

ISLAMIC EDUCATION LEARNING STRATEGIES BASED ON MULTIPLE INTELLIGENCES IN ISLAMIC SCHOOL

Firman Mansir, Halim Purnomo

Universitas Muhammadiyah Yogyakarta

Corresponding Author: firmanmansir@umy.ac.id

ABSTRACT

The objective of this study was to explore and find out the Islamic education learning (PAI) method which is suitable with the dynamics of the students to make them easier in understanding the subject and improve their achievement using multiple intelligences. This study was Classroom Action Research. Classroom Action Research involved the teacher's attempt (the researcher) in the form of the learning process. Validity concept and instrument reliability used in the data collection. In this research also known as practical validity/reliability, which means that as long as the members of the action research group decide that the instrument is valid and reliable, it can be used. Islamic education learning strategies need to use intelligence by solving the problems faced by the students, developed new problems to be solved, and make something useful in their life. Therefore, multiple intelligences in Islamic education learning is part of an effective strategy to facilitate the subject and improve student achievement.

Keywords: Learning, Islamic Education, Multiple Intelligences

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INTRODUCTION

All schools in Indonesia have religious subjects as a compulsory curriculum at all levels, (Mahrus As'ad, 2015). These religious subjects aim to make students have noble morals and teach religious teachings in daily life (RR Khasanah, 2019).

Indonesia requires Islamic Education (PAI) as an important part in shaping the students so they have competence in cognitive, affective and psychomotor aspects (IQ and EQ). Islamic Education serves to shape students' personalities to become virtuous and noble human beings (SQ).

A variety of learning strategies function to design learning methods and models, so they can design a teaching and learning environment system and implement effectively and efficiently what has been planned in the learning objectives. Learning strategies are classified into five types: (1) direct learning strategies, (2) indirect learning

strategies, (3) interactive learning strategies, (4) empirical learning strategies (experiential), (5) independent learning strategies.

These five learning strategies can be used as variations in the teaching and learning process in the classroom. The goal of using various learning strategies is to determine the learning model and method suitable for the needs of students. Learning strategies conducted by an educator must be consistent with the conditions and needs of students, (Syaiful Bahri Djamarah, 2012).

The environmental conditions and professionalism of the Islamic Education teachers have an effect on the Islamic education learning strategies and models applied to the students (Babuta, 2019). Learning strategies and techniques have an impact on the interests and motivation of the students to learn (Faisal, 2019).

Islamic education learning strategies for students should be done with the aim of providing concepts that have meaningfulness for students through real experience, (Noorhaidi Hasan: 2012). Real experience allows students to show their activities and curiosity in an optimal way and place the position of educator as a companion, guide, and facilitator for students.

This learning process indicates a shift of paradigm that is oriented towards the dominance of the role of educators in learning (teacher center) to student-centered learning (student center). An effective Islamic education learning process can be realized if the learning is student-centered namely all forms of learning activities starting from the learning strategies and approaches used must prioritize the needs of students. Student-centered learning also gives meaning that the learning provided must be consistent with the student characteristics.

RESEARCH METHOD

This research is a Classroom Action Research. In other words, this classroom action research involved the teacher's attempt (researcher) in the form of a learning process. The classroom action research is not just teaching as usual, but it must contain an understanding that the actions taken are based on the efforts to improve and make results better than before.

There are four stages of class action research, namely: 1) planning. 2) implementation. 3) observation. 4) reflection. The principle of data collection in classroom action research is not different from the principle of data collection in other types of research. Thus, observation is still become the main method of data collection. Observational activities to know how far the effect of the action has reached the target.

In data collection, the concepts of validity and instrument reliability are still

used. In this study is known as practical validity/reliability, which means that as long as the members of the action research group decide that the instrument is valid and reliable, it can be used. There are some strategies for increasing validity among others are:

1. Face validity, each member of the action research group to check the validity of each instrument.
2. Triangulation, using various data sources to improve the quality of assessment
3. Critical Reflection, each stage of the action research cycle is designed to improve the quality of understanding.
4. Catalytic Validity (knowledge validity), which is produced by the action researcher depends on the ability of the researcher himself to encourage change.

