HUMANIST LEARNING WITH MULTIPLE INTELLIGENCES STRATEGY ON RELIGIOUS EDUCATION

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ABSTRACT
Learning in Islamic education is very important in the application of learning with multiple intelligences in Islamic Religious education learning. The learning planning document is called a lesson plan, there is multiple intelligences research at the time of acceptance of new students to find out their intelligence, students are grouped based on their respective intelligence. The implementation of multiple intelligences in Islamic religious education learning in schools has been carried out well. The lesson plan has been owned by the religious education teacher before the lesson is carried out. The main basis for teachers in making lesson plans for religious education learning is the linguistic intelligence of students by adjusting all learning activity plans with linguistic intelligence indicators. The implementation of the multiple intelligences linguistics strategies in religious education learning has been carried out with learning activities that are adapted to the linguistic intelligence of students, both activities at the beginning of learning such as apperception, warner, and scene setting, core activities are presented with methods that are following linguistic intelligence, and activities at the end of the lesson.

Keywords: Humanist Learning, Multiple intelligences, Religious Education

INTRODUCTION
The study of Islamic religious education is one of the important components that must be maintained by every school. The purpose of Islamic religious education in schools is to grow and increase faith through the provision and nurturing of knowledge, appreciation, experience, and practice of the students about the Islamic religion so that they become Muslim people who continue to grow in terms of faith, piety, nation, and state, as well as to be able to continue at a higher level of education.¹

So that educational goals can be achieved as expected, of course, a strategy is needed that is following the material to be taught and the background of the students faced. Every student has a different background, in psychology, it is often said that no two individuals are the same. At first glance or in general, there are many similarities between humans with one another but examined more deeply and in more detail, there are some differences.²

In general, every favorite school carries out an initial test for students who have just registered, to determine whether or not these students are accepted. Students who pass the test will be accepted because they are considered intelligent students. Students who do not pass are not accepted because they are considered less or not intelligent. Even though all humans have been given various potentials, the potential is different for each individual. It is possible that the test given does not touch the intelligence of the students which causes them not to pass. Munif Chatib said that there are no stupid students, all students have potential

¹ Majid, Chatib, and Dian Andayani, Pendidikan Agama Islam Berbasis Kompetensi, Bandung: PT Remaja Rosdakarya, 2005, 135
² Sukmadinata, Nana Syaodih, Landasan Psikologi Proses Pendidikan, Bandung: PT. Remaja Rosdakarya, 2003, 19
(intelligence), but intelligence is different. So the teacher in teaching to achieve certain competencies must depart from the basic potential possessed by students.  

Current educational institutions (schools or madrasas) see the intelligence of students only from two aspects of potential (intelligence) only, namely the ability of logic (mathematics) and language only. This fact is in line with what was expressed by Seto Mulyadi, who was quoted by Dewi Salma saying that it would be a big mistake if every grade increased, student achievement was only measured by mathematical and language abilities. Thus, the National Education System which measures the level of intelligence of students and only emphasizes logic and language skills needs to be revised. According to Howard Gardner, intelligence is a general ability that is found at various levels in each individual. Ability is the key to success in solving problems. In solving a problem, each individual has a different way from other individuals, according to the intelligence that stands out in him. Intelligence is plural, known as multiple intelligences. Intelligence is not only seen from the value obtained by someone. Intelligence is the ability possessed by a person to see a problem, then solve the problem or make something that can be useful for himself and others. For this reason, discussions or studies on the multiple intelligences learning models in Islamic religious education learning need to be carried out continuously and must contribute to overcoming learning problems.

METHOD

This type of research is qualitative research with a focus on library research by examining the texts of books, and manuscripts sourced from literary texts that are relevant to the problems that are the topic of this research. The data sources used are data from previous research that are relevant to multiple intelligences. The analytical method used is the descriptive qualitative analysis method. With this qualitative descriptive analysis, it is hoped that the authors can obtain comprehensive and in-depth data, so that they can provide answers to the problems faced by Islamic religious education, namely the effective teaching method of Islamic religious education.

