

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



THESIS

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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

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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.¹ 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.²

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,

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

² 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.³ 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.⁴ 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.⁵ 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.⁶ 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

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

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

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

⁶ 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.⁷

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,⁸ 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

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

⁸ 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.⁹ 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.¹⁰

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*).

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

¹⁰ 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.¹¹ 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.¹²

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.¹³

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.

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

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

¹³ 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.¹⁴

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

¹⁴ 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 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.



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