RESULTS AND DISCUSSION

The initial step that must be taken in implementing the Islamic education learning strategy is to change the paradigm or our perspective of learning Islamic education itself because the paradigm is the basis for the direction and the purpose of learning (Amin Rais: 2019). In general or some part of Islamic education nowadays, the paradigm developed is a stagnant textual paradigm in a normative way without studying it contextually (the needs of students in dealing with their lives later after graduation), (Raihani, 2017).

So, Islamic education learning in public/Islamic schools is less meaningful to the students. In fact, it only concerned with the cognitive value so the students can pass the exam. Our school education should be returned to the reality of the dynamics of its people, do not be an ivory tower that is uprooted from the roots of its own people's life.

School education does not teach dreams and anti-reality, but it is a legitimate

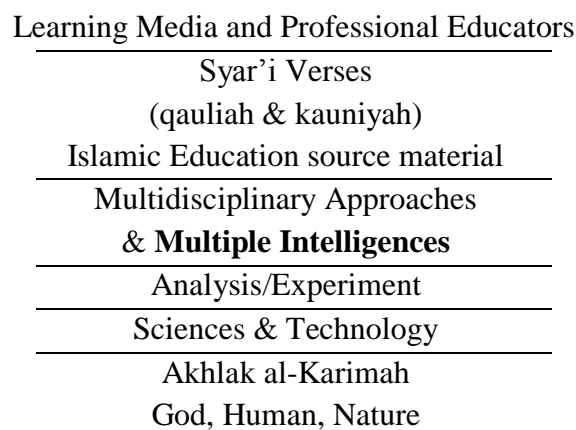
part of the reality of the life of its own people to seek responsibility for the dialectical process that continues to break out in the lives of its people.

The description that has been explained before is related to education in general, but that also occurred in the context of Islamic education both in terms of the subject material and in terms of the application of learning strategies, (Zulkifli, 2014).

In today's digital era, it is important to build a paradigm or a contextual approach (studying the arguments of *syar'i* as a source of Islamic education subject material consistent with the demands of the times/realities of society) and integrative (integration of science and technology values and faith and piety values) in implementing the Islamic education learning strategy.

Furthermore, we should not only be trapped in *syar'i* arguments that are *qaulyah* (spoken in the Qur'an) as a source of Islamic education subject material, but we need to examine the *kauniyah* verses (created/natural phenomena) as guidelines in implementing the Islamic education subject material. Nowadays, we are demanding to master science and technology, information and communication, and other technological devices.

To actualize the concept, the writer tries to formulate a framework for applying the integrative Islamic education learning strategy as explained beforehand. The concept or framework in question can be seen in the following chart:



The scheme above explains as follows:

First, the source of Islamic education subject material is the *qaulyah* *syar'i* verses (spoken) and *qauniyah* (created) or the surrounding environment.

Second, the *qaulyah* verses must be interpreted with a multidisciplinary approach (various disciplines). While *Kauniyah* verses (natural phenomena/reality of life) must also be used as a basis in applying Islamic education subject material to provide solutions in every human life.

Third, from the contextual-multidisciplinary understanding analyzed (for the verses which require sharp and in-depth analysis), and material that is *Kauniyah* requires observation and experimentation so it can produce scientific and technological value, or prove scientifically what is understood and believed. The *qaulyah* verses are not only understood textually (*lapdzayah*) but with a contextual-multidisciplinary approach, our belief will be deeper and stronger because it is based on rationality (scientifically proven).

Fourth, the internalization of beliefs based on scientific/rational truth (not blind *taqlid*) is the basis for the birth of a strong (quality) and noble personality (moral character).

This is the essence of the objectives of Islamic Education, namely the birth of human beings human (human beings who have a

strong personality (quality & professional) and noble (virtuous) (Imam Wahyono, 2019). Fifth, to apply this learning strategy need qualified and professionals educators and supported by learning media that meet learning standards.

Learning Methods

Multiple Intelligences originated from theories or terms in the study of the science of intelligence which has the meaning of “multiple intelligences”. This theory was found and developed by Howard Gardner, a developmental psychologist and education professor from the Graduate School of Education, Harvard University, United States. He is the author of *Frames of Mind: The Theory of Multiple Intelligences*, *Multiple Intelligences: The Theory in Practice* and *Intelligence Reframed: Multiple Intelligences for the 21st Century*, and Currently, he is also one of the Directors of Project Zero at the Harvard Graduate School of Education. Project Zero is a research and education center that develops learning, thinking, and creativity in learning a field for individuals and institutions.