DISCUSSION

Learning Method

A learning model is a form of learning that is illustrated from beginning to end and is presented specifically by the teacher in class. In the learning model, there is a strategy for achieving student competence with approaches, methods, and learning techniques. The approach can be interpreted as our starting point or point of view on the learning process. The teacher-centered approach reduces direct instruction, deductive learning, or expository learning. Meanwhile, the student-centered learning approach reduces discovery and inquiry learning strategies and inductive learning strategies.

The method is a description of the approach. One approach can be translated into various methods. The method is a learning procedure that is focused on achieving goals. Teaching techniques and tactics are the elaborations of learning methods. The technique is the way someone does to implement a method. For example, what should be done so that the lecture method is carried out effectively and efficiently? Thus, before someone conducts a lecture process, it is better to pay attention to the conditions and situations. Learning strategies

3Chatib, Munif, Sekolahnya Manusia, Bandung: Kaifa, 2009
4Prawiradilaga, Dewi Salma, Mozaik Teknologi Pendidikan, Jakarta: Kencana, 2008, 61
can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. Furthermore, it is explained that a learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. The term strategy is often used in many contexts with the same meaning. In the context of teaching, strategy can be interpreted as a general pattern of teacher-student actions in the manifestation of teaching activities.

Nana Sudjana explained that teaching (teaching) strategies are “tactics” used by teachers in carrying out the teaching and learning process (teaching) to influence students (students) to achieve teaching goals more effectively and efficiently. So according to Nana Sudjana, teaching/teaching strategies are implemented, as real actions or the teacher’s actions at the time of teaching based on the signs in the lesson unit. Based on the opinion above, it can be concluded that the learning strategy must contain an explanation of the methods/procedures and techniques used during the learning process. In other words, learning strategies have a broader meaning than methods and techniques. This means that learning methods/procedures and techniques are part of the learning strategy. From the method, the learning techniques are derived in an applicative, real, and practical way in the classroom when learning takes place.

Learning Method, Model, and Approach Differences

Learning methods can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. Several learning methods can be used to implement learning strategies, including 1) lectures; 2) demonstration; 3) discussion; 4) simulation; 5) laboratory; 6) field experience; 7) brainstorming; 8) debate, 9) symposium, and so on.

The learning method is the method used to implement the plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally. The method is carried out with techniques and tactics (description of the method). The technique is the way that someone does to implement a method (for example, how can a lecture be effective? Pay attention to the situation and conditions, for example, a lecture in the afternoon with a lot of students and the morning with a few students, of course, the technique is different). Tactics is a person’s style in carrying out a certain technique or method.

If the approaches, strategies, methods, techniques, and even learning tactics have been assembled into a unified whole, what is called a learning model is formed. So, the learning model is a form of learning that is illustrated from beginning to end and is presented specifically by the teacher. In other words, the learning model is a wrapper or frame from the application of an approach, method, and learning technique. Concerning learning models, Bruce Joyce and Marsha Weil presents 4 (four) groups of learning models, namely: 1) social interaction models; 2) information processing model; 3) personal-humanistic model; 4) behavior modification model. However, often the use of the term learning model is identified with learning strategies.

Learning Approach

The learning approach can be interpreted as our starting point or point of view on the learning process, which refers to the view of the occurrence of a process that is still very general, in which it accommodates, inspires, strengthens, and underlies learning methods with a certain theoretical scope. Judging from the approach, there are two types of learning

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7 Ahmad Rohani, *Media Intruksional Edukatif*, (Jakarta: PT. Raja Grafindo Persada 2007), 34
approaches, namely: 1) a student-oriented or student-centered approach to learning, and 2) a teacher-centered learning approach.

