up fingers (one finger to indicate just a little understanding, five fingers to

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<sup>71</sup> Thomas Amstrong, *Multiple Intelligences ...*, p.58.

<sup>72</sup> Thomas Amstrong, *Multiple Intelligences....*, p.58.



show complete understanding), and make flying motions with their arms.<sup>73</sup>

#### 5) Body maps

The human body provides a convenient pedagogical tool when transformed into a reference point or “map” for specific knowledge domains. One of the common examples of this approach is the use of fingers in counting and calculating.<sup>74</sup>

#### d. Learning strategies for developing spatial-visual intelligence

Spatial intelligences respond to pictures, either the images in one’s mind or the images in the external world, such as: photos, slides, movies, drawings, graphic symbols and ideographic languages. Five teaching strategies designed to active students spatial intelligence are:

##### 1) Visualization

Through a visualization strategy, according to Silberman in Muflihatuth Thohiroh, students can create their own ideas. One application of this strategy involves having students create their own “inner blackboard” on their mind’s eye. They can then place on this mental blackboard any material they need to remember, such as: spelling words, math formulas, history facts, or other data. When asked for recall a specific body of information, students then need only call up their mental blackboard and see the data inscribed on it. A more open-ended application of this strategy involves having students close their eyes

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<sup>73</sup> Thomas Amstron, *Multiple Intelligences...*, p.58.

<sup>74</sup> Thomas Amstron, *Multiple Intelligences...*, p.58.

and see pictures of what they have just read or studied, then they can draw or talk about their experiences.<sup>75</sup>

Steps in learning by using visual learning strategies include:

- a) The teacher introduces the topic to be discussed and explains that this learning requires creativity in the use of visual imagery.
  - b) The teacher instructs the child to close their eyes using background music.
  - c) The teacher asks students to visualize their imagination and describe it.
  - d) Give distance between students so that they can build their own visual imagination by describing the place or event in detail.
  - e) Ask students to make small groups and share their experiences with each other.
  - f) Ask students to write about the experience.
- 2) Color cues

Highly spatial students are often sensitive to color. Unfortunately, the school day is usually filled with black and white texts, copybooks, worksheets, and chalkboards. There are many creative ways of putting color into the classroom as a learning tool, such as: use a variety of colors of chalk, markers, and transparencies when writing in front of the class, provide students with colored pencils and pen and colored paper on which to write assignments, students can learn to use different colored markers to “color code” material they are studying. Use color to emphasize patterns, rules, or classifications during instruction.<sup>76</sup>

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<sup>75</sup> Thomas Amstron, *Multiple Intelligences...*, p.58.

<sup>76</sup> Thomas Amstron, *Multiple Intelligences...*, p.56.

### 3) Picture metaphors

A metaphor is using one idea to refer to another, and a picture metaphor expresses an idea in a visual image. Developmental psychologists suggest that young children are masters of metaphor (Gardner, 1979). The educational value of metaphor lies in establishing connections between what a student already knows and what is being presented. Think of the key point or main concept we want students to master, then link that idea to a visual image, then construct the complete metaphor ourselves or have students develop their own.<sup>77</sup>

### 4) Idea sketching

Idea sketching is a strategy that can have in helping students articulate their understanding of subject matter. The idea of sketching strategy involves asking students to draw the key point, main idea, central theme, or core concept being taught.

### 5) Graphic symbol

Graphic symbol is a strategy which is required to practice drawing at least some part of the lessons-for instance, by creating graphic symbols that depict the concepts to be learned.<sup>78</sup>

## e. Learning strategies for developing intrapersonal intelligence

### 1) One minute reflection periods

During learning, discussions, project work or other activities, students should have frequent “tie outs” for introspection or deep thinking. One minute reflection periods offer students time to digest the information presented or to connect it to happenings in their own lives.

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<sup>77</sup> Thomas Amstrong, *Multiple Intelligences...*, p.56.

<sup>78</sup> Thomas Amstrong, *Multiple Intelligences...*, p.57.

They also provide a refreshing change of pace that helps students stay alert and ready for the next activity. A one minute reflection period can occur anytime during the school day, but it may be particularly useful after the presentation of information that is especially challenging or central to the curriculum.<sup>79</sup>

The steps of the one-minute reflection learning strategy include:

- a) The teacher explains the learning material by emphasizing on things that are considered important.
- b) Students pay attention attentively about the various information presented and record important points based on some emphasis given.
- c) The teacher gives a momentary pause (time out) and creates a quiet situation (time out can also be accompanied by background music).
- d) Students link newly acquired information with previous experiences and construct new knowledge based on the results of analysis or findings.
- e) The teacher continues his presentation by creating situations that invite students' attention (time-out should be done at the end of each sub-topic so that the information content can be constructed in stages).
- f) The teacher gives time out again, associates new information and prior knowledge and constructs it.<sup>80</sup>

## 2) Personal connections

Personal connections ask teachers to weave student's personal associations, feelings and experiences into their instruction.

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<sup>79</sup> Thomas Amstrong, *Multiple Intelligences...*, p.62.

<sup>80</sup> Muhammad Yaumi, *Pembelajaran Berbasis...*, p. 185.

### 3) Choice time

Giving students choices is as much a fundamental principle of good teaching as it is a specific intrapersonal teaching strategy. Essentially, choice time consists of building opportunities for students to make decisions about their learning experiences. Choices may be related to content (decide which topic we had like to explore) or to process (choose from this list a method of presenting our final project).

### 4) Feeling toned moments

Feeling toned moments is a strategy which suggests that teachers are responsible for creating moments in teaching where students laugh, feel angry, express strong opinions, get excited about a topic, or feel a wide range of other emotions. We can help create feeling toned moments in several ways: first, by modeling those emotions ourselves as we teach. Second, by making it safe for students to have feelings in the classroom (giving permission, discouraging criticism, and acknowledging feelings when they occur) and the last, by providing experiences such as movies, books, and controversial ideas that evoke feeling toned reactions.<sup>81</sup>

### 5) Goal-setting sessions

One of the characteristics of highly developed intrapersonal learners is their capacity to set realistic goals for themselves. This ability certainly as to be among the most important skills necessary for leading a successful life. Consequently, teachers help students immeasurably in their preparation for life when they provide opportunities for setting goals. These goals may be short term or long

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<sup>81</sup> Thomas Amstrong, *Multiple Intelligences...*, p.63.

term. The goal-setting sessions may last only a few minutes or they may involve in-depth planning over month's time.

The goals themselves can relate to academic outcomes, wider learning outcomes or life goals. Try to allow time every day for students to set goals for themselves.

f. Learning strategies for developing interpersonal intelligence

All children have interpersonal intelligence to one degree or another. Therefore, every teacher should be aware of teaching approaches that incorporate interaction among people. The following strategies can help tap each student's need for belonging and connection to others:

a) Peer sharing

Sharing is perhaps the easiest of multiple intelligences strategies to implement. The example of peer sharing strategy is a teachers ask students for turning to a person near them and share any topic. Teacher might want students to process material just covered in class or begin a lesson or unit with peer sharing to unlock students existing knowledge about the topic under study.

Peer sharing can involve peer tutoring (one student coaching or teaching specific material to another student) or cross-age tutoring (an older student working with a younger charge in a different class).<sup>82</sup>

b) People sculptures

Anytime students are brought together to collectively represent in physical form an idea, a concept or some other specific learning goal, "a people sculpture exists". For example in language arts, students can build people sculptures to represents spelling words (each student

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<sup>82</sup> Thomas Amstrong, *Multiple Intelligences...*, p.60.

is son holds up a letter), sentences (each student is a word), or whole paragraphs (each person represents a complete sentence). The benefit of this approach is in having people represent things that were formerly represented only in books, overheads or lectures. People's sculptures raise learning out of its remote theoretical context and put it into an immediately accessible social setting.

c) Cooperative learning

Cooperative learning is particularly suitable for multiple intelligences teaching because they can be structured to include students representing the full spectrum of intelligences.<sup>83</sup> The example of cooperative learning is jigsaw. Jigsaw is a type of cooperative learning that emphasizes collaboration and dividing responsibilities into groups. The process of implementing a jigsaw encourages the involvement and empathy of all students by providing parts of the tasks that are essential for each member in the group and must work together to complete the task.<sup>84</sup>

The steps in implementing the jigsaw learning model include:

- a) The teacher divides the jigsaw group into groups of 5-6 members (group division may be based on abilities or other appropriate means).
- b) The teacher appoints one student in each group to be the group leader (preferably a more mature, capable and mutually agreed leader).
- c) The teacher divides the subject matter for each group and each group distributes submissions to each member.

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<sup>83</sup> Thomas Amstrong, *Multiple Intelligences...*, p.60.

<sup>84</sup> Muhammad Yaumi dan Nurdin Ibrahim, *Pembelajaran Berbasis...*, p. 49.

- d) The teacher facilitates each student in the group to study each of the subtopics, including making sure each student has direct access only to the area being studied.
- e) Give enough time for each member to read and study more deeply about each given task. Each member does not need to memorize what he reads, it is enough just to understand.
- f) The teacher forms a group of temporary experts whose members are each from each jigsaw group. The teacher gives enough time to the expert group to discuss the important elements of each segment and train a few moments about these important elements to be presented to the jigsaw group.
- g) The teacher asks the expert group members to return to the jigsaw group and present the segments that have been discussed, then ask the members in the group to ask questions to be clarified.
- h) The teacher watches from one group to another to observe the process. If there are groups that experience difficulties, for example there are members who dominate or interfere, it should be given appropriate treatment by involving the group leader to handle the task. Group leaders can be trained by whispering instructions on how to handle problems until the leader can master members in the group.
- i) At the end of the discussion session, the teacher gives quizzes related to the material being discussed so that students realize that the whole set of activities carried out through jigsaw is not just a game, but also an assessment.



d) Simulations

A simulation involves a group of people coming together to create an “as-if” environment. This temporary setting becomes the context for getting into more immediate contact with the material being learned. For example, students studying a historical period might dress up in costumes of that time, turn the classroom into a place that might have existed then, and begin acting “as-if” they were living in that era.

e) Board games

Board games are a fun way for students to learn in the context of an informal social setting. On one level, students are chatting, discussing rules, throwing dice, and laughing. On another level, however they are engaged in learning whatever skill or subject happens to be the focus of the game. The topics of board games can include a wide range of subjects, from math facts and phonics skills to rain forest data and history questions.<sup>85</sup>

g. Learning strategies for developing naturalist intelligence

Most classroom instruction takes place inside a school building. For students who learn best through nature, this arrangement cuts them off from their most valued source of learning. There are two primary solutions to this problem. First, more learning needs to take place for these kids outside in natural settings. Second, more of the natural worlds need to be brought into the classroom and other areas of the school building, so that naturalistically inclined students might have greater access to developing their naturalist intelligence while inside the school building. The strategies for naturalist intelligence are:

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<sup>85</sup> Thomas Amstrong, *Multiple Intelligences...*, p.61.