In his theory, Gardner explains that each person has a variety of intelligence, but with different levels of development between one intelligence with another intelligence. The definition of intelligence according to Gardner is different from the understanding that previously understood.

Before Gardner, a measurement of one's IQ (Intelligence Question) was based on an IQ test, which only emphasized logical-mathematical and linguistic intelligence. So, it pays less attention to intelligence in other fields. Gardner's finding of one's intelligence has changed the concept of intelligence. One's intelligence can be developed through education and in large numbers.

Gardner clearly revealed that there are no stupid or smart children. There are

children who excel in one or several types of intelligence. Therefore, in assessing and stimulating the intelligence of children, parents and teachers should carefully and thoroughly design a special method. It can be said that in stimulating children's intelligence, certain intelligence can be honed to be more skilled.

The essence of the theory of multiple intelligences according to Gardner is to respect the uniqueness of each person, the variety of ways of learning, realizing a number of models to assess them, and the almost unlimited ways to actualize themselves in this world in a particular field that is finally recognized, (Ariany Syufah, 2009).

According to the results of his research, Gardner states that there are eight types of intelligence in each person including the intelligence of mathematical logic, linguistics (language), visual-spatial, kinesthetic (gestures), musical, interpersonal, intrapersonal, and naturalist. This eight intelligence can be possessed by each individual, only in different stages. Moreover, this intelligence also does not stand alone, sometimes mixed with other intelligence.

The concept of Multiple Intelligences is originated from the work of Howard Gardner in the book entitled *Frames Of Mind* in 1983 based on the results of several years of research on human cognitive capacities. Gardner rejects the assumption that human cognition is a single entity and individuals only have a single intelligence. Even though most individuals show different mastery. Individuals have multiple intelligences and come together as one to form a high enough personal ability. Howard Gardner introduced and promoted the results of Project Zero's research in America related to multiple intelligences.

His theory replaces the previous perspective about human intelligence. The result of the research shows that there is no

human activity which uses only one type of intelligence, but all intelligence so far is considered to have 7 kinds of intelligence, and in the latest book, there are 3 more types of intelligence added. All these intelligences work together as a single, integrated whole.

The composition of cohesiveness, of course, varies in each culture. But overall, all of this intelligence can be changed and improved. The most prominent intelligence will control other intelligences in solving problems. Intelligence according to Gardner, is the ability to solve problems in a particular cultural or community situation. It consists of seven types of intelligence. However, Gardner states that the amount can be more or less, but certainly not just one mental capacity. The question of why individuals choose to be in different roles (physicists, farmers, dancers), requires the work of various intelligence as a combination.

In his explanation, intelligence is the ability to capture new situations and the ability to learn from an individual's past experiences. Intelligence depends on the context, tasks and demands put forward by our lives, and not depending on IQ scores, college degrees or prestigious reputations.

Based on Gardner's theory, it give guideline to change and improve those intelligence with its instrumentation in learning. He develops a learning process in the classroom which utilizes and develops children's dual intelligence, with the expectation that children outside the classroom can use to recognize and understand the realities of life. The main ideas put forward by Gardner are as follow:

1. Human has the ability to improve and strengthen his intelligence.
2. Beside being able to change, intelligence can also be taught to others
3. Intelligence is a compound reality that appears in different parts of the brain system or the human mind.

4. At a certain level, this intelligence is an integrated whole. This means that in solving certain problems or tasks, all kinds of human intelligence work together and integrated.

Thus, intelligence is an ability to solve problems or produce something needed in a particular cultural setting. The range of problems or something produced starts from simple to complex. Compound intelligence learning strategy is an effort to optimize all the intelligence (Multiple Intelligence) possessed to reach certain competencies contained in the curriculum. Phases of the Multiple Intelligence-Based Learning Model are as follow:

Learning Plan

Teacher plans a learning approach based on the curriculum. There are two ways teaching intelligence through curriculum such as:

1. This can be taught directly as by starting from one type of intelligence to then think of tasks that combine various aspects of the curriculum. However, this method is less liked by teachers because it takes up a lot of their time and attention when other fields are added to their curriculum which is sometimes very crowded.
2. It is prepared in regular curriculum by taking the realm of curriculum to then plan an approach which involves each intelligence.