In addition, the learning approach can be interpreted as a concept or procedure used in discussing a lesson material to achieve learning objectives. The approach can be interpreted as our starting point or point of view on the learning process. The term approach refers to the view of the occurrence of a process that is still general. Therefore, the strategies and learning methods used can be sourced or dependent on a particular approach.\(^8\)

**Humanistic Learning Theory in Learnedness**

According to humanistic theory, the purpose of learning is to humanize humans. the learning process is considered successful if the student understands his environment and himself. Students in the learning process must try so that gradually they can achieve self-actualization as well as possible. This learning theory seeks to understand learning behavior from the point of view of the perpetrator, not from the point of view of the observer. The main goal of educators is to help students to develop themselves, which is to help each individual to recognize themselves as unique human beings and assist in realizing the potential that exists within them. Humanistic experts see that there are two parts to the learning process.

**Multiple Intelligence Strategy**

The theory of multiple intelligences was introduced in 1983 by Howard Gardner, a professor of psychology and education at Harvard University. This theory received a very positive response from education circles in the United States. Gardner mentions that intelligence is not a single entity that can be measured simply by an IQ test. Intelligence can be improved and developed throughout a person’s life history. Gardner defines it as a capacity to solve problems or form products of value in one or more cultural settings.\(^9\)

Multiple intelligence learning strategies can be implemented to achieve competence in learning, as a discourse to Islamic Religious education teachers about the efforts that can be made to achieve every competency in learning. It is hoped that through this “MI” learning strategy, optimizing the potential of students according to their intelligence tendencies can produce a new paradigm in our education world. Through this paper, it will be explained briefly how as a teacher of Islamic subjects Islamic Religious education can apply a learning method of Islamic Religious education based on the diversity of intelligence (Multiple Intelligence) possessed by students. So it is hoped that all students can participate in ‘enjoying’ Islamic Religious education.

**Multiple Intelligence and Learning Methods**

According to T. Armstrong in his book *You’re Smarter than You Think*, children have Multiple Intelligences. In the book it is said that there are at least 8 kinds of intelligence, one or more of which can be possessed by a child, namely:

1. Intelligence in calculating (*Mathematical Intelligence*).
2. Intelligence in using images (*Visual-Spatial Intelligence*).
3. Intelligence in understanding the body (*Bodily-Kinesthetic Intelligence*).
4. Intelligence in understanding others (*Interpersonal Intelligence*).
5. Intelligence in understanding oneself (*Intrapersonal Intelligence*).

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\(^8\)Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, 2013, 127

6. Intelligence in understanding nature (Naturalist Intelligence).\textsuperscript{10}

From those various kinds of intelligence, each type of intelligence that exists also has certain characteristics. From the various characteristics that exist in a child, it can be seen the type of intelligence possessed by the child.

**Linguistic Intelligence**

According to Indra Soefandi and Ahmad Pramudya, linguistic intelligence is the ability to process words or use words effectively, both orally and in writing.\textsuperscript{11} Children with prominent linguistic intelligence usually enjoy reading, are good at telling stories, love to write stories or poetry, enjoy learning foreign languages, have a good vocabulary, are good at spelling, like to write letters or emails, and enjoy discussing ideas with their friends, then has a strong ability to remember names or facts, enjoys word games (word fiddling, hidden words, scrabble or crossword puzzles, word flips, plays or rhymes) and enjoys reading about ideas that interest them. Intelligence in this field requires children’s ability to store various meaningful information related to their thinking processes.

**Musical Intelligence**

A child who has musical intelligence usually likes to sing, likes to listen to music, can play musical instruments, can read musical notes/numbers, easily remembers melodies or tones, easily recognizes many different songs, can hear the difference between different instruments played together, likes to hum/sing while thinking or doing tasks, easily picks up the rhythm in the sounds around him, likes to make musical sounds with his body (humming, clapping, snapping fingers or stomping feet), enjoys composing/writing his songs or raps and easily remembers facts by composing songs for those facts.