### 1) Nature walks

Teachers might consider the benefit of “a walk in the woods” or whatever other natural features are available within walking distance of your school, as a way of reinforcing material being learned inside of the classroom. Virtually any subject lends itself to a nature walk, such as science, math or history. Nature walks involve fundamental questions about what is really expected from nature, what to bring and where to walk through nature. The main reason is to get inspiration, ideas, views and new creativity by providing opportunities to do something when involved in nature travel. Nature walks also make a superb preparation for getting our class ready to do some creative writing, drawing or other art-oriented activities.

The steps for implementing learning activities through nature are:

- a) The teacher explains the objectives to be achieved and things that need to be learned from nature walks.
- b) The teacher gives a specific explanation of the tasks to be performed during nature walks
- c) The teacher and students make a number of tentative questions as a basic guide in making observations (these questions can be changed when in the observation area).
- d) Teachers and students walk or use a vehicle first, then walk to the area that is intended to be a nature walks.
- e) Students immediately carry out assignments in accordance with the agreed conditions (it is better to travel in groups coordinated by the group leader, although learning may be done alone).
- f) Students gather at an agreed place after completing the observation.

- g) Students study, review, then formulate all observations obtained while learning through nature.
- h) Students may discuss the results of their observations with other friends both in one group or in different groups.
- i) Students are asked to present their observations.
- j) The teacher checks, discusses in class and gives an assessment of the observations obtained, then returns it to the child.<sup>86</sup>

## 2) Windows onto learning

Windows onto learning is a technique that instructors can use to further the curriculum. In fact, looking out the window can be used as a strategy for just about any subject.

For example, students are asked to observe trees or animals outside the window, then write them down on paper. This method will reduce the saturation of students in the classroom.

## 3) Plants as props

If a teacher can't go out of the classroom on nature walks and don't have windows in the classroom through which to look a nature, then the next viable solution is to bring nature in the classroom. Plants can make useful "props" as background scenery for the "classroom theater"..<sup>87</sup>

## 4) Eco study

The value of eco study is the importance of having a sense of respect for the natural world. This strategy means that whatever teacher is teaching, whether it be history,

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<sup>86</sup> Muhammad Yaumi & Nurdin Ibrahim, *Pembelajaran Berbasis...*, p.207-208.

<sup>87</sup> Thomas Amstrong, *Multiple Intelligences...*, p.65.

science, math, literature, social studies, or any other subject, we keep in mind its relevance to the ecology of the earth. It means that ecology should not just be a unit course or topic isolated from the rest of the curriculum, but that it be integrated into every part of the school day. For example: if the topic is fractions or percentages, the teacher asks students to investigate the fraction of a particularly endangered species that exist today, as opposed to, say, fifty years ago.

h. Learning strategies for the development of musical intelligence

1) Rhythms, songs, raps and chants

This strategy requires the teacher to summarize the important points in the lesson and then make the song lyrics and sing them rap. This can improve students' ability to memorize.

2) Discographies

This strategy requires the teacher to add song references in learning or the teacher can find recorded musical phrases, songs, or pieces that sum up in a compelling way the key point or main message of a lesson.

3) Super memory music

In this strategy, the teacher conveys subject matter to students accompanied by music as a back song. In this learning, students are encouraged to be relaxed.

4) Musical concepts

Musical concept is a strategy that can be used as a creative tool for expressing concepts, patterns, or schemas in many subjects. This strategy offers ample opportunity for creative expression from both teachers and students.

i. Learning strategies for the development of existential intelligence

1) "Who am I?" Strategy

"Who am I?" strategy is a learning strategy that is designed so that students understand a subject matter by guessing it. For example students will understand the type of profession described by the teacher by guessing the type of profession that will stimulate existential intelligence in learning. Learning steps:

- a) The teacher prepares the tools and materials needed.
- b) The teacher explains the work of several types of professions.
- c) The teacher gives questions to students with the characteristics of the profession, then students answer what professions have been explained by the teacher.
- d) The teacher gives a reward in the form of applause to students who have successfully answered correctly.

2) "I love my self" strategy

The "I love my self" strategy is suitable for developing students' existential intelligence because this strategy will make students accustomed to love themselves and be sensitive to their friends by reminding and helping friends if someone does something wrong.

3) The "grateful is easy" strategy

The learning strategy "being grateful is easy" is done outside the classroom or natural environments such as rice fields, parks and others. In this strategy the teacher teaches students to always be grateful for what Allah has given in daily life.<sup>88</sup>

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<sup>88</sup> Hermawan Risdianto dkk, *Strategi Pembelajaran....*, p. 225.

### C. Development of School-Age Children (Primary School Age)

#### 1. Definition of School-Age Children (Primary School Age)

Childhood begins at the end of infancy until children are sexually mature. Childhood is divided into two periods, namely early childhood (around 2-6 years of age) and late childhood (around 6-12 years).<sup>89</sup> Hurlock states that the age of 6-12 years or late childhood is the elementary school period.

At the age of primary school (6-12 years) children can react to intellectual stimulation, or carry out learning tasks that require intellectual abilities or cognitive abilities such as reading, writing and counting. At this time the child's thinking has developed towards concrete and rational thinking or what is called the concrete operational stage by Piaget.<sup>90</sup> The concrete operational stage (elementary school age) lasts until the teenage years. At this time the child gets an additional ability called the system of operations that is useful for children to coordinate their thoughts and ideas with certain events into their own thinking systems.<sup>91</sup> So, what is meant by school-age children or elementary school-age children are in the age range of 6-12 years or late childhood who are able to receive intellectual stimulation and carry out learning tasks at home or at school.

#### 2. Aspects of School-Age Child Development (Primary School Age)

##### a. Intellectual Development

Intellectual development during elementary school age is characterized by three new abilities, namely classifying, compiling and associating (connecting or counting) numbers

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<sup>89</sup> Sri Rumini and Siti Sundari, *Perkembangan Anak dan Remaja*, (Jakarta: Rineka Cipta, 2004), p. 37.

<sup>90</sup> Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: Remaja Rosdakarya, 2019), p. 179.

<sup>91</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2017), p. 70.

such as addition, subtraction, multiplication and division.<sup>92</sup> In addition, the ability to program solving during this time has also developed simply. Meanwhile, according to Jean Piaget, elementary school age or what is called the concrete operational stage, there are 3 intellectual abilities of children who develop, namely:

1) Conservation

Conservation is the child's ability to understand the cumulative aspects of the material, such as volume and amount. Children who are able to recognize the quantitative nature of an object will know that the quantitative thing of the object will not change arbitrarily.

2) Addition of Classes

The addition of class is the child's ability to understand how to combine several classes of objects that are considered to have a lower class, such as: roses, jasmine classified as a group of flowers.

3) Multiplication of Class

Multiplication of class is an ability that involves knowledge of how to maintain the dimensions of objects such as the color of flowers and flower types to form a group of objects such as red roses, white roses and others.<sup>93</sup>

Children's intellectual abilities at this time are enough to be the basis for the provision of skills that can develop their mindset or reasoning power. The children can already be given the basics of science such as reading, writing and arithmetic. In addition, children can also be introduced to the environment, taught to express opinions, be introduced to the rules and regulations that exist. In order to develop children's intellectual

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<sup>92</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 179.

<sup>93</sup> Muhibbin Syah, *Psikologi Pendidikan...*, p.71.

abilities, teachers can provide opportunities for children to ask questions, provide comments or opinions about the subject matter, and make essays.<sup>94</sup> The children's intellectual development include to the multiple intelligences of logical mathematical intelligence.

b. Language Development

Language is a means of communicating with others. Language in this sense encompasses all ways of communicating, where thoughts and feelings are expressed in written, oral, gesture or gesture using words, sound sentences, symbols, pictures or paintings. Primary school age is an age where the ability to recognize and master vocabulary is growing rapidly. At this age, children can master more than 50,000 words.

Language development in elementary school-age children (late childhood) is also characterized by mastered reading and communication skills with others. At this stage children have begun to like to read or listen to critical stories such as stories about Islamic figures, travel or experiences. At this time the child's level of thinking has also advanced, which is marked by a lot of questions about time and cause and effect.

The function of the school at this stage is as a place that can develop a vocabulary of children, by providing language learning in the form of teaching structuring sentences, proverbs, literature and writing skills, so students can use language as a tool to communicate with others, express their feelings, understand skills processing the information it receives, thinks and develops its personality (expresses its

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<sup>94</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 179.



attitudes and beliefs).<sup>95</sup> The children's language development include to the multiple intelligences of linguistic intelligence.

c. Emotional Development

The emotional development of elementary school-age children is marked by the awareness that the use of emotions is not roughly accepted by the community. Therefore, children begin to learn to control and control the emotions they receive from the process of imitation of parents and the environment. Emotions learned by children at this stage are anger, fear, jealousy, jealousy, affection, curiosity, and excitement.

Emotion is the dominant factor that influences individual behavior, including learning behavior. Positive emotions such as feelings of pleasure, excitement, enthusiasm or curiosity will influence children to concentrate themselves on learning activities, such as paying attention to teacher explanations, reading books, being active in discussions, doing tasks and discipline in learning.

Conversely, if what accompanies the child is negative emotions, such as feelings of displeasure, disappointment, disenchantment, the learning process will experience obstacles in the sense that the child cannot focus his attention on learning. Because of the importance of managing emotions for children, teachers are expected to be able to create learning situations that are fun and conducive to creating an effective learning process. Efforts that can be made by a teacher in managing children's emotions include: developing a class atmosphere that is free from tension such as the teacher being friendly, treating students as individuals who have self-esteem, not scoffing at children, respecting children's opinions, giving

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<sup>95</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 181.

values objectively and valuing results student work.<sup>96</sup> The children's emotion development include to the multiple intelligences of interpersonal, intrapersonal and existential intelligence.

#### d. Social Development

Children's social development is the child's learning process to adjust to group norms, traditions and morals or religion. Social development in elementary school-age children is characterized by the expansion of relationships, starting from family, peer groups, or classmates so that space for social relations to expand.

At this stage, children also have begun to have the ability to adjust themselves (egocentric) to a cooperative (cooperative) or socio-centric attitude. Children begin to have an interest in the activities of their peers, and have a strong desire to be accepted as a group member.

In the process of learning at school, the maturity of social development can be utilized or interpreted by giving group assignments, both those that require physical exertion such as cleaning the classroom or tasks that require thought such as planning activities, and making reports.<sup>97</sup> The children's social development include to the multiple intelligences of intrapersonal intelligence.

#### e. Moral Development

According to Kohlberg the moral development of elementary school-aged children enters into the stage of conventional morality, where children at this stage already consider morals as an agreement of social tradition.<sup>98</sup> At this time, children begin to recognize the moral concept (analyze

<sup>96</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 182.

<sup>97</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 181.

<sup>98</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 181.

right or wrong, good or bad) for the first time from the family environment. Therefore, the family has an important role to instill moral concepts in children from an early age (preschool age), because the information children receive about right and wrong, good and bad will be a guide to their behavior later on.<sup>99</sup> The children's motoric development include to the multiple intelligences of interpersonal and intrapersonal intelligence.

f. Development of a religious appreciation

The development of a religious appreciation in elementary school age children is characterized by the following characteristics:

- 1) Religious attitudes are receptively accompanied by understanding.
- 2) The views and understanding of his divinity are obtained rationally based on the rules of logic that are guided by indicators of the universe as a manifestation of His majesty.
- 3) Spiritual appreciation deepens, the implementation of religious rituals is accepted as a moral imperative.