Teacher plans learning according to competencies to be achieved in each Islamic Education Learning material. Learning plan is carried out by preparing learning strategies as follows then linked to Islamic Education Learning material, such strategies as: Discussion strategies, group work strategies, brainstorming strategies, assignment and recitation strategies, demonstration strategies,

fieldwork presentation strategies, and story strategies. The teacher determines the learning method/technique that best suits/matches the competency to be achieved in each material. Furthermore, the teacher identifies the type of intelligence which is most dominant/effectively used according to the technique/method used.

This methodology consists of all technique and strategy used by the teacher. No one can guarantee that the techniques and strategies in using the methodology will succeed in supporting students' talents or in fact strengthening their weaknesses. Therefore, to use the methodology in learning, it should use the learning approach as best and as much as possible, with conditions adapted to the objectives and types of competencies to be achieved. As an example of cooperative learning, cooperative learning is used as an active way of involving interpersonal intelligence, inviting students to be able to work well with others.

Gardner in his book doesn't mention in particular to apply his Compound intelligence in classroom teaching. Gardner does not intend to emphasize or even insist on a kind of tight control over schools that implement their theories. As a result, none of the schools that implement Compound Intelligence do the same thing. Some schools such as the Key School at Indiana Polis, Indiana, gives the same weight to every intelligence in the education system. Others, such as the Hart-Ransom Elementary School in Modesto, California maintains a traditional education system but rearrange the curriculum to give students "at least seven ways to learn", (Howard Gardner, 1993).

The aim of Islamic Education Learning is the same as the aim of Islam because the purpose of religion is for humans to have strong beliefs and can be used as guidelines for their lives, namely to foster a rounded personality pattern and through

various business processes carried out. Thus, the goal of Islamic Religious Education is an expectation desired by Islamic educators themselves. (Zakiah Daradjad, 2005) in the Specific Method of Teaching Islamic Religion defines the objectives of Islamic Religious Education as follows: The Purpose of Islamic Religious Education is fostering religious people which means that humans are able to carry out Islamic teachings properly and perfectly (Umiarso, 2019).

Therefore, it is reflected in attitudes and actions in his entire life, in order to achieve happiness and the glory of the world and the hereafter, which can be fostered through intensive and effective religious teaching.

Thus, through this phase, teacher explains learning objectives to be achieved and ask students to take an active role and work together to recognize and optimize the types of intelligence. During the implementation of learning, the teacher observes the implementation of multiple intelligence and identifies the types of intelligence which arise in students, (Made Wena, 2009).

1. Effective and Fun Learning

Learning will be effective when it is fun. For sure, this sentence is listed on the title page in *The Learning Revolution*. This reflects the author's strong desire that the words of the revolution be truly considered and applied in learning. There are various theories about the human brain. One theory about the brain that is widely discussed in education is what Dave Meier called in his book, *The Accelerated Learning Hand Book*, as *The Triune Brain Theory*. This theory states that the human brain consists of three parts such as the reptilian brain, midbrain (limbic system), and the thinking brain (neocortex). If the feeling of learning (students) is positive (happy, happy), then

the student's mind will "level up" from the midbrain to the neocortex (thinking brain). This is about learning to be effective. Conversely, when students' feelings are in a negative mood (tense, fear) as told at the beginning of this paper - meliteristic learning - the student's mind will "go down" from the midbrain to the reptile brain. In this situation learning will not run or stop at all.

2. Design of Effective Study Room

Beside considering learning motivation of children, the school also needs to design classrooms as attractive as possible (Ahmad Saufi, 2019). Thus, the children feel comfortable and enjoys learning in the room. The design of the study room does not have to always be by placing a bench and a lined table facing the front of the class, but we can also redesign the study room by placing chairs and tables in the shape of a letter U. In the middle of an empty room is placed a carpet. Thus, students feel comfortable to learn and absorb knowledge, (Roestiyah, 2008).