**Logical-Mathematical Intelligence**

Someone with high Logical-Mathematical Intelligence usually has an interest in numbers, enjoys science, easily does math in his mind, likes to solve mysteries, likes to count, likes to make estimates, guesses numbers (like guessing the number of coins in a container), easy to remember numbers and scores (soccer scores, game scores, how tall is the tallest building in the world, etc.), enjoys games that use a strategy such as chess or strategy games, pays attention to actions and consequences (known as causation), likes to spend time doing brain teaser quizzes or logic puzzles, likes to discover how computers work, likes to organize information into tables or graphs and they can use computers more than just playing games.

**Visual-Spatial Intelligence**

A child who has intelligence in using pictures usually remembers faces more than names, likes to describe his ideas or make sketches to help him solve problems, thinks in the form of pictures, and easily sees various objects in his mind, he also likes to build or build things, enjoys disassembling, likes to work with art materials such as paper, religious education, markers or crayons, likes to watch movies or videos, likes playing video games, pays attention to clothing styles, hairstyles, car models, motorbikes or other everyday things, likes reads or draws maps just for fun, likes to see photos/drawings and talks about them, likes to see patterns in the world around him, likes to doodle, draws things in great detail and realistically, remembers things he had learned in the form of pictures, learned by observing


\textsuperscript{11} Sukmadinata and Nana Syaodih, 	extit{Landasan Psikologi Proses Pendidikan}, Bandung: PT. Remaja Rosdakarya, 2003, 59
people doing a lot of work, enjoys solving visual/picture puzzles and optical illusions and likes to build models or anything in 3 dimensions. Children with visual intelligence are usually rich in imagination so they tend to be creative and imaginative.

**Bodily-Kinesthetic Intelligence**

Children who have intelligence in understanding the body tend to like to move and be active, easily and quickly learn physical skills and like to move while thinking, they also like to act, like imitate the movements or expressions of their friends, enjoy playing sports, or excel in sports. Certain skills, skilled in making crafts or building models, flexible in dancing, dancing, or dancing, like to use movements to help him remember things, have good coordination and awareness of tempo and likes to rest. Children with body intelligence usually rely more on the strength of their muscles.

**Interpersonal Intelligence**

If someone has intelligence in understanding others, he usually likes to observe others, is easy to make friends with, likes to offer help when someone is in need, enjoys group activities and warm and exciting conversations, likes to help others who are in conflict to make peace, is confident when meeting people, new, like to organize activities for himself and his friends, easily guesses how others feel just by observing them, knows how to get others excited to work together or how to get them involved in things that interest him, prefers to work and learn together rather than alone, likes to convince people of his point of view on things, is concerned with matters of justice and right and wrong and likes to volunteer to help others. Children who have interpersonal intelligence are usually liked by their friends because they can interact well and have great empathy for their friends.

**Intrapersonal Intelligence**

A child who has intelligence in understanding himself usually prefers to work alone rather than together, likes to set and achieve his own goals, and upholds his beliefs even if they are not popular. He is less worried about what people will say compared to most other people. He also knows how he feels and why he is and often spends time just pondering deeply about the things that are important to him. Children with intrapersonal intelligence are usually well aware of the areas they are proficient in and areas in which they are not very good at. He likes to keep a diary or keep a diary, he likes to write down his ideas, his memories, his feelings, or his personal history. This kind of child is usually very aware of who he is and he is very happy to think about the future and his goals one day.

**Naturalist Intelligence**

A person who has intelligence in understanding nature usually likes animals, is good at farming and caring for gardens at home or in his environment, cares about nature and the environment, and likes to go to parks, and zoos or enjoy the beauty in an aquarium. In addition, he also likes camping or climbing mountains in the wild, likes to pay attention to nature wherever he is, easily adapts to different places and events, likes to take care of animals, and has a strong memory of the details of the places he has visited and names of animals, plants, people, and various other things, asking a lot of people, places, and things that he sees in the environment or nature so that he can understand them better. He can understand and take care of himself in new and different situations or places. He is also very concerned about the environment around him (at school or home). This child usually likes to find out about something and then group it into certain categories, for example, likes watching
birds, and rocks or noting different types of cars. Children with this intelligence usually know exactly who to turn to for help when they need it.