The elementary school period is a time of formation of religious values as a continuation of the previous period. The religious quality of children will be influenced by the process of formation or education they receive. Therefore, religious education in primary schools has a very important role, because according to Dzakiyah Drajat religious education in primary schools is the basis for fostering positive attitudes towards religion and successfully forming the personal and moral of children and making it easier to develop these attitudes when teenagers, because children have a handle or provision in dealing with various problems that commonly occur.

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<sup>99</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 183.

Whereas in relation to the provision of Islamic religious material to children, in addition to prioritizing aspects of understanding the material, the teacher must also provide religious practices or practices related to worship, such as prayer, prayer, memorization of short surahs and also accustom worship and morals that are social in nature, such as respect for parents and teachers, give *shodaqoh*, be honest and others.<sup>100</sup> The children's religious development include to the multiple intelligences of existential intelligence.

g. **Motoric Development**

Normal physical and motoric development is one of the factors that determine the smooth learning process, both in the field of knowledge and skills. The motor development of children at primary school age can be well-coordinated, along with the physical development that is starting to mature. This period is characterized by excess movement or agile motor activity, so this age is the ideal age for learning motor-related skills, such as: writing, preaching, painting, typing, swimming, athletics and playing football.<sup>101</sup> The children's motoric development include to the multiple intelligences of kinesthetic and naturalist intelligence.

**D. The Learning of Islamic Education Based on Multiple Intelligences**

1. **Problems of the Learning of Islamic Education (*PAI*)**

The act of the Republic of Indonesia number 20 of 2003, concerning the National Education System in chapter 1 article (1) the statement of education is a conscious and planned effort to realize the learning and learning processes of students who actively develop the potential needed to enhance spiritual relations, self-

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<sup>100</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 184.

<sup>101</sup> Syamsu Yusuf LN, *Psikologi Perkembangan...*, p. 185.

control, personality, intelligence, noble character, and the necessary skills, society, nation, and country.<sup>102</sup>

Based on the contents of the act, education is a means intended to improve the quality of human resources to meet the development needs of the Indonesian. Besides, education is a process of cultural transformation, the process of character formation, and the process of developing the life skills of the Indonesian. The noble ideals of education can only be realized there is a representative learning system, which is a system that is able to learners starting from the inputs, processes, and outputs that are in accordance with the needs of fulfilling and developing the potential of every person within human beings. If human needs are met, both physical needs, needs, spirit and needs, then a balance will be created that will increase happiness, peace and well-being.

Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) article 19 chapter 1 approves the learning process in education units that are held interactively, inspiratively, fun, challenging, motivates students to help actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

However, the implementation of the education system has not been significantly changed so that there are still many schools whose elements of the education system are still not in line with the proportional education system. Proportional, not just balanced, but also human, which is able to develop the potential of human nature. Theoretically, the disproportionate education system is found in the flow of education, starting from the inputs, processes, and outputs and outcomes.

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<sup>102</sup> Depdiknas. 2003. Undang-Undang Sistem Pendidikan Nasional (UU RI No. 20 Tahun 2003) dan Peraturan Pelaksanaannya. Jakarta: Departemen Pendidikan Nasional.

Input is how the school views the acceptance of new students. How to view the condition of students in relation to their right to go to school and receive an education. The process is how the implementation of learning can run effectively. This lies in learning strategies related to the relationship between teachers and students. While the output is how the assessment process (assessment) of learning activities that are fair and human so that we get authentic and measurable learning results.

The learning of Islamic Education for elementary school children should be carried out with the aim of providing basic concepts of Islamic Education material that has meaningful meaning for students/children through real experiences that make it possible to show activity and curiosity optimally. Then the position of Islamic Education teacher as a companion, guide, and facilitator for children. This educational process can balance learning that is oriented only to the will of the teacher who places the child passively and the teacher becomes dominant. Dependence at the beginning of his life is indeed something natural, but with time there are times when children must be more independent therefore there needs to be a balance between the role and parenting patterns of educators who are too dominant to be more democratic so that students have the freedom to explore the world around them.

In the reality, the implementation of child-centered learning for a while is still far from what is desired. This is evidenced by the reality in the classroom, that the learning process of Islamic Education in schools until now is still centered on the teacher (teacher-centered) and not on the child (student-centered). This can be interpreted that the learning process of Islamic Education in schools tends not to develop critical, creative and innovative ways of thinking, but only to strengthen the ability of the left brain. The phenomenon that appears is that many teachers educate their

children to sit sweet, silent and just listen. Creative children who are always on the move and ask lots of questions are seen as hyperactive and naughty children.

The above opinion is supported by the results of the study that there are several problems of Islamic learning that occur in the classroom, namely: (1) the role of the teacher is still very dominant, this is evidenced by the main activities of the teacher in the class to only convey information that is one-way so that children tend to become passive, (2) most teachers rely on the selection of teaching materials in standard textbooks, so students lack the realistic and useful perspective for solving problems in daily life, (3) The existence of seating arrangements and assignments that tend to isolate one child with another child, making communication difficult and the exchange of thoughts between students, (4) the questions asked are more convergent than divergent, thus paralyzing children's creativity (dis-empowering).

To improve education in this country, various potentials and intelligence possessed by children must be explored, developed, and directed well by parents, families, educational institutions, communities, governments and countries to produce superior and successful generations living during global competition. This can be done by organizing education that provides the widest opportunity for students to grow and develop following the potential, talents, interests and different intelligences. Organizing education and learning processes that can humanize children, treat children kindly and be able to prepare and develop the potential (*fitrah*) of humans as servants of God in the world and *khalifatullah* on earth or commonly referred to as learning based on multiple intelligences of children or multiple intelligences.

Multiple intelligences based learning in Islamic Education (*PAI*) will encourage Islamic Education teachers to be more

creative and innovative because they are required to teach well, which are adjusted to the intelligence of the students. And foster the enthusiasm of students to learn with a pleasant atmosphere and easy to accept lessons. Therefore a learning will be beneficial for students.

Multiple intelligences based learning in Islamic Education (*PAI*) can be applied in various ways on intelligence. For example, by using linguistic approach educators do not have to always order students by memorizing (verbally), but can also govern students by writing/explaining the lesson. The more appropriate methods used, will also grow other intelligences in students. Intelligence can develop if it is always trained either during lessons or when they play. Because humans have at least one intelligence, some have two to three intelligences, so multiple intelligences in children can be maximally expressed in learning.<sup>103</sup>

## 2. The Definition of The Learning of Islamic Education Based on Multiple Intelligences

Islamic Education (*PAI*) is compulsory subject learning that must be present in every level of education from elementary, junior high, high school and tertiary levels consisting of the Qur'an and Hadith, faith, morals, jurisprudence/worship and history, aimed at developing the potential of students actively to have religious-spiritual strength, self-control, intelligence, noble character, and other skills needed by themselves, society, nation and country. In the Big Indonesian Dictionary, the word "based" is interpreted by making something as a basis or basis.<sup>104</sup>

While the understanding of multiple intelligences is intelligence as the ability to solve a problem or create a product

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<sup>103</sup> Abu Dharin, Model Pendidikan Islam Berbasis Multiple Intelligences di Sekolah Dasar, *Didaktika Islamika*, Vol. 10. No. 1, 2019, p. 18.

<sup>104</sup> Departemen Pendidikan Nasional, Kamus Besar Bahasa Indonesia, (Jakarta : Balai Pustaka, 2007), p. 111.



that is value in a culture, which consists of 9 intelligences, namely: linguistic, logical-mathematical, spatial-visual, bodily-kinesthetic, musical, intrapersonal, interpersonal, naturalist and existential.

From the explanation above it can be concluded that what is meant by the learning of Islamic Education based on multiple intelligences is the learning of Islamic education which in its implementation uses multiple intelligence (linguistic intelligence, mathematical, visual spatial, kinesthetic, musical, intrapersonal, interpersonal, naturalist and existential) possessed by students as the basis for preparing learning implementation, both in terms of strategic planning, media, methods, implementation, evaluation and other components so that multiple intelligences can be properly expressed in order to achieve optimal learning goals.

### 3. Implications of the theory of multiple intelligences in the learning of Islamic Education

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. Gardner said the application of multiple intelligences theory in education more accurately referred to as a learning strategy for the material anything in all subject areas. The theory states that all nine intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

Munif Chatib said learning multiple intelligences theory needs to be done with multiple intelligences learning strategies. Multiple intelligences learning strategy is a learning strategy in the form of a series of learning activities that refer to predetermined

learning outcomes indicators. The essence of multiple intelligences learning strategies is how teachers package their teaching styles so that they are easily understood by their students. The use of multiple intelligences learning strategies is intended to make a match between the teacher's teaching style and student's learning style so that learning is no longer monotonous that can increase student motivation to continue learning and provide convenience in capturing the material delivered by the teacher. The use of the term learning strategy in the application of multiple intelligences is intended to cover planning, implementation and evaluation of learning. Steps for learning Islamic education based on multiple intelligences:

a. Planning

The initial step in implementing the MI learning strategy is to prepare a lesson plan. Preparation of lesson plans is the same as developing lesson plans in general. But in the MI lesson plan learning strategies that are made should be more creative, the creative meaning here is varied in the learning methods used and adapted to various kinds of existing intelligence. In the lesson plan should be able to bring students to active learning, can provide real experiences that are not easily forgotten, related to solving real problems in life, fun, and the benefits can be felt directly.

b. Implementation

The implementation of Islamic Religious Education learning based on multiple intelligences is carried out in accordance with the lesson plan (*RPP*) that has been made, from the introduction to the closing. In applying multiple intelligences in learning, there are various learning methods that can be used. The following are some methods that can be used and presented based on intelligences.

**Table 1**  
**Multiple Intelligences Strategies by Munif Chatib**

No	Type of Intelligences	Multiple Intelligences Strategies
1.	Linguistic	Reading, writing information, writing scripts, interviews, presentations, storytelling, brainstorming, debating, making poetry, short stories, articles, frequently asked questions, guessing words, reporting on events.
2.	Visual-spatial	Visualization, photography, decoration, design, graphic symbols, mind mapping, imagination, color metaphors.
3.	Logical Mathematical	Graphs, charts, diagrams, pattern formation, calculations, classifications and categorizations, making hypotheses, practices, case studies, scientific reasoning.
4.	Kinesthetic	Body answer, theater class, simulation, hands on thinking, gestures, hand work, body work, outbound, adventure, role playing.
5.	Musical	Singing, creating songs, humming, learning with music patterns, mood music.

6.	Intrapersonal	Sharing love, reflection, self motivation, reflection, self expression
7.	Interpersonal	Group work, group learning, collaboration, negotiation, conflict management
8.	Naturalist	Nature tourism, environmental research, outdoor study
9.	Existential	Whose strategy am I? I love my self, grateful is easy.