Learning Evaluation

Teacher evaluates students' learning outcome about materials learned using test, either oral test, written test or presentation (Mohamad Roji'i, 2019). In general, the evaluation functions to find out the extent of achievement and failure of a program of activities in realizing the goals that should be achieved. In relation to education programs, the purpose of educational evaluation is to obtain evidentiary data showing the extent to which the ability and success of students in the implementation of the learning process. Furthermore, Bloom defines learning outcomes as a result of behavioral change that includes three domains, namely, the cognitive domain, the affective domain, and the psychomotor domain, each of which has a

level of ability or often referred to as the type of learning outcome. But the type of learning outcomes which will be discussed in this study are only on the cognitive aspects, because the mastery that will be seen in this study is only in the cognitive domain.

There are six ability levels or types of learning outcome in cognitive aspect according to Bloom, as follow:

1. Knowledge, it is the ability of students to remember things which have been learned. At this level, students are only required to know or understand about concepts, facts or terms. Operational words are commonly used for knowledge tests.
2. Comprehension, it is the ability to know or understand the meaning, concept, situation, and facts that are known. In this case, students or respondents do not only memorize verbally, but also understand the concept of the problem or fact being asked.
3. Application, it is the ability to apply something which has been learned to something new in nature.
4. Synthesis, it is the ability to bring elements or parts together into a comprehensive form (integrity).
5. Analysis, it is the ability to describe a particular system or situation into its components or constituents.
6. Evaluation, it is the ability to make an assessment of a question, concept, and others.

In process of learning strategy evaluation, there are ways needed to conducts as follow:

1. Technique of test

Test is an assessment conducted comprehensively towards an individual or the whole program evaluation effort. To carry out an evaluation of teaching or learning outcomes from a learning process, a teacher can use two kinds of

learning outcomes tests: standardized tests and teacher made tests. It is because the learning outcomes test used in this research is a teacher made test, the description in this research will be further emphasized on the teacher-made test.

Test results of learning that are usually done made by the teacher can be divided into two types, such as: 1. Oral test. Oral test is an assessment or test conducted by the teacher verbally as well as questions and answers. In this oral test, a teacher gives questions and students answer verbally. 2. Written test. The written test is a test given by the teacher to students in written form. Written tests can be divided into: * essay examinations are tests in the form of written questions, the answers of which are essays or long sentences. The length of sentences or test answers is relative, according to the skills and knowledge of the students * Objective tests, objective tests are tests made in such a way that the test results can be assessed objectively, assessed by anyone which will produce different or the same scores.

2. Technique of non-test

Type of non-test techniques is questionnaire. Basically, the questionnaire is a list of questions which must be filled by the person to be measured (respondent). Interview is a method used to obtain answers from respondents by way of question and answer unilaterally. Observation is a technique carried out by making careful observations and recording systematically. Match list or Check list is a series of questions (which are usually short), in which the respondent who is evaluated only needs to put a check list. Meanwhile, life history is a picture of a individual's condition during his lifetime.

Giving Reward

In this part, teacher should be more creative to choose and give reward because learning done not just once but repeatedly and almost every time (Vianata, 2012). With creativity, teachers choose to give different rewards when students reach certain targets that are satisfying, the learning will be more effective and improve its quality (Salma, 2007).

In addition, the teacher should look for ways to appreciate both the efforts and student learning outcomes, "Reward Yes, Punishment No". As much as possible an educator gives rewards to children for various achievements. Conversely, as far as possible avoid forms of punishment. Therefore, excessive punishment will make a child's self-esteem down. New brain power will emerge tremendously if an individual's condition is in positive emotions. Positive emotions are conditions in which an individual is in comfort and happy. In this phase, it is almost like a closing in the learning plan which is commonly used by the teacher in which the teacher gives conclusions about the learning that has been carried out on that day. Thus, the teacher gives information about the material of the next meeting and assigns students to write new ideas or new questions in the learner's diary.

CONCLUSION

Islamic education learning (PAI) using multiple intelligence based strategy can ease material received by students. Beside, Student achievement can be improved with various evaluations given in the form of tests, so they can measure the ability of students after learning. In other contexts, PAI has an important role in human life, because one of the functions of religion is to guide, direct and show humans the right path to happiness.

Therefore, in the process of learning religious education both at school and in the

family needs to be done in various ways or strategies in order to achieve satisfactory results or quality with a marked reflection of religious values in daily life. On that basis, the authors formulate or develop Islamic education learning strategies based on multiple intelligence that are integrative (religious, scientific and technological values) in responding to the development of society in today's digital era.

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