Based on the various explanations obtained from this book, the author understands that children have Multiple Intelligences where intelligence in the linguistic and spatial fields is only a small part of the various kinds of intelligence that a child may have. The book also states that IQ tests are not the only measure of a child’s intelligence, because IQ tests only emphasize logical-mathematical and language intelligence.

**Religious Education Learning Method through Game**

Education is a word that we hear very often in everyday life. However, it is strange if education practitioners (Islamic Religious education students) do not know the meaning of education itself. Most of them only interpret education according to theories without understanding the meaning of education itself. Religious education is a conscious (intentional), systematic, and continuous activity or effort to develop human potential in the form of religion, giving religious characteristics (Islamic, Hinduism, Christianity, or others) and skills under the objectives of religious education. The notion of religious education is similar to education, except that we encounter a new word, namely religion. Religion means a godly impulse, a godly impulse here will be transformed into an acknowledgment of the existence of God Almighty.12

Armed with the understanding described above, the author was inspired to create a creative and applicable Islamic Religious education teaching model based on the diversity of intelligence possessed by children so that children who do not have intelligence in numbers/logic can also enjoy Islamic Religious education according to their type intelligence he has. For example, children who have intelligence in using words (Linguistic Intelligence) can study Islamic Religious education with rhymes, poetry, and others. Children who have intelligence in music (Musical Intelligence) can also study Islamic Religious education by composing songs to remember facts in Islamic Religious education. Children who have intelligence in using images (Visual-Spatial Intelligence) can study Islamic Religious education by making comics/picture stories, religious education things, and others. Children who have intelligence in understanding the body (Bodily-Kinesthetic Intelligence) can learn Islamic Religious education through drama and dances. In addition, according to Bahrudin, a teacher at an alternative school in Salatiga, Central Java, the first measure of educational success is if children can learn with pleasure. If the school cannot provide a sense of comfort, the child’s success in learning has been reduced by 50%. Therefore, the learning process must be built on the joy of students and teachers. (Kompas, Wednesday, March 23rd, 2021).

Multiple Intelligence is a development of brain intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). Unfortunately, traditional thinking patterns in education often emphasize logic-mathematical and language skills. Everyone has a unique way to solve

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12 Dedi Wahyudi and Tuti Alafiah, *Studi Penerapan Strategi Pembelajaran Berbasis Multiple intelligences dalam Mata Pelajaran Pendidikan Agama Islam*, *Studi Penerapan Strategi Pembelajaran Berbasis Multiple Intelligences dalam Mata Pelajaran Pendidikan Agama Islam* | Wahyudi | MUDARRISA: Jurnal Kajian Pendidikan Islam (ainsalatiga.ac.id)
the problems they face. Intelligence is the ability possessed by a person to see a problem, then solve the problem or make something that can be useful for others.13

Based on these facts, the author tries to apply creative and applicable teaching methods that may not be found in existing learning theories. The method that the author applies here is the teaching method of Islamic Religious education through games by the various intelligence possessed by the students. In this method, students are divided into 4 groups, each group consisting of 6-8 people, and each group is given the freedom to express their ideas. The four groups chose activities to make: 1) crossword puzzles with questions related to Islamic religious education, 2) rhymes about Islamic religious education, 3) replacing their favorite songs with the concepts of Islamic religious education and 4) a short drama without words to explain a concept of Islamic religious education.