### c. Evaluation

Evaluation that is considered suitable with the MI learning model is to look at student performance in real situations, so that the evaluation will be more authentic and comprehensive. There are several things that need to be considered in carrying out the evaluation so that it becomes authentic and comprehensive, including as follows:

- 1) The teacher needs to see how students show their achievements in relation to each intelligence used
- 2) The teacher can collect all documents produced by students during the learning process (portfolio) such as formal, informal, oral, photo, work, written journals, interview results, observations during learning, and so on
- 3) The teacher needs to see how the project works with friends
- 4) Make a varied test.

Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences. For example, when teaching about the badar war, a teacher can show students battle maps, play badar war songs, organize a role play of badar war, and have the students read a

book about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material.

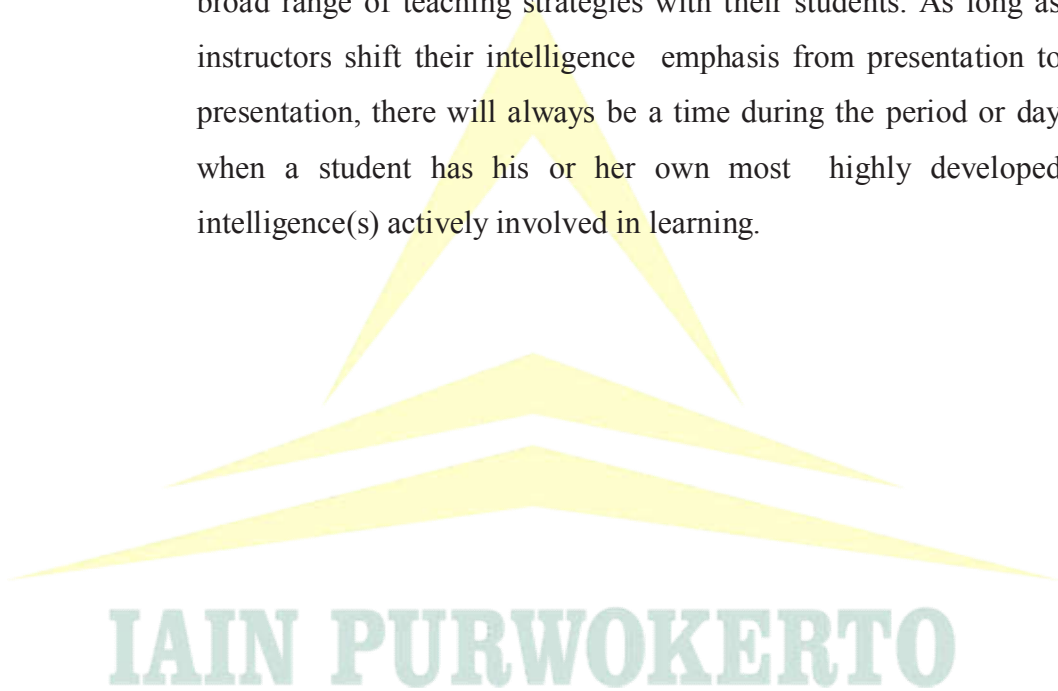
Everyone is born possessing the nine intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found in one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences (Lazear, 1992).<sup>105</sup>

Multiple Intelligences theory opens the door to a wide variety of teaching strategies that can be easily implemented in the classroom. In many cases, they are strategies that have been used for decades by good teachers. In other cases, the theory of multiple intelligences offers teachers an opportunity to develop innovative teaching strategies that are relatively new to the educational scene. In either case, Multiple Intelligences theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different proclivities in the nine intelligences, so any particular strategy is likely to be highly successful with one

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<sup>105</sup> Amy C Brualdi, *Multiple Intelligences: Gardner's Theory Practical Assessment, Research & Evaluation* (1996), p.3.

group of students and less successful with other groups. For example, teachers who use Rhythms, Raps, and Chants (see below) as a pedagogical tool will probably find that musically inclined students respond enthusiastically to this strategy while nonmusical students remain unmoved. Similarly, the use of pictures and images in teaching will reach students who are more spatially oriented but perhaps have a different effect on those who are more physically or verbally inclined. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own most highly developed intelligence(s) actively involved in learning.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Type

The type of this research is field research. Field research is research conducted in the field or the real world.<sup>106</sup> This research was conducted to obtain data and information directly to the field because in the process of communicating data it provides more information or comes to respondents by direct interaction.<sup>107</sup>

This research used a qualitative descriptive approach, whereas research used to describe and answer phenomena problems in a single variable or correlation or comparison of various variables.<sup>108</sup> Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and actors that are observed, directed, on an individual's background as a whole (holistically) without isolating individuals and organizations in variables or hypotheses, but view it as part from wholeness.<sup>109</sup> Qualitative research methods are research methods used to examine natural object conditions, where the researcher is a key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and qualitative research results suppress the meaning of generalization.<sup>110</sup>

Qualitative research is concerned with a qualitative phenomenon, relating to quality or variety. Such type of research is typically descriptive and harder to analyze than quantitative data. Qualitative research involves looking in-depth at non-numerical data. It is more naturalistic or

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<sup>106</sup> Umi Zulfa, *Metode Penelitian Sosial edisi Revisi*, (Yogyakarta: Cahaya Ilmu, 2011), p. 12

<sup>107</sup> Ruslan Rosyadi, *Metode Penelitian Publik Realation Dan Komunikasi* (Jakarta: Raja Grasindo, 2004), p. 32.

<sup>108</sup> Zaenal Arifin, *Penelitian Pendidikan: Metode dan Paradigma baru*, (Bandung: Rosdakarya, 2011), p. 54.

<sup>109</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2001), p.3.

<sup>110</sup> Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2008), p.1.

anthropological.<sup>111</sup> Qualitative research uses inductive reasoning methods and strongly believes that there are many perspectives can be expressed. The researcher focuses on social phenomena, voting, feelings and perceptions of participants under the study. This is based on the belief that knowledge is produced from social settings and that understanding social knowledge is a valid scientific process.<sup>112</sup>

## **B. Research Location and Time**

This research is located at SDIT Harapan Bunda Purwokerto at Jl. Wahid Hasyim, Gg. Pesarean RT 01 RW 01, Karang Klesem sub-district, South Purwokerto District, Banyumas Regency.

This research was conducted for two months, starting from 13<sup>th</sup> March 2020 until 30<sup>th</sup> May 2020 in a planned and scheduled manner in order to obtain accurate data and information to be used as material for description and analysis in the completion of writing this thesis.

## **C. Research Subjects and Object**

Research subjects are sources for obtaining research information. The determination of research subjects is also often called the determination of data sources. The intended source of data in this study is the subjects from which the data was obtained.<sup>113</sup> In determining the subject of research, researchers used a purposive sampling technique, namely sampling data sources with certain considerations, so that it will be easier for researchers to explore the object or social situation under study.<sup>114</sup> Subjects research of this thesis were:

1. The Islamic Education Teacher of SDIT Harapan Bunda Purwokerto, Mr. Purwito, S.Pd.I
2. The students of SDIT Harapan Bunda Purwokerto

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<sup>111</sup> Bhushan Shanti Mishra and Shashi Alok, *Handbook of Research Methodology A Compendium for Scholars & Researchers*, (India : Educreation Publishing, 2017), p.3.

<sup>112</sup> Emzir, *Metode Penelitian Kualitatif Analisis Data*, (Jakarta: Rajawali Press, 2011), p.2.

<sup>113</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta:Rineka Cipta, 2006), p.129.

<sup>114</sup> Sugiyono, *Metode Penelitian....*, p.300.



3. The Headmaster of SDIT Harapan Bunda Purwokerto, Mr. Yudi Eka Surahman, S.Pd.
4. The *Waka* curriculum of SDIT Harapan Bunda Purwokerto, Mrs. Puput Fitriyani, S.Pd.

Object research of this thesis was the learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto.

#### **D. Techniques of Collecting Data**

Techniques of collecting data are ways that can be used by researchers to collect data. Techniques of data collection are the most important step in research because the main purpose of the research is to get data.<sup>115</sup> There are several techniques of data collection which are done by research in conducting this research:

##### 1. Observation

Observation is a technique or way of collecting data by observing observations of on going activities.<sup>116</sup> Observation can record how people react to questions, and whether they act differently to what they say or intend. They can sometimes demonstrate their understanding of a process better by their actions than by verbally explaining their knowledge. Observation can be used to record both quantitative and qualitative data.<sup>117</sup>

In this case, the researcher used direct or disguised observation, meaning that in collecting research data, the researcher states frankly to the data source, that She is conducting research, but one day the researcher is also not forthright or disguised in observation, this is done to avoid if a data sought is data that is still classified.<sup>118</sup> Researchers involve themselves in activities carried out by the object being studied, such as teachers and students who are implementing the

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<sup>115</sup> Sugiyono, *Metode Penelitian...*, p.308.

<sup>116</sup> Umi Zulfa, *Modul Teknik Kilat Penyusunan Proposal Skripsi*, (Cilacap:Ihya Media, 2014), p. 162.

<sup>117</sup> Nicholas Walliman , *Research Methods The Basics*, (New York : Routledge Taylor and Francis Group, 2011), p.101.

<sup>118</sup> Sugiyono, *Metode Penelitian...*, p.61.

learning of Islamic education based on multiple intelligence at SDIT Harapan Bunda Purwokerto. In this observation, the writer observes, monitors, and records a real process of the learning of Islamic education based on multiple intelligences.

## 2. Interview

An interview is a process of obtaining information for research purposes using question and answer while face to face between the interviewer with the respondent or the person being interviewed.<sup>119</sup> Susan Stainback (1988) says: interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that can be gained through observation alone.<sup>120</sup>

The technique of interview used in this study is a structured or standardized interview that resembles a list of questions and written surveys, which requires the interviewer to make a framework and outlines or points that will be asked in the interview process. To get accurate information, researchers ask questions that are varied and flexible, and can be developed according to research needs. These questions are about how the application of the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto. The interviews that the researchers conducted in this study were interviews with several informants: Headmaster of SDIT Harapan Bunda Purwokerto, curriculum waka, Islamic education teacher, and students.

## 3. Documentation

Documentation is a method of collecting data by collecting records of past events, writings, drawings, or monumental works. The documentation study is a complement to the use of observation and

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<sup>119</sup> Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana, 2017), p.136.

<sup>120</sup> Sugiyono, *Metode Penelitian Pendidika Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.318.

interview methods in qualitative research.<sup>121</sup> In documenting, researchers will look for information from documents that can support research. The document is expected to help sharpen the analysis of this research. In this case, the researcher took many document for support this research such as photos, videos, and document of school (*RPP*, teachers and students conditions, school profiles, and all matters related to the research.

#### 4. Data Triangulation

In techniques of data collection, triangulation is defined as techniques of data collection that are combining various data collection techniques and existing data sources. By data triangulation, researchers will collect data by combining various existing data collection techniques.<sup>122</sup> This is done to obtain valid data and make it easier to analyze the data.

### E. Techniques of Analyzing Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>123</sup> Data analysis techniques are used to draw conclusions. The data analysis technique used in this study is qualitative data analysis, which is describing data with sentences to obtain clear and detailed information. The implementation of this research refers to the opinion of Miles and Huberman, with the following:

#### 1. Data Reduction

Data reduction means summarizing, choosing the main points, focusing on important things and looking for themes and patterns. Thus the reduced data will provide a clearer picture, and make it easier for researchers to do further data collection, and look for it if

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<sup>121</sup> Sugiyono, *Metode Penelitian...*, p. 329.

<sup>122</sup> Sugiyono, *Metode Penelitian...*, p. 337.

<sup>123</sup> Sugiyono, *Metode Penelitian...*, p. 334.

needed.<sup>124</sup> The data reduction the writer uses to make the abstraction or summary of the core of the results of interviews from various informants in this study. After the information is obtained from the interviewees through interviews and observations about the learning of Islamic education based on multiple intelligences, the researcher chooses the main things, focus on important things, discard what is not needed. After obtaining clear data then presented in the next process.

## 2. Data Display

After the data has been reduced, the next step is to present the data. The presentation of data is present a set of compiled information that gives the possibility of drawing conclusions and taking action. Through the presentation of these data, the data is organized, arranged in a relationship pattern, so that it will be more easily understood. In this case, Miles and Huberman said the most frequent form of display data for qualitative research data in the past has been narrative text.<sup>125</sup>

In this research, researchers present data or information about the learning of Islamic education based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto in descriptive form with narrative texts. So the writer can understand and get knowledge based on the existing description. After the data was presented, the writer then analyzes the data which has been presented based on the theory chosen and used.

## 3. Conclusion Drawing/Verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions. The conclusion from the qualitative research is expected to get the new findings that never been there before. The findings can be done in the form of a previously

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<sup>124</sup> Sugiyono, *Memahami...*, p.91-92.

<sup>125</sup> Sugiyono, *Metode Penelitian...*, p. 341.

object description which has not been clear. It can be a causal or interactive relationship, hypothesis or theory.<sup>126</sup>

The conclusion in this research is the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto, which can be seen from the planning, process, or implementation and evaluation.



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<sup>126</sup> Sugiyono, *Metode Penelitian...*, p. 345.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Profile of SDIT Harapan Bunda Purwokerto**

##### **1. The History of SDIT Harapan Bunda Purwokerto**

Integrated Islamic Elementary School or commonly called SDIT Harapan Bunda Purwokerto is a private elementary school under the auspices of the Permata Hati foundation. SDIT Harapan Bunda was established on December 29, 2010. The beginning year of the establishment of SDIT Harapan Bunda Purwokerto, where the learning took place in the school building which was originally used by SDN 1 Purwokerto Kidul, was leased. The school building is located on Jl. Panjaitan Sudagaran alley, South Purwokerto Subdistrict, Banyumas Regency.

In 2012 SDIT Harapan Bunda undertook the construction of a new school building with its own status due to the increasing number of students each year. The new school building is located at Jl. Wahid Hasyim, Karangklesem Village RT 01 RW 01, Purwokerto Selatan sub-district. The number of enthusiasts that continues to increase from year to year makes SDIT Harapan Bunda continues to carry out development until now.

##### **2. Geographical Location of SDIT Harapan Bunda Purwokerto**

SDIT Harapan Bunda Purwokerto occupies its own land owned by the Permata Hati Purwokerto Foundation which was purchased in 2012, while the limitations are:

- a. The north is bordered by residential areas
- b. The east is bordered by residential areas
- c. The south is bordered by vacant land owned by residents
- d. The west side is bordered by a path.

Based on the geographical location above, it can be concluded that the location of SDIT Harapan Bunda Purwokerto supports the implementation of conducive teaching and learning activities both in the classroom and outside the classroom. The following description of SDIT Harapan Bunda data:

- a. School Name : SDIT Harapan Bunda Purwokerto
- b. NSS : 102030224036
- c. NSB : 11022199040043011
- d. Foundation Name : Permata Hati Purwokerto
- e. School Type : Private
- f. Year of Establishment : December 29, 2010
- g. School Address : Jl. Wahid Hasyim, Gg. Pesarean RT 01 RW 01, Karang Klesem sub-district, South Purwokerto District, Banyumas Regency
- h. Total land area : 2152 m<sup>2</sup>
- i. Building area : 852 m<sup>2</sup>
- j. Number of school buildings : 1
- k. School safety requirements : Yes
- l. Electric power : 5700 watts
- m. Periodic maintenance : Yes

### **3. SDIT Harapan Bunda Purwokerto's Vision and Mission**

- a. School vision  
"Creating a basic education based on the Qur'an and oriented to science and technology".
- b. School Mission
  - 1) Forming a generation of memorizing the Qur'an
  - 2) Forming students by the Qur'an's morality
  - 3) Foster leadership and responsibility
  - 4) Equipping students with the scientific culture and life skills
  - 5) Growing an entrepreneurial spirit
  - 6) Build awareness for the environment and others

#### 4. The Purpose of the School

- a. Students memorize the Qur'an 6 juz in 6 years
- b. Students have the Qur'anic morality when interacting with the environment
- c. Students have a soul of leadership and a sense of responsibility in carrying out each activity
- d. Students have the skills to read, research and process information
- e. Students have the courage and entrepreneurial skills
- f. Students have a concern about the condition of the surrounding environment.

#### 5. Educators and Educational Personnel

SDIT Harapan Bunda Purwokerto has 37 teachers, 6 employees consisting of 2 administrators, 1 public relation, 2 security guards and 1 janitor, with the principal of the school Mr. Yudi Eka Surahman, S.Pd.

**Table 2**  
**Data of SDIT Harapan Bunda Purwokerto educators and education staff**

No.	Name	M/F	Diploma	Position
1.	Yudi Eka Surahman, S.Pd.	M	S1	Headmaster
2.	Achri Priyono, S.Pd.	M	S1	Teacher
3.	Ali Imron, S.H.I	M	S1	Teacher
4.	Amin Afandi	M	S1	Teacher
5.	Anggita Nur Rakhmawati	F	S1	Teacher
6.	Angun Suryandarih	M	S1	Teacher
7.	Anis Rakhmawati, S.Pd.I	F	S2	Teacher
8.	Anwar Musaddad	M	S2	Teacher
9.	Desti Dwi Setiana	F	S1	Teacher
10.	Diah Puspitasari, S.Tp.	F	S1	Teacher
11.	Febriyana Ratih, S.E	F	S1	Teacher
12.	Ighna Aprilia, S.Pd.	F	S1	Teacher



13.	Islakhul Ummah, S.Pd.	F	S1	Teacher
14.	Khikmatul Fitriyah, S.Pd.	F	S1	Teacher
15.	Lilis Purwati, S.Pd.I	F	S1	Teacher
16.	Lintang Permana, S.Pd.	F	S1	Teacher
17.	May May	F	S1	Teacher
18.	Meliana Fardhani	F	S1	Teacher
19.	Miftahussurur, S.Pd.	M	S1	Teacher
20.	Mila Rizka, S.KM	F	S1	Teacher
21.	Nita Silvia Febriani, S.Pd.	F	S1	Teacher
22.	Purwito, S.Pd.I	M	S1	Teacher
23.	Ratna Widayanti, S.Pd.	F	S1	Teacher
24.	Rinita Nurdiani	F	S1	Teacher
25.	Riva Rizal Filosof, S.Pd.	M	S1	Teacher
26.	Rommi Prima, S.Pd.	M	S1	Teacher
27.	Shanti Nur Hayati, S.Pd.	F	S1	Teacher
28.	Sigit Satria Raharjo, S.Pd.	M	S1	Teacher
29.	Sjaiful Rahman	M	D3	Teacher
30.	Slamet, S.H.I	M	S1	Teacher
31.	Tri Asmiati, S.Pd.	F	S1	Teacher
32.	Tuti Sundari, S.Pd.	F	S1	Teacher
33.	Waginah, S.Pd.I	F	S1	Teacher
34.	Yuli Rahmawati, S.Pd.	F	S1	Teacher
35.	Legi Gunawan, S.Si.	M	S1	Public relation
36.	Maskur, S.E	M	S1	Administration
37.	Ratnainingsih	F	D1	Administration

## 6. The Students of SDIT Harapan Bunda Purwokerto

**Table 3**  
Number of students at SDIT Harapan Bunda Purwokerto

Grade	Number of Classes	M	F	Amount
I	3	46	38	84
II	3	50	32	82
III	3	47	37	84
IV	3	40	45	85
V	3	41	44	85
VI	3	42	38	80
Amount	18	266	234	500

## 7. Facilities and Infrastructure SDIT Harapan Bunda Purwokerto

Educational facilities and infrastructure are all equipment and equipment that are directly used and support the educational process, especially the teaching and learning process, such as school buildings, classrooms, tables and chairs, as well as teaching equipment and media that are directly involved in it.

**Table 4**  
Infrastructures SDIT Harapan Bunda Purwokerto

No	Type	Amount
1.	Classroom	18
2.	Teacher's room	1
3.	Chief's room	1
4.	Science laboratory	1
5.	Library	1
6.	UKS room	1
7.	Circulation room	3
8.	Worship place	1
9.	Toilet	16
10.	Playground/sports	1
11.	Warehouse	4
12.	Canteen	1
13.	Parking area	2

**Tabel 4**  
**Facilities at SDIT Harapan Bunda Purwokerto**

No.	Type of Facilities	Amount
1.	Student chair	352
2.	Student desk	352
3.	Teacher's chair	40
4.	Teacher's desk	40
5.	Cupboard	5
6.	Display board	1
7.	Whiteboard	36
8.	Trash can	30
9.	Hand washing	15
10.	Clock	20
11.	Contact box	2
12.	Guest sofa	5
13.	Bulletin board	1
14.	Wall magazine	1
15.	Bookshelf	32
16.	Computer	8
17.	LCD	4
18.	Laptop	4
19.	Tape recorder	8
20.	TV	8
21.	First aid kit	Yes

**B. Description of Research Results of PAI Learning Based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto**

Multiple intelligences is used as a basis for learning at SDIT Harapan Bunda Purwokerto starting from 2012, including in Islamic Religious Education learning. In the first two years, the learning of Islamic Education based on multiple intelligences is still applied comprehensively,

but in the following year until now the application of learning of Islamic Education based on multiple intelligences is combined with the existing curriculum and conditions, because in the first two years the application of learning based on multiple intelligences is still less conducive. This was stated by Mrs. Puput Fitriani, S.Pd:

“Pembelajaran berbasis multiple intelligences di SDIT Harapan Bunda Purwokerto diterapkan sejak tahun 2012. Pada 2 tahun pertama pembelajaran berbasis multiple intelligences dilaksanakan secara komprehensif, namun karena suasana kelas kurang kondusif pada tahun berikutnya pelaksanaan pembelajaran berbasis multiple intelligences dimodifikasi dan disesuaikan dengan kondisi di lapangan. Pelaksanaannya pada awal diterima siswa dites MIR (Multiple Intelligences Research) oleh tim khusus. Hasil dari tes MIR yang berupa data kecerdasan dan kecenderungan gaya belajar siswa kemudian digunakan untuk mengelompokkan siswa dalam rumpun kelas sesuai dengan jenis kecerdasannya dan dibagi secara merata dalam masing-masing kelas. Selain itu hasil tes MIR juga digunakan oleh guru sebagai bahan acuan dalam melaksanakan kegiatan pembelajaran dengan menerapkan strategi, metode, media, dan evaluasi yang cocok dengan kecerdasan siswa.”<sup>127</sup>

The application of Islamic Religious Education learning at SDIT Harapan Bunda Purwokerto is carried out by including and using multiple intelligences strategies in learning that are adapted to the type of student intelligence in the class family so that multiple intelligences of students can be maximally expressed. This was explained by Mr. Yudi Eka Surahman in an interview session with researchers:

“Penerapan Multiple Intelligences dalam pembelajaran di SDIT Harapan Bunda terutama untuk pelajaran Pendidikan Agama Islam adalah dengan memasukkan strategi pembelajaran ke dalam lesson plan (RPP) dengan disesuaikan kecenderungan gaya belajar dan kecerdasan siswa. Misalkan: dengan strategi menonton cuplikan video, ustadz berkisah, sosio drama, game, dan jenis permainan lainnya untuk menumbuhkan semangat belajar anak.”<sup>128</sup>

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<sup>127</sup> The result of interview with Mrs. Puput Fitriani, S.Pd. as *waka* kurikulum SDIT Harapan Bunda Purwokerto on 27<sup>th</sup> of May 2020 at 07.41 pm.