And so that the ‘game’ becomes more interesting, rules and judgments are given in each type of ‘game’ that is played. The group that makes crossword puzzles usually makes their crossword clue columns on a large cardboard which is then pasted on the blackboard and the questions are distributed to other groups. Then the other groups are allowed to take turns filling in the columns. Each question that is answered correctly will get a value of 100 and if it is wrong it is reduced by 50. The group that answers incorrectly will lose their turn to answer 1 time. Crossword puzzles example:

**Horizontal:**
1. A pull or push.
2. Prayers are performed during a solar eclipse.
3. Friday prayer sermons before or after prayers.
4. Ruling on performing funeral prayers.
5. Surahs that require prayer are contained in a letter in the Qur’an.

**Vertical:**
1. It is a measure of the amount of water in taking ablution water.
2. Another word for obligatory for every Muslim.
3. Replacing the worship that is left behind.
4. To choose difficult matters, we are made to pray.
5. The person who leads the prayer.

The group that makes rhymes usually makes several rhymes that contain the concepts of Islamic Religious education and contain questions that must be answered by other groups. Like crossword puzzles, questions that are answered correctly will get a score of 100 and if they are wrong they will be reduced.50

Poem example:

*Gadis cantik idaman taruna* (The beautiful girl is a man’s dream)

*Wajah menarik bercahaya* (An attractive face glows)

*Kalau adik bijaksana* (If you are wise)

*Alat apa pengukur gaya* (What tool is a style measure)

The group that composes poetry or songs usually gets a special rating for their creativity. One interesting story that the author got here is that there is a student who has almost always gotten bad grades in Islamic religious education who was able to compose poetry and change a song lyric with the concept of Islamic religious education in less than 2x45 minutes and even read and sing it himself with full appreciation! Truly extraordinary!

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13 Handy Susanto, *Penerapan multiple intelligences dalam system pembelajaran*, (Jakarta: Jurnal Pendidikan Penabur, 2005), 50
Then the group that makes a short drama without words usually explains a simple concept of Islamic religious education and the other groups provide conclusions about the purpose of the drama on a piece of paper. The highest rating is given to the group whose opinion is closest to the truth of the concept presented. The assessment is carried out by the group concerned and assisted by the teacher if necessary. Examples of short dramas that have been done include an explanation of the obligation to pray, the virtues of doing the *tahajjud* (after midnight) prayer, the advantages of people who hold back anger, and others. This is where the teacher acts as a source of information that can help correct mistakes that might be made. But with this method, students learn to find their problems and solve them. There are so many interesting things that happen in this kind of learning process. The enthusiasm of the students was very great and all the students seemed to enjoy this lesson.

Indeed, in this method, students play a full role in the class. Those who select and design the concept of material and questions to be discussed and also provide assessments. This is following the current curriculum, where in this curriculum students are the main subject in the learning process while the teacher only acts as a facilitator. One thing that becomes an obstacle is that this method cannot be used in every religious education lesson because after all, students must get an understanding and concepts first from the teacher concerned so that there are no conceptual errors and deviations from the learning objectives to be achieved. Another thing that becomes an obstacle is the limited time available while the subject matter that must be given is so much. However, at least with this method, the teacher can provide other learning experiences to their students so that they no longer consider Islamic religious education lessons boring and scary lessons.

**CONCLUSION**

The form of humanistic learning with the multiple intelligences strategy in school Islamic religious education learning is made based on the format designed by Munif Chatib, with the main basis for making lesson plans being the intelligence of the students with indicators of listening, speaking, reading, and writing. From these indicators, religious education teachers package the forms of activities that will be carried out in class, starting from activities at the beginning of learning such as apperception, warning, pre-teach, and scene setting, core learning activities, and activities at the end of learning. The application of the multiple intelligences strategy specifically for linguistics in religious education learning in schools has been carried out with activities at the beginning of learning according to the intelligence of students such as storytelling. Before entering the subject of learning, warmer and scene settings are always carried out. The core learning activities are presented with learning methods that are under the linguistic intelligence of students, including methods of demonstration, observation, discussion, question and answer, and role-playing. Activities at the end of the lesson are also adjusted to the student's linguistic intelligence, namely by asking questions or students being guided to conclude learning by expressing it in words.

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