<sup>128</sup> The result of interview with Mr. Yudi Eka Surahman, S.Pd. as headmaster at SDIT Harapan Bunda Purwokerto 28<sup>th</sup> of May 2020 at 07.26 am.

The purpose of applying the use of multiple intelligences of Howard Gardner's theory in the Munif Chatib at SDIT Harapan Bunda Purwokerto is in accordance with Howard Gardner's theory in multiple intelligences theory that each child is unique and has their own intelligence and talents, children's intelligence cannot be measured only by intelligent linguistics and logic Mathematics is like most people's view. Therefore the application of multiple intelligences at SDIT Harapan Bunda aims to find out the type of intelligence and potential possessed by each student so that it can be optimally developed and know the trends of student learning styles so that it can facilitate teachers to analyze learning strategies and methods suitable for students so that learning objectives can be optimally achieved. Mrs. Puput Fitriani, S.Pd. as waka curriculum in interview sessions with researchers said that:

“Tujuan diterapkannya multiple intelligences dalam pembelajaran di SDIT Harapan Bunda Purwokerto adalah untuk mengenal dan mengetahui kecerdasan masing-masing siswa. Setiap siswa itu unik, dan memiliki caranya sendiri untuk belajar. Bahkan siswa dengan kebutuhan khusus sekalipun, mereka memiliki kecerdasannya sendiri yang harus kita kenali. Dalam multiple intelligences ada 9 jenis kecerdasan yang berpotensi berkembang pada siswa yaitu kecerdasan linguistik, logika matematika, visual spasial, kinestetik, musikal, interpersonal, intrapersonal, naturalis, dan spiritual atau eksistensial yang semuanya harus diperhatikan dalam pembelajaran.”<sup>129</sup>

Furthermore, Mr. Yudi Eka Surahman, S.Pd. as the principal of SDIT Harapan Bunda Purwokerto also said in the interview session that the purpose of implementing Multiple Intelligences as a basis for learning is to know the intelligence potential of students from many intelligences so that they can find ways and approaches of communication and teaching strategies that can be used in learning activities.

“Tujuan diterapkannya multiple intelligences dalam pembelajaran adalah untuk mengetahui potensi kecerdasan siswa dari banyak kecerdasan, mengetahui bakat-bakat terpendam pada siswa yang

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<sup>129</sup> The result of interview with Mrs. Puput Fitriani, S.Pd. as waka kurikulum SDIT Harapan Bunda Purwokerto on 27<sup>th</sup> of May 2020 at 06.39 pm.

diharapkan bisa dikembangkan, mengetahui cara dan pendekatan komunikasi kepada siswa, mengetahui strategi mengajar dan kegiatan kreatif yang disarankan dilakukan bersama siswa, mengetahui jenis gaya belajar yang sesuai dengan kecenderungan kecerdasan siswa.”<sup>130</sup>

The purpose of implementing multiple intelligences in Islamic Education learning is the same, namely to find out the tendency of intelligence and student learning styles so that teachers can determine what teaching strategies are suitable for use in the classroom, so that learning objectives can be achieved optimally. This is in accordance with what was stated by Mr. Purwito, S.Pd.I as a teacher of Islamic Education at SDIT Harapan Bunda Purwokerto:

“Tujuan diterapkannya pembelajaran Pendidikan Agama Islam Islam di SDIT Harapan Bunda Purwokerto adalah agar guru dapat mengetahui masing-masing kecerdasan siswa dari 9 jenis kecerdasan dalam multiple intelligences dan kecenderungan gaya belajarnya, sehingga memudahkan guru untuk menentukan strategi mengajar yang sesuai dengan kecenderungan gaya belajar siswa dalam setiap rumpun kelas agar pembelajaran dapat terlaksana dengan mudah dan menyenangkan karena disesuaikan dengan kecerdasan dan gaya belajar siswa pada setiap rumpun kelas sehingga tujuan pembelajaran dalam tercapai secara optimal.”<sup>131</sup>

Therefore it can be concluded that the purpose of implementing multiple intelligences-based learning at SDIT Harapan Bunda Purwokerto, including the learning of Islamic Education based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto is so that the learning objectives of Islamic Religious Education can be achieved optimally, because learning activities are designed according to the type of intelligence and student learning styles in each class family, so it is expected to facilitate students and teachers in the learning process.

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<sup>130</sup> The result of interview with Mr. Yudi Eka Surahman, S.Pd. as headmaster at SDIT Harapan Bunda Purwokerto 28<sup>th</sup> of May 2020 at 07.26 am.

<sup>131</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 27<sup>th</sup> of May 2020 at 06.39 pm.

## 1. Stages of Learning Islamic Religious Education Based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto

The application of multiple intelligences in learning at SDIT Harapan Bunda especially for learning of Islamic Education is carried out by incorporating multiple intelligences or multistrategy learning strategies in the lesson plan (*RPP*) and in the implementation of learning with adjusted trends in student learning styles and intelligence, so that multiple intelligences of students can be expressed maximally in learning.<sup>132</sup> Based on the results of research data collection on Islamic Religious Education learning at SDIT Harapan Bunda Purwokerto, it can be seen that the stages of the learning of Islamic Education at SDIT Harapan Bunda Purwokerto consist of 3 stages, namely:

### a) Planning

The planning of the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto is done by making a Lesson Plan (*RPP*) before learning activities. The lesson plans that are made serve as a reference for teachers to carry out teaching and learning processes (learning activities) so that they are more directed and run effectively and efficiently. This is consistent with what was conveyed by Juniriang Zendarao that the *RPP* serves as a reference for teachers to carry out the teaching and learning process (learning activities) so that it is more directed and runs effectively and efficiently.<sup>133</sup>

Preparation of the lesson plan must be carried out by the teacher before the learning activities, the lesson plan is the same as the lesson plan in general, there are only a few additions in the form of al-Qur'an or Hadith, the type of plural intelligence and in the preliminary activities in the form of alpha zones and scene settings. This is in

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<sup>132</sup> The result of interview with Mr. Yudi Eka Surahman, S.Pd. as headmaster at SDIT Harapan Bunda Purwokerto 28<sup>th</sup> of May 2020 at 07.26 am.

<sup>133</sup> Juniriang Zendrato, Tingkat Penerapan Rencana Pelaksanaan Pembelajaran di Kelas, *Scholaria*, Vol. 6 No. 2, 2016, p. 59-61.

accordance with what was said by Mr. Purwito, S.Pd.I as a teacher of Islamic Education:

“Penyusunan RPP merupakan hal yang wajib dilakukan dalam perencanaan pembelajaran, dan kita wujudkan sebisa mungkin. Ada sedikit perbedaan antara RPP biasa dengan RPP yang digunakan di SDIT Harapan Bunda yang menggunakan multiple intelligences sebagai basis dalam pembelajaran, antara lain adanya istilah dalil al-Qur’an atau Hadits, jenis kecerdasan jamak, dan pada kegiatan pendahuluan berupa adanya alpha zone atau scene setting.”<sup>134</sup>

Components of lesson plan of learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto include: Subjects, themes, propositions, material, time, amount, duration of time, teachers, competency standards, basic competencies, SKL uniqueness, goals, learning strategies, multiple intelligences, the procedure of activities, initial activities: alpha zone and scene settings, core activities, materials, final activities, learning tools, assessment, learning resources.

From these explanations, we can know that the *dalil* of al-Qur'an and Hadith, the type of intelligence, strategy, alpha zone and scene setting are things that must be present in the lesson plan of Islamic Religious Education based on Multiple Intelligences.

#### 1) The Qur'anic evidence of the Hadith

The proof of al-Qur'an or Hadith referred to here is the argument or legal basis regarding the material to be taught. For example material about ritual ablution (Fiqh) then we may include the proposition of ritual ablution in Q.S Al Maidah verse 6.

#### 2) Type of Intelligence

In making lesson plans, the type of intelligence must be written down. So the lesson plans that are made must be specifically aimed at which class of family with what type of

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<sup>134</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 26<sup>th</sup> of May 2020 at 07.28 am.



intelligence. For example lesson plan class 2, ablution material, multiple types of intelligence (multiple intelligences approach): interpersonal, intrapersonal, linguistic, kinesthetic.

### 3) Learning Strategies

Learning strategies are one of the most important things to consider in making Islamic Religious Education RPP based on multiple intelligences. The use of learning strategies, in addition to being adapted to the material, is also adjusted to the type of intelligence and learning styles of students in each class family. For example for ablution material with interpersonal, intrapersonal, linguistic, kinesthetic plural types of intelligence, the teacher uses teamwork learning strategies and simulations in accordance with the students' multiple intelligences. This is confirmed by the results of the interview with Mr. Purwito, S.Pd.I as a teacher of Islamic Education:

“Untuk penggunaan strategi belajar kita mempertimbangkan pada materi dan juga jenis kecerdasan dan gaya belajar siswa yang ada pada masing-masing rumpun kelas. Untuk rumpun kelas dengan jenis kecerdasan jamak interpersonal, intrapersonal, linguistik dan kinestetik, maka guru biasanya menggunakan strategi belajar team work dan simulasi, untuk rumpun kelas dengan jenis kecerdasan lingistik, visual dan musikal misalnya guru biasanya menggunakan strategi belajar dengan penggunaan video.”<sup>135</sup>

### 4) Alpha zone

Alpha zone is the most illuminating (brilliant) stage of a person's creative process. This condition is said to be the best condition for learning because neurons are in a balance. Students who are in alpha zone will experience a relaxed but alert condition, so they are right to learn. Then how do you get into the alpha zone? The way to get into the alpha zone of students is to provide

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<sup>135</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 26<sup>th</sup> of May 2020 at 07.28 am.

stimulus at the beginning of learning (apperception) in the form of ice breaking, fun stories, pat etc. which aims to get students' attention. The teacher should know well the condition of the student's absent zone because it will facilitate the process of receiving information in learning.<sup>136</sup>

In making lesson plan at SDIT Harapan Bunda Purwokerto, the teacher of Islamic Education must include alpha zones in the lesson plan. In ablution material for example, the teacher uses ablution song as a way to enter the student's alpha zone.

#### 5) Scene Settings

Scene settings are activities carried out by the teacher to develop learning concepts. There are several functions of setting scenes in learning, among others: building the concept of learning to be carried out, providing learning experiences before entering into the core material, as a reduction of instructions, and as a generator of student interest in learning.<sup>137</sup> In preparing lesson plan of Islamic Education at SDIT Harapan Bunda, teachers are also required to add scene settings in the lesson plan. This was explained by Mr. Purwito, S, Pd.I as a teacher of Islamic Education:

“Dalam penyusunan lesson plan, guru membuat scene setting yang nantinya akan diterapkan dalam pembelajaran. Contohnya dalam materi wudhu, scene setting yang dilakukan oleh guru adalah guru bercerita dengan menanyakan kepada siswa: “teman-teman ada yang tahu berapa lama kita hidup di dunia? Setelah meninggal dan dikuburkan, maka manusia akan dibangkitkan lagi dari umatnya Nabi Muhammad Saw. maka pada hari itu semua manusia tidak saling mengenal satu sama lain, mereka semua bingung harus kemana, dan dengan siapa harus berkumpul. Maka pada saat itulah Nabi Muhammad Saw. memanggil umatnya untuk berkumpul bersama. Siapa yang mau berkumpul bersama Nabi Muhammad di padang

<sup>136</sup> Munif Chatib, *Gurunya Manusia*, (Bandung: Kaifa, 2018), p. 92.

<sup>137</sup> Munif Chatib, *Gurunya Manusia...*, p. 118-120.

Mahsyar? Apakah Nabi Muhammad Saw. kenal dengan kita? Lalu bagaimana cara beliau agar mengenali kita? Nah, salah satu caranya adalah dengan wudhu. Itu dilakukan untuk mengarahkan siswa pada materi inti, yaitu wudhu.”<sup>138</sup>

In making lesson plan based on multiple intelligences, the teacher is given initial instruction and training through a curriculum time, especially regarding the types of strategies that can be applied in each class according to the intelligence cluster. This was stated by Mrs. Puput Fitriani, S.Pd. as a *waka* of curriculum:

“Waka kurikulum memberikan fasilitas kepada guru melalui proses magang berupa pelatihan pembuatan RPP yang sesuai dengan pembelajaran berbasis multiple intelligences. Nantinya guru akan dibekali dengan jenis-jenis strategi yang dapat diterapkan pada masing-masing rumpun kelas sesuai dengan jenis kecerdasan dan gaya belajar siswa, pengetahuan tentang alpha zone dan scene setting. Jika guru menemui kendala selama proses penyusunan RPP, guru dapat berkonsultasi ke waka kurikulum atau berdiskusi dengan guru lain.”<sup>139</sup>

From this preparation stage, it can be concluded that the preparation of Islamic Education learning at SDIT Harapan Bunda Puwokerto is carried out by making lesson plans or lesson plans before the learning activities and has been carried out thoroughly and in accordance with procedures. This is in accordance with the statement of Tatang Hidayat and Makhmud Syafe'i which states that:

“The planning of Islamic Education learning is designed in the form of a Syllabus and lesson plan (*RPP*) that refers to

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<sup>138</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 29<sup>th</sup> of May 2020 at 08.58 pm.

<sup>139</sup> The result of interview with Mrs. Puput Fitriani, S.Pd. as *waka* kurikulum SDIT Harapan Bunda Purwokerto on 27<sup>th</sup> of May 2020 at 06.42 pm.

the Content Standards. Preparation of the syllabus and lesson plan (*RPP*) adjusted to the learning approach.”<sup>140</sup>

From the document that the researcher got, it can also be concluded that the lesson plan made the same as the lesson plan in general, there is only a small difference between the lesson plan used at SDIT Harapan Bunda Purwokerto and the lesson plan as usual, namely the addition of elements of the proposition of the Qur'an or Hadith, the type of intelligence Multiple principles are covered in lesson plans, alpha zones and scene settings, all of which aim to make multiple intelligences well expressed in learning. Therefore, the stages of planning the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto have been well implemented, as evidenced by the creation of more creative lesson plans before learning. This is in accordance with what was stated by Munif Chatib in his book:

“The initial step in implementing the MI learning strategy is to prepare a lesson plan (lesson plan) or lesson plan. The preparation of lesson plans is the same as developing lesson plans in general. But in the MI lesson plan learning strategies that are made should be more creative, the creative meaning here is varied in the learning methods used and adapted to various kinds of existing intelligence.”<sup>141</sup>

#### b) Implementation

The implementation of the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto was carried out in accordance with the lesson plan (*RPP*) that had been made previously. This is in accordance with what was stated by Mr.

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<sup>140</sup> Tatang Hidayat, Makhmud Syafe'i. Filsafat Perencanaan dan Implikasinya dalam Perencanaan Pembelajaran Pendidikan Agama Islam di Sekolah. *Lentera Pendidikan*, Vol: 21 No. 2 Desember, 2018. p. 196-197.

<sup>141</sup> Munif Chatib and Alamsyah Said, *Sekolahnya Anak-anak Juara Berbasis Kecerdasan Jamak dan Pendidikan Berkeadilan*, (Bandung: Kaifa PT Mizan Pustaka, 2014), p. 7.

Purwito as a teacher of Islamic Education at SDIT Harapan Bunda Purwokerto:

“Pelaksanaan pembelajaran Pendidikan Agama Islam berbasis multiple intelligences di SDIT Harapan Bunda Purwokerto secara umum sudah sesuai dengan kurikulum dan *RPP* yang sudah dibuat, baik dari kegiatan pendahuluan, kegiatan inti, maupun kegiatan penutup.”<sup>142</sup>

The implementation of the learning of Islamic Education based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto, (the result of observation in the material of ablution in class 1 Ki Hadjar Dewantara) is carried out in several stages:

1) Initial activity (introduction)

- a) Opening: The teacher opens the learning activities with greetings, asks students condition, checks the student attendance list and asks one of the students to lead a prayer before learning.



Pic. 1: The teacher checks the student attendance list

- b) The teacher invites students to sit in a circle then together do the memorization (*murajaah*).
- c) The teacher does ice breaking before learning

<sup>142</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 26<sup>th</sup> of May 2020 at 07.28 am.

- d) The teacher conveys the material to be learned namely about ablution and conveys the learning objectives.
- e) Alpha zone: for the alpha zone the teacher performs with ablution
- f) Scene setting: the teacher tells a storyline "dearest, do anyone knows how long we live in the world? After death and buried, then humans will be raised again from the people of the Prophet Muhammad. Therefore on the day all humans did not copy to know each other, they were all confused about where to go, and with whom to gather. Then that's when the Prophet Muhammad. call his people to gather together. Who wants to gather with the Prophet Muhammad in the Mahsyar field? Is the Prophet Muhammad. know us? Then how is he to recognize us? Well, one way is by ablution. That is done to direct students to the core material, namely ablution."



Pic. 2: The teacher does the scene setting

- 2) Core activities
  - a) The teacher writes the material on the board and asks students to observe and write the material
  - b) The teacher invites students to name the ablution movement then write it on the board

- c) The teacher explains the procedures and order of ablution, and its benefits. At that time the teacher uses learning strategies teamwork, lectures, storytelling, demonstration and simulations on ablution material



Pic. 3: The teacher explains the material about "ablution"

- d) After students memorized and understood students are asked to name a few of the pictures designated by the teacher
- e) The teacher divides students into 4 groups, each group is given a picture containing the ablution movements, cardboard, markers and glue



Pic. 4: The teacher divides students into groups and explains the techniques of group assignments

- f) The teacher asks students to work in groups to cut, sort the procedure for ablution and then stick it on cardboard



Pic. 5: Students discuss and work together to complete group assignments

- g) The teacher asks each group to present the results of their discussion and work



Pic. 6: Students present the results of their discussion

### 3) Closing

- a) The teacher conducts material recalling on important points
- b) The teacher asks questions that are not understood by students
- c) The teacher evaluates through questions and answers



- d) The teacher concludes the subject matter and notifies the material at the next meeting.<sup>143</sup>



Pic. 7: Teachers and students pray after learning

The learning is Islamic Education learning about ablution material (fiqh) using multiple intelligences strategies for linguistic intelligence, visual spatial, musical, interpersonal, intrapersonal, and kinesthetic. Linguistic intelligence strategies are realized in the form of material explanations with lectures and storytelling, visual spatial intelligence strategies are realized in the form of games using pieces of pictures, musical intelligence strategies are realized by singing ablution, kinesthetic and interpersonal intelligence strategies are realized with the form of teamwork games.

Based on the data presentation above, it shows that the implementation phase of the learning of Islamic Education at SDIT Harapan Bunda has been implemented well. This is evidenced by the implementation of learning activities that have been adapted to the lesson plans that have been made both from the introduction, core and closing activities as well as the use of learning strategies based on multiple intelligences that are tailored to the type of intelligence and learning style in each class. In

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<sup>143</sup> The result of observation in the learning of Islamic Education grade 1 Ki Hajar Dewantara on 13<sup>th</sup> of March 2020 at 08.00 am.

addition, the application of multiple intelligences in the implementation of the learning of Islamic Education is used when there are students who are less enthusiastic or lack understanding of the subject matter, for example due to inappropriate learning strategies, then a personal approach is carried out by looking at students' intelligence and learning styles, then the teacher tries Re-explain the material with a learning strategy or an appropriate method.

c) Evaluation

Evaluation that is considered suitable for the Multiple Intelligences learning model is to look at student performance in real situations, so that the evaluation will be more authentic and comprehensive.<sup>144</sup>

Evaluations used in the learning Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto are generally equated for each family, in the form of summative and formative evaluations and using written test forms, practices and memorization to assess students in terms of cognitive, affective and psychomotor starting from learning process until after learning. To assess cognitive aspects, teachers usually use written tests, practice and memorization, for affective aspects teachers usually pass observations in class, related to students' responses to the material, the teacher, friends, the environment and themselves as well as students' attitudes and activeness, whereas to assess psychomotor aspects teachers usually use practice and games.

Whereas for children with special needs, there is a distinction in the form of easing the evaluation system or by reducing the *KKM* value in learning. This was stated by Mr. Purwito, S.Pd.I. in the interview session:

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<sup>144</sup> Munif Chatib and Alamsyah Said, *Sekolahnya Anak-anak Juara Berbasis Kecerdasan Jamak dan Pendidikan Berkeadilan*, (Bandung: Kaifa PT Mizan Pustaka, 2014), hlm. 7.

“Untuk penilaian biasanya disamakan antara siswa, yaitu berupa tes tertulis (ulangan harian, penilaian tengah semester, dan penilaian akhir semester), hafalan, pengamatan atau observasi, praktik dan games untuk menilai kemampuan siswa dari aspek kognitif, afektif maupun psikomotorik baik dalam satu pertemuan maupun beberapa pertemuan. Penilaian yang dibedakan biasanya ketika evaluasi di akhir pembelajaran berupa game. Misalnya untuk materi mengenal urutan wudhu bagi anak-anak dengan kecerdasan kinestetik modelnya dengan cara mencari gambar kemudian disusun. Kemudian untuk materi yang sama di kelas interpersonal, evaluasinya tetap di dalam kelas dengan cara menggunting dan menempel gambar.”<sup>145</sup>

From the results of the interview it can be concluded that the implementation of the evaluation of Islamic Education learning at SDIT Harapan Bunda Purwokerto has been carried out thoroughly. This is evidenced by the types of evaluations used that are already diverse, namely assessing students from cognitive, affective and psychomotor aspects, it's just that the implementation is technically the same for each student and has not varied by specializing in each type of multiple intelligences students have so that the concept of multiple intelligences is maximally expressed in learning evaluation.

## 2. Learning strategies of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto

The learning of Islamic education based on multiple intelligence at SDIT Harapan Bunda Purwokerto is realized one of them by maximizing the use of multiple intelligences-based learning strategies that are adapted to the types of students' intelligence in the classroom. There are several learning strategies offered by schools to realize learning based on multiple intelligences, including:

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<sup>145</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 29<sup>th</sup> of May 2020 at 09.04 pm.

**Table 5:**  
**Multiple Intelligences Strategies**  
**SDIT Harapan Bunda Purwokerto<sup>146</sup>**

No.	MIS	MIA
1.	Action research	Logical mathematical & naturalist
2.	Discussion	Interpersonal & linguistic
3.	Classification	Logical mathematical & naturalist
4.	Identification	Logical mathematical, visual spatial, intrapersonal, & naturalist.
5.	Visual Image	Visual spatial
6.	Charactization	Interpersonal, visual spatial
7.	Applied learning	Logical mathematical, naturalist, & kinesthetic
8.	Simulation	Kinesthetic
9.	Demonstration	Kinesthetic, interpersonal, logical mathematical
10.	Creative Movement	Kinesthetic, visual spatial
11.	Analogy	Logical mathematical, linguistic
12.	Poetry	Linguistic, kinesthetic
13.	Poem	Linguistic, interpersonal
14.	Movie learning	Visual spatial
15.	Parody	Musical, kinesthetic
16.	Sosio drama	Linguistic, interpersonal, kinesthetic
17.	Puppet	Visual Spatial, interpersonal
18.	Carton Board	Kinesthetic, logical mathematical
19.	Flash card	Spatial, logical mathematical, linguistic
20.	Presentation	Kinesthetic, linguistic, interpersonal, intrapersonal
21.	Mind map	Spatial, intrapersonal,

<sup>146</sup> The results of documents at SDIT Harapan Bunda Purwokerto, accessed on 3<sup>rd</sup> of June 2020 at 09. 18 p.m.

		linguistic
22.	Environment learning	Interpersonal, linguistic, kinesthetic
23.	Service learning	Interpersonal, linguistic, kinesthetic, intrapersonal
24.	Exercise	Logical mathematical, linguistic
25.	Graphic	Logical mathematical, spatial
26.	Kode	Logical mathematical, spatial
27.	Interview	Linguistic, interpersonal
28.	Writing	Linguistic
29.	Flow chart	Logical mathematical, spatial
30.	Market	Spatial, kinesthetic
31.	Games	Kinesthetic, interpersonal, Logical mathematical
32.	Group learning	Interpersonal, linguistic, kinesthetic
33.	Asking	Linguistic
34.	Patterning	Logical mathematical, spatial
35.	Measurement	Kinesthetic, Logical mathematical
36.	Calculation	Logical mathematical, intrapersonal
37.	Visual Chart	Spatial, Logical mathematical
38.	Problem solving	Logical mathematical, interpersonal, intra personal

The table above is learning strategies based on multiple intelligences that are trying to be developed at SDIT Harapan Bunda Purwokerto. As for its use in learning, it is left to each teacher to adjust the material and type of student intelligence. For learning Islamic Religious Education, there are several strategies commonly used by teachers, including:

## a) Lecture

The lecture method is the delivery of a lesson conducted by the teacher with an oral explanation or explanation directly in front of the students. This method is used by teachers in classrooms with linguistic intelligence.

## b) Teamwork or group learning

Teamwork or group learning is a learning method by dividing students into groups to complete the task of the teacher. This method is used by teachers in classrooms with intrapersonal intelligence.

## c) Discussion

The discussion method is done by the teacher giving a problem to students, then asking them to find a solution through discussion with friends or groups. This method is used by teachers in classrooms with interpersonal and linguistic intelligence.

## d) Presentation

Presentation is a method of expressing ideas, ideas, feelings, knowledge or the results of discussions in public. This method is used by teachers in classrooms with linguistic, kinesthetic, interpersonal and intrapersonal intelligence.

## e) Simulation

The simulation method is an imitation or an act which only pretend (from the word simulate which means to pretend or to act as if; and simulation means an imitation or act that only pretends).<sup>147</sup>

## f) Picture

Is a learning method that uses images as a learning medium. This method is used by teachers in classrooms with visual spatial intelligence.

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<sup>147</sup> Arif Nasrullah. 2007. "Metode-metode Pembelajaran", *Academia*. hlm. 3. Diakses pada 7 Juni 2020 pukul 10.20 WIB.

## g) Story telling

Story telling is a method of learning that teachers do by presenting material in the form of stories or fables. This method is used by teachers in classrooms with linguistic and kinesthetic intelligence.

## h) Watching

Watching is the delivery of knowledge or learning material by showing films or videos. This method is used by teachers in classrooms with visual spatial intelligence.

## i) Singing

Singing method is a learning method that uses melodious poems. Singing method makes the learning atmosphere cheerful and excited so that the child's development can be stimulated more optimally.<sup>148</sup> This method is used by teachers in classrooms with musical intelligence.

## j) Listen and write

Listen and write is a learning method where the teacher explain learning material, and students write what they hear.

## k) Games

Games is a method of learning by doing games that are tailored to learning material. This method is used by teachers in classrooms with kinesthetic, interpersonal and logic mathematic intelligence.

From the data above, it can be seen that the implementation of learning strategies based on multiple intelligences in the learning of Islamic Education at SDIT Harapan Bunda Purwokerto has been implemented well. This is known by the variety of strategies offered in learning so that multiple intelligences students can be maximally expressed.

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<sup>148</sup> Fadilah M, *Desain Pembelajaran PAUD*, (Jogjakarta:Ar-Ruzz, 2012), hal. 162

### 3. Strengths and Weaknesses of the Application of Multiple Intelligences in Islamic Religious Education Learning

#### a) Strengths

The advantages of Islamic Religious Education learning based on multiple intelligences include:

- 1) The teacher feels a lot of benefits when learning and practicing the learning of Islamic Education based on multiple intelligences because teachers can maximize their ability to explore themselves in front of students, because teachers are required to have multiple intelligences or high creativity in creating learning in accordance with the type of student intelligence
- 2) Teachers can more optimally explore learning activities because there is a feedback from students
- 3) Students can participate in learning activities comfortably and fun because learning is arranged according to the tendency of intelligence and learning styles of students so that learning objectives can be expected achieved to the maximum.

#### b) Weaknesses

Multiple intelligences-based learning requires teachers to have multiple intelligences that are varied too, so that if the strategies, methods and design of learning that teachers use are not right for students, the class becomes less conducive.<sup>149</sup>

### 4. Supporting Factors and Obstacles to Learning of Islamic Education Based on Multiple Intelligences at SDIT Harapan Bunda Purwokerto

#### a) Supporting Factors

- 1) The learning facilities and infrastructure of the learning of Islamic education based on multiple intelligences at SDIT Harapan Bunda Purwokerto have been provided by schools such as: reference

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<sup>149</sup> The result of interview with Mr. Purwito, S.Pd.I. as teacher of Islamic Education at SDIT Harapan Bunda Purwokerto on 26<sup>th</sup> of May 2020 at 07.28 am



- books, stories of prophets and friends, encyclopedias of jurisprudence and Islamic Religious Education books for students
- 2) Schools provide learning media facilities in the form of TV, and projectors to support the implementation of learning
  - 3) Schools provide facilities for teachers to make *APE* (educational teaching aids) to support the implementation of multiple intelligences-based learning
  - 4) Schools hold *KKG* (teacher working groups) at school level to improve the quality of teachers of Islamic Education in learning based on Multiple Intelligences
  - 5) Schools upgrade routinely at least once a year to improve the quality of teachers in learning Islamic Religious Education based on multiple intelligences.

b) Inhibiting factors

The inhibiting factor in the learning of Islamic Education (*PAI*) based on multiple intelligences at SDIT Harapan Bunda Purwokerto is the lack of upgrading or supporting training to improve the quality of Islamic Education teachers in the learning of Islamic Education based on multiple intelligences.<sup>150</sup>

**IAIN PURWOKERTO**

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<sup>150</sup> The result of interview with Mr. Yudi Eka Surahman, S.Pd. as headmaster at SDIT Harapan Bunda Purwokerto 28<sup>th</sup> of May 2020 at 07.26 am.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

Based on the data presentation, analysis and discussion in the previous chapter about the learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto, it can be concluded as follows:

The learning of Islamic Education based on multiple intelligences at SDIT Harapan Bunda Purwokerto means the learning of Islamic Education that uses an interdisciplinary approach in developing learning materials, using multimodel and multi-strategy and comprehensive evaluation in learning so that multiple intelligences of students can be well expressed, consisting of 3 stages: planning, implementation and evaluation.

The first, the planning of Islamic Religious Education learning is carried out by preparing lesson plans that refer to and adapt to the material and tendencies of students' intelligence in each class family. The second, the implementation of learning is carried out by referring to the lesson plan that has been made as a guide during the learning activities. The third, the evaluation is carried out to measure cognitive, affective and psychomotor aspects in the form of summative and formative evaluation with written test, practice and rote tests and observations which are generally the same for each class family.

#### **B. Suggestions**

1. For schools

Schools should more often upgrade teacher skills, especially in the preparation of strategies, approaches and evaluations of learning or supporting training to improve the quality of teachers of Islamic

Religious Education in the implementation of learning based on multiple intelligences.

2. For Islamic Education Teachers

Teachers of Islamic Education should continue to understand the characteristics and tendencies of each student's intelligence and make innovations to design creative learning and evaluation activities according to each student's intelligence, and use more varied evaluation techniques for each type of intelligence, therefore all of multiple intelligences in the class can be covered in the implementation of learning.

3. For Parents

Parents should pay attention to their children's intelligence tendencies so that they can play an active role in developing their children's intelligence both in learning and outside of learning.



**IAIN PURWOKERTO**

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